# Detailed Course Descriptions

Questions? Please contact [subsidieadvies@ou.nl](mailto:subsidieadvies@ou.nl)

## **Other**

### **Purposeful studying**

**Code**: A0102A

**Name**: Purposeful Studying

**Type**: Standard product

**Language**: Dutch

**Description**:

The Open University of the Netherlands is a distance learning institution. Studying at the Open University is different from studying at a regular university. Studying in adulthood places additional demands on students. Moreover, the specific nature of OU education places certain demands on the study approach. The aim of this course is to give you insight into the structure of OU study material, to give you insight into the course of learning processes and to offer you tools to get a better grip on your own learning process. You will learn to study purposefully, to consciously determine what is the most efficient study approach under any given circumstances. A goal-oriented approach initially costs an investment in time, but ultimately yields better results and time savings. The course is structured like most other OU courses. The subject matter is arranged in six learning units. In the first learning unit, the characteristics of OU education are listed and their consequences for your own situation are brought to your attention. Learning unit two describes the theoretical model on which the course and the chosen study approach is based. In the other learning units, this goal-oriented approach is discussed and practiced step by step. The course is about general study skills that can be important for all fields of study - ranging from cultural studies to computer science. Attention is paid to the application of the skills within a field of study in the introductory meetings. Typical subject-specific skills are covered in the subject-specific courses. The course is specifically designed for all beginning OU students, especially those with limited experience of studying at the higher education level.

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### **Developing and providing online and blended learning**

**Code**: GRAO01

**Name**: Developing and providing online and blended learning

**Type**: Simpel product

**Language**: Dutch

**Description**:

Structure: This course consists of four blocks. In the first block, we briefly explain what autism is exactly. In the second block, we show the importance of autism-inclusive education. The third, and largest block, shows what the consequences of autism are for education. Finally, in the fourth block, we provide guidelines for autism-inclusive education. Each block always has a main page with the learning objectives of that block and an overview of the components. Each block has a closure. The idea is to start at the beginning and go through everything in order. The parts depend on each other, so keeping a random order is not useful. The content consists partly of short videos, and partly of text. For a number of parts, articles are listed under the heading Sources. To be able to study the course, it is not necessary to read those articles, but of course you do recommend them. Blocks or individual page' s have a closure in which you are put to work yourself. The idea is that you put together your own workbook in this way, on the basis of which you can improve your education.

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### **Developing and providing online and blended learning**

**Code**: GRAO02

**Name**: Developing and providing online and blended learning

**Type**: Simpel product

**Language**: English

**Description**:

ContentThis course begins with a brief welcome, followed by seven learning units that cover various aspects of micro- and nanoplastic pollution (SMNPs) in the (aquatic) environment. Examples are (eco)toxicity, sampling and monitoring, mitigation and stakeholder participation. Learning objectives are formulated for each learning unit. Each learning unit focuses on one or two specific topics and consists of short texts, videos, and assignments. At the end of each learning unit, a list of articles is provided for further reading. The learning units can be completed independently of each other.

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### **Enlightenment and democratic revolutions**

**Code**: W36111

**Name**: Enlightenment and democratic revolutions

**Type**: Standard product

**Language**: not specified

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## **Humanities**

### **Bachelor of Cultural Studies**

**Code**: BCW-2024-2025

**Name**: Bachelor of Cultural Studies

**Type**: Training

**Language**: Dutch

**Course** Content:

When we think of culture, we mainly think of what binds us to other people. This can be language, nationality, religion, the newspaper we subscribe to, our political preferences or the way we treat each other. Culture is everywhere. Culture is therefore a very broad concept, in which at least identity, manners and common ideas are represented. n and codes play a major role. Important in the concept of culture is that these common characteristics once grew, but are also constantly changing. Just think of your own hometown three centuries ago. It was considerably smaller then, there were different buildings, people are dressed differently and the language and manners are different. The experience of religion, nature or social identity also differs from that of today. Culture is not a self-evident and static fact, but is constantly being reflected, recalibrated and redesigned. Partly under the influence of globalisation and digitisation, the pace at which this is happening in modern society is much faster than before. In the Bachelor's programme in Cultural Studies, you therefore study not only the classical disciplines such as history, art, literature, philosophy and media, but also a broader spectrum of everything that determines culture. For example, our introductory course is about cultural perspectives on the climate debate. The Bachelor's programme in Cultural Studies aims to analyse and interpret cultural expressions and place them in a broader perspective. In other words, our scientific training is not only aimed at increasing and imparting knowledge in the field of culture, but also at the ' actively deal with it' with cultural expressions. It is almost self-evident that reflection on culture is also part of this. So you not only acquire knowledge, but also learn to do something with this knowledge. Hence the focus in the study programme on academic skills such as academic reflection, writing and conducting research. Set-upThe training can be flexibly fitted into your daily life. The content of the courses is recognizable and examples come from current events. Theoretical knowledge, skills education and assignments alternate. You usually follow education online and often study independently, but in most courses you will receive guidance and study together with others.

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### **Academic Writing**

**Code**: CB0012

**Name**: Academic Writing

**Type**: Standard product

**Language**: Dutch

**Description**:

During the Cultural Studies programme, you will work on a large number of writing assignments such as essays and papers. Of course, your texts must be easy to read: they do not contain any language errors, are attractively formulated, clearly structured and show internal coherence. In addition, there are also programme-specific requirements. The Academic Writing course deals with the skills that are indispensable for writing argumentative texts at an academic level in cultural studies. These skills are also important for writing tasks in professional contexts outside or after training. In the course you will work on various questions. For example, how do you convince the reader of your point of view in a cultural studies discussion? How do you compare and analyse secondary literature in a good way? How can you take into account the text purpose, audience, cultural studies conventions and educational requirements? How can you take into account text purpose, audience, cultural studies conventions and educational requirements? The Academic Writing course offers you tools for the efficient and effective design of argumentative academic texts in the Dutch language. You will explore ways to write clearly and reader-oriented in accordance with the conventions of the field. You will refine your writing techniques and develop a goal-oriented approach to your writing tasks. These are skills that are also required of you in other courses and when completing the bachelor's programme, and that you continue to develop during the programme – partly on the basis of feedback. The course consists of two blocks. Block 1 is about professional written communication. You explore the requirements that apply to effective texts. Depending on your starting position, you will practice more or less extensively in aspects of language care, formulation and text structure. Block 2 focuses on academic and argumentative writing in cultural studies. This block is the main component of the course. You will explore the characteristics of argumentative texts that are common within the cultural studies debate; You practice formulating a point of view and in substantiating that point of view by means of arguments. You will learn how to integrate secondary literature on a cultural studies debate in a representative way into a logically structured literature review.

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### **Teaching methodology internship History**

**Code**: CB0105

**Name**: Teaching methodology internship History

**Type**: Standard product

**Language**: Dutch

**Description**:

During the internship, you will gradually become acquainted with the educational practice in VMBO-TL and the lower years of HAVO and VWO. The internship starts with a period in which you observe a number of lessons at the school where you are doing your internship. Then you will provide parts of lessons. Finally, you provide full teaching hours and participate in all tasks associated with education such as parents' evenings, team meetings and report meetings. You will be supervised by a history teacher at school and remotely by your teacher from the Open University, who will also come on a class visit. During your internship, you will carry out assignments and write reflection reports. In the same period that you do your internship, you will also follow the course Teaching Methodology History (CB3502). Learning objectivesAfter the course:- You will be able to establish good cooperation with and between students.- You will be able to create a safe and stimulating learning environment for groups and for individual students.- You will be able to set up a powerful learning environment for groups and for individual students in which students master learning content of the subject area in a good way.- You will be able to create a clear, clear, Establish an orderly and task-oriented living and working climate.- You will be able to exchange relevant information with colleagues in the school and use the results.- You will have experience in exchanging relevant information with caregivers of pupils outside school.- You will be able to make your own views on teaching and your own skills as a teacher explicit, critically examine and further develop them on the basis of your own experience and feedback from supervisors and fellow students.

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### **Teaching methodology internship Dutch**

**Code**: CB0205

**Name**: Teaching Methodology Internship Dutch

**Type**: Standard product

**Language**: Dutch

**Description**:

During the internship, you will gradually become acquainted with the educational practice in VMBO-TL and the lower years of HAVO and VWO. The internship starts with a period in which you observe a number of lessons at the school where you are doing your internship. Then you will also provide (parts of) lessons. Finally, you provide full teaching hours and participate in all tasks associated with education such as parents' evenings, team meetings and report meetings. You will be supervised by a Dutch subject teacher at school and remotely by your teacher from the Open University, who will also visit classes. During your internship, you will carry out assignments and write reflection reports. You will attend three counselling days and participate in online intervision sessions. In the same period that you are doing your internship, you will also follow the Dutch Teaching Methodology course (CB1102). Learning objectivesAfter the course:- you will be able to establish good cooperation with and between students.- you will be able to create a safe and stimulating learning environment for groups and for individual students.- you will be able to set up a powerful learning environment for groups and for individual students in which students will master learning content of the subject area in a good way.- you will be able to create a clear, Establish an orderly and task-oriented living and working environment.- You will be able to exchange relevant information with colleagues in the school and use the results.- You will have experience in exchanging relevant information with caregivers of pupils outside school.- You will be able to make your own views on teaching and your own skills as a teacher explicit, critically examine and further develop them on the basis of your own experience and feedback from supervisors and fellow students.

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### **Internship Cultural Studies**

**Code**: CB0304

**Name**: Internship Cultural Studies

**Type**: Standard product

**Language**: Dutch

**Description**:

You can place this internship in the free space of the post-propaedeutic year of the Bachelor's programme in Cultural Studies. The following conditions apply:- You must arrange the internship yourself. A staff member of the Cultural Studies Division must be willing to supervise the content of the internship. The Faculty of Arts and Culture has no obligation to make any effort when it comes to offering internships. - An internship must be of an academic level. The internship supervisor at the internship address must be a graduated academic with a course relevant to the cultural sciences.- Before you start the internship, you must request written permission for the contribution of the internship to the study programme. A request for permission is sent to the Examination Chamber of Arts and Culture.- The request for permission is accompanied by an internship plan that has been drawn up according to the format provided for this purpose and meets the requirements set on the course site.- The Examination Chamber will provide a written response. If permission is granted, the Examination Chamber will also notify the Examination Committee. The final assignment consists of an internship report approved by the supervisor at the internship address and the substantive supervisor from the faculty. The assignments carried out during the internship are described in detail. Learning objectivesThe general learning objectives of the internship are:- To provide knowledge about and insight into the performance of the (art historical/historical/philosophical/literary) tasks and the associated personnel functions as they are carried out in practice.- Learning to apply and integrate the knowledge and skills acquired in the Bachelor's programme in Cultural Studies in the Bachelor's programme in General Cultural Studies.- To contribute to the interaction between the research practice of a institute and university education, partly with a view to preparing for the bachelor's thesis.

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### **Cabinets, galleries and museums**

**Code**: CB0402

**Name**: Cabinets, galleries and museums

**Type**: Standard product

**Language**: Dutch

**Description**:

Cabinets, Galleries and Museums covers the varied history of collecting in Europe from around 1500 to the present day. The chosen examples belong partly to national and partly to international history. You will be introduced to all kinds of collections, not only of art objects, but also of objects from nature and from the domain of the natural sciences. The course does not aim to provide a complete historical overview of the different types of collections that have been formed throughout history. Among the themes that recur in the various teaching units are the motives that led monarchs, governments and private individuals to build up collections and the functions that these collections, which have grown into cabinets, galleries and museums, were expected to fulfill. Because the functions can be clearly read from the ways in which collections are arranged and exhibited, the presentation history runs like a thread through the course. Closely related to this is the process of gradual disclosure that can be traced in the history of the collection and the museum. In nine learning units, on the basis of representative examples, the views on and the practice of collecting and presenting are described and examined in connection with developments in thinking about art and culture in particular, but also about nature. For example, the history of collecting is understood as an aspect of the history of science. Two learning units are devoted to the era of the encyclopedic collection, the type of collection that included a wide range of objects with the aim of representing "the total knowledge of the world." The following six units deal with the development of the specialized museum in the past three centuries: the natural history museum (learning unit 4) and the art museum (learning units 5 to 9). The whole is preceded by an introduction to the main trends in the history of collecting (learning unit 1). Learning objectivesThe general learning objectives are aimed on the one hand at acquiring a both broad and in-depth overview of the history of collecting, and on the other hand at learning skills. After completing the course:- you will have knowledge of and insight into the collecting of objects as a historical phenomenon in Western culture, in particular with regard to the motives of collectors and with regard to the relationship between certain forms of collecting and certain ways of arranging and presenting collections with other cultural-historical and scientific-historical developments,- you will be able to place current trends in the field of museum collecting and presentation of art in a historical perspective and to reflect critically on them, you will be able to apply the knowledge gained and the resulting insight into

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### **Research course Cultural Studies**

**Code**: CB0804

**Name**: Research Course Cultural Studies

**Type**: Standard product

**Language**: Dutch

**Description**:

IntroductionAn academic programme in Cultural Studies focuses not only on learning to understand and analyse cultural phenomena and trends, but also on the development of one's own research skills. That is why the bachelor's program is also completed with its own research in the form of a bachelor's thesis or a bachelor's graduation program. In preparation for this, this course teaches you how to set up your own research and you become familiar with analyzing and reflecting on cultural sources, such as film images, diaries, paintings, novels, testimonies, etc. In this course, you will also work with primary source material. Learning objectives-SkillsAfter completing this course you will be able to:- reflect on texts on important developments in cultural studies,- analyse existing research proposals,- find and select relevant scientific literature,- find and select relevant cultural studies source material,- apply the CW regulations regarding annotation,- understand the workings of important cultural studies analysis methods, such as close reading, discourse analysis and digital humanities—reflecting on the nature and role of various types of cultural studies– subjecting different types of sources to a cultural studies analysis—reflecting on the application possibilities of various types of sources for scientific research.

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### **Dutch Teaching Methodology**

**Code**: CB1102

**Name**: Dutch Teaching Methodology

**Type**: Standard product

**Language**: Dutch

**Description**:

The subject of Dutch is one of the core subjects of secondary education. The main purpose of this school subject is to increase the language skills of the pupils. This involves oral and written language skills, both active (communicating yourself, both orally and in writing) and passively (acquiring information from written and spoken sources). This includes topics such as spelling and grammar, expanding vocabulary and planning, carrying out and reflecting on language activities (speaking, listening, writing and reading). In addition, in VMBO-T and in the lower HAVO/VWO, attention is paid to fiction, in preparation for the literature education that students receive in the upper years. The student learns to read stories and poems that expand his experience. All this makes Dutch a very versatile school subject in VMBO-T and in the lower HAVO/VWO of secondary education. This course covers both theory and practice. You will learn how to offer the various topics of the school subject of Dutch to your students in an attractive way and how you can then test their knowledge and skills. You will carry out some of the assignments in practice: you will therefore follow this course at the same time as your internship (CB0205). For this course you will use the handbook Dutch in the lower years of Bonset, De Boer and Ekens (2015). In addition, there is a digital workbook in which you can find study instructions, assignments and extra material. The learning units are concluded by means of self-tests. The exam consists of a number of assignments that you partly carry out during your internship. Learning objectivesAfter completing the course:- you will have insight into the field of didactics of Dutch;- you will have insight into the specific nature and purpose of Dutch education;- you will be able to reflect on the practice of teaching Dutch from a didactic perspective;- you will have a repertoire of didactic tools to be able to provide meaningful Dutch education;- you will be able to understand the different types of knowledge and skills that are involved in the various components of the Dutch Dutch in VMBO-T and in the lower years HAVO/VWO should be translated into learning objectives and tests.

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### **Philosophy in literature**

**Code**: CB2502

**Name**: Philosophy in literature

**Type**: Standard product

**Language**: Dutch

**Description**:

Introduction Writers and poets are researchers of people and culture. In War and Peace and Anna Karenina, Tolstoy poses what is perhaps the oldest philosophical question: how should you live? In In Search of Lost Time, Marcel Proust examines human relationships in general and love in particular. Other writers focus mainly on the relationship between man and society or on culture as a whole. Dostoevsky criticizes the modern materialistic and atheistic view of man and the world. Novels such as The Unbearable Lightness of Existence by Milan Kundera, Elementary Particles by Michel Houellebecq, The Tale of the Handmaid by Margaret Atwood and Corpus delicti by Juli Zeh are among the most interesting and penetrating analyses of our Western culture. Examples like these are about literature as philosophy, about literary explorations of philosophical-anthropological and cultural-philosophical themes. In the course Philosophy in Literature, the philosophical dimension of literature is studied on the basis of a number of important 20th-century and contemporary novels. It also addresses methodological questions and the fundamental question of the extent to which literature is able to contribute to answering philosophical questions at all. To complete the course, the student makes his or her own philosophical analysis of a novel. Learning objectives By following this course:- You will acquire knowledge of and insight into the interrelationships between philosophy and literature,- You will acquire knowledge of the methods and techniques used in the field of 'philosophy in literature',- You will gain knowledge of the way in which some contemporary philosophers use literary texts in their philosophical work,- You will learn to recognize how philosophical ideas can emerge in literary works. This mainly concerns images of man and cultural views.

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### **Edited books**

**Code**: CB3312

**Name**: Edited books

**Type**: Standard product

**Language**: Dutch

**Description**:

IntroductionClient E. Busken, Hokwerda's child and Swansdale: three examples of literary texts that have been adapted (dramatised, filmed and rewritten respectively) in the past few years. For many years, an important part of feature film, TV series, theatre, graphic novel and game production – in the Netherlands and abroad – has consisted of adaptations of literary texts. Until well into the last century, it was customary in literary circles to look down on this kind of adaptation of novels. This has now come to an end and adaptations are considered an interesting contribution to the reception history of literature. The novels and stories are given a second life in their new medial form and often a larger audience. But what is the relationship between the literary text and its adaptation, and how can we investigate it? In this course, we consider the adaptation as an 'interpretation' of the original literary text. This is initially done from a narratological perspective: have story motifs been omitted or added during the adaptation process? What happened to the different characters and their relationships in the adaptation? Have side intrigues perhaps disappeared or has a storyline been added? And how can we interpret the differences between original and adaptation? In addition, this course pays attention to specific issues related to adaptation: going back to more than one source text, the relationship between adaptations and the canon, adapting non-fiction and the commercial facets of the so-called adaptation industry. In your own research, you shed light on a literary text and its adaptation from one of the perspectives provided within the course. Learning objectives- You will gain insight into the phenomenon of literary adaptation and you will learn how to use narratology as a means for an analysis of a literary text and its adaptation.- You will gain insight into the way in which an adaptation can be regarded as an 'interpretation' of the original literary text.- You will gain insight into the way in which the cultural-historical context can influence the way in which a text is adapted.- You will be able to: apply your knowledge about literary adaptation in an essay.- You can analyse a literary text and its adaptation narratologically.- You can write an essay according to cultural studies conventions.

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### **History Teaching Methodology**

**Code**: CB3502

**Name**: Teaching Methodology History

**Type**: Standard product

**Language**: Dutch

**Description**:

Everyone is concerned with history. History education is therefore only necessary to educate something that people already do automatically. But what exactly is this educated way of dealing with the past? Why should students engage in history? What can a teacher do to stimulate historical thinking among students? How can stories, ICT or moving images be used in a meaningful way in history lessons? These kinds of abstract and concrete questions are addressed in this course, in which you will be prepared for the practice of history education. At the end of this course, you will have insight into the specific nature and purpose of history education and you will have a repertoire of didactic tools to be able to provide meaningful history education. Learning objectivesAt the end of the course:- You will have insight into the field of history didactics.- You will have insight into the specific nature and purpose of history education.- You will be able to reflect on the practice of history education from a history didactic perspective.- You will have a repertoire of didactic tools to be able to provide meaningful history education.- You will be able to translate different types of historical knowledge and historical ways of thinking and reasoning into learning objectives and tests.

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### **The new man. A new vision of the Netherlands around 1900**

**Code**: CB3902

**Name**: The new man. A new vision of the Netherlands around 1900

**Type**: Standard product

**Language**: Dutch

**Description**:

Shiny shop windows of department stores. Fashion palaces in shopping streets. Coffee houses full of splendor and grand hotels. Seaside resort boulevards with sea and sunbathing. Spectacle theatres and cinemas. Auke van der Woud states in his book The New Man. The cultural revolution in the Netherlands around 1900 that all these are expressions of a cultural revolution that took place in the Netherlands (and the entire Western world) at the end of the nineteenth century. Slowly, the old culture, focused on higher ideals, lost ground to a new mass culture of spectacle, short-lived rapture and sensory reality. Van der Woud argues for a different approach to the period around 1900 with more attention to the new mass culture. The course picks up on this call. On the basis of The New Man, the new mass culture in the Netherlands is further investigated, also in relation to remnants of what Van der Woud calls the old culture. At the same time, the claims of this author are examined. What is his vision based on and is that vision as groundbreaking as he pretends to be? What do other cultural historians have to say about this period? How should we weigh Van der Woud's criticism of the existing historiography of this period? On the basis of questions and assignments, you will gradually form your own opinion. The assignment must be completed sufficiently before you can register for the exam. Learning objectivesGeneral learning objectives:By following this course:- you will acquire substantive knowledge of the first steps towards a mass culture in the Netherlands around 1900,- you will acquire substantive knowledge of the concept used in the handbook, A. van der Woud, De nieuwe mens. The Cultural Revolution in the Netherlands around 1900,- you can critically reflect on the use of concepts in cultural-historical publications,- you can find relevant evidence in newspapers,- you can link concept and evidence from newspapers. Skills:By following this course you will be able to:- acquire knowledge and insight into the history of the Netherlands around 1900,- apply knowledge and insight into the history of the Netherlands around 1900 to the search and selection of primary sources in the form of newspaper articles (Delpher),- critically reflect on the use of concepts (judgment),- critically reflect on the approach and evidence of cultural-historical literature (judgment).

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### **Power of stories**

**Code**: CB5302

**Name**: Power of stories

**Type**: Standard product

**Language**: Dutch

**Description**:

People tell stories to make contact with others, to form personal and collective identity, to order and interpret chaotic reality, or to steer it from a certain conviction. But what exactly is a story? What tricks do you have at your disposal as a 'storyteller'? And how are creative narrative techniques used to convince, please or make the reader or listener think? In this course, you will learn what makes a story a story and you will become familiar with the narrative and literary artifices that language users from different domains (literature, politics, journalism) use to get their message across. We practice with commonly used narrative strategies, such as information dosing, identification and focalization. We examine how tension is created, how irony works and how decisive the choice of a particular narrative situation is. Finally, on the basis of concrete examples of effective metaphor use and framing, we reflect on the way in which stories intervene in our perception of reality. Learning objectivesAfter completing this course you will have: - knowledge of and insight into the form and different functions of stories (Part 1),- skill in distinguishing different general basic structures of stories (Part 1),- knowledge of and insight into a wide range of narrative strategies that are used in literary texts but also in political and journalistic expressions (Parts 2 and 3),- skill in recognizing and analyzing the effect of different narrative strategies and stylistic devices, such as tension and irony (Part 2),- skill in reflecting on the 'performative' function of stories, i.e. the way in which stories intervene in reality through metaphor use and (re)framing (Part 3),- skill in analyzing a narrative text (all parts).

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### **Images of the past**

**Code**: CB5402

**Name**: Images of the Past

**Type**: Standard product

**Language**: Dutch

**Description**:

The past is present everywhere in society. Statues and street names recall events that took place in the past, while feature films and documentaries depict a particular history. But the past also indirectly affects the present. Current events are often the result of longer-term developments and political decisions are partly made on the basis of a picture of the past. These images of the past do not arise by themselves. In the first instance, they are often made by those directly involved, who report on events through oral traditions, chronicles, diaries or newspapers. Later, (amateur and professional) historians, museum curators, documentary makers and many others contribute to our knowledge of the past. Which stories about the past are told depends on the available sources of information and how they are used and interpreted. Valuing images of the past therefore requires a critical-inquisitive attitude. In this course you will become extensively acquainted with the practice of history. What is the importance of history for society? How do historians give meaning to events and developments from the past? What different types of sources can historians rely on, where can you find them and how can you use them? Sources are always made from a certain perspective and therefore by definition colored. In doing so, we look not only at written sources in archives on location, but also at oral and visual sources and digital possibilities to collect information about the past. The theme of 'emancipation' is the connecting link in the course, where you can think of women's emancipation, the labor movement and abolitionism, for example. Course objectivesAfter completing this course, you will be able to:- identify the different meanings and approaches of history as a concept- interpret the importance of history for society- apply basic concepts that historians use to give meaning to the past- explain the main characteristics, possibilities and limitations of different types of historical sources- explain how to collect historical source material in different types of sources. archives (oral, digital and on location),- apply the basic principles of historical source criticism to written, visual and oral sources.

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### **The art of looking**

**Code**: CB5502

**Name**: The Art of Watching

**Type**: Standard product

**Language**: Dutch

**Description**:

'A picture is worth a thousand words', is a well-known proverb. We increasingly live in a visual culture: we experience and understand the world around us more and more on the basis of visual objects. From photos in the newspaper, advertisements and films, to monuments, games and computer art – images are everywhere, both in physical space and online. In short, images are an important part of our daily lives. In this course, you will learn to distinguish and analyse different types of visual objects from contemporary and historical visual culture. From medieval altarpieces to born-digital media, from baroque sculptures to film and advertising photography. You will learn to systematically 'dissect' these objects and to understand their visual language. You will also learn to communicate your observations and image analyses adequately. In the course you will be introduced to a number of central methods and theories from art history and media studies that contribute to a better understanding of the visual culture that surrounds us. Images are analysed from various related themes, such as materiality, narrativity or representation. You will learn basic analytical concepts, including composition, perspective, spatiality, colour, contrast, movement and interactivity, and to recognise and name visual strategies on the basis of this conceptual apparatus. It also discusses the role of the viewer and the experience of images, as well as the role of digital culture and social media, which raise questions about real or fake, or about artificial intelligence. The introduction to image analysis is one of the four method courses of the propaedeutic year. This course is not only intended for students who want to complete the complete bachelor's degree, but also offers interested people who want to develop their skills in dealing with the visual world around us tools to understand 'visual language'. The focus is on concrete images and not on their metaphorical meaning. Learning objectivesAfter completing this course, you will be able to:- systematically and critically look at visual objects from both contemporary and historical visual culture- distinguish different visual sources from each other- systematically describe and analyse visual objects using analytical strategies developed in art history and media studies- identify the most important theoretical and methodological approaches to contemporary and historical visual culture, and apply in the interpretation and analysis of visual objects—recognize and assess on their merits a number of important methods of image analysis, such as iconography, iconology, semiotics and perceptual psychology—describe the materiality of historical visual objects and recognize characteristics of aging and damage—visual sources

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### **Philosophy of the CW**

**Code**: CB5602

**Name**: Philosophy of the CW

**Type**: Standard product

**Language**: Dutch

**Description**:

'Cultural Studies' is a collective term for a large and still growing group of rather diverse disciplines: historiography, media studies, art history, literary studies, theatre studies, film studies, cultural studies and many others. Within these disciplines, various theories and research methods have been developed, such as hermeneutics, structuralism, critical theory and deconstruction, supplemented by new applications in digital humanities, environmental humanities, gender studies and postcolonial studies. This course provides an introduction to their main theories and methods. They are first introduced historically, then explained one by one, compared with each other and provided with examples. In addition, the scientific character of these disciplines is discussed: how scientific are they, and what does that actually mean? In addition, the course provides an overview of the most important concepts developed in cultural studies, such as paradigm, discourse, etc. Because interpretation plays an important role in all approaches, this concept is central. What happens when we interpret? And how are interpretations worked out methodologically? The overview of the theories and methods begins with a historical introduction that pays particular attention to hermeneutics. Then several theories are discussed that search for meanings and influences that often have a hidden effect in texts and other cultural expressions in an initially often hidden way. This involves a variety of approaches, such as structuralism, psychoanalysis, and various sociological theories. These visions were then combined in the hermeneutics of Paul Ricoeur and the deconstruction of Jacques Derrida. Finally, more recent developments in cultural studies are discussed, such as the increasing attention to gender, postcolonialism, the climate, and the use of computer programs, big data and digital techniques in cultural studies research. The course not only provides insight into the most important and relevant ways of thinking and working in cultural studies, but also challenges you to think critically about them. This course is primarily theoretical in nature, but this theoretical approach will be linked to the skill of 'academic reading', namely with making KAVV analyses.Learning objectivesAfter completing the course, you will be able to:- reproduce in outline the most important theories and interpretation strategies from the cultural sciences- recognize these theories and strategies in scientific texts- the most important concepts, to recognize and interpret themes and issues in the cultural sciences, to reflect critically on theories and methods in the cultural sciences, to read a scientific text carefully.

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### **Shadows of the colonial past**

**Code**: CB5702

**Name**: Shadows of the colonial past

**Type**: Standard product

**Language**: Dutch

**Description**:

In recent years, there has been a growing global debate about the colonial past (including the slave trade and slavery) that, despite decolonization, continues to haunt both former colonizers and colonized people like a ghost. The influence of colonialism on contemporary societies, both in Western societies and in the former colonies, and the way in which groups of people deal with it in different ways, can be seen in current discussions about racism (institutional or otherwise) and the idea of white privilege. These debates are also increasingly taking place around heritage and art, including discussions about the restitution of objects and about the meaning of colonial monuments. In this portal course, we investigate how the colonial past affects the meaning of heritage. We do this on the basis of analyses of changes in meaning that concrete material objects with a colonial history go through. First, you will learn about the academic and social debates on coloniality, postcoloniality and decoloniality and their focus on the representation and exhibition of objects from the former colonies in museums. Next, you will be introduced to the object biographical analysis model of Krzysztof Pomian. He argues that the meaning of objects is established by six variables: the social place of an object, its environment, the verbal context, the way of exhibiting, the audience and the behaviour around the object. This process of giving meaning often takes place with a specific political goal and in the context of current interests. Issues of power and identity therefore always play a major role. In this part, you will be guided on the basis of self-tests with automatic feedback. Two extensive cases illustrate the object biographical analysis model: the statue of J.P. Coen in Hoorn and two obia objects from the Wereldmuseum. Finally, you will work on your own case (possibly chosen from a list of examples provided by teachers). You analyze the shifts in meaning of the chosen object using Pomian's model and connect this with an analysis of different points of view and your own position. You process this in a piece of work. In this course you will learn:- to read and understand academic texts- to write for a wide audience- to communicate analyses and points of view to a diverse audience- to give constructive feedback. SpecificAfter completing this course, you will be able to—present the current scientific debate on the impact of colonialism,- apply Potian's object-biographical analysis model to such cases—take a reasoned position of your own in the scientific and social debate around these cases—

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### **Revolution!**

**Code**: CB5802

**Name**: Revolution!

**Type**: Standard product

**Language**: Dutch

**Description**:

"The storming of the U.S. Capitol made one thing crystal clear: a country gets the revolution it deserves," said the Correspondent on January 12, 2021, less than a week after the disturbances in Washington. It was one of the many reactions in which this recent incident was characterized as a 'revolution'. Visually, this was reinforced by equating photographs of the riots with iconic images of the storming of the Bastille (1789) and of the Winter Palace in Saint Petersburg (1917), respectively the beginning of the French and Russian Revolutions. The display of the flag of the Trump supporters also evoked memories of the early days of the American Revolution. In this course, we place the phenomenon of revolution in a historical context in order to gain insight into the patterns that underlie social and cultural upheavals in modern times. When does one speak of a revolution? What is the difference between a political and a cultural revolution? And how is revolution represented in literature, visual arts, film and games? After an introduction to the concept of revolution (from a conceptual-historical and philosophical perspective, among other things), three blocks follow, which are successively devoted to 1. the French Revolution as the prime example of a political revolution, 2. the turbulent sixties as an example of a cultural revolution and 3. the representation of revolutions in media such as literature and visual arts. The course ends with a digital group exam with open questions. Online guidance meetings are organized throughout the year. Course objectivesBy following this course:- you will gain insight into the function of 'representation' within cultural-historical research- you will acquire knowledge about political and cultural revolutions in the 19th and 20th centuries,- you will gain insight into scientific discussions about political and cultural revolutions in the 19th and 20th centuries,- you will be able to apply knowledge and insight into the historical development of the revolution phenomenon in open exam questions.

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### **Culture, well-being and mental health**

**Code**: CB5902

**Name**: Culture, well-being and mental health

**Type**: Standard product

**Language**: Dutch

**Description**:

In today's modern world, a large and growing number of people seem to be struggling with mental illnesses such as stress, burnout and depression as well as problems such as loneliness and a sense of uprooting, emptiness and meaninglessness. Is our way of life psychologically sickening? With all our attention to economic prosperity, have we forgotten what well-being and a good human life means? What ideas are conceivable to achieve a mentally healthier lifestyle? This course reflects on the potentially sickening aspects of contemporary modern life and on related ethical issues. The first part of the course is about the classic ethical question of what a good life entails and how this question is answered in philosophy, literature and art. We discuss how thinking about man and the ethics of the 'good life' have developed and discuss the recent great attention for the philosophy of the art of living and examples of art and literature in which the search for the good life is depicted. We look at three frequently mentioned criteria for a good life that are often emphasized by philosophers and cultural scientists: authenticity, connectedness and meaning. This gives you insight into views on the 'good life' and the associated views on humanity. We then discuss the problems of loneliness, stress, burnout, depression and the feeling of existential emptiness and meaninglessness often identified by cultural critics, and we show how cultural scientists, philosophers, writers and artists relate these to our way of life. In what ways does our way of life interfere with the ideas we have discussed about the good life? What ethical dilemmas play a role in this? Could it be that our modern way of life is at odds with precisely the aforementioned key points of authenticity, connectedness and meaning? What solutions are proposed by philosophers and other thinkers to achieve a spiritually healthier culture? Learning objectivesThe knowledge-related learning objectives are:- You are able to identify the most important ideas and views on the ethics of the good life, as they have been put forward by philosophers and cultural scientists in the past and present,- You are able to indicate the cultural dimension of current health problems such as loneliness, stress and burnout, alienation and depression, and feelings of existential emptiness and meaninglessness,- You are able to name the suggestions that contemporary philosophers and cultural scientists make to achieve a spiritually healthier culture that does more justice to the good life. The learning objectives that have to do with skills are:- You are able to analyze how our way of life is at odds with the ide discussed in the course

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### **Global and local culture**

**Code**: CB6002

**Name**: Global and local culture

**Type**: Standard product

**Language**: Dutch

**Description**:

The Second World War is now far behind us, but it is still significant. This applies to the many people who have a personal involvement in the history of war, but also in a broad sense, as a yardstick for how we give meaning to other wars. New ones are still being added to the countless monuments, films, novels, documentaries, exhibitions, works of art, educational projects, scientific studies and video games about the war. They don't just say something about the war; They also show how meaning is given to the war past at that time. This giving meaning to the past is also called memory culture. This course is about the culture of remembrance of the Second World War, and how it has changed since 1945. The focus is on the Netherlands and Belgium, but there is always an eye for the international context. We look at and discuss a range of images and stories about the war – from a 1946 film about the Battle of Arnhem to an online interview collection with witness stories, and from a replica of the Hitler bunker in Berlin to a reconstructed camp barracks in Westerbork. How do these individual images fit into the larger, overarching narrative of the war at that time? How does such a larger story actually come about? And what is the role of authentic historical objects, places and witness stories in this? Learning objectivesBy following and completing this course:- you will have acquired knowledge of relevant theories and concepts from memory studies and you will be able to apply them to a case,- you will be able to explain the meaning of authentic objects, places and witness stories in the process of collective memory,- you will be able to describe important developments in the memory culture of the Second World War since 1945 in the Netherlands and Belgium within an international context,- You will have knowledge of analyzing different cultural expressions as a source of memory.

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### **Freedom of expression**

**Code**: CB6102

**Name**: Freedom of speech

**Type**: Standard product

**Language**: Dutch

**Description**:

Content In this course, we look at freedom of expression from a cultural and cultural science perspective. It is evident that in recent years specific problems have arisen around freedom of expression, both in the West and abroad. For example, the proliferation of 'fake news' and conspiracy theories means that it is necessary to redefine where the boundaries lie between allowing expressions and combating the spread of misinformation and disinformation. For example, there is an increasing physical and psychological intimidation of, violence against and even murder of politicians, journalists, artists, teachers, bloggers, etc. And so the prominent role that social media has come to play in the dissemination of ideas (in words and images) has raised urgent questions about the role of non-state actors in regulating freedom of expression. The cultural sector and cultural sciences can play an important role in dealing with the contemporary problems surrounding freedom of expression, both theoretically and practically. In this course, you will learn to formulate answers to questions such as: What is freedom of expression? Why is freedom of speech important? What restrictions should we place on freedom of expression? The course begins with an exploration of the historical, philosophical, political, and legal foundations of freedom of expression: the focus is on classical antiquity and the early modern and modern Western world. The historical developments that are zoomed in on are directly linked to developments and cases from the more recent past and the present. We then discuss some of the most fundamental aspects of freedom of expression today on the basis of six themes. These themes are: 'State censorship in the 20th and 21st centuries'; 'Iconoclasm: Black Lives Matter in historical perspective'; 'Populism, extremism and freedom of expression'; 'Disinformation, misinformation and conspiracy theories'; 'Academic and artistic freedom'; and 'Satire and the limits of freedom of opinion'. The themes mentioned are explored in depth on the basis of historical and contemporary cases, which makes it possible to identify continuities and discontinuities. Learning objectivesAfter completing the course:- you will have disciplinary and interdisciplinary knowledge of and insight into important theoretical and social aspects of and dilemmas surrounding freedom of expression and you will be able to identify and explain them,- you will be able to relate contemporary discussions that directly or indirectly relate to freedom of expression to cultural-historical developments,- You will be able to understand historical and contemporary cases that are directly or indirectly

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### **Fashion. Culture and identity**

**Code**: CB6202

**Name**: Fashion. culture and identity

**Type**: Standard product

**Language**: Dutch

**Description**:

Everyone has a relationship with the clothes he, she or x wears. Whether you are a fashionista, consciously buy second-hand or don't care at all what you wear. Clothing is important for our identity, how we see ourselves, how we want to be seen by others, but also how we see and judge others and how others see and judge us. The subject of clothing can be used to address a large number of current issues that are discussed within cultural studies: individual identity versus group identity, inclusion and exclusion, gender-related differences, ethnicity, emancipation of queer groups and people with non-standard bodies, to questions of consumerism and sustainability. This beginner-level course is intended for interested parties who want to become acquainted with cultural science issues, either as a one-off or as the start of a more extensive (sub)study. The course does not offer a history of costumes or a history of fashion design, but a reflection on the deeper meaning of clothing, its cultural-historical dimension and the role that fashion plays in our current society. This makes this course interesting for anyone in a professional environment in which differences in the clothing of employees or clients may be relevant. For people who work or want to work in the fashion industry, this course offers a suitable cultural studies reflection on their profession. Learning objectivesIn this course you will learn:- to approach and understand a cultural expression such as clothing from different theoretical perspectives- to reflect on your own relationship to clothing from different perspectives- to know and describe theories of cultural studies about identity formation- how clothing determines individual and group identities and to describe these identities- to name mechanisms of inclusion and exclusion,- to know some theoretical concepts of 'fashion',- to identify problems of sustainability associated with the production of clothing- to use cultural scientific argumentations to formulate one's own point of view,.- to comment respectfully on each other according to a given assessment form- to write an advisory report according to a predetermined structure based on a cultural scientific analysis- to read literature and visual material on a scientific basis. way.

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### **Introductory course Cultural Studies**

**Code**: CB6302

**Name**: Introduction course Cultural Studies

**Type**: Standard product

**Language**: Dutch

**Description**:

Every day we receive reports in the media related to global warming: broken heat records, extreme weather, breaking polar ice, floods, lost crops, drought or forest fires. Climate change is one of the biggest crises we are facing: a 'super wicked problem' with empirical, normative, spatial and temporal dimensions. Although there has long been consensus among climate scientists about the relationship between human actions and accelerated global warming, such a consensus is still a long way off when it comes to the measures to be taken. The climate issue is not purely a natural science problem, but has economic, political, social and cultural aspects and also requires a structural, not merely individual, approach. In the course you will be introduced to the cultural side of the climate issue. You will be introduced to various works of art and other cultural expressions that have climate change as their theme. Through an analysis of the ways in which dealing with the climate and the relationship between humans and the non-human world are depicted, you will become acquainted with the broad field of research and interest of the General Cultural Studies. In addition, the course provides an introduction to distance learning at the Open University and trains your study skills. Learning objectivesAfter completing this introductory course:- you will be able to study independently at the Open University, to end up in the right place with your requests for help and to make use of the various communities as needed,- you will be able to plan your study of General Cultural Studies and monitor progress,- you will be able to recognize and name the contribution that the cultural scientist can make to answering social questions, and you know the signature of General Cultural Studies at the Open University, you can read accessible cultural studies texts independently, and reproduce their content in your own words, you have made a start with analytical cultural studies thinking. This means that you can identify, understand and interpret the author's motives, arguments and conclusions in the various sources provided, and you can question scientific literature on a specific theme, and critically compare the texts with each other. Specific learning objectives:After completing this introductory course:- you will know roughly what is meant by the phenomenon of climate change (Block 1),- you will be able to recognize and name the different points of view in the debate on climate change and climate policy (Block 1),- you will be able to recognize and name the normative element in reporting and image formation around the theme of climate change (Block 1),- you will be able to identify various accessible cultural expressions o

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### **Thinking about diversity and inclusion**

**Code**: CB6402

**Name**: Thinking about diversity and inclusion

**Type**: Standard product

**Language**: Dutch

**Description**:

Can a white Dutchman adequately translate the work of an African-American poet? How can we understand the meaning and success of movements such as #MeToo, #KOZP and #BLM? How do implicit biases work and can people actually be held responsible for them? Are gender neutral toilets a quirk? These kinds of questions often cause heated debates. In order to be able to take a careful position on it, it is indispensable to have knowledge of and insight into thinking about diversity and inclusion. This course offers an introduction to exactly that. First, the course provides conceptual frameworks for interpreting and analyzing the workings of (implicit) biases and processes of oppression, marginalization, underrepresentation, and exclusion of people based on their group membership, and the norms and cultural structures that enable these processes. Concepts of social identity, intersectionality and power are discussed; on coloniality, postcoloniality and decoloniality; on imagination and visual practices, and finally on political epistemology (everyday cognitions and scientific knowledge production). Second, the course provides conceptual frameworks for interpreting, analyzing, and evaluating a variety of strategies of 'inclusion': emancipation, protest, and transformation (for or by the aforementioned groups), such as identity politics, social movement activism, and diversity policies. These interdisciplinary conceptual frameworks are derived from gender studies (feminist theory) and post-/decolonial theory (critical race theory). This course is part of the Diversity and Inclusion Focus Programme. Learning objectivesAfter completing the course, you will be able to:- read cultural studies independently and summarize them in your own words- point out presuppositions, arguments and conclusions of the author in the various texts provided, understand and interpret them- question scientific literature on a specific theme, and critically compare the texts with each other. Specific learning objectives: Upon completion of the course, you will be able to:- identify and explain a number of different influential conceptualizations of diversity and inclusion, and identify differences between them. These concepts have to do with social identity, intersectionality and power; with coloniality, postcoloniality and decoloniality; with imagination and visual practices, and finally with political epistemology (everyday cognition practices and scientific knowledge production)—to identify and explain a number of different influential inclusivity strategies and movements, and to name differences between them, as well as the different strategies of marginalization

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### **Decolonization of heritage**

**Code**: CB6502

**Name**: Decolonization of heritage

**Type**: Standard product

**Language**: Dutch

**Description**:

In the Netherlands and Belgium, the colonial past still has an effect, even after decades of political independence of the colonies. Heritage is a material reflection of these ongoing colonial power structures, which is also called 'the coloniality' of heritage. Heritage is therefore to a large extent a (possibly disputed) political, dynamic process. After all, what is labelled as heritage and given meaning is related to broader developments in society. More and more there is now a call for a critical approach and 'decolonization' of heritage. Just think of the various protests about statues of colonial figures and institutions such as ABN AMRO, which critically examine their history with regard to the slavery past. Decolonising heritage is therefore about, among other things, analysing and questioning (the history of) institutions, collections and exhibitions: how was and is historical knowledge organised, categorised and presented? Why do some forms of knowledge and some perspectives on history take precedence over others? Who decides what is presented and represented? Which voices and frames of reference are heard and which are not? In this course, we will introduce you to the coloniality of heritage on the one hand and offer you tools to decolonize heritage by approaching it with awareness of that colonial power political legacy and with an eye for other forms of thinking, knowledge, culture and identity. This course is part of the Diversity and Inclusion Focus Programme. Learning objectivesAfter completing the course, you will have gained the necessary knowledge to:- understand and apply knowledge about (critical) heritage concepts, especially with regard to colonial heritage- identify and understand recent social discussions about the coloniality of heritage in connection with historical developments- acquire and apply methodological tools to assess heritage in a more 'inclusive' way and present it to a large audience.

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### **Diversity and inclusion in the arts**

**Code**: CB6602

**Name**: Diversity and inclusion in the arts

**Type**: Standard product

**Language**: Dutch

**Description**:

This course consists of a series of interdisciplinary capita selecta in which current issues surrounding diversity and inclusion are highlighted from a cultural studies perspective. The changing society is reflected on from different artistic discourses and practices, in which processes of democratization, canonization and image formation are dissected. It also investigates how cultural products such as film, visual arts, literature or theatre can or cannot contribute to a positive image of diversity and inclusion. Visual arts and literature, as well as film and theatre, increasingly seem to be the appropriate place to take a look at social issues and social debates from an ambiguous or layered perspective. In various forms of contemporary art, the theme of diversity and inclusion is frequently reflected. Artists use hybrid forms of expression and representation that explore aspects of diversity and inclusion and represent the position of 'the other'. Some of them do so in a reflective or imaginative way and stimulate identification with the other, such as Alice Walker or Marieke Heitman. Others play a more active role in the debate and confront the audience under the heading of social sculpture or activism, such as Taring Padi or Pussy Riot. All these forms can be seen as art activism that intervenes in the social debate to bring about change. Artistic strategies such as appropriation and adaptation, but also different forms of representation and translation, which are used by artists, make it possible to look at situations in different ways that change meaning. A number of concepts that have already been discussed in courses 1 and 2 of the Diversity and Inclusion focus programme are central, such as 'otherness', 'intersectionality', 'hybridity' (artistic/literary processes in which the mixing of two or more different cultures mix into new forms), and 'cultural decolonisation' (the process of changing a society in which (Western) colonial thinking patterns about history, science and culture). These concepts refer to specific theoretical concepts, but can also be used as a method for critical analysis. This course is part of the Diversity and Inclusion Focus Programme. Learning objectivesGeneral (Dublin descriptors)After completing this course, you will be able to:• apply knowledge and understanding in a way that demonstrates a professional approach to work or profession, and you will have the skills to design and produce

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### **Between analogue and digital. Digital transitions in cultural heritage**

**Code**: CB6702

**Name**: Between analogue and digital. Digital transitions in cultural heritage

**Type**: Standard product

**Language**: Dutch

**Description**:

On July 30, 2022, Martín Mobarak burned Frida Kahlo's drawing Fantasmone's siniestros in a champagne coupe. He then marketed a digital reproduction of it in the form of 10,000 non-fungible tokens (NFT). The ritual burning was recorded on video and can still be seen on YouTube. However, the Mexican authorities have launched an investigation into Mobarak for destruction of Mexican heritage. This example shows some interesting issues surrounding the digital transition in cultural heritage that will be addressed in this course. For example, what is an 'original'? Can a digital reproduction be a fully-fledged replacement for an analogue object? Is the value of heritage expressed exclusively in monetary terms, or are there other factors as well? Can you destroy a work after digitisation, or do you always have to keep the 'original'? And how sustainable is digitising and offering heritage digitally? The digital transition means that we have to reorient ourselves with regard to cultural heritage. This course covers the transition from analogue to digital cultural heritage, offering insight into how this digital transition is transforming the culture and heritage sector. You will learn to think about this theme by reflecting on the differences and similarities between analogue and digital presentation techniques and the increasing hybridisation of analogue and digital – also known as the 'phygital'. In addition, the course will address the infrastructure, materiality and sustainability of digital cultural heritage. This course is part of the Digital Transition in Cultural Heritage Focus Programme. Learning objectivesAfter following the course:- you will be able to analyse the differences and similarities between cultural heritage in analogue, digital and hybrid form using the theories, concepts and practices offered,- you will be able to place the digital transition in cultural heritage in historical perspective,- you will know what the differences and similarities are between analogue and digital heritage,- you will be able to explain how the reciprocal relationship between analogue and digital museum and heritage practices ('phygital') functions, you will be able to digitise an object using simple 3D techniques, you will be able to explain how digitisation relates to cultural heritage on the basis of a case study.

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### **Digital Literacy. Competences in digital cultural heritage**

**Code**: CB6802

**Name**: Digital Literacy. Competences in digital cultural heritage

**Type**: Standard product

**Language**: Dutch

**Description**:

The advent of digital technologies and online platforms has led to greatly increased access to knowledge and information. We are increasingly communicating, working, learning and living digitally. At the same time, dealing with digital technologies and, for example, born-digital material requires new skills as well as a critical approach. How do digital technologies influence processes of searching, analyzing, interpreting and presenting? of knowledge and information? In this course, students develop their digital skills and learn to critically reflect on the use of digital approaches to cultural heritage and archival material. The course is designed on the basis of three competencies in digital literacy: understanding, using and creating. The first part discusses processes of digitization and related themes, such as digital infrastructure, databases and data criticism. This section pays attention to the underlying structures and biases of cultural heritage. The second part focuses on the practical use of various digital tools in the search and analysis of digital heritage sources. In this section, students are introduced to the CLARIAH Media Suite, a digital infrastructure that can be used to search, annotate and analyse collections of Dutch heritage institutions. In the third part, students will work with a cultural database for creating and presenting data and network visualisations. Based on the three-step structure of the course - understanding, using and creating - students are introduced to both the practical and critical approaches to digital heritage collections and archival material within this course. The course combines reflection with the development of specific digital competencies that are valuable for professionals working in heritage institutions, such as archives, museums and libraries, as well as the journalism and cultural sector in general. This course is part of the Digital Transition in Cultural Heritage Focus Programme. Course objectivesIn this course:- you will be introduced to the theme of digital literacy: a collective term for the meaningful use of digital technologies and online platforms,- you will learn to critically reflect on processes of digitisation and their implications for searching and presenting cultural heritage collections and archival material,- you will learn how the underlying structures and biases of cultural heritage relate to the possibilities that digital heritage transition,- you will be introduced to different digital technologies to be able to search, annotate and analyse information within and about heritage collections,- you will learn to critically reflect on how these digital technologies process

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### **Digital Storytelling. Media production and reflection**

**Code**: CB6902

**Name**: Digital Storytelling. Media production and reflection

**Type**: Standard product

**Language**: Dutch

**Description**:

In a digitizing world, the way we tell a story is changing. In this course, you will learn to create a digital media product – for example, a video essay, podcast or online interactive – to translate knowledge around a theme in the field of digital transitions in cultural heritage and communicate it to a wide audience. For years, experiments have been conducted with digital multimedia to make a story more attractive and ultimately to reach a larger audience. Cultural heritage is also presented in increasingly creative, interactive and digital ways. Successfully. Audiences are no longer dependent on a place or time to listen to a podcast. Multimedia stories are interactive; The audience itself 'makes' the story, the maker only provides the pieces. But by making a story attractive, information can be lost. What (new) choices need to be made when telling a story and what happens to cultural heritage that is not available digitally? How important is the involvement of an audience compared to telling the whole story? In a 'post-truth' era where truth seems to be becoming a shaky concept and media can shed light on many sides of one story, these questions are even more important. This course reflects on both these new opportunities and challenges that digital media offer us in telling a story about cultural heritage by creating a digital media product ourselves. This course is part of the Digital Transition in Cultural Heritage Focus Programme. Learning objectivesAfter this course:- You will have learned some basic skills around creating a digital story based on a video essay, podcast, or online interactive,- You will be able to create your own digital media product based on the knowledge and skills gained in the previous modules,- You will have knowledge about the themes of digital storytelling and online communication,- You will be able to reflect on the influence of digitisation on storytelling and what impact this has on society,- You will be able to distinguish between different types of digital narrative forms and media productions and you will be able to explain the place they occupy in the Dutch media landscape,- You will reflect on the availability of sources of cultural heritage in the creation of the telling of a digital story about cultural heritage,- You can use digital sources, for example from an audiovisual archive, in a media production to further explore and present a certain theme or topic about cultural heritage (for example taken from the other two courses of the focus programme),- You are aware of the availability of knowledge and sources of cultural heritage and you can

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### **Sick or weak? Thinking about stigma and health**

**Code**: CB7002

**Name**: Sick or Weak? Thinking about stigma and health

**Type**: Standard product

**Language**: Dutch

**Description**:

Journalist Asha ten Broeke describes in one of her columns how she pulls a croquette out of the wall. "Look at what that fat guy is doing," says a boy with a cap. His comrade chuckles in agreement. "Don't you have to go on a diet or something, pig?", says the cap."' It is hurtful, ten Broeke describes, to be seen as guilty of your size and as a 'disaster for society'. Not only in the case of overweight – in medical terms (morbid) obesity – but also in other physical and mental conditions, the patient is often seen as (partly) to blame for the health problem, or as a weak person. In addition, illness is often associated with social threat. Many people therefore not only struggle with the inconveniences that their ailment entails, but also with the stigma surrounding it. A stigma (Greek: mark) is a label with negative connotations that is assigned to a person or group and that can be associated with social exclusion. Health stigma causes, for example, loneliness, work or school absenteeism, or avoidance of care. This course teaches participants to reflect on health stigma as a historical and cultural phenomenon. You will learn to name and recognize different types of stigma. You will learn to understand how negative stereotypes about diseases have grown historically, and that 'health' is not a neutral category, but a normative concept whose interpretation is changeable. We look at how illness can also be romanticized, and how patients have united in the fight against stigma. In addition, you will delve into cultural sciences (such as philosophical), but also interdisciplinary (such as psychological and sociological) backgrounds of health stigma. In the final assignment, you will work with instruments for destigmatization in a well-defined (own) case. This course is part of the Focus Programme Stigma, Health and Culture. Learning objectivesGeneralAfter following this course:- you will be able to read academic texts written on the theme of health stigma, from different disciplines in the SSH domain (philosophy, history, psychology, sociology, etc.),- you will have some learning skills that are necessary to delve into new topics and problems that will put you in the sphere of work and/or profession geconfronteerd.Specifiek.Na following this course:- you will be able to name the four different types of stigma and you will be able to explain the relationship to related concepts such as stereotypes, discrimination, shame and othering,- you will be able to recognize these different types of stigma in different media and practices,- you will have become acquainted with the conceptual apparatus and the most important research methods and techniques within cultural studies research on health and

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### **The depiction of (un)health. Public stigma in text and images**

**Code**: CB7102

**Name**: The depiction of (un)health. Public stigma in text and images

**Type**: Standard product

**Language**: Dutch

**Description**:

Batman's great enemy the 'Joker' is a 'freak' who spends most of his life in the insane asylum. The peak of his madness can be seen in Christopher Nolan's film The Dark Knight, in which he is portrayed as a life-threatening, mentally disturbed criminal because of his menacingly painted face and violent behavior. It is one of the many examples in which people with mental problems are portrayed in a stereotypical way: they look ahead with glazed eyes, hallucinate or exhibit violent behaviour. Public stigma is characterized by negative assumptions, feelings and prejudices that are shared within a society. This can lead to discriminatory behavior or result in self-stigma. In cultural objects such as literature, film, television, newspapers, social media, games, or comics, such a stigma manifests itself in stereotypes or negative representations of the stigmatized group. As a result, these cultural expressions often evoke negative feelings, which in turn reinforce the public stigma. This course addresses the question of how public stigma and culture are interrelated. Particular attention is paid to a number of syndromes in which stigmatizing representation is a common phenomenon, such as cognitive impairments (dementia, Down syndrome), autism, obesity, malformation and psychiatric syndromes, such as schizophrenia or depression. Possible examples discussed in the course are the film Rain man and Haddon's novel The curious incident with the dog in the night-time for autism; for dementia Haneke's film Amour and Bernlef's novel Hersenschimmen; and for depression the film A woman under the influence and the TV series The singing detective. In addition, the course also discusses analyses of social media, newspapers, and vlogs and blogs and the way in which they (de)stigmatise. Students are also introduced to various examples of interventions from practice that can lead to destigmatizing and sometimes even empowering representations. This course is part of the Focus Programme Stigma, Health and Culture. Learning objectivesAfter completing the course:- you will be able to recognize and analyze stigmatizing representations,- you will understand in which (positive and negative) ways cultural expressions influence the public stigma surrounding health,- you will be able to analyze a specific case in the field of stigmatization and take a reasoned position on it,- you will know the various possible interventions to combat stigmatizing discourses, and thereby stigmatizing behavior, you can draw up a proposal for an intervention based on the analysis of a case. In addition to these course-content goals, there are also some general skill goals that can be made of the

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### **Illness and self-image. Health, stigma and experience stories**

**Code**: CB7202

**Name**: Illness and self-image. Health, stigma and experience stories

**Type**: Standard product

**Language**: Dutch

**Description**:

On August 17, 2022, writer Lieke Marsman was interviewed in the VPRO program Zomergasten. The story about her illness – she was diagnosed with cartilage cancer in 2017 – made a big impression, of course also because it has now become clear that Marsman will not recover. In 2017, she wrote in The Next Scan Takes Five Minutes that she needed this report on her illness 'to make the time right, to stretch my disease process a bit.' Marsman's 'booklet' is one of the many examples of illness experience stories, a genre that has been on the rise for a number of decades and that helps patients get a grip on their disease. More and more people are writing down their own experiences of illness, whether or not they have literary ambitions, like Marsman, and they consciously share these stories with the outside world. Just like The Next Scan Takes Five Minutes, these texts are published regularly, but in recent years these stories of experience have perhaps been shared even more often via the internet (e.g. in the form of blogs). The popularity of patient experience stories is not an isolated phenomenon, but is part of a broad wave of autobiographical publications. This course focuses on the genre of the disease story. Using a narrative analysis, we investigate a variety of individual experience stories and the role of stigma, self-stigma and shame in this. We investigate the existing narrative narrative schemes, formats and terminologies to talk about illness and we reflect on their consequences. The question is explicitly raised whether the individual illness experience stories conform to the illness discourse outside it, or whether they question it. In addition, a look is also taken at both the past (disease stories in a historical perspective) and the future (emerging initiatives to use patient stories in concrete healthcare practice). This course is part of the Focus Programme Stigma, Health and Culture. Learning objectivesGeneralAfter following this course: - you will be able to read academic texts related to pathological narratives and autobiographical literature, - you will have further become proficient in the written elaboration of a narrative analysis. SpecificAfter following this course you will be able to: - distinguish different types of disease narratives,- name the functions of disease narratives- recognize and interpret the role of stigma and self-stigma in illness narratives- analyze to what extent individual illness experience narratives confirm or contest the social illness discourse.

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### **People and technology. Philosophical visions on man, technology and culture**

**Code**: CB7302

**Name**: People and technology. Philosophical visions on man, technology and culture

**Type**: Standard product

**Language**: Dutch

**Description**:

Technology is taking an increasingly important place in today's world. It not only affects our lives and living together; People and society are fundamentally changed by it. An important goal of this course is to reflect on the impact of technology on people and society. In doing so, we do not only look at specific examples of technological innovation, but above all we want to zoom out and re-discuss fundamental questions about human existence in relation to technological developments. These developments require a new answer to the question of who or what man is, and to the question of what technology actually is. The course therefore has an anthropological and philosophical slant, in which the fundamental interconnectedness of man and technology is central. The interaction between man and technology is highlighted from different perspectives. You will not only be introduced to multiple theories of anthropology and technology, but you will also learn how to analyse new technological inventions and developments and their impact. This course is part of the Technology, Media and Culture Focus Programme. Learning objectivesAfter following this course: - You will have gained insight into several human visions and theories of technology and philosophical theories of technology.- You will have gained insight into the interconnectedness of people and technology.- You will be able to analyze the social and cultural impact of technical devices, systems and developments with the help of these theories.- You will be able to analyze the social and cultural impact of technical devices, Critically assess systems and developments.- You will have gained insight into the ethical implications of new techniques.- You will be able to critically assess the ethical implications of new technologies.

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### **People and media. History and theory of man, media and society**

**Code**: CB7402

**Name**: People and media. History and theory of man, media and society

**Type**: Standard product

**Language**: Dutch

**Description**:

This course highlights the relationship between people, media and society. According to media and communication scientist Mark Deuze, we do not live with, but in media. Using Deuze's book Leven in Media (2018) as a starting point, this course sheds light on the relationship between media, people and society from a cultural and historical perspective. In this way, you learn to look critically at the role of media in our lives. The course pays attention to various themes, including (1) media as memory technology, (2) media and the platform society, (3) surveillance and media as an observation device and (4) immersive media. In doing so, we focus on important developments such as AI, datafication, media surveillance, (digital) identity, social media and the platform society, virtual reality / augmented reality, media and physicality, perception and the senses. The course will address the ideas, key concepts and approaches of a number of important thinkers in media studies and media history. Based on the theory, students work on concrete cases from contemporary society and practical assignments to connect history, theory and practice. This course is part of the Technology, Media and Culture Focus Programme. Course objectivesAfter this course:- You will be able to describe the role of media in society from both a contemporary and historical perspective.- You will be able to describe the relationships between people, media and society on both a collective and individual level. - You will be able to identify the important concepts from media theory and media history.- You will be able to critically reflect on the role of media in society and related media-related and social issues on the basis of concepts from media theory and media history.- You will be able to describe the process of platformisation and analyse the underlying economic and social mechanisms. - You will be able to critically reflect on the role of social media in the public debate. - You will be able to conduct a critical discussion about media-related processes in society on the basis of one or more cases.

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### **Hiding and imagining AI**

**Code**: CB7502

**Name**: Hiding and Imagining AI

**Type**: Standard product

**Language**: Dutch

**Description**:

In this course, you will be introduced to the interaction between AI and culture. On the one hand, all kinds of algorithms and machines influence culture and our experience of it. This influence often remains hidden: we do not notice how our information provision and choices are influenced by algorithms. On the other hand, there is a rich imagination about the imagination of robots, AI and how they relate to humans: everyone knows this science fiction in books, comic books, films and television series. But concealment and imagination are not only opposed: imagination influences the design of AI, and AI has an effect on our imagination. This tension between the invisible AI in our lives and the larger-than-life AI in the stories we tell each other is explored in this course. Three themes are discussed in turn: Utopia and progress, The human form of AI in the imagination, and Dystopia and danger. These three themes are explained on the basis of reviews of novels and films. The analysis of a self-chosen literary or cinematic imagination of AI is part of the course. You will also learn to critically examine the workings of AI using an analytical method that builds on the analyses you have learned in the Human and Technical (CB7302) and Human and Media (CB7402) courses. This course is part of the Technology, Media and Culture Focus Programme. Learning objectives- you will have gained insight into the most important developments in the history of artificial intelligence,- you will have gained insight into the impact and consequences of AI in society and culture,- you will be able to relate philosophical and media-theoretical discussions to representations of artificial intelligence,- you will be able to analyse and contextualise representations of artificial intelligence,- you will be able to use an analytical toolbox to critically reflect on the influence of AI on society and culture.

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### **Interests of heritage**

**Code**: CB7602

**Name**: Interests of heritage

**Type**: Standard product

**Language**: Dutch

**Description**:

What do the historic city centre of Bruges, the works of art in the Louvre and the Dutch Championship Maasheggenweaving have in common? It is all seen as cultural heritage. This term is therefore used with increasing regularity. Governments speak of 'our heritage', internationally there is reference to 'shared heritage' and more and more companies are linking their identity to their own history. Many different parties therefore attach a certain importance to heritage and value objects and practices with this label. Yet heritage is not an easy concept to define. Moreover, these different interests can also clash considerably. In this course, you will first become extensively acquainted with the meanings of the concept of heritage in theory and practice. What is heritage? Who does it belong to? And how and by whom is that determined? You will then learn more about the preservation of material heritage, what choices can be made in the restoration of objects, and the different views on 'authenticity' that play a role in this. Heritage has a function in the formation and substantiation of (personal or communal) identities. You will learn how it can be a means of stimulating social cohesion on the one hand, but a source of friction and conflict on the other. You also reflect on how museums (can) deal with this. Finally, you will explore the commercial dimensions of heritage. Why has interest in heritage risen so explosively in recent decades? And what opportunities and problems does the associated heritage tourism offer? On the basis of concrete cases in the Netherlands, Belgium and elsewhere in the world, you will study the various interests surrounding cultural heritage. The course teaches you to position yourself as a (future) heritage professional and to form your own opinion about current issues. Learning objectivesAfter completing this course, you will be able to:- explain the meaning of heritage as a concept in different contexts,- explain how processes of heritage formation in societies work- explain how heritage is protected and preserved in relation to different views on the concept of authenticity- analyse how the relationship between heritage and identity can be observed around concrete heritage practices,- Evaluate the process of commercialisation in the heritage sector and the development of heritage tourism—write a critical discussion in which you relate current issues around a self-chosen case from heritage practice to theoretical insights.

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### **Communication for cultural scientists**

**Code**: CB7902

**Name**: Communication for cultural scientists

**Type**: Standard product

**Language**: Dutch

**Description**:

Cultural scientists report on their findings at conferences and symposia, in scientific journals and monographs, and in their own teaching. In addition, they often try to reach a wider audience; And nowadays they are increasingly trying to actively involve the public in cultural studies. The Communication for Cultural Scholars course is about writing and speaking as a cultural scientist. The course is divided into two parts: (1) workshops that are offered at fixed times during the academic year and (2) a variable part on science communication in the cultural sciences (which you can follow throughout the year. You will first participate in the workshops – you will choose three of the following four:- workshop Diversity and inclusion on open science (0.5 EC), where you will give an oral presentation together with fellow students,- workshop Digital transitions in cultural heritage (0.5 EC), where you will develop teaching materials on a topic that is in line with the theme block,- workshop Stigma, health and culture (0.5 EC), where you will give an audiovisual presentation (Prezi or Pecha Kucha) on the relationship between academic knowledge and experiential expertise in the discourse on a physical and/or mental disorder,- workshop Technology, Media and Culture (0.5 EC), where you will practice writing policy advice in the cultural sector. The section on science communication in cultural sciences (3.5 EC) is about the different ways in which cultural scientists communicate with a wider audience about their knowledge and how they collaborate with others in this regard. Using concrete examples from the cultural sciences, we will discuss different perspectives on science communication, such as: content and functions, actors and activities, and approaches and motives of science communication. In addition to a knowledge component, this component also has an important skills component. At the end of the course, you will work on a popular science oral or written presentation on a cultural studies topic.

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### **Research tutorial Literary criticism at a crossroads**

**Code**: CB8002

**Name**: Research tutorial Literary criticism at a crossroads

**Type**: Standard product

**Language**: Dutch

**Description**:

'Everyone can be a critic now!' is a well-known statement about literary criticism in digital times. Exchanging reading experiences and book tips is indeed easier than ever with the advent of digital media. Not only personal blogs or book vlogs, but also interactive websites such as Goodreads.com and Hebban.nl offer lively platforms where countless readers post book reviews and discuss the value and meaning of fiction and non-fiction. How do these new forms of review relate to more traditional forms of criticism, such as journalistic newspaper criticism? Is the distinction between the so-called 'amateur critic' and the professional critic still tenable? What differences and similarities can be discerned, both in terms of content, institution and discursiveness? And how can these be interpreted in the light of the longer history of professional (literary) art criticism in the Netherlands and abroad? These are some of the central questions that we will examine during the research tutorial 'Literary criticism at a crossroads'. You will become acquainted with the principles of the sociology of literature and study current research into the changes in literary criticism from the sociology of culture and literature as well as journalism studies. Together with your fellow students, you will conduct your own sub-research on a related topic of your choice. You dive into the digital newspaper archives and analyze review websites to find out what role literary criticism has played since the rise of the internet and social media.

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### **Individual assignment Cultural Studies**

**Code**: CB940W

**Name**: Individual assignment Cultural Studies

**Type**: Standard product

**Language**: Dutch

**Description**:

Students who do not reach exactly 180 credits at the end of the bachelor's programme with the existing range of courses can report to the academic counsellors CW (studieadvies.cultuur@ou.nl) for the course Individual assignment Cultural Studies. The study load of the course is as large as the number of credits needed to arrive at exactly 180 credits. The content of the course is in line with another course from the post-propaedeutic phase.

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### **Individual assignment Cultural Studies**

**Code**: CB940X

**Name**: Individual assignment Cultural Studies

**Type**: Standard product

**Language**: Dutch

**Description**:

Students who do not reach exactly 180 credits at the end of the bachelor's programme with the existing range of courses can report to the academic counsellors CW (studieadvies.cultuur@ou.nl) for the course Individual assignment Cultural Studies. The study load of the course is as large as the number of credits needed to arrive at exactly 180 credits. The content of the course is in line with another course from the post-propaedeutic phase.

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### **Individual assignment Cultural Studies**

**Code**: CB940Y

**Name**: Individual assignment Cultural Studies

**Type**: Standard product

**Language**: Dutch

**Description**:

Students who do not reach exactly 180 credits at the end of the bachelor's programme with the existing range of courses can report to the academic counsellors CW (studieadvies.cultuur@ou.nl) for the course Individual assignment Cultural Studies. The study load of the course is as large as the number of credits needed to arrive at exactly 180 credits. The content of the course is in line with another course from the post-propaedeutic phase.

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### **Individual assignment Cultural Studies**

**Code**: CB940Z

**Name**: Individual assignment Cultural Studies

**Type**: Standard product

**Language**: Dutch

**Description**:

Students who do not reach exactly 180 credits at the end of the bachelor's programme with the existing range of courses can report to the academic counsellors CW (studieadvies.cultuur@ou.nl) for the course Individual assignment Cultural Studies. The study load of the course is as large as the number of credits needed to arrive at exactly 180 credits. The content of the course is in line with another course from the post-propaedeutic phase.

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### **Individual assignment Cultural Studies**

**Code**: CB950A

**Name**: Individual assignment Cultural Studies

**Type**: Standard product

**Language**: Dutch

**Description**:

Students who do not reach exactly 180 credits at the end of the bachelor's programme with the existing range of courses can report to the academic counsellors CW (studieadvies.cultuur@ou.nl) for the course Individual assignment Cultural Studies. The study load of the course is as large as the number of credits needed to arrive at exactly 180 credits. The content of the course is in line with another course from the post-propaedeutic phase.

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### **Individual assignment Cultural Studies**

**Code**: CB950B

**Name**: Individual assignment Cultural Studies

**Type**: Standard product

**Language**: Dutch

**Description**:

Students who do not reach exactly 180 credits at the end of the bachelor's programme with the existing range of courses can report to the academic counsellors CW (studieadvies.cultuur@ou.nl) for the course Individual assignment Cultural Studies. The study load of the course is as large as the number of credits needed to arrive at exactly 180 credits. The content of the course is in line with another course from the post-propaedeutic phase.

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### **Individual assignment Cultural Studies**

**Code**: CB950C

**Name**: Individual assignment Cultural Studies

**Type**: Standard product

**Language**: Dutch

**Description**:

Students who do not reach exactly 180 credits at the end of the bachelor's programme with the existing range of courses can report to the academic counsellors (studieadvies.cultuur@ou.nl) for the course Individual Assignment Cultural Studies. The study load of the course is as large as the number of credits needed to arrive at exactly 180 credits. The content of the course is in line with another course from the post-propaedeutic phase.

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### **Individual assignment Cultural Studies**

**Code**: CB950D

**Name**: Individual assignment Cultural Studies

**Type**: Standard product

**Language**: Dutch

**Description**:

Students who do not reach exactly 180 credits at the end of the bachelor's programme with the existing range of courses can report to the academic counsellors (studieadvies.cultuur@ou.nl) for the course Individual Assignment Cultural Studies. The study load of the course is as large as the number of credits needed to arrive at exactly 180 credits. The content of the course is in line with another course from the post-propaedeutic phase.

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### **Individual assignment Cultural Studies**

**Code**: CB950E

**Name**: Individual assignment Cultural Studies

**Type**: Standard product

**Language**: Dutch

**Description**:

Students who do not reach exactly 180 credits at the end of the bachelor's programme with the existing range of courses can report to the academic counsellors (studieadvies.cultuur@ou.nl) for the course Individual Assignment Cultural Studies. The study load of the course is as large as the number of credits needed to arrive at exactly 180 credits. The content of the course is in line with another course from the post-propaedeutic phase.

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### **Individual assignment Cultural Studies**

**Code**: CB950F

**Name**: Individual assignment Cultural Studies

**Type**: Standard product

**Language**: Dutch

**Description**:

Students who do not reach exactly 180 credits at the end of the bachelor's programme with the existing range of courses can report to the academic counsellors (studieadvies.cultuur@ou.nl) for the course Individual Assignment Cultural Studies. The study load of the course is as large as the number of credits needed to arrive at exactly 180 credits. The content of the course is in line with another course from the post-propaedeutic phase.

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### **Individual assignment Cultural Studies**

**Code**: CB950G

**Name**: Individual assignment Cultural Studies

**Type**: Standard product

**Language**: Dutch

**Description**:

Students who do not reach exactly 180 credits at the end of the bachelor's programme with the existing range of courses can report to the academic counsellors (studieadvies.cultuur@ou.nl) for the course Individual Assignment Cultural Studies. The study load of the course is as large as the number of credits needed to arrive at exactly 180 credits. The content of the course is in line with another course from the post-propaedeutic phase.

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### **Individual assignment Cultural Studies**

**Code**: CB950H

**Name**: Individual assignment Cultural Studies

**Type**: Standard product

**Language**: Dutch

**Description**:

Students who do not reach exactly 180 credits at the end of the bachelor's programme with the existing range of courses can report to the academic counsellors (studieadvies.cultuur@ou.nl) for the course Individual Assignment Cultural Studies. The study load of the course is as large as the number of credits needed to arrive at exactly 180 credits. The content of the course is in line with another course from the post-propaedeutic phase.

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### **Individual assignment Cultural Studies**

**Code**: CB950I

**Name**: Individual assignment Cultural Studies

**Type**: Standard product

**Language**: Dutch

**Description**:

Students who do not reach exactly 180 credits at the end of the bachelor's programme with the existing range of courses can report to the academic counsellors (studieadvies.cultuur@ou.nl) for the course Individual Assignment Cultural Studies. The study load of the course is as large as the number of credits needed to arrive at exactly 180 credits. The content of the course is in line with another course from the post-propaedeutic phase.

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### **Individual assignment Cultural Studies**

**Code**: CB950J

**Name**: Individual assignment Cultural Studies

**Type**: Standard product

**Language**: Dutch

**Description**:

Students who do not reach exactly 180 credits at the end of the bachelor's programme with the existing range of courses can report to the academic counsellors (studieadvies.cultuur@ou.nl) for the course Individual Assignment Cultural Studies. The study load of the course is as large as the number of credits needed to arrive at exactly 180 credits. The content of the course is in line with another course from the post-propaedeutic phase.

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### **Individual assignment Cultural Studies**

**Code**: CB950K

**Name**: Individual assignment Cultural Studies

**Type**: Standard product

**Language**: Dutch

**Description**:

Students who do not reach exactly 180 credits at the end of the bachelor's programme with the existing range of courses can report to the academic counsellors (studieadvies.cultuur@ou.nl) for the course Individual Assignment Cultural Studies. The study load of the course is as large as the number of credits needed to arrive at exactly 180 credits. The content of the course is in line with another course from the post-propaedeutic phase.

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### **Individual assignment Cultural Studies**

**Code**: CB950L

**Name**: Individual assignment Cultural Studies

**Type**: Standard product

**Language**: Dutch

**Description**:

Students who do not reach exactly 180 credits at the end of the bachelor's programme with the existing range of courses can report to the academic counsellors (studieadvies.cultuur@ou.nl) for the course Individual Assignment Cultural Studies. The study load of the course is as large as the number of credits needed to arrive at exactly 180 credits. The content of the course is in line with another course from the post-propaedeutic phase.

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### **Individual assignment Cultural Studies**

**Code**: CB950M

**Name**: Individual assignment Cultural Studies

**Type**: Standard product

**Language**: Dutch

**Description**:

Students who do not reach exactly 180 credits at the end of the bachelor's programme with the existing range of courses can report to the academic counsellors (studieadvies.cultuur@ou.nl) for the course Individual Assignment Cultural Studies. The study load of the course is as large as the number of credits needed to arrive at exactly 180 credits. The content of the course is in line with another course from the post-propaedeutic phase.

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### **Individual assignment Cultural Studies**

**Code**: CB950N

**Name**: Individual assignment Cultural Studies

**Type**: Standard product

**Language**: Dutch

**Description**:

Students who do not reach exactly 180 credits at the end of the bachelor's programme with the existing range of courses can report to the academic counsellors (studieadvies.cultuur@ou.nl) for the course Individual Assignment Cultural Studies. The study load of the course is as large as the number of credits needed to arrive at exactly 180 credits. The content of the course is in line with another course from the post-propaedeutic phase.

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### **Individual assignment Cultural Studies**

**Code**: CB950O

**Name**: Individual assignment Cultural Studies

**Type**: Standard product

**Language**: Dutch

**Description**:

Students who do not reach exactly 180 credits at the end of the bachelor's programme with the existing range of courses can report to the academic counsellors (studieadvies.cultuur@ou.nl) for the course Individual Assignment Cultural Studies. The study load of the course is as large as the number of credits needed to arrive at exactly 180 credits. The content of the course is in line with another course from the post-propaedeutic phase.

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### **Individual assignment Cultural Studies**

**Code**: CB950P

**Name**: Individual assignment Cultural Studies

**Type**: Standard product

**Language**: Dutch

**Description**:

Students who do not reach exactly 180 credits at the end of the bachelor's programme with the existing range of courses can report to the academic counsellors (studieadvies.cultuur@ou.nl) for the course Individual Assignment Cultural Studies. The study load of the course is as large as the number of credits needed to arrive at exactly 180 credits. The content of the course is in line with another course from the post-propaedeutic phase.

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### **Individual assignment Cultural Studies**

**Code**: CB950Q

**Name**: Individual assignment Cultural Studies

**Type**: Standard product

**Language**: Dutch

**Description**:

Students who do not reach exactly 180 credits at the end of the bachelor's programme with the existing range of courses can report to the academic counsellors (studieadvies.cultuur@ou.nl) for the course Individual Assignment Cultural Studies. The study load of the course is as large as the number of credits needed to arrive at exactly 180 credits. The content of the course is in line with another course from the post-propaedeutic phase.

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### **Individual assignment Cultural Studies**

**Code**: CB950R

**Name**: Individual assignment Cultural Studies

**Type**: Standard product

**Language**: Dutch

**Description**:

Students who do not reach exactly 180 credits at the end of the bachelor's programme with the existing range of courses can report to the academic counsellors (studieadvies.cultuur@ou.nl) for the course Individual Assignment Cultural Studies. The study load of the course is as large as the number of credits needed to arrive at exactly 180 credits. The content of the course is in line with another course from the post-propaedeutic phase.

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### **Individual assignment Cultural Studies**

**Code**: CB950S

**Name**: Individual assignment Cultural Studies

**Type**: Standard product

**Language**: Dutch

**Description**:

Students who do not reach exactly 180 credits at the end of the bachelor's programme with the existing range of courses can report to the academic counsellors (studieadvies.cultuur@ou.nl) for the course Individual Assignment Cultural Studies. The study load of the course is as large as the number of credits needed to arrive at exactly 180 credits. The content of the course is in line with another course from the post-propaedeutic phase.

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### **Individual assignment Cultural Studies**

**Code**: CB950T

**Name**: Individual assignment Cultural Studies

**Type**: Standard product

**Language**: Dutch

**Description**:

Students who do not reach exactly 180 credits at the end of the bachelor's programme with the existing range of courses can report to the academic counsellors (studieadvies.cultuur@ou.nl) for the course Individual Assignment Cultural Studies. The study load of the course is as large as the number of credits needed to arrive at exactly 180 credits. The content of the course is in line with another course from the post-propaedeutic phase.

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### **Individual assignment Cultural Studies**

**Code**: CB950U

**Name**: Individual assignment Cultural Studies

**Type**: Standard product

**Language**: Dutch

**Description**:

Students who do not reach exactly 180 credits at the end of the bachelor's programme with the existing range of courses can report to the academic counsellors (studieadvies.cultuur@ou.nl) for the course Individual Assignment Cultural Studies. The study load of the course is as large as the number of credits needed to arrive at exactly 180 credits. The content of the course is in line with another course from the post-propaedeutic phase.

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### **Individual assignment Cultural Studies**

**Code**: CB950V

**Name**: Individual assignment Cultural Studies

**Type**: Standard product

**Language**: Dutch

**Description**:

Students who do not reach exactly 180 credits at the end of the bachelor's programme with the existing range of courses can report to the academic counsellors (studieadvies.cultuur@ou.nl) for the course Individual Assignment Cultural Studies. The study load of the course is as large as the number of credits needed to arrive at exactly 180 credits. The content of the course is in line with another course from the post-propaedeutic phase.

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### **Individual assignment Cultural Studies**

**Code**: CB950W

**Name**: Individual assignment Cultural Studies

**Type**: Standard product

**Language**: Dutch

**Description**:

Students who do not reach exactly 180 credits at the end of the bachelor's programme with the existing range of courses can report to the academic counsellors (studieadvies.cultuur@ou.nl) for the course Individual Assignment Cultural Studies. The study load of the course is as large as the number of credits needed to arrive at exactly 180 credits. The content of the course is in line with another course from the post-propaedeutic phase.

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### **Individual assignment Cultural Studies**

**Code**: CB950X

**Name**: Individual assignment Cultural Studies

**Type**: Standard product

**Language**: Dutch

**Description**:

Students who do not reach exactly 180 credits at the end of the bachelor's programme with the existing range of courses can report to the academic counsellors (studieadvies.cultuur@ou.nl) for the course Individual Assignment Cultural Studies. The study load of the course is as large as the number of credits needed to arrive at exactly 180 credits. The content of the course is in line with another course from the post-propaedeutic phase.

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### **Individual (writing) assignment**

**Code**: CB950Y

**Name**: Individual (writing) assignment

**Type**: Standard product

**Language**: Dutch

**Description**:

Students who do not reach exactly 180 credits at the end of the bachelor's programme with the existing range of courses can report to the academic counsellors (studieadvies.cultuur@ou.nl) for the course Individual Assignment Cultural Studies. The study load of the course is as large as the number of credits needed to arrive at exactly 180 credits. The content of the course is in line with another course from the post-propaedeutic phase.

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### **Individual (writing) assignment**

**Code**: CB950Z

**Name**: Individual (writing) assignment

**Type**: Standard product

**Language**: Dutch

**Description**:

Students who do not reach exactly 180 credits at the end of the bachelor's programme with the existing range of courses can report to the academic counsellors (studieadvies.cultuur@ou.nl) for the course Individual Assignment Cultural Studies. The study load of the course is as large as the number of credits needed to arrive at exactly 180 credits. The content of the course is in line with another course from the post-propaedeutic phase.

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### **Bachelor's graduation trajectory**

**Code**: CB9806

**Name**: Bachelor graduation trajectory

**Type**: Standard product

**Language**: Dutch

**Description**:

From the academic year 2024-2025, we have started a new Bachelor graduation program as an alternative to the traditional 'Bachelor thesis'. In the new graduation project, you will also conduct scientific (literature) research, using a set of pre-selected literature and/or data. Unlike the classic bachelor's thesis, however, the emphasis is less on the end result, but more on the research process. In this graduation trajectory, you will therefore be assessed on various components, such as a problem definition, an interim presentation of the research results, a research report with an academic summary, and an end product of your choice (within a given bandwidth). You can think of a (draft) article for the academic journal LOCUS, a more popular science text, a policy plan, a podcast, an advisory report, an exhibition plan, etc. This final product is accompanied by a reflection report. The Bachelor's Graduation Programme is linked to the theme blocks in the Bachelor's curriculum: 'Digital transitions in cultural heritage', Stigma, health and culture, 'Diversity and inclusion', and 'Technology, media and culture'. For each theme block, a graduation trajectory is set up around a more specifically focused graduation topic. As a student, you make a choice for one of these graduation subjects. Within this, you then choose, in consultation with the supervising teacher, your own research topic. The graduation topics for the academic year 2025-2026 are the following:- Position and identity of the patient, past and present (related to theme block 'Stigma, health and culture')- Digital interview collections as a cultural phenomenon (related to theme block 'Digital transitions in cultural heritage')- Culture, diversity and inclusion (related to theme block 'Diversity and inclusion')- Robot, cyborg, avatar (related to theme block 'Technology, media and culture')More information about You can find these graduation topics on the course site.

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### **Research practical bachelor's thesis**

**Code**: CB9906

**Name**: Research Practicum Bachelor's Thesis

**Type**: Standard product

**Language**: Dutch

**Description**:

With the Research Practicum Bachelor's thesis, you complete the Bachelor's programme. As part of this practical, you will conduct a scientific (literature) research on a particular topic, which in some cases will be supplemented with a learning research based on a set of pre-selected data. In the course of the practical, you will report on the design of your research and at the end you will present the results orally and in writing. These presentations must meet the criteria and standards laid down in the Practical Guide. You are not free to choose a thesis topic. The topics you will investigate are in line with courses from the Bachelor's programme. The topics for the bachelor's thesis are:- Cultural history: cultural heritage in historical perspective- Philosophy: philosophical perspectives on technologies- Art history: National representation at the Venice Biennale: The Netherlands 1948-1995 (modern art, quartile 3-4).- Literature: autobiographical literatureExtensive information about the topics can be found on the course website in the digital learning environment. Learning objectivesYou must become proficient in:- conducting research (under supervision) on the basis of literature and/or other types of evidence;- independently searching and analysing literature and/or sources;- selecting, editing and arranging relevant information from the literature and/or other types of evidence in a scientifically responsible manner;- being able to make scientifically responsible use of relevant theories in the context of the research to be carried out research;- summarising the research briefly and concisely and formulating a substantiated conclusion based on the research results, the oral presentation of the research design and the research results and the written report thereof.

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### **Reading list and research plan 1**

**Code**: CM0202

**Name**: Reading list and research plan 1

**Type**: Standard product

**Language**: Dutch

**Description**:

The graduation research marks the completion of the Master's programme in Arts and Culture Studies. In this phase, you will delve into a specific topic and actively contribute to its cultural studies study. Although the graduation research is often fascinating, it can also be experienced as difficult. Experience shows that many problems can be prevented by working on the basis of a well-thought-out and logically coherent research plan. This course is specifically designed to support this. By searching for and studying relevant literature and writing a research plan, you will lay the foundation for the master's thesis in the course of this course. Under the supervision of the intended thesis supervisor, you will investigate whether the intended research is feasible. Among other things, the availability of literature and sources is examined. It is also assessed whether the research is sufficiently innovative and whether it is feasible within the allotted time frame for a master's thesis. Once you have gained insight into this, you will start drawing up your own research plan. In a good thesis plan, the structure of the intended research is already clearly visible. This plan serves as a guideline during the conduct of the research and ultimately when writing the thesis. In addition, you and your supervisor make practical arrangements. These include planning, how you receive feedback from the teacher, and how you process this feedback. In addition, optional supervision meetings are offered online (so-called thesis circles). These are an addition to the individual counseling process. Together with fellow students and under the supervision of a teacher, you can meet regularly. During the meetings, important parts of the research process are discussed. You can also exchange experiences, ideas and tips. Working together in this way can be motivating. Moreover, regularly reflecting on one's own thinking and writing process can benefit the final master's thesis. The passionate staff of Arts and Culture Studies will be happy to guide you through the world of academic research and help you make your own contribution to it. Learning objectivesIn the two final courses of the Master's programme (Research Plan and Master's Thesis), you are expected to independently initiate and carry out research according to academic standards and to present the results in writing in the Master's thesis. In the Research Plan course, you will look at the scientific framework and the feasibility of the proposed research. Then you make a design and a plan for it – if it proves feasibility.

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### **Reading list and research plan 6**

**Code**: CM020V

**Name**: Reading list and research plan 6

**Type**: Standard product

**Language**: Dutch

**Description**:

Writing a thesis is a difficult task for most students. Experience shows that many problems can be avoided if you work on the basis of a well-thought-out and logically coherent thesis plan. And it is also a good thing if you thoroughly master the theory and historiography related to the topic you are going to research. By writing a thesis plan, you will lay the foundation for your master's thesis in the course of this course. Of course, you will do this under the supervision of your intended thesis supervisor. First of all, you must obtain clarity about whether the research you intend to do is in line with research by the academic staff of the Master's in Arts and Culture Studies (although exceptions are possible under strict conditions). Subsequently, it is sometimes necessary to investigate in advance whether your research is feasible: are there enough sources? Are they accessible? Is there enough literature? Is the research feasible within the time frame set for a master's thesis (560 study hours)? To ask the right research questions and write a good thesis plan, it helps if you know the most important theoretical and historiographical literature. In a good thesis plan, the structure of your research is already clearly visible. The plan should provide you with guidance when doing your research and writing the thesis, because it clearly indicates on the basis of which research questions you structure your research and which sources and literature are available to you. Based on your plan, you choose which material (sources, literature, objects) you will and will not include in your research and which data you will include in the final text of the thesis. Learning objectivesIn the final courses of the Master's programme (Research Plan 1-6 and Master's thesis), you are expected to independently initiate and carry out research in accordance with academic standards and to present the results in writing in the Master's thesis. In the course Research Plan (code CM0202 or CM020V/W/X/Y/Z) you will look at the scientific framework and feasibility of your intended research. Then you make a design and a plan for it - if it proves feasibility.

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### **Reading list and research plan 5**

**Code**: CM020W

**Name**: Reading list and research plan 5

**Type**: Standard product

**Language**: Dutch

**Description**:

Writing a thesis is a difficult task for most students. Experience shows that many problems can be avoided if you work on the basis of a well-thought-out and logically coherent thesis plan. And it is also a good thing if you thoroughly master the theory and historiography related to the topic you are going to research. By writing a thesis plan, you will lay the foundation for your master's thesis in the course of this course. Of course, you will do this under the supervision of your intended thesis supervisor. First of all, you must obtain clarity about whether the research you intend to do is in line with research by the academic staff of the Master's in Arts and Culture Studies (although exceptions are possible under strict conditions). Subsequently, it is sometimes necessary to investigate in advance whether your research is feasible: are there enough sources? Are they accessible? Is there enough literature? Is the research feasible within the time frame set for a master's thesis (560 study hours)? To ask the right research questions and write a good thesis plan, it helps if you know the most important theoretical and historiographical literature. In a good thesis plan, the structure of your research is already clearly visible. The plan should provide you with guidance when doing your research and writing the thesis, because it clearly indicates on the basis of which research questions you structure your research and which sources and literature are available to you. Based on your plan, you choose which material (sources, literature, objects) you will and will not include in your research and which data you will include in the final text of the thesis. Learning objectivesIn the final courses of the Master's programme (Reading List and Research Plan 1-6 and Master's Thesis), you are expected to independently initiate and carry out research in accordance with academic standards and to present the results in writing in the Master's thesis. In the course Reading list and research plan (code CM0202 or CM020V/W/X/Y/Z) you will look at the scientific framework and feasibility of your intended research. Then you make a design and a plan for it - if it proves feasibility.

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### **Reading list and research plan 4**

**Code**: CM020X

**Name**: Reading list and research plan 4

**Type**: Standard product

**Language**: Dutch

**Description**:

Writing a thesis is a difficult task for most students. Experience shows that many problems can be avoided if you work on the basis of a well-thought-out and logically coherent thesis plan. And it is also a good thing if you thoroughly master the theory and historiography related to the topic you are going to research. By writing a thesis plan, you will lay the foundation for your master's thesis in the course of this course. Of course, you will do this under the supervision of your intended thesis supervisor. First of all, you must obtain clarity about whether the research you intend to do is in line with research by the academic staff of the Master's in Arts and Culture Studies (although exceptions are possible under strict conditions). Subsequently, it is sometimes necessary to investigate in advance whether your research is feasible: are there enough sources? Are they accessible? Is there enough literature? Is the research feasible within the time frame set for a master's thesis (560 study hours)? To ask the right research questions and write a good thesis plan, it helps if you know the most important theoretical and historiographical literature. In a good thesis plan, the structure of your research is already clearly visible. The plan should provide you with guidance when doing your research and writing the thesis, because it clearly indicates on the basis of which research questions you structure your research and which sources and literature are available to you. Based on your plan, you choose which material (sources, literature, objects) you will and will not include in your research and which data you will include in the final text of the thesis. Learning objectivesIn the final courses of the Master's programme (Research Plan 1-6 and Master's thesis), you are expected to independently initiate and carry out research in accordance with academic standards and to present the results in writing in the Master's thesis. In the course Research Plan (code CM0202 or CM020V/W/X/Y/Z) you will look at the scientific framework and feasibility of your intended research. Then you make a design and a plan for it - if it proves feasibility.

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### **Reading list and research plan 3**

**Code**: CM020Y

**Name**: Reading list and research plan 3

**Type**: Standard product

**Language**: Dutch

**Description**:

Writing a thesis is a difficult task for most students. Experience shows that many problems can be avoided if you work on the basis of a well-thought-out and logically coherent thesis plan. And it is also a good thing if you thoroughly master the theory and historiography related to the topic you are going to research. By writing a thesis plan, you will lay the foundation for your master's thesis in the course of this course. Of course, you will do this under the supervision of your intended thesis supervisor. First of all, you must obtain clarity about whether the research you intend to do is in line with research by the academic staff of the Master's in Arts and Culture Studies (although exceptions are possible under strict conditions). Subsequently, it is sometimes necessary to investigate in advance whether your research is feasible: are there enough sources? Are they accessible? Is there enough literature? Is the research feasible within the time frame set for a master's thesis (560 study hours)? To ask the right research questions and write a good thesis plan, it helps if you know the most important theoretical and historiographical literature. In a good thesis plan, the structure of your research is already clearly visible. The plan should provide you with guidance when doing your research and writing the thesis, because it clearly indicates on the basis of which research questions you structure your research and which sources and literature are available to you. Based on your plan, you choose which material (sources, literature, objects) you will and will not include in your research and which data you will include in the final text of the thesis. Learning objectivesIn the final courses of the Master's programme (Research Plan 1-6 and Master's thesis), you are expected to independently initiate and carry out research in accordance with academic standards and to present the results in writing in the Master's thesis. In the course Research Plan (code CM0202 or CM020V/W/X/Y/Z) you will look at the scientific framework and feasibility of your intended research. Then you make a design and a plan for it - if it proves feasibility.

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### **Reading list and research plan 2**

**Code**: CM020Z

**Name**: Reading list and research plan 2

**Type**: Standard product

**Language**: Dutch

**Description**:

Writing a thesis is a difficult task for most students. Experience shows that many problems can be avoided if you work on the basis of a well-thought-out and logically coherent research plan. And it is also a good thing if you thoroughly master the theory and historiography related to the topic you are going to research. By writing a research plan, you will lay the foundation for your master's thesis in the course of this course. Of course, you will do this under the supervision of your intended thesis supervisor. First of all, you must obtain clarity about whether the research you intend to do is in line with research by the academic staff of the Master's in Arts and Culture Studies (although exceptions are possible under strict conditions). Subsequently, it is sometimes necessary to investigate in advance whether your research is feasible: are there enough sources? Are they accessible? Is there enough literature? Is the research feasible within the time frame set for a master's thesis (560 study hours)? To ask the right research questions and write a good research plan, it helps if you know the most important theoretical and historiographical literature. Then you start writing your research plan. In a good thesis plan, the structure of your research is already clearly visible. The plan should provide you with guidance when doing your research and writing the thesis, because it clearly indicates on the basis of which research questions you structure your research and which sources and literature are available to you. Based on your plan, you choose which material (sources, literature, objects) you will and will not include in your research and which data you will include in the final text of the thesis. Learning objectivesIn the two final courses of the Master's programme (Research Plan and Master's Thesis), you are expected to independently initiate and carry out research in accordance with academic standards and to present the results in writing in the Master's thesis. In the Research Plan course, you will look at the scientific framework and feasibility of your intended research. Then you make a design and a plan for it - if it proves feasibility. Course variantsFor students who are fitted into the new Master's programme from the Master's programme with a variety of programmes, there are various variants of the Research Plan course. The variants are distinguished as follows:CM020V: course size 4.6 EC (129 study hours). CM020W: course size 0.6 EC (16.8 study hours). CM020X: course size 1.7 EC (47.6 study hours). CM020Y: course size 2.8 EC (78.4 study hours). CM020Z: course size 3.9 EC (109.2 study hours).

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### **Collections in context**

**Code**: CM0523

**Name**: Collections in context

**Type**: Standard product

**Language**: Dutch

**Description**:

In the course Collections in Context, you will study the design and role of museums within today's society and the developments that are taking place in it. The development of the museum itself is also being studied. Many museums that we know in the Netherlands and Flanders have a long history dating back to at least the 19th century. They have arisen under completely different circumstances than are the case now, and they have always had to adapt to changing ideas or demands that are often made of them from outside. The current definition of a museum, as formulated in 2022 by the International Council of Museums (ICOM), states that a museum, even before its tasks of researching, collecting, preserving, interpreting and exhibiting (in)tangible heritage are discussed, is at the service of society. In doing so, it should be accessible and inclusive, as well as ethical and professional, and should promote diversity and sustainability with community participation offering a variety of experiences. The most important function of the contemporary museum is therefore its public function. Museums educate, entertain, reflect and exchange knowledge with their audience through various exhibitions, lectures and presentations, guided tours, audio tours, podcasts, etc. How do these kinds of public events relate to the collections of museums that have been compiled over a longer period of time? And on the basis of which criteria do museums recruit new pieces for their collections? On the basis of a number of museums for modern and contemporary art, you will study how museums fulfil their role in society. Attention will be paid to the relevant context of the collections, and the relationship with developments in society on which the museum explicitly reflects or takes a position. Art museums no longer only tell the story or history of art, but increasingly want to be a place where more or less urgent matters that take place in society are debated, such as issues of sustainability, diversity and inclusion, migration issues, etc. The course uses case research to reflect on the current tasks of museums of modern and contemporary art in our surrounding (Western) society. Learning objectivesSpecifically:- to gain insight into the various motives and strategies regarding the (historical) operation of the museum business- to reflect on and anticipate current social problems from a museum frame of reference- to be able to analyse the specific role of the museum of modern and contemporary art in a social context and to apply insights to an independent positioning with regard to its public reach. General:- applying knowledge and insight: being able to gain knowledge and insight and problem-solving

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### **Thinking about culture**

**Code**: CM0602

**Name**: Thinking about culture

**Type**: Standard product

**Language**: Dutch

**Description**:

This cultural-philosophical oriented course lays a foundation for the master's programme in Arts and Cultural Sciences by exploring the following questions: 1. What is culture – and therefore the object of cultural studies? The starting point of this course is that 'culture' is fundamentally multi-minded, changeable and controversial. Therefore, to answer this question, a selection of substantial cultural views (Block II) and various classifications (taxonomies) thereof (Block I) are introduced.- The substantial cultural views discussed in this course: culture as an artefact; as a civilization; as a game; as a value system; as a collective identity (e.g. 'People'); as a superstructure; as 'Art and Culture' (Block II),- The taxonomies (axes) of cultural views discussed in this course: normative vs. descriptive; universalist vs. pluralistic/particularistic; static vs. historicizing/dynamic; broad vs. narrow (introduction in Block I, discussion in Block II). The cultural views and their taxonomies, together with the 'theoretical framework', form the 'theoretical framework' of this course.2. How do cultural scientists study culture? To answer this question, a selection of cultural studies methods will be discussed, namely: analysis (narrative, visual, conceptual, text/discourse/interactional); interpretation (hermeneutics, semiotics); criticism (including eco-criticism and ideological criticism) and deconstruction; genealogical approaches (Foucault and Nietzsche); historical source research; history of ideas; phenomenology; psychoanalytic theory; institutional/field research (Bourdieu); qualitative empirical (social science), ethnographic research methods; digital humanities (introduction in Block I, discussion in Block II, conclusion in panel discussion in Block III). This forms the 'methodical' framework of this course.3. How does 'culture' work? The starting point of this course is that culture is at stake in some of the most heated social debates of our time (Block III). Structure of the courseThe course is divided into three blocks. Blocks I and III each cover 1 week; Block II covers 7 weeks. Block I. Introduction: taxonomies of cultural views and methods of cultural research (week 1). Block II. Substantial interpretations of 'culture' (weeks 2-8). Block III. Contemporary debates on culture + methods of cultural studies research (week 9 or 9-10). In this block, students apply the theoretical framework and methodical framework from Block I and Block II to the analysis of a current social debate on culture and present their findings in the form of an oral presentation (lecture or co-referee) during the final meeting. The study material consists mainly of textbook texts and a few podcasts, as well as some classic primary texts. These primary texts have been selected for their canonical s.

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### **Cultural Studies in the Public Arena**

**Code**: CM0702

**Name**: Cultural Studies in the Public Arena

**Type**: Standard product

**Language**: Dutch

**Description**:

IntroductionHow do cultural scientists communicate the results and relevance of their research to society? How do they present themselves in the media (newspaper, TV, podcast, radio, talk show, etc.)? What kind of topics are asked for their expertise, and what kind of contributions do cultural scholars make to the debate? On the basis of changing, current reasons and themes, you will realise what knowledge and skills you will acquire during your Master's programme and how you can make them explicit (science communication) and how you can reflect on them. In the 2025-2026 academic year, after a joint introductory part on science communication, you can choose from two themes: 'Open windows? The debate on canons and diversity' and 'Culture, mental health and resilience'. Theme 1: the debate about canons and diversity'Reading lists in schools are dominated by books by (white heterosexual) men. [...] Is that a bad thing? Yes, because it reflects and shapes the relationships in society', according to the writers' collective 'Fixdit', which recently reopened the discussion about the literary canon. Fixdit is fighting for change 'in the literary world and in the canon'. The canon phenomenon, and not limited to literature, has been in the spotlight more often in recent years, both in the Netherlands, where a much-discussed revision of the 2006 Canon was presented in 2020, and in Flanders, where very recently a 'Canon of Flanders' with 'historical Flemish anchor points' caused a lot of controversy. These kinds of canons and even more so the discussions about them seem to be mirrors of the zeitgeist. The vision of what is of value from a historical and cultural perspective appears to be constantly changing. The canon discussions are about hot topics such as diversity and inclusion and in that light it is therefore not surprising that these canons have recently been 'under fire' a lot. We study the canon phenomenon from a historical and transnational perspective. How has the debate about the canon developed over the years? Does this debate reflect social developments, such as the changing view of the distinction between 'elitist' and 'popular' culture? It is also interesting to ask whether canons have been influenced in the recent past by activism from 'minority' groups. Theme 2: Culture, mental health and resilienceAn explosive increase in stress, anxiety and depressed feelings among students and adolescents; a multiplication of the number of cases of burnout; more than a million Dutch people who take antidepressants: every week you hear about mental health problems in the news. According to many cultural scholars, we should not only see mental illness as a medical problem, but also and above all as a cultural phenomenon: for example, it could well be that the sharp increase in mental health

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### **Narcotic modernity. Views on drugs in a cultural studies perspective, 1800-2015**

**Code**: CM1113

**Name**: Narcotic modernity. Views on drugs in a cultural studies perspective, 1800-2015

**Type**: Standard product

**Language**: Dutch

**Description**:

According to the French philosopher Jacques Derrida, we live in the period of 'narcotic modernity'. Not only has a growing amount of new psychoactive substances become available worldwide since 1850, from cocaine and heroin to all kinds of contemporary synthetic drugs; Also, the negative view of the lazy, escapist drug user reflects and reinforces modern values such as productivity, self-control, and a sense of reality. At the same time, our modern culture has a strong fascination for the world of drugs, as evidenced by rising consumption figures, but also by stories, novels and autobiographies, music, films and television series about drug use and drug trafficking. The perception of drugs is highly dependent on value and appreciation within a given cultural and temporal context. According to Derrida, drugs can be linked to the double meaning of the concept of pharmakon as defined by Plato: they are both a medicine and a poison. In literature, this tension is visible in the work of writers such as Charles Baudelaire, Thomas De Quincey, Antonin Artaud and William Burroughs. Recent television series (think of Narcos) about the criminal drug environment mainly focus on the demonization of drugs (and its association with Latin America). In this course, we investigate the historical backgrounds and literary and audiovisual representations of our modern drug culture, as well as the interpretations given by various cultural scholars. How did drugs travel the world and spread across Western and non-Western cultures? What was the background to the drug laws that arose in the twentieth century? Why have some psychoactive substances been banned, while others remained legal as medicines or recreational devices – and what fluctuations do we see in this? What is the postcolonial background to this drug trafficking and legalization? How do certain stereotypes about the East (cf. the opium from the Orient) or the West (cf. the cocaine from Colombia) play a role in the cultural image of drugs over the centuries? Which currents and rhetorical features can we distinguish in the cultural representations of drug culture, and how is the interaction between them? We will see that drug use, trafficking and control are emphatically part of a broader process of globalisation, but that on the other hand the use of drugs also takes different national and local forms. We study these differences and their cultural impact on the basis of leading theories, concepts and use of sources by relevant cultural scholars. Students then apply the acquired knowledge in their own research, for which they conduct original source research independently, but under the supervision of the lecturers. The research results are presented in oral and written form (a seminar on the subject).

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### **From Utopia to Floodland: future literature in the past and present**

**Code**: CM1313

**Name**: From Utopia to Vloedland: future literature in past and present

**Type**: Standard product

**Language**: Dutch

**Description**:

This course focuses on creative visions of the future. You will study both recent and historical literary texts and text fragments to discover how writers imagine the future and how, through that imagination, they comment on their present. The common thread in the course is the contrasting concepts of utopia (a fictitious ideal society) and dystopia (a bad society). You will acquire knowledge of the emergence and development of these genres in Western culture and also of their study in various fields of research, such as adaptation studies, ecocriticism, gender studies and postcolonial studies. You will learn about concepts and different methods that are relevant to the study of future imaginations and then apply them in your own research on a theme of your choice. The cultural-historical interpretation of the future imagination that has been studied always plays a role in this: what reflection on the own time do the texts offer (e.g. on colonial expansion, democracy, technologisation and climate change)? What criticism (or hope) is contained in the imagination of the future? Students work towards a paper in the form of a scientific article in which they independently work out a choice of theme. Their (preliminary) outcomes will form the input for an exchange during the closing meeting of the course. Learning objectivesAfter completing this course you will have:General - skill in identifying and analyzing relevant sources,- skill in writing a theoretically framed scientific paper. Specific - knowledge of and insight into the current (international) debate on utopia, dystopia and future imaginaries,- knowledge of and insight into a number of developments in the genre of future literature,- knowledge of and insight into theory, core concepts and approaches that are relevant when studying future literature,- skill in the application and elaboration of relevant theories, concepts and approaches in one's own, independent research – with specific attention to the step from theory to methodology.

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### **Looted art. Provenance research and the relocation of art property.**

**Code**: CM1413

**Name**: Looted art. Provenance research and the relocation of art property.

**Type**: Standard product

**Language**: Dutch

**Description**:

Theft and the associated relocation of works of art is something of all times. Since the turn of the millennium, however, research into looted works of art has gained international momentum. In 2001, the Netherlands Restitutions Committee was established to issue independent advice on individual applications for the restitution of art from the Second World War. The Dutch museums have also conducted provenance research into possible cases of looted art in their collections In 2023, the Colonial Collections Committee was set up to advise the Minister of Education, Culture and Science on applications for the restitution of colonial cultural goods. These initiatives show a strongly changed and still changing attitude towards specific forms of looted art. Works of art from both the context of the Second World War and the colonial past occupy a central place in this course, because research into their provenance is still in full swing and will continue to play a major role in the future in cultural institutions such as museums, libraries and archives, in restitution committees, the gallery and auction industry and the legal profession. They will be placed in a historical and theoretical context in this course. Provenance research is a specialised discipline that, in addition to art, cultural-historical and methodical knowledge, also requires a great deal of practical practice. Experts affiliated with the Netherlands Institute for Art History and the Cultural Heritage Agency of the Netherlands will therefore give a masterclass and a workshop on the practice of provenance research. Learning objectivesGeneral:- to be able to set up and realise a study- to be able to write a scientific report (3500 words) that reflects on the literature studied and that meets the subject-specific scientific and linguistic requirements- to be able to present the results of the research orally to a (critical) audience. Specifically:- acquiring knowledge of and insight into provenance research related to the Second World War and colonial contexts, with regard to both important theoretical and historical aspects thereof and the contemporary practical handling of them- acquiring knowledge of and insight into the changing political, institutional, legal and moral views with regard to looted art and restitution- being able to critically apply knowledge and insights acquired to a self-selected and artwork to be researched—to be able to track down relevant (archival) sources for this—from scientific archives and databases, to be able to make selections of literature and other sources relevant to research and questioning.

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### **Diversity and inclusion. An integrated approach**

**Code**: CM1503

**Name**: Diversity and inclusion. An integrated approach

**Type**: Standard product

**Language**: Dutch

**Description**:

In this course, we approach 'diversity' and 'inclusion' from a multidisciplinary perspective. We start with a general introduction in which you will be provided with various tools and theoretical frameworks to think about diversity and inclusion as a broad sociocultural phenomenon. The emphasis is on the concept of 'intersectionality' (the idea that social inequality occurs on different axes that intersect). We reflect on the meaning of this concept in contemporary thinking about diversity, while also addressing some of the key historical moments – including the feminist waves, the civil rights movement, colonization and anti-colonial times – that shape contemporary thinking. In the second part of the course, we will apply the theoretical insights to practice and examine how intersectionality plays a role in thinking and speaking about diversity and inclusion in different domains of society, ranging from culture, psychology and education to healthcare, law and management. You will work step-by-step towards conducting your own intersectional analysis of diversity and inclusion in a situation or context that is relevant to you. Learning objectivesAfter completing this course, you will have:- knowledge of, and insight into, the different concepts, theories, debates and methods in current research on diversity and inclusion and the ability to situate them in a relevant historical, social and cultural context;- insight into historical and recent social developments regarding diversity and inclusion and the ability to place them in a contemporary, national, European and international (organisational, policy and legislative) context;- the ability to approach diversity and inclusion from a multidisciplinary perspective and to analyse the interaction (intersectionality) of social differences, power inequalities and grounds of discrimination;- research skills that lead to an independent, critical researcher who can analyse and tackle new problems from the framework provided;- heuristic skills in the field of independently searching for relevant scientific information (primary and secondary sources) in the field of diversity and inclusion and the practical skills to critically process it in an independently drafted research report (oral and written);- skills in communicating research findings, ideas and solutions to both a wide audience and an audience of specialists.

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### **Intercultural communication**

**Code**: CM1603

**Name**: Intercultural communication

**Type**: Standard product

**Language**: Dutch

**Description**:

The Intercultural Communication course offers you an up-to-date overview of applicable theoretical models from which cultural diversity is studied. From this overview, you will be encouraged by means of activating research assignments to examine the contribution of science to the clarification of problems within the complex and interdisciplinary field of intercultural communication. In the process, you will gain a detailed insight into the factors that can improve or complicate intercultural communication processes. Central to the course is the concept of 'interculturality' and the broad concept of culture that underlies it. In addition, we will discuss important, related concepts including multilingualism, nationalism, stereotyping, prejudice, ethnocentrism, racism, identity, diversity, inclusion and we will examine how these manifest themselves in today's globalized society. We define analytical concepts from anthropology, social psychology, sociology, communication sciences and linguistics that contribute to a better understanding of the underlying mechanisms. We thoroughly explain these basic concepts on the basis of concrete research into intercultural communication as it has been carried out in various contexts such as educational institutions, companies, care centers, etc. In those contexts, students will independently analyze common intercultural problems. You will be made aware of interpretation mechanisms and ideologically driven expectations, and you will be provided with strategies to avoid possible pitfalls and blind spots. Learning objectivesAfter completing this course, you will have:- thorough and in-depth knowledge of ideological expectations;- insight into the way in which an advanced thematic conceptual framework with regard to intercultural factors can be used in different contexts;- the ability to critically reflect on social developments related to aspects of intercultural communication in both institutional contexts and in media;- critical insight into the international professional literature in the field of intercultural communication with a keen eye for new evolutions and different research methodologies;- analytical skills to place critical insights in a broad social context;- writing skills to substantiate points of view in a scientifically sound manner and to communicate in a coherent and clear manner, as well as the skills to communicate in writing for a wide audience on critical reflections and insights on intercultural communication;- language and cultural sensitivity and respect for diversity and the ability to integrate it into scientific work, the professional environment and the social debate.

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### **Master's thesis**

**Code**: CM9908

**Name**: Master's thesis

**Type**: Standard product

**Language**: Dutch

**Description**:

The master's thesis is the final piece of the Arts and Culture Studies programme. The thesis is a written research report on cultural studies research. With your thesis, you will have the opportunity to make an original contribution to the existing literature and knowledge based on your own original research. The result must meet the criteria and standards for a scientific publication. During the Research Plan course, you have already thoroughly studied a certain subject and the state of the scientific literature. The thesis topic is in line with the expertise of the academic staff of the Master's in Arts and Culture Studies. You have already encountered potential supervisors at the various master's courses. Information about the research topics of the academic staff, including thesis topics, is also available on the course website of the master's thesis in the digital learning environment. When you start the master's thesis, you have already found a supervisor. Together you make clear agreements. The staff members of the Master's programme in Arts and Culture are happy to share their enthusiasm and knowledge to guide you successfully through the research process. More information about procedures and the criteria that are set for the master's thesis can be found in the Scriptiewijzer Masterscriptie, which can be downloaded from the course website. Learning objectivesIn the concluding 560 study hours of the master's programme, you are expected to independently design, carry out and carry out research according to academic standards and present the results in writing in the master's thesis. You do this on the basis of a pre-approved thesis/research plan.

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### **Supplement master's thesis. Suggestions for follow-up research**

**Code**: CM990W

**Name**: Supplement master's thesis. Suggestions for follow-up research

**Type**: Standard product

**Language**: Dutch

**Description**:

The course 'Supplement Master's Thesis' is an integration course intended for students who are being fitted in from the outgoing Master's programme in a new Master's programme and who only have to write their Master's thesis. In the course 'Supplement Master's thesis', students write a short proposal (2000-3500 words) for follow-up research in addition to their Master's thesis. In other words: which follow-up questions could still be investigated as a result of the research carried out for the thesis and using which source material?

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### **Supplement master's thesis. Suggestions for follow-up research**

**Code**: CM990X

**Name**: Supplement master's thesis. Suggestions for follow-up research

**Type**: Standard product

**Language**: Dutch

**Description**:

The course 'Supplement Master's Thesis' is an integration course intended for students who are being fitted in from the outgoing Master's programme in a new Master's programme and who only have to write their Master's thesis. In the course 'Supplement Master's thesis', students write a short proposal (500-800 words) for follow-up research in addition to their Master's thesis. In other words: which follow-up questions could still be investigated as a result of the research carried out for the thesis and using which source material?

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### **Supplement master's thesis. Suggestions for follow-up research**

**Code**: CM990Y

**Name**: Supplement master's thesis. Suggestions for follow-up research

**Type**: Standard product

**Language**: Dutch

**Description**:

The course 'Supplement Master's Thesis' is an integration course intended for students who are being fitted in from the outgoing Master's programme in a new Master's programme and who only have to write their Master's thesis. In the course 'Supplement Master's thesis', students write a short proposal (2000-2500 words) for follow-up research in addition to their Master's thesis. In other words: which follow-up questions could still be investigated as a result of the research carried out for the thesis and using which source material?

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### **Addition to the master's thesis**

**Code**: CM990Z

**Name**: Supplement master's thesis

**Type**: Standard product

**Language**: Dutch

**Description**:

The course 'Supplement Master's Thesis' is an integration course intended for students who are being fitted in from the outgoing Master's programme in a new Master's programme and who only have to write their Master's thesis. In the course 'Supplement Master's thesis', students write a short proposal (1000-1500 words) for follow-up research in addition to their Master's thesis. In other words: which follow-up questions could still be investigated as a result of the research carried out for the thesis and using which source material?

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### **Focus course Diversity and Inclusion**

**Code**: FOCDI-2024-2025

**Name**: Focus programme Diversity and inclusion

**Type**: Training

**Language**: Dutch

**Course** Content:

To gain insight into issues related to diversity and inclusion, you will be introduced to an intersectional approach. You will investigate how different forms of inequality are intertwined and interrelated. Based on, among other things, current debates on the decolonisation of heritage, you will look at the role of the heritage sector in promoting inclusion in wider society. Also study artistic practices, in which the role that the arts play in questioning the common, and the creation of the arts, is a part of the world. representation of diversity and inclusion.

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### **Focus course Digital Transitions in Cultural Heritage**

**Code**: FOCDT-2024-2025

**Name**: Focus course Digital transitions in cultural heritage

**Type**: Training

**Language**: Dutch

**Course** Content:

The digital transition has changed our society enormously. This also applies to the culture and heritage sector. Museums, archives, libraries and other heritage institutions are increasingly using digital resources for the conservation and presentation of the collections. The digital transition thus offers new opportunities to make heritage accessible, to enrich it and to enrich it. n. At the same time, digital technological developments are creating challenges that require new knowledge and skills. Think of new audience approaches, presentation strategy&euml; n and other ways of telling stories. The Digital Transitions in Cultural Heritage focus programme offers an exciting opportunity to explore the new opportunities and challenges that arise in this rapidly changing landscape. Through a unique combination of theory, history and practice, you will learn to tackle complex issues in the field of digital cultural heritage.

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### **Focus course Stigma, Health and Culture**

**Code**: FOCSGC-2024-2025

**Name**: Focus course Stigma, health and culture

**Type**: Training

**Language**: Dutch

**Course** Content:

Stigma and shame surrounding health problems cause a lot of additional misery, such as loneliness, work or school absenteeism, or avoiding care. All too often, the sick person is seen as weak, as (partly) to blame for his or her condition, or as a risk factor on the labor market. Cultural Studies can help you become aware of the impact of the (visual) language you use. And on the influence of language use on the way people with mental and physical disorders are viewed, by themselves and others. Close-reading of cultural expressions in text and images can not only make public stigma and self-stigma visible, but also contribute to reducing it, through awareness and critical (self-)reflection. In order to act better destigmatizing, in your own life or in your work, as a professional in healthcare, in the media, in government, in schools, or in the cultural sector.

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### **Focus course Technology, Media and Culture**

**Code**: FOCTMC-2024-2025

**Name**: Focus programme Technology, Media and Culture

**Type**: Training

**Language**: Dutch

**Course** Content:

Much is already being written and researched in the field of technological developments, often focusing on striking cases such as self-driving cars' s and discriminatory algorithms. In these courses, however, we take a different approach. In view of the fundamental changes in life and society, we zoom out and pay attention mainly to the frameworks from which we can understand these changes. We do this mainly from a historical and philosophical perspective.

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### **Master of Arts and Culture Sciences**

**Code**: MAKC-2024-2025

**Name**: Master Arts and Culture Studies

**Type**: Training

**Language**: Dutch

**Course** Content:

Our society has numerous discussions that can only be properly understood if you pay attention to the dynamic role that culture plays in it. Think of divisions about controversial heritage, issues in the field of diversity and inclusion and digital transformations. The Master's programme in Arts and Culture Sciences offers academic depth when it comes to such urgent and complex social issues. Society needs specialists who make a real difference. That is why we teach you to analyse cultural and social issues with a scientific perspective so that you can form a sharp opinion. You will then be given the tools to sit down. lf an active contribution to discussions on these issues. For example, you will gain insight into the consequences of digitisation on cultural dynamics, allowing you to respond to contemporary shifts in the arts, culture and society. You will be introduced to the concept of interculturality, learn to apply it to diversity and inclusion policies in both the public and private sectors, and develop strategy. n to avoid pitfalls. You become aware of the power of collective imagery. You explore how we think about a liveable future over time. In addition, you will be trained in conducting scientific research independently. Moreover, you will learn to apply the results of such research in a professional context and to translate them into understandable language for a wide audience. Whether you are driven by experiences from the professional field (cultural or heritage sector, health domain, education or policy sector) or personal interest, the master's tracks of the Art and Culture Studies programme of the Open University offer theoretical, practical and critical tools for an interdisciplinary and open attitude. You take that broad base and open mind with you in your daily actions. If you want to know more about the content, request the study guide.

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### **Open Bachelor's programme in Cultural Studies**

**Code**: OBAAC-2024-2025

**Name**: Open Bachelor of Cultural Studies

**Type**: Training

**Language**: Dutch

**Course** Content:

The programme is a combination of courses from the field of cultural studies with broadening courses from other scientific fields. There are various options for the broadening package. This combination of several fields of study gives the programme a multidisciplinary character.

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### **Bridging Programme Arts and Culture Sciences**

**Code**: SMAKC-2024-2025

**Name**: Bridging Programme Arts and Culture Sciences

**Type**: Training

**Language**: Dutch

**Course** Content:

The pre-master consists of two courses (together 15 EC):- Academic Writing (5 EC) - Research Developments and &ndash; skills (10 EC).

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## **Psychology - Health**

### **Introduction to Health Sciences**

**Code**: GB0002

**Name**: Introduction to Health Sciences

**Type**: Standard product

**Language**: Dutch

**Description**:

You will be introduced to the most important core concepts, theories and methods that form the basis of Dutch public health and healthcare. You will also get to know the most important systems of the human body. You will gain insight into the indicators and measures for measuring (public) health and disease, you will learn the basic principles of prevention within public health and care and you will gain insight into the principles of health promotion. You will also learn the basics of infectious disease control and health risk screening. Finally, you will gain insight into the organisation, financing, management and quality of healthcare in the Netherlands.This course will give you the necessary basic knowledge to gain access to the Master's programme in Health Sciences.Learning objectivesAfter completing this course, you will be able to:- describe the concepts of public health, health, disease and functioning and give their definitions- the global structure, function and functioning of the most important systems of the human body describe- identify and describe indicators and measures for different aspects of public health and disease- describe and explain differences in (inter)national public health and disease using (the interaction between) individual and environmental factors- describe the concepts of primary prevention, secondary prevention, tertiary prevention, health protection, health promotion, disease prevention, universal prevention, selective prevention and indicated prevention, and distinguish- know and interpret the concept of health promotion and the associated characteristics- demonstrate knowledge of the principles of infectious disease control and in that context provide descriptions of types of infections, transmission, transmission, reproduction (R), primary prevention and secondary prevention- describe the goals, settings, features and considerations of screening- recognize the management, care, financing, funding and the goals of the healthcare system and Describe- recognize and describe the different aspects of the quality of healthcare.

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### **Introduction to Management Sciences**

**Code**: GB0102

**Name**: Introduction to Management Sciences

**Type**: Standard product

**Language**: Dutch

**Description**:

This course is structured around four themes: Theme 1: Management and strategyAn organization must take its environment into account. Management will have to evaluate its position from time to time to see if the organization is still sufficiently competitive. Strategy is a constantly evolving process. An introduction to strategy gives you a first impression of how you can improve the quality and effectiveness of an organization. This internal and external analysis offers perspectives on and insight into how an organization can develop. Theme 2: Human resources managementPeople work in organizations and it is the task of a manager to achieve the objectives of the organization together with employees. In the human resource management (HRM) theme, you will be introduced to various aspects of HRM and look at management from the perspective of tasks, leadership, competencies and decision-making. This involves starting points, dimensions, perspectives and strategic choices that you as a manager actively work with. Theme 3: Organization and structureThis theme focuses on how organizations function (organizational structure and organizational divisions) and structural elements such as division of tasks, cooperation, communication and growth. Theme 4: Process managementProcess management focuses on ways to control and improve operational processes. This means that the relationship between the business processes must be known. A business process is a sequence of activities to achieve a certain outcome (service or product). This theme covers: types of processes, setting up, governing, managing and improving processes. Learning objectivesAfter completing this course, you will be able to:- define the concepts of management, organization and manager and distinguish between different forms of organizations- describe the different approaches to strategy and the phases of strategic management in the main models of strategy development- describe and recognize the mission and vision of organizations- describe and apply an internal and external analysis in determining a strategy - different aspects of managers and leadership, such as the tasks and characteristics of managers, and describe different leadership styles- recognize and describe the different aspects of decision-making- indicate what HRM is and how competencies play a role in HRM- identify the most important aspects of (designing) the organizational structure and describe the differences between the structures- different forms of communication-, Recognise and describe information, organisational structures and collaboration- Map an organisation's processes using methods from the Handbook and describe how the eff

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### **Development and implementation of interventions**

**Code**: GM0002

**Name**: Development and implementation of interventions

**Type**: Standard product

**Language**: Dutch

**Description**:

In this course, you will learn to develop, implement, evaluate and assess health-promoting interventions in a systematic way. Health-promoting interventions aim to prevent health problems (such as depression, diabetes or cardiovascular disease) or to reduce the impact of pre-existing health problems by changing unhealthy behaviour and reinforcing healthy behaviour. Think, for example, of helping people quit smoking, or encouraging people to eat healthier or get enough exercise. Influencing healthy behavior is often not easy. Behaviour is often related to a wide range of factors; Think of both the cognitive factors that determine a person's behavior (such as knowledge, motivation and self-efficacy expectations) and environmental conditions (such as sufficient bicycle paths or regulations that stipulate that smoking is no longer allowed in restaurants). A good analysis of the health problem, the related health behaviour and the factors that in turn explain this behaviour are therefore an essential first step in the systematic development of health promotion interventions. This course focuses on the use of the Intervention Mapping Protocol for planned development, implementation and evaluation of interventions. You will learn which sources you can use for an analysis of the health problem and to gain insight into the various (un)healthy behaviors associated with this health problem. Based on various behavioural and environmental theories and scientific literature, you will learn which determinants are relevant to behaviour, and which methodologies and practical techniques are effective in tackling these determinants. Based on this knowledge, you will learn how to develop an intervention in a systematic way. You will also learn to make a plan to evaluate the effectiveness of the intervention and what to take into account if you want to implement this intervention in practice. Learning objectivesAfter you have completed this course, you will be able to:- identify the relevance of the use of the Intervention Mapping Protocol for the planned development of interventions, go through the associated steps and apply them to a current health problem- describe various analyses of a health problem and identify which aspects must be taken into account, and incorporate this into an intervention plan- important behavioural and environment-related models, and describe theories, relate their underlying concepts and determinants to a health problem, and incorporate this into an intervention plan- based on the problem analysis, draw up a program goal of the intervention, including performance objectives and change objectives to achieve the program goal and incorporate these goals into an intervention plan- important methodology

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### **Broad perspective on health I: Health sciences**

**Code**: GM0003

**Name**: Broad perspective on health I: Health sciences

**Type**: Standard product

**Language**: Dutch

**Description**:

In this first master's course of the Master's programme in Health Sciences, you will learn about the important characteristics of public health and healthcare and how to apply and reflect on this knowledge in different ways. Basic knowledge includes the most important core concepts, theories and methods that form the basis of Dutch public health and healthcare. You will gain insight into the indicators and measures for measuring (public) health and disease, and you will look at the differences in health between individuals and groups and the factors associated with this. You will study the significance of the different forms of prevention in public health and health care and you will gain insight into the principles of health promotion. You will also become acquainted with the principles of infectious disease control and the backgrounds and characteristics of health risk screening. Finally, you will gain insight into the organization, financing, management, and quality of healthcare in the Netherlands. However, this course goes beyond gathering knowledge and insight. You will gain important basic knowledge (tested via self-tests), but above all you will learn to further deepen this knowledge through additional scientific literature, and by making substantiated and skillful use of the Dutch scientifically substantiated core websites on public health and care. You will learn how these sources work and how to use them in a substantiated and responsible way. You will also learn to apply the knowledge and insights gained to various socially relevant cases. And you learn to reflect on your own input and application. All this is done through group meetings (using online virtual classes), through processing assignments, contributions in discussion forums, and with a final assignment in which you write a scientific report containing a substantiated scenario and plan on the application of a current health case. In that report, you also reflect on the choices made. Learning objectivesAfter completing this course, you will be able to:- name, describe, apply and reflect on concepts and definitions of public health, health, disease and functioning- identify, describe and apply indicators and measures for different aspects of public health and disease- describe, explain and apply differences in (inter)national public health and disease using (the interaction between) individual and environmental factors- the relationship between health and the broad (environmental) determinants of health- describe, explain and apply the concepts of primary prevention, secondary prevention, tertiary prevention, health protection, health promotion, disease prevention, universal prevention, selective prevention and indicated prevention- describe, distinguish and apply different forms and perspectives of e

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### **Evidence based eHealth**

**Code**: GM0102

**Name**: Evidence based eHealth

**Type**: Standard product

**Language**: Dutch

**Description**:

eHealth applications, such as websites, apps and telemonitoring, as well as robotics and the electronic health record, are becoming increasingly important in healthcare and public healthcare. Think, for example, of care for the elderly and disabled, but also care for the chronically ill and general practice. eHealth helps healthcare users (patients and clients) and citizens in general to take more control over their health and to make better choices. eHealth offers healthcare professionals tools to support healthcare users (remotely) and is important to curb the growing healthcare costs. An example is telemonitoring, where a patient with heart failure needs to go to the hospital less because the doctor can provide remote guidance. But there are also caveats to be made. For example, not all eHealth applications have been studied for effectiveness, and they may be too complicated to use or may not meet the needs and skills of patients. This course covers eHealth from a broad health science perspective. Attention is paid to the field in which and the prevention levels in which eHealth applications are used, the importance and (cost) effectiveness of eHealth applications, their reach and use, and the ethical and legal aspects. You will also learn which factors are important in the systematic development and implementation of eHealth applications. The course pays a lot of attention to application. For example, the study tasks work with practical examples and as a special obligation you work on an application assignment. Learning objectivesAfter you have completed this course, you will be able to:- identify the added value that eHealth can have for care and health, and what the commitment can mean for prevention, care, the healthcare professional, the client/patient and their relationship, and apply these insights to example cases- identify different types of eHealth applications (looking at prevention levels and the fields of work in healthcare)- describe factors that are important in the systematic development of eHealth applications, and apply these insights to example cases- describe what is known about the effectiveness and cost-effectiveness of eHealth applications and which factors are important for the effectiveness and cost-effectiveness of such applications, and apply these insights to example cases- describe the importance of systematic preparation and execution of implementation processes for large-scale implementation of eHealth applications and can explain which factors can hinder and promote the implementation of eHealth applications, and apply these insights to example cases- identify the ethical and legal aspects of eHealth and indicate how to take this into account in the development and implementation of eHealth

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### **Broad perspective on health II: Management sciences**

**Code**: GM0103

**Name**: Broad perspective on health II: Management sciences

**Type**: Standard product

**Language**: Dutch

**Description**:

In this second master's course, you will gain knowledge about the business aspects that are relevant to management in healthcare and you will apply and reflect on this knowledge in different ways. The basic knowledge includes the most important business concepts, theories and methods that are important for the management of Dutch healthcare. You will be introduced to the process of strategy formation, objectives and stakeholders of an organization, and strategy in healthcare. You will gain insight into the concepts of governance and network governance, and into core issues of governance. You can also distinguish and recognise policy scientific perspectives in a healthcare context. You will study basic concepts of organization and organizational design in terms of processes, systems and structures and you will learn to recognize and describe associated general organizational issues and dilemmas in the healthcare context. You will gain insight into the role of leadership and management, and learn to understand and recognize the role of HRM and HRM policy in the healthcare context. In addition, you will learn to identify core issues of HR and motivation theories in a healthcare context, and you will learn how to use this knowledge to analyse HR issues from a strategic and sustainable perspective. You will learn to make the connection between marketing strategy and organizational strategy, and from there to work with communication management as an umbrella for various forms of communication in healthcare. You will learn to translate characteristics of business services marketing to the healthcare context. In addition, you will gain insight into the importance and possibilities of online marketing and how service quality can be measured and related to customer satisfaction. You will also be introduced to concepts related to financial reporting and analyses in the healthcare context and you will learn to interpret annual reports, understand investment analyses and cost analyses, and analyse a budget in a healthcare context based on financial figures. But this course goes beyond gathering knowledge and insight. You will also learn to apply the knowledge and insight gained to socially relevant cases. And you learn to reflect on your own input and application. This is done through two group meetings, by carrying out processing assignments, and by making an interim assignment in which you will apply the acquired scientific knowledge and academic skills to a healthcare organization and critically reflect on the applicability of the acquired theoretical knowledge.

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### **Project**

**Code**: GM0203

**Name**: Project

**Type**: Standard product

**Language**: Dutch

**Description**:

Design science is increasingly used in business, educational institutions and governments to develop solutions to complex problems facing society. This methodology combines knowledge from the academic world with knowledge that arises from a specific and practical context in which a problem takes place. In this course, you will work with the design science method and learn how to apply it to develop solutions to complex problems. You will learn what the different phases of design science entail, what is important in each phase and how you can apply this knowledge in practice. With this methodology, you can actually implement all the ideas you develop in practice. For the actual implementation, you will develop both theoretical knowledge and skills, such as conducting interviews that are necessary for the implementation of the design science track and how to perform a literature synthesis. You will also apply all knowledge in a group assignment, in which you will actually design a solution to a relevant healthcare problem from the perspective of the various stakeholders, using the methods and tools learned. You will also draw up a project plan with your group to develop and implement the improvement, and to validate and evaluate it. The course consists of an individual and a group part. In the individual part, you reflect critically on the learning and group process and the product that you and your group will eventually deliver. In the group part, you will go through the design science method and the associated steps by applying it to a practical problem. Learning objectivesAfter completing this course, you will be able to:- analyze a socially relevant healthcare problem from the perspective of the different stakeholders- design a design science-based improvement for this problem- create a project plan for developing and implement this improvement- validate or evaluate the design and implementation strategy- work together in a multidisciplinary team- present an implementation strategy and plan- Critically reflect on your own approach, your own role in group work and your own learning experiences.

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### **Digital transformation**

**Code**: GM0302

**Name**: Digital transformation

**Type**: Standard product

**Language**: Dutch

**Description**:

Healthcare is changing rapidly and faces major organizational challenges. Think of the increasing healthcare costs, pressure on staff, capacity shortages, the introduction of digital innovations and the gradual blurring between traditional physical and digital services. But how do you ensure that healthcare remains high-quality, accessible and affordable? And how can you offer tailor-made care? What role and significance do digital innovation have for the functioning of healthcare organizations? Digital transformation seems to be essential to make healthcare more sustainable and innovative. It is about a process that aims to improve an organization (or any other entity) by making substantial and sometimes radical changes to the processes through combinations of data, information and integrated systems. Digital transformation touches many aspects of organizations. Think of the organizational structure, the way in which services are offered, but also the goals that an organization pursues. So it's not just about technology and system implementations, but also about organizing, getting people on board and organizing processes differently, new ways of thinking and innovative business models. We will discuss what the digital transformation means for healthcare organizations and how managers, doctors and other healthcare professionals can make an important contribution to the digital transformation of their own organization. In doing so, we opt for a broad perspective that does justice to the complexity involved in such transformations. The course is divided into four blocks: 1) basic concepts2) digital innovations3) privacy, security and data interoperability4) people, adoption and implementation. You will also work on an empirical study of digital transformation. As a group, you choose one case organization in which you map and evaluate the impact of the digital transformation on the organization. You will also individually make a short video pitch in which you discuss the role and significance of a digital innovation for the healthcare organization. Learning objectivesAfter completing this course, you will be able to:- explain the impact of important new digital innovations (e.g. artificial intelligence, cloud, Internet of Things, big data analytics) on healthcare- argue how digital transformation of healthcare can contribute to better quality of care, more efficient processes, new products and services, improved accessibility of care and improved patient experiences- in a balanced way the impact of digital transformations (including quality, efficiency, effectiveness) on organizations - identify the role of privacy, security and ethical issues in digital transformations - argue

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### **Legal aspects of healthcare**

**Code**: GM0402

**Name**: Legal Aspects of Healthcare

**Type**: Standard product

**Language**: Dutch

**Description**:

The law plays a role in every dimension of society, including in the field of health care. Consider, for example, the patient who files a complaint against a healthcare provider with the disciplinary court, the mental health institution that may only provide forced care under certain legal conditions or the Dutch Data Protection Authority that imposes a fine on a hospital in connection with insufficient internal protection of patient records. As a health scientist, you often have to deal with legal issues in daily professional practice. It is therefore important that you are aware of the most important laws and regulations in this area and that you can recognize legal bottlenecks in healthcare in time and - if necessary - consult the lawyer for this. These legal aspects of health care are discussed. You will become acquainted with various legal rules, you will learn to recognize legal bottlenecks and you will learn how to assess a simple healthcare case – using a collection of laws – for legal risks. Case studies are widely used for this, so that it can be properly linked to the daily professional practice of health scientists. Learning objectivesAfter you have studied this course, you will be able to:- describe what the legal sources of health law regulate- apply the sources of health law to a (simple) healthcare case- explain the most important health law concepts and doctrines- initially assess a healthcare case for legal risks- identify significant legal bottlenecks in healthcare.

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### **Master's degree in Health Sciences**

**Code**: MAGW-2024-2025

**Name**: Master of Health Sciences

**Type**: Training

**Language**: Dutch

**Course** Content:

During the Master's programme in Health Sciences, you will first acquire a broad scientific basis. After six months, you can choose from two specialisations: Health Promotion or Management & Quality Assurance. Health Promotion goes deeper into stimulating a healthy lifestyle and effective care. The focus is strongly on e-health and data science. The Management & Quality Assurance specialisation is specifically focused on the rapid digital transformation in healthcare and what this entails in the field of policy, governance and law. Among other things, this gives you insight into what is needed to achieve the digitization of healthcare processes. With the aim of improving the quality of care and people's health. The training is strongly in line with what is going on in healthcare practice today. In the Project course, you will work together with fellow students from both specialisations on the solution of a relevant care or health issue. You will conclude the programme with a graduation research project in which you will apply your academic knowledge and skills to understand a current problem in healthcare or public health. If you want to know more about the content, request the study guide.

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### **Bridging Programme in Health Sciences**

**Code**: SMAGW-2024-2025

**Name**: Bridging Programme Health Sciences

**Type**: Training

**Language**: not specified

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## **Science- Computer Science**

### **Bachelor Informatica (BSc)**

**Code**: BTI-2024-2025

**Name**: Bachelor Informatica (BSc)

**Type**: Training

**Language**: Dutch

**Course** Content:

How does the internet work? What exactly happens when you view a web page or send an email? How safe is it if you make a payment via a secure website? What is a database, how do you design one?' n database and how do you ask questions about it? Why is logic so important for computer scientists? Why do computer scientists often think in terms of objects and classes? How can computers understand language and what role do formal descriptions play in this? How does a computer's operating system work? When does software have sufficient quality? These are questions that come up in computer science. Structure The bachelor's programme is general and broad in scope. The propaedeutic year is the introduction and through the post-propaedeutic year you deepen your knowledge and understanding. In the first courses, Introduction to Computer Science and Introduction to Information Science, you will get a broad overview of both fields, you will get an idea of what you can expect from the programme and you will be introduced to studying at the OU. The core of the Bachelor's programme consists of coherent learning pathways in software technology, information systems and communication technology, with which you bring your professional knowledge to a good level. Computer scientists often work in an organizational and social context. You will gain the knowledge, understanding and ability to express this in your daily work in several courses. You will also take courses in the field of mathematics and theoretical computer science. You can also opt for broadening, for example in the direction of management sciences or psychology. This can be done via the so-called ' free space'. The Bachelor's programme has various integrating projects, including the Design and Implementation Practical, which concludes the propaedeutic year, and the Bachelor's Computer Science Graduation Project, which concludes the entire Bachelor's programme. Every academic year, we organise study days for our computer science students, at the beginning of the guidance quartile. If you want to know more about the content, request the study guide.

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### **CPP Certified Software Architect**

**Code**: CPPAI

**Name**: CPP Certified Software Architect

**Type**: Standard product

**Language**: Dutch

**Course** Content:

Artificial intelligence is concerned with the underlying principles of intelligent behavior in natural or artificial systems. The field has had a huge social impact: factories are full of robots, doctors are using more and more decision support techniques, and many modern phones contain speech recognition and more. We can still expect a lot from artificial intelligence in the future, for example self-driving cars' But these kinds of techniques will also be indispensable in healthcare and education in the future. Artificial intelligence is a multi-disciplinary field of psychology, cognitive sciences, statistics, and especially computer science. In this course, you will be introduced to the most important techniques that underpin the success of AI applications from a computer science perspective. You will learn about the most important AI algorithms, and how they work (!), and also learn how they can be applied to solving practical problems. The program consists of three parts: 1. Introduction to Python programming (70 study hours) Within this course, you will learn the most important programming concepts in the popular language Python. This programming language will be used for assignments in the future of this program. To follow the second and third part of the training, a good knowledge/skill of Python is necessary. 2. Introduction to Artificial Intelligence (140 study hours) This course covers artificial intelligence from the perspective of a ' intelligent computational agent'. Who or what exactly this agent is, a computer, a thermostat or something else entirely, remains open, but the agent acts and reacts to an environment in an intelligent way. You will be introduced to some of the key principles and techniques for developing computational agents, for example to solve search problems and scheduling problems, or to get agents to reason on available knowledge. 3. Machine learning (140 study hours) In this last course, we will focus more on an important aspect of intelligence, namely learning. You will learn how an agent can learn from data by using modern machine learning algorithms. Practical aspects for the use of machine learning algorithms will play a central role in this. This program uses material from the Bachelor of Computer Science of the Open University. Completion of the second course gives exemption for the course " Artificial Intelligence". The study material is largely in English, but the program is in Dutch.

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### **Why are there so many problems with IT security these days? What are the underlying causes? How can software security be improved? In this academic training you will learn to take security into account in all phases of a software development process. The security of web applications is also explicitly considered. The training has a practical approach and also offers a good theoretical deepening.**

**Code**: CPPITSE

**Name**: Why are there so many problems with IT security these days? What are the underlying causes? How can software security be improved? In this academic training you will learn to take security into account in all phases of a software development process. The security of web applications is also explicitly considered. The training has a practical approach and also offers a good theoretical deepening.

**Type**: Standard product

**Language**: Dutch

**Description**:

In the IT security engineer program, you will get a broad overview of IT security and you will learn in particular to take security into account in all phases of a software development process. The emphasis is on the technical aspects of security. Attention is also paid to the broader framework of economic, organisational, ethical and privacy aspects. The programme offers a good theoretical deepening at an academic level in combination with assignments, practicals and attention to current security issues.

**Course** Content:

The program consists of two parts. Part 1 focuses on security and IT in the broadest sense of the word, from software and databases to web security. This part of the program is suitable for anyone who wants to know more about IT security. In part 2 you will learn more about software security and how to make software that is resistant to software attacks. This part of the program is specifically aimed at software engineers and software team leaders. The following courses are used in this programme: Part 1: Security and IT (140 study hours)Security and IT starts with a general introduction and overview of the field, in which central concepts such as confidentiality, integrity and availability are discussed. . The focus is on questions such as: What vulnerabilities are there in computer systems? Which attacks are possible as a result? What measures and tools are there to prevent or detect attacks? And what limitations do these measures have? Access control and cryptographyThe concept of access control is further explored, in which various models are discussed to describe access rights. The course includes a basic introduction to cryptography. Cryptography occupies a central place in the security of computer systems. The basic principles of symmetric and asymmetric cryptography, and the modern algorithms AES and RSA are discussed. You will also be introduced to various applications of cryptography, such as the digital signature and certificates. Operating system securityOperating system security is very important. The operating system regulates the access of software applications to the hardware and also forms the software environment in which the applications run. In the course we discuss the security of processes, memory access and the file system, as realized by operating systems. Attention is also paid to vulnerabilities in operating systems, especially as a result of buffer overflows. Security of web applications and databasesAt the level of applications, we pay particular attention to the security of web applications and databases in the course. Threats and attacks are also discussed, such as cross-site scripting and SQL injection. In a practical, you detect security vulnerabilities and abuse in a web application yourself. Furthermore, the course pays ample attention to various forms of malicious software (malware), such as viruses, worms and trojan horses. Internet securityFinally, the security of the internet is discussed. The (in)security of internet protocols is discussed and threats and attacks such as denial-of-service attacks. In addition, you gain insight into security

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### **Focus programme Academic Programming**

**Code**: FOIAP-2024-2025

**Name**: Focus programme Academic Programming

**Type**: Training

**Language**: Dutch

**Course** Content:

This focus programme consists of the following courses from our Bachelor's programme in Computer Science. Object-Oriented Programming (IB1102)In this course, you will implement a specification in Java using Eclipse (an IDE: integrated development environment). You look at syntax and semantics of Java, but also how to document neatly and test your program. There is no entry requirement – Even if you haven't programmed before, you can start here. Object-oriented Analysis and Development (IB1002)In the course, Object-oriented; In a more detailed analysis and design, you will learn how to analyze the need for an information system to make a design. Then you look at how you can do so' design using UML diagrams. Advanced object orientation Programming (IB0902)In the last course you will deepen your knowledge about programming. You will learn about type systems, exception handling and concurrency – all this again in the context of Java programming.

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### **Premaster Formal Techniques 1: Discrete Mathematics and Logic**

**Code**: IB0013

**Name**: Premaster Formal Techniques 1: Discrete Mathematics and Logic

**Type**: Standard product

**Language**: Dutch

**Description**:

The Premaster Formal Techniques 1 consists of components of the courses Discrete Mathematics A and Logic and Computer Science. Topics covered are: numbers and graphs; collections and relationships; logic; propositional logic; predicate logic. Course objectivesAfter studying this course, you will be able to:- explain and apply the language of propositional logic and predicate logic- give axiomatic derivations and apply Hoare calculus,- understand and explain the distinction between syntax and semantics,- apply the meta-logical technique of formula induction,- understand and explain the logical semantics of imperative programming languages,- the validity of formulas or reasoning in propositional or predicate logic to investigate,- to explain the most important set-theoretic concepts and to demonstrate properties of sets by means of reasoning and calculation rules,- to explain the most important graph-theoretic concepts and to reason about graphs and trees,- to use the fundamental concepts from number theory,- to explain the most important basic concepts related to functions and relations and to investigate properties of functions and relations.

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### **Introduction to computer science**

**Code**: IB0102

**Name**: Introduction to computer science

**Type**: Standard product

**Language**: Dutch

**Description**:

The course discusses a number of diverse topics from the field of computer science in an introductory way. Both classic topics, such as relational databases, logic, binary computation, and operating systems, as well as modern topics, such as object-oriented analysis, system design, and programming in Python. Of course, the internet is discussed extensively, with special attention to its security. The topics covered are presented with some depth. In this way, you 'taste' something of the field in a realistic way. For example, you learn to design a simple database yourself, how to encrypt a text and how e-mail programs send e-mails. You'll learn to read and write simple programs in Python, a popular language that's suitable for beginners but is also used for complex, large-scale projects. The chosen topics are linked as much as possible to recognizable problems and applications. For example, the chapter on the Internet discusses how e-mail works. Questions such as 'What exactly happens when you send an e-mail?', 'Where is the mailbox located and what does managing it entail?' and 'Why is a web page on your screen often built up in parts?'. Such questions serve as motivation to discuss central concepts such as protocols and the client-server model. The course gives a good picture of the field of computer science and is therefore suitable for both those who want to know more about the field and for those who are considering pursuing the bachelor's degree program in Computer Science. Learning objectivesAfter studying this course, you will have elementary knowledge of a large number of subfields of computer science, including:- programming: reading and writing simple programs,- designing relational databases,- (object-oriented) design and modeling of information systems,- set theory and number theory,- formal modes of description, such as predicate logic,- computer operating systems- computer networks, communication via those networks and the internet,- security of computer networks, symmetric and asymmetric cryptography.

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### **Premaster Formal Techniques 2: Data Structures, Formal Languages, Programming Languages and Security**

**Code**: IB0103

**Name**: Premaster Formal Techniques 2: Data Structures, Formal Languages, Programming Languages and Security

**Type**: Standard product

**Language**: Dutch

**Description**:

Premaster Formal Techniques 2 consists of components of the courses Data Structures and Algorithms, Formal Languages and Automatons, Concepts of Programming Languages, and Security and IT.

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### **Premaster programming techniques 1: relational databases and object-oriented programming**

**Code**: IB0203

**Name**: Premaster programming techniques 1: relational databases and object-oriented programming

**Type**: Standard product

**Language**: Dutch

**Description**:

The Premaster Programming Techniques 1 consists of parts of the regular courses Relational Databases and Object-Oriented Programming. A selection of the topics that will be covered: structure and rules of relational databases, joins and subselects, creating, managing and modifying (the content of) a database; syntax and semantics of (parts of) Java, object orientation, working with the API, Strings, ArrayLists and arrays.

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### **Relational databases**

**Code**: IB0302

**Name**: Relational databases

**Type**: Standard product

**Language**: Dutch

**Description**:

In the early years of automation, a database (or database) was nothing more than an automated card catalog. The card catalogs in the form of files were automatically accessible, but each stood on its own. In the sixties it became possible to combine these different files. For example, a computer in a library is not only able to show which books are available, but also whether they have been lent out and, if so, to whom, where that person lives and when the book should be returned. But a database system does more. It verifies the accuracy and completeness of the data and protects the data from unauthorized use. Building and querying such databases is central to this course. The course is a good theoretical and practical introduction to the field. The 'relational databases' that are so important in practice are discussed in detail, as well as the underlying relational theory. You will practice with the relational data language SQL, which involves querying as well as building and managing this type of database. In addition, special attention is paid to standardisation of data structures, mechanisms for rule monitoring (including through triggers and stored procedures), transactions, concurrency, optimisation of queries and the way in which a relational system administers its own structural data as 'metadata' in a system catalogue. The course is made up of four blocks. Block 1 deals with relational database systems, elements of the relational model (including nulls and trivalent logic) and normalization theory. Standardisation is not treated as an information analysis method or technique, but as a suitable means of highlighting some important concepts (such as redundancy, functional dependency and 'single point of definition'). NB It is not a modeling course; Existing database models are always used. Blocks 2 and 3 deal with querying, modifying, creating and managing relational databases. SQL3 and the relational database management system Firebird are used for this. As much as possible, the course is lifted above the learning of a language: not only the relational theory is constantly highlighted and deepened, but also aspects that are important in all architectures (in particular navigation, in close relation to the methodical preparation of queries). Block 4 deals with transactions and concurrency, rule enforcement through triggers and stored procedures, and the data dictionary. The course is intended for anyone who wants to become proficient in building and querying relational databases, both by laying a good theoretical foundation and by practicing a lot in practice.

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### **Premaster programming techniques 2: object-oriented analysis, design and programming**

**Code**: IB0313

**Name**: Premaster programming techniques 2: object-oriented analysis, design and programming

**Type**: Standard product

**Language**: Dutch

**Description**:

The Premaster Programming Techniques 2 consists of parts of the regular courses Object-oriented analysis and design and Advanced object-oriented programming. Some of the topics covered: use cases, domain models, system sequence diagrams, UML interaction and class diagrams, GRASP; specifications, inheritance and polymorphism, abstract classes and interfaces, tests and exceptions.

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### **Logic, Sets, and Relationships**

**Code**: IB0402

**Name**: Logic, Sets and Relationships

**Type**: Standard product

**Language**: Dutch

**Description**:

The first block of the course Logic, Sets and Relations consists of an introduction to propositional logic and predicate logic. Propositional logic is of great importance: in practice, we often work with statements in which combinations occur with the words 'and', 'or' and 'not'. Rules ('laws') are derived with which one can prove the truth or not of such a claim. The propositional logic also forms the basis for the realization of the digital circuits in computers, among other things. To make it possible to work with an even broader class of expressions, predicate logic is needed. With predicate logic, we can also reason about objects and properties of objects. Predicate logic forms the basis of logical programming languages such as Prolog, but can also be used to describe the correctness of programs. The second block is about set algebra and relations. The first learning unit deals with working with sets and derives rules with which these operations can be carried out systematically. These operations play a major role in working with databases, in particular. Logic and sets are closely related: logic is used to reason about sets, but on the other hand, sets form a structure on which abstract logical formulas can acquire a concrete meaning. The learning unit on Boolean algebras goes deeper into this relationship. After a brief introduction to graph theory, this block concludes with relationships and functions. The course concludes with a block of induction, recursion and inductive proofs: techniques that have important applications not only in mathematics, but also in computer science. Course objectivesAfter studying this course, you will be able to:- understand and explain the syntactic properties of logical language and make simple translations between propositional or predicate logical language and natural language,- investigate the validity of formulas or reasoning in propositional or predicate logic,- explain the most important set theoretic concepts and demonstrate properties of sets by means of reasoning and calculation rules,- the axioms and Explain and use Boolean algebras, and interpret abstract Boolean algebras in a concrete case—explain the most important graph-theoretic concepts and reason about graphs—formulate (simple) mathematical proofs, make claims about mathematical definitions, and you have acquired general mathematical skills.

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### **Linear algebra and stochastics**

**Code**: IB0602

**Name**: Linear algebra and stochastics

**Type**: Standard product

**Language**: Dutch

**Description**:

Part 1 of the course is about linear algebra. We look at how we can solve systems of linear equations. We also discuss the representation of systems in matrices, after which we investigate how we can work with matrices and what they can be used for. We will end this part with two applications of linear algebra. We will look at linear optimization problems that occur in logistics and will solve them with the simplex method. Then we will discuss the basics of computer graphics using linear algebra. Part 2 of the course is about stochastics. It covers how we can organize and present collected data. We provide you with a mathematical basis for probability models and introduce different probability distributions. You will learn how to estimate and test parameters for the probability distributions. We also conclude this part with an application: queues. Many processes can be modeled with queues. Questions about how long a treatment takes, or how likely it is that a process will stall, are answered with stochastics. Learning objectivesAfter studying this course you will have:1. theoretical knowledge and skills for solving mathematical problems on the following topics:- linear equations, solving methods and Gaussian elimination,- vectors and matrices and their relationship with linear functions,- linear optimization, Simplex method- combinatorics and probability theory,- stochastics (stochastic variables, probabilities and variance),- probability functions and probability distributions,- statistics (descriptive statistics, regression, hypothesis testing),- queues (counter models and blocking functions).2. practical skills for the creation and analysis of simple mathematical models for computer problems,3. (basic) general mathematical skills, such as drawing up a mathematical proof or reducing a mathematical problem step by step.

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### **Computer networks**

**Code**: IB0702

**Name**: Computer networks

**Type**: Standard product

**Language**: Dutch

**Description**:

The course starts with a general introduction to computer networks and the internet. The main concepts covered are latency, throughput, abstraction, and encapsulation. Reducing latency and increasing throughput are often necessary, simply because we want to improve the performance of a computer network. In addition, encapsulation and abstraction are ways to curb the complexity of systems and problems. Encapsulation is a common way to hide deployment details. In computer networks, encapsulation is used to incrementally hide deployment details. To achieve this, the functionality within a computer network is divided into five layers:- application layer, transport layer, network layer, link layer, physical layer. We also call this layer model the Internet protocol stack. The physical layer mainly describes how bits can be sent in a physical/electrotechnical way through different media. This layer is not covered in this course. The other four layers are each studied separately. The application layer is the top layer in the protocol stack, and this is the part of the network that you as a user are directly involved with. Everyday things such as requesting a web page and sending an email are done using a protocol at the application layer level. We pay attention here to the different communication architectures, such as client-server, and the analysis of throughput and latency of a network connection. Every message on the application layer is sent through the underlying transport layer. There are roughly two ways to do this, depending on the requirements of the application layer. A connection can be set up at the transport layer in advance, which ensures that all messages are guaranteed to arrive in the right order; this is done by the TCP protocol. If it is not necessary for all messages to arrive (for example when streaming a video), UDP can be used. Both protocols are discussed in detail, and we will discuss the advantages and disadvantages of these protocols. Now that we can send messages from one computer to another at a high level, we can ask ourselves how we can ensure that a message from Heerlen reaches a computer in the US. That is provided by the network layer with the use of IP addresses. The network layer has two responsibilities. At the local level, a forwarding table is used to determine which 'neighboring system' a message should be forwarded to. This mainly happens in routers: nodes that connect different parts of the network to each other. On a global level, it must be ensured that the forwarding table is filled in correctly, so that the information can be completed via a number of hops (steps along different routers).

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### **Formal languages and automatons**

**Code**: IB0802

**Name**: Formal languages and automata

**Type**: Standard product

**Language**: Dutch

**Description**:

Languages can be natural languages (Dutch, English), but also programming languages such as the Java language. If you want to translate a sentence from, for example, Dutch into another language, such as English, you need a thorough knowledge of both the structure (syntax) and the meaning (semantics) of the two languages. If a translation is to be performed by a computer, then the syntax and semantics must be formalized in some way. This is a very difficult matter for natural languages. Formal languages, such as programming languages, have a much simpler structure, which can be checked automatically. This structure is recorded in a grammar or in an automaton. This course covers different types of formal languages with their associated grammars and automatons. Attention is also paid to the design of these grammars and automatons yourself. The first block is a general introduction to formal languages. In the second block, the properties of regular languages and finite automatons are discussed. Context-free languages and stacking machines are the subject of block three. In the last block, Turing machines, the Chomsky hierarchy and the concepts of decidability and complexity of problems are discussed.

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### **Advanced Object-Oriented Programming**

**Code**: IB0902

**Name**: Advanced Object-Oriented Programming

**Type**: Standard product

**Language**: Dutch

**Description**:

The course consists of four blocks. Most of the first block is devoted to the question of what makes a good program and the typing system of Java. We describe the requirements that a good program must meet in the form of specifications that form the basis for the implementation and development of associated test cases. As part of the type system, inheritance is treated. Dynamic binding of methods is a key concept in this. Then abstract classes and interfaces are discussed, concepts that play an important role in defining so-called design patterns: schematic solutions to common problems. The block ends with a short treatment of Generics: the extension of Java that allows the use of type parameters. The second block is about types of errors that can occur and how they can be handled, for example with the help of exceptions. Among other things, debugging and testing are briefly discussed. Block three provides an introduction to threaded programming, making concurrency possible. We'll go over what concurrency is and show how to create a competitor program using Java's Executor Framework. Competitor programs are complex and can contain subtle errors. Therefore, we describe how to analyze a simple competitor program. The last block deals with the construction of user interfaces. In two learning units, working with Swing components is discussed; The event-handling mechanism is also discussed. The final learning unit examines how to improve the cohesion and linkage of OO programs and addresses the Observer pattern, a widely used and important design pattern that allows the domain layer to be kept independent of the user interface, and the Model-View-Controller pattern, a widely used architecture for separating responsibilities. Learning objectivesAfter following this course you will be able to:- interpret a contract for a class and method- give an implementation based on a contract and draw up corresponding tests, - understand and apply inheritance (including the use of abstract classes and interfaces), exception handling and threads- define simple generic classes- explain how object-oriented programs can use programming against an interface,- program a simple competitor program—program a graphical user interface using the Javax.swing package—assess a program for cohesion and linkage and improve that program—apply the MVC model and the Observer pattern.

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### **Object-oriented analysis and design**

**Code**: IB1002

**Name**: Object-oriented analysis and design

**Type**: Standard product

**Language**: Dutch

**Description**:

Information systems meet the information needs of organizations, people or installations/systems. Examples are the mortgage system at a bank, an internet ordering system of a book and record store, the autopilot in an airplane, the NS travel planner and an online catalog of the library. Developing information systems takes place in a dynamic playing field of methods that have arisen in practice, idiosyncratic developers, scientific research results, standardization initiatives, commercial tools and an unruly reality. Developing and building an information system requires a well-thought-out, project-based approach, in which a development team has to deal with advancing insights from various stakeholders such as the client, customers of the client and various users. The development process has a number of characteristic activities (drawing up requirements, analysis, design, construction, implementation). The course focuses on the total development process, from requirements to implementation, but the emphasis is on the analysis and design of the information system. Other aspects (implementation, testing, project management) are covered in less depth. Topics covered include:- the formulation of requirements and the resulting specification of the information system- iterative system development as it takes place in the context of, for example, the Unified Process method- the unified modeling language (UML) as a language to represent design and analysis models- the preparation of a domain model- learning to design the message traffic between objects (in the form of interaction diagrams) on the basis of a guidelines, the so-called GRASP guidelines, the preparation of a design class diagram based on the interaction diagrams. The course is intended for anyone who wants to become proficient in designing object-oriented information systems. The course is not a UML course, but a course in which you learn to design using a number of diagrams from UML. Learning objectivesAfter following this course, you will be able to:- explain how the Unified Process works, which artifacts can be produced in this process and how iterations are planned in that process- for a small information system on the basis of a case description and unstructured material from specifications, model the desired behavior of that system using use-case diagrams, use cases, system sequence diagrams, activity diagrams, state diagrams, and a domain model—indicate the characteristics of a good object-oriented design and the role patterns play in it—for a given use case from a limited information system, construct an object-oriented design in the form of interaction diagrams and draw up a

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### **Object-oriented programming**

**Code**: IB1102

**Name**: Object-oriented programming

**Type**: Standard product

**Language**: Dutch

**Description**:

Block 1 is an introduction to four learning units, which alternately focus on the Java language and the Eclipse development environment. In this block you will be introduced to object orientation by using existing classes. First, you develop a very simple Java program and run it with minimal resources, so without a development environment. Then you will learn how to write and process programs within the Eclipse development environment. Then you learn to write programs that use simple forms of choice and repetition. Finally, learn how to use Eclipse to provide the programs with a graphical user interface. In block 2 you will learn everything you need to know about object orientation for this course. This starts with an introduction at a conceptual level, so (largely) separate from the Java language. In this learning unit, the concepts of 'class' and 'object' are explored in depth and the relationships between classes are clarified. The concept of 'inheritance', which is important in OO, is also discussed here for the first time. Then you learn to define classes yourself. You will also learn to work with the extensive Java library and its documentation on the internet. The last learning unit of the block is about the way in which objects are represented in memory and the consequences of this. Block 3 deals with the implementation of methods (these are in a sense the most important program units, because here the programmer encodes the desired behavior of the objects). Due to the cyclical approach taken, we had already taken an advance on this in block 1. This block covers all elementary commands in detail: primitive types and expressions, choice commands, repetition commands, and working with Strings and lists (arrays and ArrayLists). The block also pays attention to documentation and testing (JUnit). Learning objectivesAfter following this course you will be able to:- independently design a simple object-oriented program consisting of a limited number of classes from a given specification, with each class having a clear, limited responsibility- use the syntax and semantics of (parts of) the Java programming language to implement the design in a working program- provide a program with a simple graphical user interface- Using memory models to explain the operation of a program—designing and implementing simple algorithms—writing clear and understandable Java code—documenting classes with Javadoc—writing test programs to test the correct operation of a class.

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### **Designing and implementing a practical**

**Code**: IB1202

**Name**: Practical design and implementation

**Type**: Standard product

**Language**: Dutch

**Description**:

The practical consists of a case description, followed by five tasks. The case is about the development of a management information system for a nationally operating organization, Prik2Go, where people can go for vaccinations. With the help of the management information system, it should be possible to investigate whether branches should close or be opened. Task 1 consists of a number of questions in which you will be asked to reflect on the relevant material from the prior knowledge courses Object-oriented programming, Object-oriented analysis and design and Advanced object-oriented programming. This task is intended to refresh knowledge from these propaedeutic courses and prepare you for follow-up tasks. In task 2, you design part of the management information system based on a use case. Specific functionalities of the system are analyzed and modeled according to the Rational Unified Process (RUP). In task 3, you analyze the existing data using SQL. This is an application of the material from the course Relational databases. You specify (complex) queries yourself and implement and test them. In task 4, you implement in Java the part of the system that you designed in task 2. In task 5, you work on a second use case. As with task 2, you make another analysis and a design and then you implement the use case in Java. Learning objectivesThe aim of this course is that you apply knowledge, insights and skills that you have gained in various courses of the propaedeutic year to a case in an integrated manner. After studying this course, you will be able to:- create complex queries to query a database- demonstrate that you have the following skills: analyzing, modelling, designing, programming and evaluating a small object-oriented information system with an underlying database according to a (R)UP approach, from the preparation of the functional specifications to delivery, including testing the software,- Accomplish tasks within a set time. In addition to integrating knowledge from the courses in which analysis, design and programming are central, you will pay attention to the quality of software in this practical. We ask that you document your code, ensure readable code (for example, by using meaningful names, write short methods, and include auxiliary methods), and test, both at the class level through JUnit testing and at the application level through integration testing.

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### **Operating systems**

**Code**: IB1302

**Name**: Operating Systems

**Type**: Standard product

**Language**: Dutch

**Description**:

Every modern computer is controlled by an operating system. Well-known operating systems are Windows, macOS and Linux, but operating systems such as Android and iOS also run on phones. The operating system includes the software that provides the interface to the users and that controls access to the available hardware for programs. In the course, the emphasis is on managing processes, memory, files and peripherals. After a general introduction, the concepts of 'process' and 'thread' are discussed. These are the basic units to run software simultaneously. Every program that runs consists of at least one process, and within a process there are often multiple threads (example: in video, sound and image are often decoded simultaneously in separate threads). Concepts such as 'parallelism' and 'concurrency' play a major role in this. With the help of these building blocks, we will look at all kinds of possible problems when software runs and works together at the same time, such as deadlock, livelock and starvation. Another aspect that the operating system manages is memory. Typically, the physically present memory (addressed by physical memory addresses) is too small to accommodate the operating system itself, the other system software, and all user applications. That is why most systems use virtual memory (addressed by logical memory addresses) that can be many times larger than the physical memory and that uses background memory (usually a hard disk or flash memory). Parts of programs can be placed in physical memory and parts in background memory. The necessary hardware support to allow the modern memory system to function correctly and quickly is also discussed. Programs and data are stored as files on the hard disk. This also requires a mechanism to create, edit and delete files. This is the file management system. The file management system also takes care of the logical file storage structure that uses folders, and their translation into the physical storage on the background memory. Finally, the input-output system is discussed. Without such a system, the computer cannot communicate with the outside world. Peripherals, such as monitors, keyboards, mouses, and printers must be able to be connected. However, internal parts of the computer also use the input-output system. Think of disks such as the graphics controller. Here, too, knowledge of the underlying processor architecture is essential. In order to apply the knowledge about operating systems in practice, a practical is part of the Operating Systems course. In this practical we use a mini-control system for

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### **Communication skills**

**Code**: IB1402

**Name**: Communication Skills

**Type**: Standard product

**Language**: Dutch

**Description**:

Computer scientists and information scientists must have good communication skills to be able to perform their work successfully. Career opportunities are not only determined by substantive knowledge of a field, other skills are just as important. This course covers a number of communication skills: conversation, writing and presentation skills. The course consists of two parts. In the section 'Conversation skills', the theory of oral communication is first discussed. Subsequently, during two meetings, this theory will be applied in a number of practice discussions between students. You will learn to observe your own conversations, assess them and formulate points for improvement in order to further develop your conversation skills, both during and after the course. Both meetings are concluded with a practice conversation on which you write a reflection report. Learning objectivesAfter completing this part- you will have knowledge of the theory of oral communication- you will be able to use this theory in business conversations- you will be able to observe business conversations of others, give feedback on them and formulate advice for improvement and- you will be able to reflect on your own part in business conversations and formulate advice for yourself to improve this. In the second part 'Writing and presenting' you write an article about a topic of your choice. A methodical approach to the writing assignment is paramount. Attention is also paid to both the communication between IT specialists and the communication of IT specialists with non-specialists, and what these differences mean for the required conversation skills. Halfway through the writing process, you give a presentation on the subject. Learning objectivesAfter going through this part - you will have knowledge of the writing process and how to approach this process methodically - you will have knowledge of requirements that are set for business texts - you will be able to make an analysis of a writing situation and - you will be able to write a well-structured and well-formulated text that matches the target group. You will also have knowledge of the requirements for a good presentation, you will be able to make a well-structured and understandable presentation, and you will be able to give a presentation to a small group of fellow students.

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### **Data structures and algorithms**

**Code**: IB1502

**Name**: Data structures and algorithms

**Type**: Standard product

**Language**: Dutch

**Description**:

A number of skills are important to be able to program well. First of all, you must be familiar with the language constructions of the programming language in which you program and you must be able to structure your program in a logical and clear way into subcomponents. These skills are given ample attention in the courses Object-Oriented Programming and Advanced Object-Oriented Programming. However, relatively little attention is paid in these courses to algorithms and the data structures on which these algorithms work. You can think of methods and techniques to store data, to quickly search for it, to sort it, or to find an optimal way in a network in an efficient way. This course provides an overview of the data structures that can be used to capture data and the associated algorithms. After three introductory chapters on design principles and analysis techniques, nine chapters deal with the basic data structures (and the algorithms that work on them) from computer science: stacks, queues, sequences, (search) trees, priority queues, collections and (weighted) graphs. Attention is also paid to recursion. In many cases, the algorithms are presented in a language-independent pseudocode; in addition, (part of) the implementation in Java is regularly shown. In addition to the treatment of the algorithms themselves, due attention is also paid to the analysis of algorithms, in particular to be able to predict how much time an algorithm will take for a problem of a certain size. A similar type of analysis is used to determine the space taken up by the data structures on which the algorithms operate. For these analyses, a somewhat mathematical approach is necessary. At the end of the course, you will have gained an overview of, and an understanding of, the standard data structures and algorithms.

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### **Functional programming**

**Code**: IB1602

**Name**: Functional programming

**Type**: Standard product

**Language**: Dutch

**Description**:

The course uses the second edition of the English-language textbook Programming in Haskell by Graham Hutton. The programming language is introduced step by step and the most important concepts of the language are discussed. Functions that are recursive (a function that calls itself), higher-order functions (a function that has another function as a parameter) and functions in which pattern recognition is used to distinguish cases are discussed. The principle of currying and the partial application of functions with multiple parameters is discussed. Furthermore, all kinds of functions about lists are presented and list comprehensions are introduced; This is a special language construction to write down calculations with lists in a short and intuitive way. Haskell has a powerful type system that statically monitors the types of a program without running this program. With this type system, many types of errors in a program can be detected at an early stage. All types of a program can be derived automatically, which means that the number of mandatory type annotations for a programmer is minimal. Still, it is a good practice to write down job types explicitly. Parametric polymorphism (similar to Java Generics) and overloading of functions via type classes are discussed. You will also learn to define new types yourself through datatype declarations and type synonyms. In the later learning units, some more advanced topics are covered. For example, the way in which input-output can be realized in a language in which side effects, such as writing a file or reading a keystroke, take place in a special way. In Haskell, this is done with the mathematical concept monad. Furthermore, it is studied how expressions are only calculated at the last moment (lazy evaluation) and why this makes it possible to work with infinite data structures. Finally, the principle of induction is explained to reason about a program and to draw up simple proofs. In addition to the textbook, there is an extensive workbook in which the most important topics are summarized, difficult topics are explained and in which there are a multitude of assignments to practice with the material yourself. The course has a special obligation that consists of two practical assignments. Both assignments must be completed with a pass. These assignments make it possible to get started with the topics that have been studied. The course is concluded with a written open book exam on the entire material of the course.

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### **Security en IT**

**Code**: IB1812

**Name**: Security en IT

**Type**: Standard product

**Language**: Dutch

**Description**:

The course starts with a general introduction in which concepts and principles in the field of IT security are explained. The course includes an introduction to cryptography, covering the basics of symmetric and asymmetric cryptography and applications. Ample attention is paid to authentication that allows users to prove their identity, as well as authentication protocols to exchange a cryptographic key. The security of operating systems and software applications is also given ample attention, and various forms of malicious software are explained. Finally, the course discusses the security of the internet. The (in)security of internet protocols and various security measures are discussed. The course contains various practicals. This allows you to simulate the operation of cryptographic algorithms. In a virtual laboratory, you can carry out attacks and take security measures yourself as a hacker.

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### **Science writing skills**

**Code**: IB2002

**Name**: Scientific Writing Skills

**Type**: Standard product

**Language**: Dutch

**Description**:

Writing articles is an important skill. A well-written and clearly structured article can be a pleasure to read. To write such an article, you have to take the reader by the hand and convince them of the relevance, correctness and adequacy of the ideas. In this course, you will learn to write in the scientific writing style. You will first choose a topic from four proposed topics. Then you will do a literature scan on your chosen topic and then write an article about it. As a final step, you will act as an editor of your own article.

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### **Distributed algorithms**

**Code**: IB2302

**Name**: Distributed Algorithms

**Type**: Standard product

**Language**: Dutch

**Description**:

A distributed system is a software system that consists of multiple components that run on different machines and exchange messages with each other over a network. Distributed systems have become an integral part of modern society: web applications, cloud technology, and blockchains are just a few examples of distributed systems that both IT professionals and 'ordinary citizens' are confronted with on a daily basis. Moreover, the demand for distributed systems will only increase in the future, fueled by new developments and innovations such as the Internet of Things and smart cities. Distributed systems have a number of characteristics that make their development extremely challenging. A major source of complications is the fact that messaging between the components of a distributed system is not instantaneous, but asynchronous: there is always some time between sending and receiving a message, and the sender does not know when the recipient has actually processed the message. To make the situation even more complex, it is also possible that messages are received in a different order than they were sent, even if there is only one sender. The trick, despite these uncertainties, is to ensure that all components exchange information with each other in the right way and jointly realize the desired functionality. In this course, we study fundamentals of distributed systems from an algorithmic perspective: we take note of a number of distributed algorithms, whose execution is spread across the components of a distributed system, and where communication between the components plays an essential role. An example of a fundamental problem is the following. Suppose that one of the components of a distributed system wants to make a copy of the global state of the entire system (namely, the values of all variables in all components). The problem may seem simple: the component simply sends a message to all the other components asking them for a copy of their local state, and then those other components make such a copy and send it back. The problem is the timing: the time between sending and receiving the copy requests is different for each of the components, so the copies are not all made at the same time. As a result, the collection of local states that is eventually produced has not necessarily been a global state of the whole system, but an amalgamation of separate parts of a series of global states. Other fundamental problems we'll look at are: detecting a deadlock (all the components wait for each other and therefore none of them make any progress); detecting termination (all components have finished their work); h

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### **AppLab**

**Code**: IB2602

**Name**: AppLab

**Type**: Standard product

**Language**: Dutch

**Description**:

For the app, you use modern techniques, as usual at the time (currently, among other things: reactive, real-time distributed database, view/data binding, and web services). You work on the app in groups, using a modern source code system (GitLab). In AppLab, you also actively use Continuous Integration (CI) and Continuous Delivery (CD), so that the created code can be tested and distributed automatically. We use two ways of working from the start-up world: 'release early, release often' (to get quick feedback and adjust your plans) and 'fail early, fail fast' (realize the riskiest first so that you know if it makes sense to continue). You will receive active feedback from the lecturers on the code and way of working through the peer review functionalities of the source code system used. You start with an already set up source code system environment with a predefined basic app with the techniques mentioned. This way you can get started quickly and concentrate on realizing your own app. In AppLab you learn to create a modern app in a time-efficient way. Learning objectivesAfter studying this course, you will be able to:- work in a team with the support of a modern source code management system- efficiently evaluate and use new techniques, frameworks and libraries- develop 'modern' apps from front to back and from start to finish- realize and guarantee code quality in a practical setting.

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### **Concepts of programming languages**

**Code**: IB2702

**Name**: Concepts of programming languages

**Type**: Standard product

**Language**: Dutch

**Description**:

Programming can be done in many different ways, in different styles. Each programming style has its own specific programming languages. For example, we distinguish imperative, object-oriented, parallel, functional and logical languages. Each language has its own advantages and disadvantages in various areas such as expressiveness, availability of implementations, reliability, efficiency and theoretical foundation. The object-oriented programming style has been covered in the courses Object-Oriented Programming and Advanced Object-Oriented Programming. The functional language Haskell is discussed in the Functional Programming course. You may have already become acquainted with the logical programming style. The parallel programming style is discussed in detail as part of the Concepts of Programming Languages course. Aspect-oriented programming is also discussed. The main goal of this course is to provide insight into the differences between the various languages. An important aspect of this course is that the emphasis is much more on the programming language concepts than on the programming itself. Examples of language concepts include the data types in a language, the types of variables and commands, and the various possibilities of abstraction. In modern programming languages, multiple programming styles are offered side by side. A well-known example is the object-oriented language Scala in which functional programming can also be done. In the course we look at what this can mean for the programmer. This is discussed in the course in the case study Scala.Learning objectivesAfter studying this course, you will be able to:- name and explain the basic concepts of programming languages, such as values, types, expressions, variables, assignments, bindings and abstraction mechanisms- indicate the extent to which a concrete programming language meets the four quality criteria for programming languages formulated in this course: the type completeness principle, the qualification principle, the abstraction principle and the correspondence principle- name and explain the encapsulation techniques, type systems and ways to interrupt program processing- name and explain the concepts of parallel programming and the problems that can arise in this process- describe in your own words which language concepts are characteristic of the imperative, the object-oriented, the functional, the parallel, the logical and the scripting programming languages respectively.

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### **Artificial intelligence**

**Code**: IB2802

**Name**: Artificial Intelligence

**Type**: Standard product

**Language**: Dutch

**Description**:

Artificial intelligence is concerned with the underlying principles of intelligent behavior in natural or artificial systems. This course covers artificial intelligence from the perspective of an 'intelligent computational agent'. Who or what exactly that agent is, a computer, a thermostat or something completely different, remains open, but the agent acts in and reacts to an environment in an intelligent way. You'll be introduced to some of the key principles and techniques for developing computational agents, for example, to solve search and scheduling problems, or to get agents to reason on available knowledge. Moreover, you will learn how an agent can learn from data by using modern machine learning algorithms. Learning objectivesYou will be introduced to a number of methods and techniques from artificial intelligence in the field of searching, reasoning, learning and planning. After studying this course you will be able to:- describe the structure of an agent system, and you will be able to reason out the consequences of choices in a simple agent system, - describe different search techniques (A\*, iterative deepening, branch and bound) and apply them to solve a concrete search problem- formalize problems by means of features and constraints and use techniques to solve these formalized problems computationally efficiently,- manually specifying a Bayesian network and calculating probabilities from it,- describing a number of (supervised) learning techniques and the differences between them, and also applying them to a small dataset- representing a planning problem in formal logic and solving it by means of planning algorithms- using representations to represent and solve relational problems.

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### **Logica en informatica**

**Code**: IB2912

**Name**: Logica en informatica

**Type**: Standard product

**Language**: Dutch

**Description**:

Traditionally, logic has been the study of correct reasoning. Already in classical antiquity, people were concerned with analyzing the structure of reasoning. Even today, logic can be an important tool when we want to investigate the correctness of a reasoning. Logic is therefore applied in numerous sciences such as linguistics, philosophy and mathematics. An important recent field of application is computer science. The course consists of two blocks. In the first block, a formal language, propositional logic, is introduced with which the structure of reasoning can be made visible. For example, 'where there is smoke, there is fire' can be translated into r->v. A formal language only becomes meaningful when the meaning (semantics) of this language has been determined. Propositional logic uses truth tables for this. Semantics allows us to define when a formula is a valid consequence of another formula. With the help of semantic tableaux, the validity of an inference can be checked in a fairly efficient way. In addition to this semantic approach, you will also learn to create derivations using an axiomatic system. To analyze statements in which objects, properties of objects and variables play a role, a richer language is needed: that of predicate logic. This language is central to the second block of the course. Also of predicate logic, both semantics and an axiomatic proof system are explained. The course deals with two applications of predicate logic within computer science. The first application focuses on imperative languages. You will learn how 'Hoare-calculus' can be used to prove the correctness of programs. In the second topic, logical programming, you will be introduced to general resolution and theorem proofs with the help of skolemizing. Learning objectivesAfter studying this course you will be able to:- use semantic tableaux to check validity and consistency, and to investigate whether a formula is a tautology,- provide axiomatic proofs in both propositional logic and predicate logic,- provide proofs of logic with formula induction- give resolution proofs, and use rewriting, Skolem forms and unification to apply general resolution,- in a STIP program a start-dispensation a end-dispensation determine—prove the correctness of simple programs with the help of Hoarecalculus—interpret predicate logical formulas on models, and look for models and countermodels for predicate logical formulas. After studying the course, you will have insight into the possibilities and limitations of logical language and insight into the distinction between syntax and semantics.

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### **Software engineering**

**Code**: IB3112

**Name**: Software engineering

**Type**: Standard product

**Language**: Dutch

**Description**:

Software is all around us, from the smallest devices to global systems. Software engineering is the field that deals with all aspects of producing high-quality software. Software that is realized by several people and must function efficiently. Such software is often used by several people for a long time, so it must be adaptable, maintainable and can remain in operation at a reasonable cost. In this course, you will study both the theory and practice of software engineering. In the first part of the course, you will read an interesting book about the modern ways of designing and developing software. Based on this, you will delve deeper into important topics with the help of two assignments. In the second part, you will work on a project together with two fellow students. You will first become acquainted with the architecture and source code of a software prototype on the basis of a number of assignments. Then you and your group further develop this prototype in the direction of a software product that can be useful for a certain target group. The course concludes with the writing of a professional reflection report on this project. Learning objectivesAfter studying this course, you will be able to:- (software process, knowledge) characterize different software processes,- (context of software, interpreting) distinguish software products and software projects from the goals of the customers and the developers,- (agile, analyze) make an informed choice of agile approaches (including Scrum, Extreme programming) for all aspects of the software process,- (new technical aspects, evaluating) a new ICT technology (e.g. software architecture, cloud-based system),- (modern software development, execution) contribute to an existing project using modern aspects and tools (e.g. a potential new programming language, Git, automated unit testing),- (reliability, application) apply software development techniques, increasing the reliability (in terms of security, privacy, testing and error avoidance, etc.) of the software,- (collaboration, application) in a working together in a small group on a software project using the Scrum methodology (scientific writing, applying) reflecting on your own work and writing that reflection down clearly.

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### **Software Testing**

**Code**: IB3202

**Name**: Software Testing

**Type**: Standard product

**Language**: Dutch

**Description**:

We are surrounded by software. From pacemaker, refrigerator to toothbrush, it's in everything. More and more our lives are determined and influenced by this. Guaranteeing the quality of software is therefore vital. Unfortunately, well-functioning software is still not self-evident. In fact, if we continue like this, we could be close to a software quality crisis. A crisis where the lack of software quality costs more than the software itself. To prevent that, we need to create a culture of software quality thinking in which testing is central. In this course, we will provide an overview of the field of testing. We will outline differences and similarities of exploratory testing and structured testing. We will see all kinds of test models, from equivalent input partitions to much more formal state models. In this course, we do not distinguish between black box or white box techniques. The information we use to construct the models can be either black box or white box, but this does not change the technology. Together with the coverage criteria for each model, we can develop test suites. We treat combinatorial testing as an overarching technique to make combinations. We also look at mutation testing to determine the quality of test suites. We will also discuss how to manage an entire test process, what different components there are and how you can improve those processes through existing improvement models. Learning objectivesAfter studying this course, you will be able to:- give a global overview of the field of software testing- understand the complexity, challenges and purpose of software testing- name, understand and construct a number of models for software testing- mention, understand and apply a number of techniques for designing test cases for these models- name a number of suitable coverage criteria for these techniques, understand and use—assess the quality of a test set—have a software quality mindset.

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### **Premaster AI: Programming with Python**

**Code**: IB3502

**Name**: Premaster AI: Programming with Python

**Type**: Standard product

**Language**: Dutch

**Description**:

This course will take you through what the Python programming language has to offer at a fast pace. Python has useful data types such as lists, tuples, sets and dictionaries, and is a very suitable language for researching large data files. Python is not a static-typed language. There is no compiler that checks a program for errors related to typing. It is therefore extra important that you, as a programmer, avoid mistakes yourself. We therefore pay a lot of attention to 'neat' programming, to thinking before you start writing code, to documentation and to testing code. You start with one- or two-line code that you can test using an interactive interpreter, on which you gradually learn to write larger programs using functions and classes. You will also learn to organize your code into modules. We pay attention to how to organize your code in such a way that the code remains extensible. Python is a useful language for collecting data (e.g. via the internet), processing that data, researching it, organizing it, and storing it in databases. In this course you will learn how to do that, using tools such as Jupyter Notebook and pandas. Learning objectivesAfter studying this course, you will be able to:- independently write a program from a given specification, using the data structures that Python offers, functions, classes and modules,- provide documentation for a self-written function, class or module- test functions and programs and create test cases for them yourself- explain the difference between primitive types and non-primitive types- use the data structures that Python offers and the differences between them explaining—writing clear and understandable Python code—using Python to collect data in different ways—analyzing data using Python and storing it in different types of databases.

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### **AI Premaster: Logic**

**Code**: IB3612

**Name**: AI Premaster: Logic

**Type**: Standard product

**Language**: Dutch

**Description**:

Traditionally, logic has been the study of correct reasoning. Already in classical antiquity, people were concerned with analyzing the structure of reasoning. Even today, logic can be an important tool when we want to investigate the correctness of a reasoning. Logic is therefore applied in numerous sciences such as linguistics, philosophy and mathematics. An important recent area of application is artificial intelligence. The course starts with propositional logic, which can be used to make the structure of reasoning visible. For example, 'where there is smoke, there is fire' can be translated into r->v. A formal language only becomes meaningful when the meaning (semantics) of this language has been determined. Propositional logic uses truth tables for this. Semantics allows us to define when a formula is a valid consequence of another formula. After the introduction to logic, we will discuss set theory. The term 'collection', and the related term 'collection', are familiar from everyday life. Sets have become part of the 'standard language' of mathematics and computer science. They are constantly used to introduce new concepts, formulate results, make definitions exact, and so on. Some knowledge of set theory is therefore indispensable. At the end of the course, we will go deeper into the logic. To analyze statements in which objects, properties of objects, and variables play a role, a richer language is needed: that of predicate logic. Learning objectivesAfter studying this course you will be able to:- understand and explain the syntactic properties of logical language,- make simple translations between propositional or predicate logical language and natural language,- interpret logical formulas on models, and look for models and counter-models for logical formulas,- explain the most important set theoretical concepts and demonstrate properties of sets by means of reasoning and calculation rules,- to use the axioms and Boole algebras, and to interpret abstract Boole algebras in a concrete case—to explain the most important graph-theoretic concepts and to reason about graphs—to explain concepts about functions and relations and to use them in reasoning.

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### **Premaster AI: Mathematics for Machine Learning**

**Code**: IB3702

**Name**: Premaster AI: Mathematics for Machine Learning

**Type**: Standard product

**Language**: Dutch

**Description**:

This course provides a deeper understanding of linear algebra and an introduction to continuous mathematics. The first part discusses linear transformations, which are extensively applied in machine learning and AI. In addition, attention is paid to the theoretical aspects of linear algebra, including vector space, eigenvalue and matrix decomposition. The second part gives an introduction to calculus (limit, differential and integral calculus). Calculus is used everywhere in the physical world, but also often in AI, for example when one needs to express expectations or find an optimal solution. This course uses the textbook 'No Bullshit Guide to Linear Algebra', an OU workbook and digital learning materials. You also use the computer to perform calculations, as is done in practice. The aim of this course is that you will be able to use the necessary mathematics well and confidently in the Master AI programme after this course. Learning objectives After studying the course you will have:1. theoretical knowledge and skills for solving mathematical problems on the following topics:- vector space,- norms, distances and orthogonality,- eigenvalues and eigenvectors,- linear transformations,- sequences and series,- limits and differentiation,- function analysis- integral calculus.2. practical skills for creating and analyzing simple mathematical models for AI problems.

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### **Computer architecture**

**Code**: IB4502

**Name**: Computer architecture

**Type**: Standard product

**Language**: Dutch

**Description**:

Most people have an intuitive understanding of what a computer can do, and how to interact with it. But how does a computer actually calculate, and how can we ensure that those calculations are performed faster? In this course, we look under the hood of a modern computer and learn how programs are executed. We will discuss the different parts of a computer (processor, memory, input/output), and what role they play in running a program. In addition, we will pay attention to various methods that have been used in recent decades to make computers faster, such as pipelining, branch prediction, and caching. We discuss the underlying principles of computer hardware design, and the relevant calculation rules for analyzing their performance. By understanding these topics, you will be able to reason about programs that make optimal use of these techniques, and are therefore faster. Learning objectivesAfter completing this course:+ You will be able to perform simple calculations with binary numbers.+ You will understand how data and instructions are stored in a modern computer.+ You will be able to translate simple programs in a higher level programming language into assembly code.+ You will be able to read and manipulate simple programs in assembly code.+ You will understand how assembly code is converted to machine code.+ You will be able to design simple digital circuits.+ You will understand how digital circuits machine code Be able to reason about the performance of a program.+ You will know what techniques hardware components use to improve performance.+ You will understand how program code can make the best use of hardware components.+ You will understand the reasons for switching from sequential to parallel programs.

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### **Ontology Engineering**

**Code**: IB4602

**Name**: Ontology Engineering

**Type**: Standard product

**Language**: Dutch

**Description**:

Ontologies were originally developed within artificial intelligence as a way to record knowledge about the world in a structured way. Nowadays there are many applications outside of artificial intelligence. For example, ontologies offer an elegant method for the development of information systems: in contrast to relational data models, ontologies can be used to construct the structure of data in a platform-independent way and to derive new knowledge from data. In addition, ontologies offer a solution to achieve interoperability between systems. The Ontology Engineering course is about representing, designing, and implementing ontologies to capture information and knowledge. You will be introduced to description logic, a formal logic that is used for formulating and reasoning about ontologies. You will also be introduced to OWL, a language based on description logic that has been developed for the web. In addition to these theoretical topics, the practical side of ontology engineering is also widely discussed. For example, you will learn methodologies to draw up an ontology in a structured way, and you will work with software tools to draw up and process ontologies.

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### **AI and society**

**Code**: IB4702

**Name**: AI and society

**Type**: Standard product

**Language**: Dutch

**Description**:

AI is playing an increasingly important role in companies and society, and specific technologies are following each other in rapid succession. Companies therefore need people who have a good overview of the field and can assess which techniques are relevant to their company. In the AI and Society course, you will study the operation and possibilities of modern AI techniques and the potential social problems that these techniques may or may not cause. Not only the possibilities, but also the limitations of AI are highlighted in this course (think of superintelligence, self-aware robots, etc.). There is also a lot of talk in the media about the dangers of AI, but not all of them are equally well-founded. In this course, you will gain a better understanding of AI and its actual dangers. The course is suitable for participants with both a technical and a non-technical background. In the first half of the course, you will learn about different AI techniques; the second half focuses on the responsible use of AI. Learning objectivesAfter completing this course, you will be able to:• identify the key techniques underlying AI systems• reasoning about the societal consequences and acceptance of AI• independently make proposals on which AI techniques can best be used to solve specific problems • assessing whether a business problem can be solved by a particular AI technique • reflect on the social and ethical consequences of applying AI• critically assess media coverage of AI• exchanging opinions with colleagues and peers and giving presentations about AI.

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### **Capita selecta**

**Code**: IB940U

**Name**: Capita selecta

**Type**: Standard product

**Language**: Dutch

**Description**:

You can apply for this course if you have completed or are enrolled in all other parts of the Bachelor's programme in Computer Science or Bachelor's programme in Information Science, and you want to end up with exactly 180 credits for the entire programme. An individual assignment will be formulated for you, taking into account the number of credits of this course.

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### **Capita selecta**

**Code**: IB940V

**Name**: Capita selecta

**Type**: Standard product

**Language**: Dutch

**Description**:

You can apply for this course if you have completed or are enrolled in all other parts of the Bachelor's programme in Computer Science or Bachelor's programme in Information Science, and you want to end up with exactly 180 credits for the entire programme. An individual assignment will be formulated for you, taking into account the number of credits of this course.

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### **Capita selecta**

**Code**: IB940W

**Name**: Capita selecta

**Type**: Standard product

**Language**: Dutch

**Description**:

You can apply for this course if you have completed or are enrolled in all other parts of the Bachelor's programme in Computer Science or Bachelor's programme in Information Science, and you want to end up with exactly 180 credits for the entire programme. An individual assignment will be formulated for you, taking into account the number of credits of this course.

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### **Capita selecta**

**Code**: IB940X

**Name**: Capita selecta

**Type**: Standard product

**Language**: Dutch

**Description**:

You can apply for this course if you have completed or are enrolled in all other parts of the Bachelor's programme in Computer Science or Bachelor's programme in Information Science, and you want to end up with exactly 180 credits for the entire programme. An individual assignment will be formulated for you, taking into account the number of credits of this course.

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### **Capita selecta**

**Code**: IB940Y

**Name**: Capita selecta

**Type**: Standard product

**Language**: Dutch

**Description**:

You can apply for this course if you have completed or are enrolled in all other parts of the Bachelor's programme in Computer Science or Bachelor's programme in Information Science, and you want to end up with exactly 180 credits for the entire programme. An individual assignment will be formulated for you, taking into account the number of credits of this course.

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### **Capita selecta**

**Code**: IB940Z

**Name**: Capita selecta

**Type**: Standard product

**Language**: Dutch

**Description**:

You can apply for this course if you have completed or are enrolled in all other parts of the Bachelor's programme in Computer Science or Bachelor's programme in Information Science, and you want to end up with exactly 180 credits for the entire programme. An individual assignment will be formulated for you, taking into account the number of credits of this course.

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### **Capita selecta**

**Code**: IB950A

**Name**: Capita selecta

**Type**: Standard product

**Language**: Dutch

**Description**:

You can apply for this course if you have completed or are enrolled in all other parts of the Bachelor's programme in Computer Science or Bachelor's programme in Information Science, and you want to end up with exactly 180 credits for the entire programme. An individual assignment will be formulated for you, taking into account the number of credits of this course.

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### **Capita selecta**

**Code**: IB950B

**Name**: Capita selecta

**Type**: Standard product

**Language**: Dutch

**Description**:

You can apply for this course if you have completed or are enrolled in all other parts of the Bachelor's programme in Computer Science or Bachelor's programme in Information Science, and you want to end up with exactly 180 credits for the entire programme. An individual assignment will be formulated for you, taking into account the number of credits of this course.

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### **Capita selecta**

**Code**: IB950C

**Name**: Capita selecta

**Type**: Standard product

**Language**: Dutch

**Description**:

You can apply for this course if you have completed or are enrolled in all other parts of the Bachelor's programme in Computer Science or Bachelor's programme in Information Science, and you want to end up with exactly 180 credits for the entire programme. An individual assignment will be formulated for you, taking into account the number of credits of this course.

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### **Capita selecta**

**Code**: IB950D

**Name**: Capita selecta

**Type**: Standard product

**Language**: Dutch

**Description**:

You can apply for this course if you have completed or are enrolled in all other parts of the Bachelor's programme in Computer Science or Bachelor's programme in Information Science, and you want to end up with exactly 180 credits for the entire programme. An individual assignment will be formulated for you, taking into account the number of credits of this course.

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### **Capita selecta**

**Code**: IB950E

**Name**: Capita selecta

**Type**: Standard product

**Language**: Dutch

**Description**:

You can apply for this course if you have completed or are enrolled in all other parts of the Bachelor's programme in Computer Science or Bachelor's programme in Information Science, and you want to end up with exactly 180 credits for the entire programme. An individual assignment will be formulated for you, taking into account the number of credits of this course.

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### **Capita selecta**

**Code**: IB950F

**Name**: Capita selecta

**Type**: Standard product

**Language**: Dutch

**Description**:

You can apply for this course if you have completed or are enrolled in all other parts of the Bachelor's programme in Computer Science or Bachelor's programme in Information Science, and you want to end up with exactly 180 credits for the entire programme. An individual assignment will be formulated for you, taking into account the number of credits of this course.

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### **Capita selecta**

**Code**: IB950G

**Name**: Capita selecta

**Type**: Standard product

**Language**: Dutch

**Description**:

You can apply for this course if you have completed or are enrolled in all other parts of the Bachelor's programme in Computer Science or Bachelor's programme in Information Science, and you want to end up with exactly 180 credits for the entire programme. An individual assignment will be formulated for you, taking into account the number of credits of this course.

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### **Capita selecta**

**Code**: IB950H

**Name**: Capita selecta

**Type**: Standard product

**Language**: Dutch

**Description**:

You can apply for this course if you have completed or are enrolled in all other parts of the Bachelor's programme in Computer Science or Bachelor's programme in Information Science, and you want to end up with exactly 180 credits for the entire programme. An individual assignment will be formulated for you, taking into account the number of credits of this course.

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### **Capita selecta**

**Code**: IB950I

**Name**: Capita selecta

**Type**: Standard product

**Language**: Dutch

**Description**:

You can apply for this course if you have completed or are enrolled in all other parts of the Bachelor's programme in Computer Science or Bachelor's programme in Information Science, and you want to end up with exactly 180 credits for the entire programme. An individual assignment will be formulated for you, taking into account the number of credits of this course.

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### **Capita selecta**

**Code**: IB950J

**Name**: Capita selecta

**Type**: Standard product

**Language**: Dutch

**Description**:

You can apply for this course if you have completed or are enrolled in all other parts of the Bachelor's programme in Computer Science or Bachelor's programme in Information Science, and you want to end up with exactly 180 credits for the entire programme. An individual assignment will be formulated for you, taking into account the number of credits of this course.

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### **Capita selecta**

**Code**: IB950K

**Name**: Capita selecta

**Type**: Standard product

**Language**: Dutch

**Description**:

You can apply for this course if you have completed or are enrolled in all other parts of the Bachelor's programme in Computer Science or Bachelor's programme in Information Science, and you want to end up with exactly 180 credits for the entire programme. An individual assignment will be formulated for you, taking into account the number of credits of this course.

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### **Capita selecta**

**Code**: IB950L

**Name**: Capita selecta

**Type**: Standard product

**Language**: Dutch

**Description**:

You can apply for this course if you have completed or are enrolled in all other parts of the Bachelor's programme in Computer Science or Bachelor's programme in Information Science, and you want to end up with exactly 180 credits for the entire programme. An individual assignment will be formulated for you, taking into account the number of credits of this course.

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### **Capita selecta**

**Code**: IB950M

**Name**: Capita selecta

**Type**: Standard product

**Language**: Dutch

**Description**:

You can apply for this course if you have completed or are enrolled in all other parts of the Bachelor's programme in Computer Science or Bachelor's programme in Information Science, and you want to end up with exactly 180 credits for the entire programme. An individual assignment will be formulated for you, taking into account the number of credits of this course.

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### **Capita selecta**

**Code**: IB950N

**Name**: Capita selecta

**Type**: Standard product

**Language**: Dutch

**Description**:

You can apply for this course if you have completed or are enrolled in all other parts of the Bachelor's programme in Computer Science or Bachelor's programme in Information Science, and you want to end up with exactly 180 credits for the entire programme. An individual assignment will be formulated for you, taking into account the number of credits of this course.

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### **Capita selecta**

**Code**: IB950O

**Name**: Capita selecta

**Type**: Standard product

**Language**: Dutch

**Description**:

You can apply for this course if you have completed or are enrolled in all other parts of the Bachelor's programme in Computer Science or Bachelor's programme in Information Science, and you want to end up with exactly 180 credits for the entire programme. An individual assignment will be formulated for you, taking into account the number of credits of this course.

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### **Capita selecta**

**Code**: IB950P

**Name**: Capita selecta

**Type**: Standard product

**Language**: Dutch

**Description**:

You can apply for this course if you have completed or are enrolled in all other parts of the Bachelor's programme in Computer Science or Bachelor's programme in Information Science, and you want to end up with exactly 180 credits for the entire programme. An individual assignment will be formulated for you, taking into account the number of credits of this course.

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### **Capita selecta**

**Code**: IB950Q

**Name**: Capita selecta

**Type**: Standard product

**Language**: Dutch

**Description**:

You can apply for this course if you have completed or are enrolled in all other parts of the Bachelor's programme in Computer Science or Bachelor's programme in Information Science, and you want to end up with exactly 180 credits for the entire programme. An individual assignment will be formulated for you, taking into account the number of credits of this course.

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### **Capita selecta**

**Code**: IB950R

**Name**: Capita selecta

**Type**: Standard product

**Language**: Dutch

**Description**:

You can apply for this course if you have completed or are enrolled in all other parts of the Bachelor's programme in Computer Science or Bachelor's programme in Information Science, and you want to end up with exactly 180 credits for the entire programme. An individual assignment will be formulated for you, taking into account the number of credits of this course.

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### **Capita selecta**

**Code**: IB950S

**Name**: Capita selecta

**Type**: Standard product

**Language**: Dutch

**Description**:

You can apply for this course if you have completed or are enrolled in all other parts of the Bachelor's programme in Computer Science or Bachelor's programme in Information Science, and you want to end up with exactly 180 credits for the entire programme. An individual assignment will be formulated for you, taking into account the number of credits of this course.

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### **Capita selecta**

**Code**: IB950T

**Name**: Capita selecta

**Type**: Standard product

**Language**: Dutch

**Description**:

You can apply for this course if you have completed or are enrolled in all other parts of the Bachelor's programme in Computer Science or Bachelor's programme in Information Science, and you want to end up with exactly 180 credits for the entire programme. An individual assignment will be formulated for you, taking into account the number of credits of this course.

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### **Capita selecta Bachelor in Computer Science**

**Code**: IB950U

**Name**: Capita selecta Bachelor Informatica

**Type**: Standard product

**Language**: Dutch

**Description**:

You can apply for this course if you have completed or are enrolled in all other parts of the Bachelor's programme in Computer Science or Bachelor's programme in Information Science, and you want to end up with exactly 180 credits for the entire programme. An individual assignment will be formulated for you, taking into account the number of credits of this course.

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### **Capita selecta Bachelor in Computer Science**

**Code**: IB950V

**Name**: Capita selecta Bachelor Informatica

**Type**: Standard product

**Language**: Dutch

**Description**:

You can apply for this course if you have completed or are enrolled in all other parts of the Bachelor's programme in Computer Science or Bachelor's programme in Information Science, and you want to end up with exactly 180 credits for the entire programme. An individual assignment will be formulated for you, taking into account the number of credits of this course.

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### **Capita selecta**

**Code**: IB950W

**Name**: Capita selecta

**Type**: Standard product

**Language**: Dutch

**Description**:

You can apply for this course if you have completed or are enrolled in all other parts of the Bachelor's programme in Computer Science or Bachelor's programme in Information Science, and you want to end up with exactly 180 credits for the entire programme. An individual assignment will be formulated for you, taking into account the number of credits of this course.

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### **Capita selecta**

**Code**: IB950X

**Name**: Capita selecta

**Type**: Standard product

**Language**: Dutch

**Description**:

You can apply for this course if you have completed or are enrolled in all other parts of the Bachelor's programme in Computer Science or Bachelor's programme in Information Science, and you want to end up with exactly 180 credits for the entire programme. An individual assignment will be formulated for you, taking into account the number of credits of this course.

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**Capita selecta**

**Code**: IB950Y

**Name**: Capita selecta

**Type**: Standard product

**Language**: Dutch

**Description**:

You can apply for this course if you have completed or are enrolled in all other parts of the Bachelor's programme in Computer Science or Bachelor's programme in Information Science, and you want to end up with exactly 180 credits for the entire programme. An individual assignment will be formulated for you, taking into account the number of credits of this course.

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### **Capita selecta**

**Code**: IB950Z

**Name**: Capita selecta

**Type**: Standard product

**Language**: Dutch

**Description**:

You can apply for this course if you have completed or are enrolled in all other parts of the Bachelor's programme in Computer Science or Bachelor's programme in Information Science, and you want to end up with exactly 180 credits for the entire programme. An individual assignment will be formulated for you, taking into account the number of credits of this course.

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### **Preparing for graduation**

**Code**: IB9902

**Name**: Preparing for graduation

**Type**: Standard product

**Language**: Dutch

**Description**:

The graduation bachelor computer science is an aptitude test: you show that you can function at the level of academic bachelor computer science. At the same time, it is a project in which you can learn a lot, by delving into new topics and working together with a researcher, supervisor and any teammates. Furthermore, these courses can also offer you a significant learning effect when practical experience is lacking when it comes to developing a larger information system in a team. Researchers affiliated with the Faculty of Science submit project proposals. As a student, you can view these proposals prior to the kick-off meeting. During the kick-off meeting, the students form teams of 2 to 3 people and choose a project as a team. Individual work on a project is possible. This depends, among other things, on the project. During the Preparation for Graduation (VAF), you will delve into the research context, do a literature study, draw up research questions, draw up requirements for the application you will develop and make an action plan for the execution during the AF. In the plan of action, it is mandatory to include a validation component in which you describe and plan how you will validate the results of your project in conjunction with the research questions. Each team member conducts their own sub-research. Each sub-study has its own research questions. In the project plan that is delivered at the end of the VAF, each team member has his or her own chapter in which his or her research is described. Learning objectivesThe concrete learning objectives are:- applying professional and methodological knowledge- integrating knowledge in various (sub)areas- developing solutions for formulated problems and reporting on them- formulating one's own vision- justifying choices made with regard to approach and result, with an eye for reliability and validity- working with reliable technologies in a responsible and careful manner- analyzing, interpreting and evaluating the results found and of the assignment carried out,- evaluating the contribution of the assignment carried out to the development of the field from which the question was formulated,- formulating conclusions with regard to the results found- formulating recommendations for further research- reporting in writing and orally on the results of the assignment- working under the conditions of the Netherlands Code of Conduct for Scientific Practice, working together in a team.

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### **Graduation project**

**Code**: IB9906

**Name**: Graduation project

**Type**: Standard product

**Language**: Dutch

**Description**:

Within this course, you will carry out, individually or in a team, a final computer science project for the bachelor's programme. Because your project is part of a research project of an Informatics researcher, you contribute (in)directly to this research. You will take note of the research context of the project and your results will contribute to the results of the research. Researchers affiliated with the Faculty of Science submit project proposals. As a student, you can view these proposals prior to the kick-off meeting. During the kick-off meeting, the students form teams of 2 to 3 people and choose a project as a team. In the project, in a team but also personally, you provide integral proof of craftsmanship that can be assessed for quality. To a large extent, the project is an integration of previously acquired (academic) knowledge and skills, and you apply methods and techniques. The project is complex enough to test the level of the bachelor's degree. The project is subject-specific and broad enough to justify the degree (bachelor of computer science). The assessment is instrumented in such a way as to ensure an acceptable minimum academic bachelor's level upon pass. You report on your project result, its place in the research and the contribution to the research in a thesis. In a personal chapter, you describe the result of an in-depth study in an academically responsible manner into an important aspect of the project. In such a project, you set yourself the goal of successfully completing your bachelor's curriculum. All 'compulsory' professional matters have been discussed. In the field of electives, individual profiling has also been completed and general academic and field-specific competencies have been discussed. In the Bachelor Computer Science Graduation Project, you will learn to integrate the various competencies (academic and subject-related competencies). To do this, you go through a process that is sufficiently similar to what professional practice will require. This takes place within a protective learning situation, in which you are guided by a teacher/researcher. In the project, you will be able to demonstrate your academic working and thinking level. Although this explicitly cannot be a 'masterpiece', it does have the characteristics of one; you can show the 'world' that you have reached the level of a bachelor's degree in Computer Science. As a student, you therefore have something in your hands, or in your portfolio, with which a current and/or future employer, but also a teacher in a follow-up study, can assess the meaning and quality of the degree.

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### **Developing and providing online and blended learning**

**Code**: IC2324

**Name**: Developing and providing online and blended learning

**Type**: Simpel product

**Language**: not specified

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### **Developing and providing online and blended learning**

**Code**: IC2334

**Name**: Developing and providing online and blended learning

**Type**: Simpel product

**Language**: not specified

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### **Developing and providing online and blended learning**

**Code**: IC2344

**Name**: Developing and providing online and blended learning

**Type**: Simpel product

**Language**: not specified

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### **Developing and providing online and blended learning**

**Code**: IC2354

**Name**: Developing and providing online and blended learning

**Type**: Simpel product

**Language**: not specified

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### **Developing and providing online and blended learning**

**Code**: IC2364

**Name**: Developing and providing online and blended learning

**Type**: Simpel product

**Language**: not specified

==================================================

### **Developing and providing online and blended learning**

**Code**: IC2374

**Name**: Developing and providing online and blended learning

**Type**: Simpel product

**Language**: not specified

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### **Developing and providing online and blended learning**

**Code**: IC2384

**Name**: Developing and providing online and blended learning

**Type**: Simpel product

**Language**: not specified

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### **Developing and providing online and blended learning**

**Code**: IC2394

**Name**: Developing and providing online and blended learning

**Type**: Simpel product

**Language**: not specified

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### **CPC Certified Professional Course Statistiek en Big Data**

**Code**: IC3130

**Name**: CPC Certified Professional Course Statistiek en Big Data

**Type**: Product with variants

**Language**: not specified

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### **Academic Writing**

**Code**: It0001

**Name**: Academic Writing

**Type**: Standard product

**Language**: not specified

==================================================

### **Research Preparation**

**Code**: It0101

**Name**: Research Preparation

**Type**: Standard product

**Language**: not specified

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### **Design Patterns**

**Code**: It0102

**Name**: Design Patterns

**Type**: Standard product

**Language**: not specified

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### **Software evolution**

**Code**: It0202

**Name**: Software evolution

**Type**: Standard product

**Language**: not specified

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### **Preparing for the CS graduation project**

**Code**: IM0004

**Name**: Preparing graduation project CS

**Type**: Standard product

**Language**: Dutch

**Description**:

During this module, you will show that you can formulate a chosen assignment through literature study and possibly preliminary research:- formulate it as a research assignment- place it in a context- provide a suitable intended approach and solution method- divide it into phases and describe and plan these phases- can justify the choices made. You start with an orientation. You can read the graduation manual: it will be made available digitally via the digital learning environment. In addition, you can consult the digital learning environment for information about topics, graduation supervisors, the graduation process and examples of graduation assignments. You can also attend graduation meetings, graduation presentations or research meetings. The next step is to make contact with a graduation supervisor. After an exploratory interview, you will make your choice known by filling in the online registration form Graduation Programme CS. You will be assigned a graduation committee and receive instructions on how to enroll in IM0004. During the preparation of your graduation project, it may become clear that studying additional subject matter is necessary. In consultation with your graduation committee, it will be determined which deepening in a particular computer science field, or which specific domain knowledge of the domain in which your research takes place, is necessary. You will use this deepening when writing your research plan. After your research plan has been approved and assessed by your graduation committee, you can continue the graduation process with IM990C Computer Science Graduation Assignment.

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### **CS Graduation Assignment Preparation**

**Code**: IM000S

**Name**: CS Graduation Assignment Preparation

**Type**: Standard product

**Language**: Dutch

**Description**:

During this module, you will show that you can formulate a chosen assignment through literature study and possibly preliminary research:- formulate it as a research assignment- place it in a context- provide a suitable intended approach and solution method- divide it into phases and describe and plan these phases- can justify the choices made. You start the preparation of the graduation process with an orientation. You can read the graduation manual: it will be made available digitally via the digital learning environment. In addition, you can consult the digital learning environment for information about topics, graduation supervisors, the graduation process and examples of graduation assignments. You can also attend graduation meetings and graduation presentations. The next step is to make contact with a graduation supervisor. After an exploratory interview, you will make your choice known by filling in the online registration form Graduation Programme CS. You will be assigned a graduation committee and will receive instructions to register for CS Graduation Assignment Preparation.During the preparation of your graduation assignment, it may become clear that studying additional learning material is necessary. In consultation with your graduation committee, it will be determined which deepening in a particular computer science field, or which specific domain knowledge of the domain in which your research takes place, is necessary. You will use this deepening when writing your research plan. After your research plan has been approved and assessed by your graduation committee, you can continue the graduation process with IM990C Computer Science Graduation Assignment.

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### **CS Graduation Assignment Preparation**

**Code**: IM000T

**Name**: CS Graduation Assignment Preparation

**Type**: Standard product

**Language**: Dutch

**Description**:

During this module, you will show that you can formulate a chosen assignment through literature study and possibly preliminary research:- formulate it as a research assignment- place it in a context- provide a suitable intended approach and solution method- divide it into phases and describe and plan these phases- can justify the choices made. You start the preparation of the graduation process with an orientation. You can read the graduation manual: it will be made available digitally via the digital learning environment. In addition, you can consult the digital learning environment for information about topics, graduation supervisors, the graduation process and examples of graduation assignments. You can also attend graduation meetings and graduation presentations. The next step is to make contact with a graduation supervisor. After an exploratory interview, you will make your choice known by filling in the online registration form Graduation Programme CS. You will be assigned a graduation committee and will receive instructions to register for CS Graduation Assignment Preparation.During the preparation of your graduation assignment, it may become clear that studying additional learning material is necessary. In consultation with your graduation committee, it will be determined which deepening in a particular computer science field, or which specific domain knowledge of the domain in which your research takes place, is necessary. You will use this deepening when writing your research plan. After your research plan has been approved and assessed by your graduation committee, you can continue the graduation process with IM990C Computer Science Graduation Assignment.

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### **Preparing for the CS graduation project**

**Code**: IM000V

**Name**: Preparing graduation project CS

**Type**: Standard product

**Language**: Dutch

**Description**:

During this module, you will show that you can formulate a chosen assignment through literature study and possibly preliminary research:- formulate it as a research assignment- place it in a context- provide a suitable intended approach and solution method- divide it into phases and describe and plan these phases- can justify the choices made. You start the preparation of the graduation process with an orientation. You can read the graduation manual: it will be made available digitally via the digital learning environment. In addition, you can consult the digital learning environment for information about topics, graduation supervisors, the graduation process and examples of graduation assignments. You can also attend graduation meetings and graduation presentations. The next step is to make contact with a graduation supervisor. After an exploratory interview, you will make your choice known by filling in the online registration form Graduation Programme CS. You will be assigned a graduation committee and will receive instructions to register for CS Graduation Assignment Preparation.During the preparation of your graduation assignment, it may become clear that studying additional learning material is necessary. In consultation with your graduation committee, it will be determined which deepening in a particular computer science field, or which specific domain knowledge of the domain in which your research takes place, is necessary. You will use this deepening when writing your research plan. After your research plan has been approved and assessed by your graduation committee, you can continue the graduation process with IM990C Computer Science Graduation Assignment.

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### **Preparing for the CS graduation project**

**Code**: IM000W

**Name**: Preparing graduation project CS

**Type**: Standard product

**Language**: Dutch

**Description**:

During this module, you will show that you can formulate a chosen assignment through literature study and possibly preliminary research:- formulate it as a research assignment- place it in a context- provide a suitable intended approach and solution method- divide it into phases and describe and plan these phases- can justify the choices made. You start the preparation of the graduation process with an orientation. You can read the graduation manual: it will be made available digitally via the digital learning environment. In addition, you can consult the digital learning environment for information about topics, graduation supervisors, the graduation process and examples of graduation assignments. You can also attend graduation meetings and graduation presentations. The next step is to make contact with a graduation supervisor. After an exploratory interview, you will make your choice known by filling in the online registration form Graduation Programme CS. You will be assigned a graduation committee and will receive instructions to register for CS Graduation Assignment Preparation.During the preparation of your graduation assignment, it may become clear that studying additional learning material is necessary. In consultation with your graduation committee, it will be determined which deepening in a particular computer science field, or which specific domain knowledge of the domain in which your research takes place, is necessary. You will use this deepening when writing your research plan. After your research plan has been approved and assessed by your graduation committee, you can continue the graduation process with IM990C Computer Science Graduation Assignment.

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### **Preparing for the CS graduation project**

**Code**: IM000X

**Name**: Preparing graduation project CS

**Type**: Standard product

**Language**: Dutch

**Description**:

During this module, you will show that you can formulate a chosen assignment through literature study and possibly preliminary research:- formulate it as a research assignment- place it in a context- provide a suitable intended approach and solution method- divide it into phases and describe and plan these phases- can justify the choices made. You start the preparation of the graduation process with an orientation. You can read the graduation manual: it will be made available digitally via the digital learning environment. In addition, you can consult the digital learning environment for information about topics, graduation supervisors, the graduation process and examples of graduation assignments. You can also attend graduation meetings and graduation presentations. The next step is to make contact with a graduation supervisor. After an exploratory interview, you will make your choice known by filling in the online registration form Graduation Programme CS. You will be assigned a graduation committee and will receive instructions to register for CS Graduation Assignment Preparation.During the preparation of your graduation assignment, it may become clear that studying additional learning material is necessary. In consultation with your graduation committee, it will be determined which deepening in a particular computer science field, or which specific domain knowledge of the domain in which your research takes place, is necessary. You will use this deepening when writing your research plan. After your research plan has been approved and assessed by your graduation committee, you can continue the graduation process with IM990C Computer Science Graduation Assignment.

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### **Preparing for the CS graduation project**

**Code**: IM000Y

**Name**: Preparing graduation project CS

**Type**: Standard product

**Language**: Dutch

**Description**:

During this module, you will show that you can formulate a chosen assignment through literature study and possibly preliminary research:- formulate it as a research assignment- place it in a context- provide a suitable intended approach and solution method- divide it into phases and describe and plan these phases- can justify the choices made. You start the preparation of the graduation process with an orientation. You can read the graduation manual: it will be made available digitally via the digital learning environment. In addition, you can consult the digital learning environment for information about topics, graduation supervisors, the graduation process and examples of graduation assignments. You can also attend graduation meetings and graduation presentations. The next step is to make contact with a graduation supervisor. After an exploratory interview, you will make your choice known by filling in the online registration form Graduation Programme CS. You will be assigned a graduation committee and will receive instructions to register for CS Graduation Assignment Preparation.During the preparation of your graduation assignment, it may become clear that studying additional learning material is necessary. In consultation with your graduation committee, it will be determined which deepening in a particular computer science field, or which specific domain knowledge of the domain in which your research takes place, is necessary. You will use this deepening when writing your research plan. After your research plan has been approved and assessed by your graduation committee, you can continue the graduation process with IM990C Computer Science Graduation Assignment.

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### **Preparing for the CS graduation project**

**Code**: IM000Z

**Name**: Preparing graduation project CS

**Type**: Standard product

**Language**: Dutch

**Description**:

During this module, you will show that you can formulate a chosen assignment through literature study and possibly preliminary research:- formulate it as a research assignment- place it in a context- provide a suitable intended approach and solution method- divide it into phases and describe and plan these phases- can justify the choices made. You start the preparation of the graduation process with an orientation. You can read the graduation manual: it will be made available digitally via the digital learning environment. In addition, you can consult the digital learning environment for information about topics, graduation supervisors, the graduation process and examples of graduation assignments. You can also attend graduation meetings and graduation presentations. The next step is to make contact with a graduation supervisor. After an exploratory interview, you will make your choice known by filling in the online registration form Graduation Programme CS. You will be assigned a graduation committee and will receive instructions to register for CS Graduation Assignment Preparation.During the preparation of your graduation assignment, it may become clear that studying additional learning material is necessary. In consultation with your graduation committee, it will be determined which deepening in a particular computer science field, or which specific domain knowledge of the domain in which your research takes place, is necessary. You will use this deepening when writing your research plan. After your research plan has been approved and assessed by your graduation committee, you can continue the graduation process with IM990C Computer Science Graduation Assignment.

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### **Software Architecture**

**Code**: IM0203

**Name**: Software Architecture

**Type**: Standard product

**Language**: Dutch

**Description**:

The structure of software systems is often extremely complex: such a system can consist of millions of lines of code, made up of multiple components that must work together in different ways and operate in a distributed setting. Stringent requirements imposed on these types of systems, such as a short time-to-market, extreme reliability and robustness, or hard real-time constraints, are challenges that must be taken into account from the start. Software architecture is the field that deals with describing and analyzing a system using models to meet the (often conflicting) set of requirements that has been drawn up based on the concerns and interests of the interested parties. An error in estimation in the initial design can have far-reaching and disastrous consequences for the success of a software project. The Software Architecture course consists of two parts: a theoretical and a practical part. The theoretical part is divided into twelve learning units. The topics are discussed on the basis of the workbook, a reader with articles, and a textbook. It provides a broad overview of what software architecture is, focusing on models and techniques that can be used in design. In the practical part, you will be asked to apply the theory and design an architecture for an existing software system yourself. A software architecture is a high-level description of the components that make up a system and how these components interact with each other. The central theme of this course consists of making an inventory of the interests of the various parties involved (the stakeholders), the requirements for the system that can be derived from this, and describing and evaluating a software architecture. Different parties often have conflicting interests, and these will have to be weighed up as well as possible by the software architect. The unambiguous formulation and categorization of requirements is done on the basis of a quality model. Furthermore, various techniques are discussed to describe an architecture, such as the 4+1 model of Kruchten, the viewpoints of Rozanski and Woods, and the formal Architectural Description Languages (ADL). Based on scenarios and use cases, an architecture can then be evaluated against the established requirements. This course also looks at the characteristics of business applications, such as software for accounting or for scheduling tasks. These applications often have a similar architecture and can be reused. It also discusses how these business applications can be further integrated within a company. Other topics that are discussed are, for example, the REST architect

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### **Preparing for graduation project SE**

**Code**: IM0502

**Name**: Preparing for graduation project SE

**Type**: Standard product

**Language**: Dutch

**Description**:

Learning objectives: during this module you will show that you can formulate a chosen assignment through literature study and possibly preliminary research:- formulate it as a research assignment- place it in a context- provide a suitable intended approach and solution method- divide it into phases and describe and plan these phases- can justify the choices made. You start with an orientation. You can read the graduation manual: it will be made available digitally via the online learning environment. In addition, you can consult the online learning environment for information about topics, graduation supervisors, the graduation process and examples of graduation assignments. You can also attend graduation meetings, graduation presentations or research meetings. The next step is to make contact with a graduation supervisor. After an exploratory interview, you will make your choice known by filling in the online application form for the SE Graduation Programme. You will be assigned a graduation committee and will receive instructions on how to enroll in IM050V. During the preparation of your graduation project, it may become clear that studying additional subject matter is necessary. In consultation with your graduation committee, it will be determined which deepening in a particular computer science field, or which specific domain knowledge of the domain in which your research takes place, is necessary. You will use this deepening when writing your research plan. After your research plan has been approved and assessed by your graduation committee, you can continue the graduation process with IM9906 Software Engineering Graduation Assignment.

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### **Preparing for graduation project SE**

**Code**: IM050V

**Name**: Preparing for graduation project SE

**Type**: Standard product

**Language**: Dutch

**Description**:

Learning objectives: during this module you will show that you can formulate a chosen assignment through literature study and possibly preliminary research:- formulate it as a research assignment- place it in a context- provide a suitable intended approach and solution method- divide it into phases and describe and plan these phases- can justify the choices made. You start the preparation of the graduation process with an orientation. You can read the graduation manual: it will be made available digitally via the digital learning environment. In addition, you can consult the digital learning environment for information about topics, graduation supervisors, the graduation process and examples of graduation assignments. You can also attend graduation meetings and graduation presentations. The next step is to make contact with a graduation supervisor. After an exploratory interview, you will make your choice known by filling in the online application form for the SE Graduation Programme. You will be assigned a graduation committee and will receive instructions to register for SE Graduation Assignment Preparation.During the preparation of your graduation assignment, it may become clear that studying additional subject matter is necessary. In consultation with your graduation committee, it will be determined which deepening in a particular computer science field, or which specific domain knowledge of the domain in which your research takes place, is necessary. You will use this deepening when writing your research plan. After your research plan has been approved and assessed by your graduation committee, you can continue the graduation process with IM9906 Software Engineering Graduation Assignment.

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### **Preparing for graduation project SE**

**Code**: IM050W

**Name**: Preparing for graduation project SE

**Type**: Standard product

**Language**: Dutch

**Description**:

Learning objectives: during this module you will show that you can formulate a chosen assignment through literature study and possibly preliminary research:- formulate it as a research assignment- place it in a context- provide a suitable intended approach and solution method- divide it into phases and describe and plan these phases- can justify the choices made. You start the preparation of the graduation process with an orientation. You can read the graduation manual: it will be made available digitally via the digital learning environment. In addition, you can consult the digital learning environment for information about topics, graduation supervisors, the graduation process and examples of graduation assignments. You can also attend graduation meetings and graduation presentations. The next step is to make contact with a graduation supervisor. After an exploratory interview, you will make your choice known by filling in the online application form for the SE Graduation Programme. You will be assigned a graduation committee and will receive instructions to register for SE Graduation Assignment Preparation.During the preparation of your graduation assignment, it may become clear that studying additional subject matter is necessary. In consultation with your graduation committee, it will be determined which deepening in a particular computer science field, or which specific domain knowledge of the domain in which your research takes place, is necessary. You will use this deepening when writing your research plan. After your research plan has been approved and assessed by your graduation committee, you can continue the graduation process with IM9906 Software Engineering Graduation Assignment.

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### **Preparing for graduation project SE**

**Code**: IM050X

**Name**: Preparing for graduation project SE

**Type**: Standard product

**Language**: Dutch

**Description**:

Learning objectives: during this module you will show that you can formulate a chosen assignment through literature study and possibly preliminary research:- formulate it as a research assignment- place it in a context- provide a suitable intended approach and solution method- divide it into phases and describe and plan these phases- can justify the choices made. You start the preparation of the graduation process with an orientation. You can read the graduation manual: it will be made available digitally via the digital learning environment. In addition, you can consult the digital learning environment for information about topics, graduation supervisors, the graduation process and examples of graduation assignments. You can also attend graduation meetings and graduation presentations. The next step is to make contact with a graduation supervisor. After an exploratory interview, you will make your choice known by filling in the online application form for the SE Graduation Programme. You will be assigned a graduation committee and will receive instructions to register for SE Graduation Assignment Preparation.During the preparation of your graduation assignment, it may become clear that studying additional subject matter is necessary. In consultation with your graduation committee, it will be determined which deepening in a particular computer science field, or which specific domain knowledge of the domain in which your research takes place, is necessary. You will use this deepening when writing your research plan. After your research plan has been approved and assessed by your graduation committee, you can continue the graduation process with IM9906 Software Engineering Graduation Assignment.

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### **Preparing for graduation project SE**

**Code**: IM050Y

**Name**: Preparing for graduation project SE

**Type**: Standard product

**Language**: Dutch

**Description**:

Learning objectives: during this module you will show that you can formulate a chosen assignment through literature study and possibly preliminary research:- formulate it as a research assignment- place it in a context- provide a suitable intended approach and solution method- divide it into phases and describe and plan these phases- can justify the choices made. You start the preparation of the graduation process with an orientation. You can read the graduation manual: it will be made available digitally via the digital learning environment. In addition, you can consult the digital learning environment for information about topics, graduation supervisors, the graduation process and examples of graduation assignments. You can also attend graduation meetings and graduation presentations. The next step is to make contact with a graduation supervisor. After an exploratory interview, you will make your choice known by filling in the online application form for the SE Graduation Programme. You will be assigned a graduation committee and will receive instructions to register for SE Graduation Assignment Preparation.During the preparation of your graduation assignment, it may become clear that studying additional subject matter is necessary. In consultation with your graduation committee, it will be determined which deepening in a particular computer science field, or which specific domain knowledge of the domain in which your research takes place, is necessary. You will use this deepening when writing your research plan. After your research plan has been approved and assessed by your graduation committee, you can continue the graduation process with IM9906 Software Engineering Graduation Assignment.

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### **Preparing for graduation project SE**

**Code**: IM050Z

**Name**: Preparing for graduation project SE

**Type**: Standard product

**Language**: Dutch

**Description**:

Learning objectives: during this module you will show that you can formulate a chosen assignment through literature study and possibly preliminary research:- formulate it as a research assignment- place it in a context- provide a suitable intended approach and solution method- divide it into phases and describe and plan these phases- can justify the choices made. You start the preparation of the graduation process with an orientation. You can read the graduation manual: it will be made available digitally via the digital learning environment. In addition, you can consult the digital learning environment for information about topics, graduation supervisors, the graduation process and examples of graduation assignments. You can also attend graduation meetings and graduation presentations. The next step is to make contact with a graduation supervisor. After an exploratory interview, you will make your choice known by filling in the online application form for the SE Graduation Programme. You will be assigned a graduation committee and will receive instructions to register for SE Graduation Assignment Preparation.During the preparation of your graduation assignment, it may become clear that studying additional subject matter is necessary. In consultation with your graduation committee, it will be determined which deepening in a particular computer science field, or which specific domain knowledge of the domain in which your research takes place, is necessary. You will use this deepening when writing your research plan. After your research plan has been approved and assessed by your graduation committee, you can continue the graduation process with IM9906 Software Engineering Graduation Assignment.

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### **Design for change**

**Code**: IM0603

**Name**: Design for change

**Type**: Standard product

**Language**: Dutch

**Description**:

Software is almost never 'finished'. The requirements for software are constantly changing: new features have to be added again and again, or the existing functionality has to be changed. One of the most important requirements for software is therefore that software must be able to be easily adapted, or changed. The course consists of two parts. In the first part, you add a new feature to an existing software and make it more flexible for future changes. For the first part, we use a simplified version of domain-driven design (DDD). This is a first step in optimizing software with a view to future changes. We will show you step by step how to analyze a domain and how to use that analysis when drawing up a design. In that design, you will often use design patterns to build in flexibility. Design patterns are the second building block in optimizing software for flexibility. In addition, in this course you will learn to write a scientific text. You base your article on the assignment you have carried out. You use that assignment as a case study. The emphasis is on writing a good abstract, introduction, research methods, and a list of scientific sources to support your article. Learning objectivesAfter studying this course you will be able to:- perform a domain analysis based on a problem description, possibly supplemented with external sources- draw up a design in which each entity (method, class, package) has an unambiguous responsibility- separate creation and use of objects in a design- understand design principles and apply them in a design- describe a design using diagrams and text, emphasizing the responsibilities- drafting a design that is optimized for future changes- arguing how design decisions and design patterns contribute to the flexibility of a design- using design patterns to optimize a design for future changes- writing a motivating and clear introduction to a scientific article- defining the research setting, including research questions, research strategy and data collection and analysis processes for a scientific article,- finding relevant scientific sources,- referencing scientific sources appropriately- writing an abstract for a scientific article.

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### **Software quality management**

**Code**: IM0703

**Name**: Software quality management

**Type**: Standard product

**Language**: Dutch

**Description**:

Software is essential in our world. Therefore, it is important to ensure high software quality during its development and operation. This course discusses the processes surrounding the development and maintenance of software. On the one hand, an overview is given of the aspects that are important for the successful execution of software development projects. Various models have been developed for this over time. These describe the order and the way in which a number of activities should be carried out in order to achieve a successful software product. Each model has its own principles and specific advantages and disadvantages when applied in practice. There are many models in use, although in almost every situation there is a mixture of one or more models. Knowledge about important aspects of process models is therefore important in order to be able to choose a suitable model for a specific product in practice. We look at the models themselves, but also go into more detail about the processes that operate inside and outside the software process. On the other hand, it discusses the general theory of the topics of software maintenance and evolution, software refurbishment, program analysis, and program transformation. The emphasis here is on the first topic. Mining of software repositories is also briefly discussed. The course has an essay assignment and a practical assignment. In the essay assignment, you will be asked to ask research questions in the field of software development processes and to write them down in a well-reasoned essay. You also have to make peer reviews for the draft version of other students' essays. Based on the reviews you get from your fellow students, you can finish the final essay. In this assignment, you are expected to be able to combine the theory and practice of software process models, to be able to use the relevant literature and to be able to express your own opinion in writing at an academic level. In the practical assignment, you will be asked to work out a number of software metrics and test them on existing systems of different sizes, written in Java. The metrics used come from a quality model and provide insight into the structure and quality of a system. From the results found, conclusions must then be drawn about the maintainability of the software and the risk areas. This command uses the domain-specific programming language Rascal, which is intended for analyzing and transforming code. Rascal is basically an imperative programming language, with a syntax very similar to that of Java. In addition, the language has a number of constructions to make it easy to program at the meta level: there is support for analyzing projects and Java files, there are special data structures for

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### **Key Topics in Artificial Intelligence**

**Code**: IM0712

**Name**: Key Topics in Artificial Intelligence

**Type**: Standard product

**Language**: Dutch

**Description**:

This starter course provides an introduction to some key areas of artificial intelligence. The course covers important, technical topics across the entire breadth of AI at a fast pace. The first part is about the history of ideas of AI, including Cybernetics. A second part, the focus of the course, deals with the ideas, concepts and techniques of a number of important directions within AI. The third part consists of a critical analysis of future developments of AI, foreseen and unforeseen, and their consequences for society. During the course of the course, you will also work in small groups on a small assignment. In the practical assignments, an existing system or experiment must be used for an exercise or experiment via the Python programming language. The assignments are chosen from a list of possibilities presented in advance by the teachers. The combination of a broad, substantive introduction to the field, and a hands-on exploration of the possibilities of AI systems make this course an effective introduction to the master's in AI. Learning objectivesAfter completing this course, you will be able to:- recognize and name the most important areas of AI (Knowledge-based AI, Machine Learning, Natural Language Processing, Computer Vision, Robotics, Responsible AI), describe the history and the most important directions in AI, and reflect on the place of the scientific field of AI in our society, identify technical and conceptual challenges in subfields of AI, provide a critical look at the (im)possibilities in those sub-areas,- provide a substantiated vision of how current developments in AI can lead to new, technological breakthroughs, but also how they can lead to unforeseen consequences, in particular what possible ethical consequences and new responsibilities are,- small-scale existing AI algorithms, or Python implementations of AI systems, use it to replicate theoretical explorations or practical experiments or reuse systems in a new context- effectively know and search sources to acquire new knowledge about AI, such as from journals, conferences, websites and books, but also from online communities and other online sources to keep up to date in the field- adequately analyse an aspect of current AI, critically analyze and report clearly, in writing what the challenges are in that area, and where innovations in this subfield can lead.

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### **Responsible Artificial Intelligence**

**Code**: IM0802

**Name**: Responsible Artificial Intelligence

**Type**: Standard product

**Language**: Dutch

**Description**:

The responsible use of artificial intelligence techniques is very important in an era where smart algorithms are increasingly used, and where this technology is ubiquitous. This course is about the ethical aspects of AI. On the one hand, this involves an ethical analysis of the consequences of different types of algorithms, such as prediction and profiling, experimentation and data linking. On the other hand, this concerns technical solutions for ethical consequences of algorithms, for example through explainability and interpretability of algorithms, and the development of algorithms that are fairer (and what is fair) or that explicitly avoid certain biases, or even algorithms that can reason for themselves about ethical considerations in complex situations. The course teaches a system for studying the consequences of algorithms, and it covers modern, technical solutions for responsible and safe AI. Learning objectivesAfter studying this course:- You will be able to describe different ethical views, recognize the specific characteristics of ethics in a digital world, describe the field of "responsible AI" based on this, characterize which ethical challenges are old and new and indicate what their impact is and explain why.- You will be able to describe the main directions in the current state of affairs regarding responsible AI, You will know the most important concepts and views, you will know the most important social and scientific developments, you will have explored one, or a few, sub-area(s) in more detail, and you will be able to reflect, also together with others, on the responsible use of AI, from different stakeholder perspectives.- You will be able to systematically analyse and problematize a given technological development or domain regarding responsible AI, relate to scientific literature, with attention to the consequences and stakeholders, and provide a scientifically substantiated and systematically argued analysis, and report on it in writing.- You have knowledge and insight into how consequences of technological developments in AI can be prevented on the one hand by means of scientific, social or legal measures, and on the other hand mitigated by means of design technology and technological solutions from AI, and can describe, contrast, and evaluate both types of solutions.- You can, in a team, systematically analyze a proposed application of AI in a domain from a design perspective, you can use appropriate tools in the form of guidelines and design principles to achieve a better design, and you can propose solutions for specific ethical challenges of AI technology, to avoid or reduce undesirable effects, and can report on this in writing.

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### **Software security**

**Code**: IM0803

**Name**: Software security

**Type**: Standard product

**Language**: Dutch

**Description**:

The course consists of two parts. The first part is dedicated to software security, in which you gain knowledge and skills about securing software. The second part is dedicated to academic skills, in which you will gain knowledge and skills regarding research methods and formulating research questions. The content of the software security section is grouped into five blocks:The first block contains an introduction to software security. It provides a definition of software security, explains basic concepts and explains how software security can be integrated into all phases of software development. The second block deals with a number of common vulnerabilities in software. Particular attention is paid to security issues surrounding validation of inputs and outputs and buffer overflows. The third block is dedicated to activities carried out in different phases of the software development process to create secure software. Attention is paid to design principles, risk management, risk analysis, static code analysis and security testing. The block contains three practical assignments, related to architectural risk analysis, static code analysis and fuzz testing. In the fourth block, security aspects of programming languages and programming platforms are discussed. Attention is paid to the safety of programming languages and various forms of access control, such as sandboxing and information flow analysis. This block is completed with a practical assignment. The fifth block focuses on ethical aspects of software security. Attention is paid to the ethics of hacking and publishing about vulnerabilities. The block is concluded with an assignment in which you explore an ethical issue in a case study. In the academic skills section, you will study some scientific articles related to software security and carry out a writing assignment that consists of two steps. In the first step, you study an article and answer a number of questions about it. In the second step, you study an article and write an argument in which you take a critical look at the research method, the results and the conclusions. You also formulate your own opinion about it, which you substantiate with clear arguments. Finally, you formulate your own research question as precisely as possible with which the research can be followed up. Learning objectivesAfter completing the software security component in this course, you will be able to:- identify and explain a number of common security problems in software- explain the underlying causes of these security problems, situated in specific applications and application types, programming languages and platforms and operating systems- indicate which activities ('best practices') in the software development process

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### **Bayesian Reasoning and Learning**

**Code**: IM0902

**Name**: Bayesian Reasoning and Learning

**Type**: Standard product

**Language**: Dutch

**Description**:

Many Artificial Intelligence systems must be able to deal with uncertainty in one way or another. This course covers some of the most important techniques to represent uncertainty in the form of probability distributions, to reason with probability models, and to learn these probability models from data. Common models are so-called 'probabilistic graphic models' and these include variants such as hidden Markov models, Bayesian networks, and also decisive models such as influence diagrams. These models have been widely applied in other fields of science, such as medicine and biology. In addition to statistical models, this course will also cover causal models. Many relevant questions for agents are causal in nature, for example: what is the effect of an action? In science, too, the important questions are causal, for example: what side effects are caused by a drug? In recent years, methods have been developed to reason with causal knowledge, and even to learn this kind of knowledge from previously collected data. The course contains a combination of theory and practical application. The theoretical part is tested by means of a digital group exam with open questions. In addition, the course contains assignments in which Bayesian networks are applied from a more practical perspective. Learning objectivesAfter completing this course, you will be able to:- make a motivated choice to apply probabilistic principles for learning and reasoning with uncertainty- draw the correct statistical and causal conclusions from a causal model- apply the difference between statistical and causal inference to report results from machine learning models in a responsible manner- algorithms and properties of algorithms for reasoning with probability distributions and learning from data name, and reason about it in order to find a suitable solution to a problem:- use probabilistic graphic models to represent and solve sequential decision problems,- understand modern scientific literature on probabilistic and causal models and relate them to the most important concepts in this field,- use modern software tools to apply Bayesian networks in practice.

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### **System verification and testing**

**Code**: IM0903

**Name**: System verification and testing

**Type**: Standard product

**Language**: Dutch

**Description**:

Verification and testing are two important aspects for the construction of correct systems. A crucial tool in this is the use of models. Models are central to this course. The first part of this course is about constructing models in mathematical formalisms such as Kripke structures and timed automata. These models can be used to express properties that specify the correct behaviour of the system. These properties lead to a formal specification. We deal with temporal logic, a mathematical language that is able to express such properties in the time of the system. For example, an aircraft traffic control system must meet the temporal property that two aircraft never collide. In the second part of the course, you will prove by using model checking that the models meet their temporal specifications. Model checking is a standard technique for designing hardware today and is becoming increasingly popular in software design. In 2007, the developers of this technology received the ACM Turing Award (the unofficial Nobel Prize in computer science). The third part of the course is about testing systems. In contrast to the first part, the analysis is not about a model but about a system that can run on a machine. Nevertheless, the testing is based on a model of the same type as in the first part of the course. This way of testing is therefore called model-based testing. This technique is new and is becoming increasingly popular in software development by large companies. In addition, we will study an approach to testing existing software that makes it efficient to find bugs, even if no explicit model of the system has been made in advance. This course provides an introduction to the theories behind model checking and testing. In all parts of the course, these theoretical concepts are applied to concrete models and software. Learning objectivesAfter completing this course, you will be able to:- create formal models of software systems- write formal specifications using temporal logics- understand basic principles of equivalence between models- recognize in which situations model checking applies- use a model checker to prove that the models meet their formal specifications- the basic principles of testing techniques, Such as model-based testing and scriptless testing, naming and explaining—using a model-based testing tool to test whether an implementation matches the specification model—applying a scriptless testing approach to testing an existing software.

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### **Machine Learning**

**Code**: IM1002

**Name**: Machine Learning

**Type**: Standard product

**Language**: Dutch

**Description**:

This course covers different paradigms from machine learning such as supervised, unsupervised and reinforcement learning. For each of these paradigms, relevant concepts, techniques and technologies are covered both theoretically and practically in a data-oriented approach. Specifically, the underlying mathematical properties for learning algorithms are explained to understand how accurate and efficient ML models can be designed. The course further focuses on creating the academic skills needed to apply, modify, create, and optimize ML models for various socially relevant problems. Finally, the course covers relevant ethical and social aspects of ML models, i.e. interpretability to ensure that the decisions made in the design of the models and the results of the models are understandable to others. Learning objectivesAfter studying the course, you will be able to:- characterize the fundamental/underlying principles of ML that are seen as optimization problems in the context of data, and you will be able to distinguish different subgroups such as supervised, unsupervised, and reinforcement learning with the right terminology- choose the right methodology and techniques for a given problem in order to construct an empirical experimental design within which with the right choice of model design, data processing steps, and ML methods a solution is sought,- building a detailed experimental design using available datasets, ML code libraries, and with the support of relevant scientific literature,- evaluating ML-based solutions using appropriate evaluation metrics, relating results to the original question, and comparing solutions based on objective criteria,- the need for interpretability of ML and you will have knowledge of and insight into the various ways to use techniques, such as data visualization methods, and outcomes that provide insight into necessity, to present an ML experiment in writing in a scientific way with corresponding reporting formulations regarding the design, the choices made, the experimental design, the results obtained and the conclusions, and you will know how to embed that process in the scientific literature.

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### **Deep Neural Engineering**

**Code**: IM1102

**Name**: Deep Neural Engineering

**Type**: Standard product

**Language**: Dutch

**Description**:

The course focuses on neural network methods and models that deal with complex prediction and optimization tasks. Specifically, the course teaches students to build deep-neural-network architectures and algorithms for solving complex data analysis tasks. In addition to explaining the components, the course also provides a theoretical foundation, and discusses objective functions, optimization algorithms, and practical examples to reproduce results. The course emphasizes the acquisition of academic skills such as critical thinking and writing a scientific report. To this end, the course includes two assignments. The first assignment is individual and involves writing a review of a scientific article. In the second assignment, students carry out a project assignment on different deep-learning architectures and write a scientific report with background, methods and results. Learning objectivesAfter studying this course, you will be able to:- Discern the relative strength of neural network architectures, choose the most appropriate architecture for a given application context, and adapt and prepare data sources for analysis with the chosen architectures.- Adapt, modify, and assemble neural network architectures by combining layers of neurons with specific activations, and by modifying their objective function to fit optimally at the goal of the task at hand.- Critically assess research articles on deep-learning models, identify positive and negative aspects of the proposed solutions from a technical perspective, by recognizing problems with transparency and explainability, and by suggesting possible improvements and new experiments.- Build advanced neural network architectures (Seq2Seq, Autoencoders, GANs, Object Detection, Graph Embeddings, Larg Laguage Models).- Working in a group on a practical deep-learning project by analyzing open data, defining the feasibility of a project idea, and by writing a scientific report including an evaluation of the feasibility of the solution, as well as a discussion on its explainability and transparency.

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### **Model-Based Artificial Intelligence**

**Code**: IM1202

**Name**: Model-Based Artificial Intelligence

**Type**: Standaard product

**Language**: Dutch

**Description**:

Model-gebaseerde technieken in de AI gebruiken logica, regels, dynamische modellen, architecturen en nog meer, om op kennis gebaseerde oplossingen te berekenen. In tegenstelling tot puur data-gedreven AI gaan model-gebaseerde oplossingen uit van geformaliseerde kennis die gebruikt kan worden om oplossingen te vinden, om de zoektocht naar oplossingen te versnellen, en achteraf met behulp van kennis te redeneren over de gevonden oplossingen (zoals bij diagnoses en uitleg van voorspellingen door machine algoritmen). De cursus combineert de theoretische studie van logisch programmeren met aandacht voor het modelleren van kennis met behulp van logische programma's en het praktisch gebruik van deze modellen voor het redeneren over dynamische domeinen, plannen en meer. Diverse (programmeer)­opdrachten in de cursus dragen bij aan het kunnen toepassen van de aangeleerde concepten en theorieën op concrete problemen.LeerdoelenNa het bestuderen van deze cursus kun je:- De rol van modelgebaseerde technieken in de AI herkennen en karakteriseren, en kun je deze technieken contrasteren met data-georiënteerde aanpakken op basis van machine learning in termen van kennisrepresentatie, transparantie, en toepasbaarheid.- Redeneren over de theoretische concepten achter ASP, en heb je vaardigheden om wiskundige eigenschappen van answer sets te bewijzen.- Elementen van efficiënte algoritmen voor ASP benoemen en analyseren vanuit een theoretisch perspectief.- Heb je praktische vaardigheden opgedaan om computationele problemen, zoals combinatorische problemen, te modelleren als een answer set programma.- De geschiktheid van ASP om tot een AI-oplossing te komen bepalen op basis van de eigenschappen van een realistisch probleem.- In technisch detail uitleggen hoe ASP solvers worden gebruikt om problemen uit andere AI-gebieden op te lossen.

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### **IT Security Management**

**Code**: IM1303

**Name**: IT Security Management

**Type**: Standaard product

**Language**: Dutch

**Description**:

Zowel op mondiaal niveau als op het niveau van individuele organisaties vormt informatiebeveiliging een steeds belangrijker maar ook een steeds complexer onderwerp. De voortdurende dreiging van aanvallen op informatiesystemen dwingt organisaties steeds meer aandacht en geld te besteden aan het plannen en managen van de beveiliging van deze systemen. Maar informatiebeveiliging is zeker niet alleen een zaak van het management en de IT-afdeling van een organisatie. In het huidige informatietijdperk is het van groot belang dat alle medewerkers van de organisatie bekend zijn met de belangrijkste aspecten van informatiebeveiliging, en dat zij in staat zijn om de principes van informatiebeveiliging in hun dagelijkse praktijk toe te passen. De cursus ‘information security management’ bestudeert de managementaspecten van informatiebeveiliging, waarbij de nadruk ligt op governance en compliance. Daartoe wordt de actuele literatuur behandeld met betrekking tot thema’s zoals het belang en de ontwikkeling van een informatiebeveiligingsbeleid en de rol van security awareness-programma’s, het ontwerpen van een adequaat beheer van informatiebeveiligingsrisico’s, de belangrijkste modellen en raamwerken voor het beheer van informatiebeveiliging, het meten en beheren van de prestaties van informatiebeveiliging, en de planning rond noodscenario’s (incident response, disaster recovery, en business continuity). Daarnaast wordt ingegaan op de relevante wet- en regelgeving rond informatiebeveiliging.Deze mastercursus legt niet alleen de nadruk op het bestuderen van de relevante literatuur maar er wordt ook ruim aandacht besteed aan de praktische toepassing daarvan in concrete casesituaties.LeerdoelenNa afronding van deze cursus kun je:- de belangrijkste kenmerken van informatiebeveiliging, de belangrijkste categorieën van bedreigingen voor de informatiebeveiliging en de rol van de manager in de context van informatiebeveiliging begrijpen en beschrijven,- reflecteren over de rol van wet- en regelgeving en ethiek in de context van informatiebeveiliging en de uitdagingen en methoden bespreken van digitaal forensisch onderzoek,- de strategische planning voor informatiebeveiliging bespreken, de belangrijkste onderdelen ervan beschrijven en de link leggen met algemene IT-strategische planning en informatiebeveiliging,- een opleidings-, trainings- en bewustwordingsprogramma voor informatiebeveiliging (SETA) ontwerpen en implementeren en het informatiebeveiligingsbeleid en het SETA-programma van een organisatie beoordelen,- informatiebeveiligingsrisico’s identificeren, beoordelen en prioriteren en een plan van aanpak voorstellen dat gericht is op het beheersen van de relevante risico’s,- organisaties ondersteunen bij het ontwerpen van een informatiebeveiligingsaanpak en geschikte informatiebeveiligingscontroles op basis van (1) hun intrinsieke eigenschappen en (2) hun operationele impact op de organisatie c

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### **Research Methods for Artificial Intelligence**

**Code**: IM1312

**Name**: Research Methods for Artificial Intelligence

**Type**: Standaard product

**Language**: Dutch

**Description**:

Deze cursus gaat over onderzoeksmethodologie voor AI en over academische vaardigheden. In de AI bestaat de methodo­logie uit twee aspecten: een ontwerpfase (vergelijkbaar met die van informatica) en een empirische fase (vergelijkbaar met die van psychologie). Het idee is dat een AI-project in beginsel iets maakt, een artefact, volgens bepaalde eisen, en dat daarna het artefact (een robot, of een computerprogramma) bestudeerd wordt in termen van efficiëntie, effectiviteit of accuratesse. In deze cursus komt een breed scala aan onderwerpen aan bod rond deze onderzoeksmethodologie, waaronder de “engineering cycle”, het opstellen van onderzoeksvragen, het opzetten van onderzoek, het zoeken naar literatuur, data visualisatie, statistiek en ethiek van het doen van onderzoek. Naast het met begeleiding doorlopen van deze stof, ga je in deze cursus ook een mini-project doen (naar keuze: in een groep of alleen) en alle stappen doorlopen van een onderzoeksproject, met de keuze uit een onderwerp uit de AI (multi-agent simulaties of “computer vision”) of menselijke cognitie (data visualisatie of website-design). Naast een tentamen met vragen over je kennis en inzicht van de stof in de cursus, zul je ook worden gevraagd een kort onderzoeksvoorstel en -rapport in te dienen over je mini-project.LeerdoelenNa bestudering van deze cursus kun je:- de karakteristieken en de stappen van kwantitatief (en kwalitatief) onderzoek beschrijven met behulp van de juiste terminologie, en beschrijven hoe een ontwerpfase het onderzoeksproces kan aanvullen in AI-onderzoek- algemene empirische cycli onderscheiden in AI-onderzoek en aanvullend kun je andere cycli, zoals ontwerp en implementatie, onderscheiden die vooral voorkomen in AI, data science, en informatica, en kun je de respectievelijke deelstappen benoemen en toepassen voor een eigen onderzoeksproject, en deze onderbouwen met een literatuurstudie- de sterke en zwakke punten van verschillende methoden identificeren en een keuze maken voor de beste methode voor een bepaalde onderzoeksopdracht, en kun je genomen beslissingen evalueren in de ontwerpen van experimentele en niet-experimentele methoden- het meetniveau en de rol van variabelen in een onderzoek bepalen- belangrijke ethische kwesties bij onderzoek benoemen, en kun je ethische kwesties in onderzoek evalueren vanuit het perspectief van verschillende belanghebbenden- de betrouwbaarheid en validiteit van een onderzoeksproject karakteriseren - onderzoeksgegevens interpreteren, analyseren in het perspectief van een onderzoeksvraag en experimentele opzet, rapporteren over de onderzoeksopzet, de experimenten, de uitkomsten en conclusies daaruit.

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### **Capita Selecta in Artificial Intelligence**

**Code**: IM1402

**Name**: Capita Selecta in Artificial Intelligence

**Type**: Standaard product

**Language**: Dutch

**Description**:

In deze cursus maak je kennis met een geavanceerd en actueel deelgebied van de kunstmatige intelligentie dat niet in een andere cursus aan bod komt. De inhoud van deze cursus kan per jaar variëren en bestaat uit een uitgebreide lijst van recente, wetenschappelijke artikelen in een deelgebied. Je bestudeert, vat samen, en presenteert de inhoud van enkele artikelen aan medestudenten met als resultaat dat je een breed overzicht krijgt over een belangrijk deelgebied in de AI. In het tweede deel van de cursus wordt er in groepsverband een klein onderzoeksproject uitgevoerd in datzelfde deelgebied. Je maakt niet alleen kennis met een AI-deelgebied; in deze cursus leer je ook om zelfstandig een nieuw deelgebied te bestuderen in het snel veranderende AI-landschap.Deze cursus run richt zich op een van de meest opkomende AI-paradigma's: Generatieve AI. De cursus bespreekt state-of-the-art Generatieve AI-technieken en -modellen die zich richten op afbeeldingen, tekst, muziek, en multimodaliteit op zowel theoretisch als praktisch niveau. LeerdoelenNa afronding van de cursus kun je:- de fundamentele concepten en principes van generatieve AI-modellen uitleggen.- kernaspecten en methoden beschrijven en analyseren die worden gebruikt bij het bouwen en evalueren van Generatieve AI-modellen voor het produceren van oplossingen op het gebied van beeld, tekst, muziek en multimodaliteit, rekening houdend met zowel theoretische als praktische technische en ethische perspectieven. - relevante wetenschappelijke literatuur zoeken en selecteren voor een specifiek Generatieve AI-onderwerp, rekening houdend met gegeven richtlijnen en criteria.- een videopresentatie ontwikkelen voor een specifieke categorie en onderwerp van Generatieve AI. op basis van eigen reflectie van wetenschappelijke literatuur en gegeven eisen aan de inhoud en vorm van de video.- reflecteren op een presentatie van wetenschappelijke literatuur door anderen en hen relevante en constructieve feedback geven.- technieken en methoden presenteren die worden gebruikt voor een specifiek Generatieve AI-onderwerp en deze toepassen in de context van een groepsproject- de resultaten presenteren van een praktijkproject waarbij gebruik wordt gemaakt van kennis of resultaten van een state-of-the-art wetenschappelijk artikel.

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### **AI Graduation Assignment Preparation**

**Code**: IM9502

**Name**: AI Graduation Assignment Preparation

**Type**: Standard product

**Language**: Dutch

**Description**:

In this course, you will make a research plan in consultation with the graduation committee. The aim is to arrive at well-founded research questions and a plan of action to answer these questions, which will be carried out in the graduation itself (IM9506). An important part of this course is a literature review in which the research question is placed within the existing literature and where insights from that literature are used to answer the question as well as possible. The end product of this course is a research proposal that is assessed on scientific relevance and feasibility of the research, among other things. During your graduation, you have the freedom to choose different types of research. You could create an AI system to solve a specific problem, and empirically validate this system in terms of performance to perform a task or the consequences of the system in a particular domain. You could also work on a new AI algorithm to solve a certain task, exploring the possibilities of this new algorithm. Finally, it would even be possible to do more theoretical research into techniques or phenomena, using mathematical models or other formal tools. Learning objectivesAfter completing this course, you will be able to:- formulate meaningful and responsible research questions based on a chosen assignment and literature review- place scientific literature in the right context by describing a logical relationship between articles- select a suitable research method based on research questions and describe it in sufficient detail- divide a research into phases and describe and plan those phases,- Justify choices in a research plan.

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### **Artificial Intelligence Graduation Assignment**

**Code**: IM9506

**Name**: Artificial Intelligence Graduation Assignment

**Type**: Standard product

**Language**: Dutch

**Description**:

In this course, you will carry out the project that was proposed (and approved) in the AI Graduation Assignment Preparation course. In this course, all substantive and methodological aspects of the master's programme will come together in a project in which you will carry out all parts of an AI research. Learning objectivesAfter completing the course, you will be able to:- develop the necessary experimental environment to answer a research question- apply professional and methodological knowledge during research- integrate knowledge from different sub-areas of AI- abstract a practical problem to a scientific level, and translate the results of scientific research back into a solution to the problem- provide a well-founded vision of your own research- Justifying choices made with regard to approach and result with an eye for reliability and validity- reflecting on ethical aspects of one's own research- analyzing, interpreting and evaluating the results of the assignment carried out- evaluating the contribution of the assignment to the development of the field from which the question was formulated- formulating responsible conclusions with regard to the results found- formulate useful recommendations for further research, and report in writing and orally on the results of the research.

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### **CS Graduation assignment preparation**

**Code**: IM9606

**Name**: CS Graduation assignment preparation

**Type**: Standard product

**Language**: Dutch

**Description**:

During this module, you will show that you can formulate a chosen assignment through literature study and possibly preliminary research:- formulate it as a research assignment- place it in a context- provide a suitable intended approach and solution method- divide it into phases and describe and plan these phases- can justify the choices made. You start the preparation of the graduation process with an orientation. You can read the graduation manual: it will be made available digitally via the digital learning environment. In addition, you can consult the digital learning environment for information about topics, graduation supervisors, the graduation process and examples of graduation assignments. You can also attend graduation meetings and graduation presentations. The next step is to make contact with a graduation supervisor. After an exploratory interview, you will make your choice known by filling in the online registration form Graduation Programme CS. You will be assigned a graduation committee and receive instructions on how to enroll in IM9606. During the preparation of your graduation project, it may become clear that studying additional subject matter is necessary. In consultation with your graduation committee, it will be determined which deepening in a particular computer science field, or which specific domain knowledge of the domain in which your research takes place, is necessary. You will use this deepening when writing your research plan. After your research plan has been approved and assessed by your graduation committee, you can continue the graduation process with IM990C Computer Science Graduation Assignment.

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### **SE Graduation assignment preparation**

**Code**: IM9703

**Name**: SE Graduation assignment preparation

**Type**: Standard product

**Language**: Dutch

**Description**:

This course starts every quartile. In addition to individual supervision by the graduation supervisor, you will participate in the supervision meetings and graduation meetings.- You will work largely independently but keep in touch with your graduation supervisor via e-mail and (online) consultations. You will attend the three counselling meetings during the quartile. In this meeting, the planning and progress are discussed and you exchange experiences with fellow graduates.- You attend the graduation meetings that are held five times a year (at the beginning of each quartile, and in July). In these meetings you contribute to discussions, give feedback to your fellow students, report on your progress and give two presentations about your work.- You receive feedback on interim results (usually after they have been written down or presented at a graduation meeting).

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### **Graduation project Software Engineering**

**Code**: IM9906

**Name**: Graduation project Software Engineering

**Type**: Standard product

**Language**: Dutch

**Description**:

Learning objectivesIn this phase of the graduation process, you carry out the agreed activities as approved by your graduation committee. After completing this course, you will be able to:- develop software to support answering your research question- apply professional and methodological knowledge- integrate knowledge in different (sub)areas- abstract the practical situation into a generic solution and translate the results back into scientific terms- develop solutions for formulated problems- formulate your own well-founded vision- choices made with regard to approach and result account for reliability and validity- design responsibly with reliable technologies- analyse, interpret and evaluate the results found and the assignment carried out- evaluate the contribution of the assignment to the development of the field from which the question was formulated- formulate conclusions with regard to the results found- formulate recommendations for further research- Reporting in writing and orally on the results of the assignment – working under the conditions of the Netherlands Code of Conduct for Scientific Practice.

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### **Graduation project Computer Science**

**Code**: IM990C

**Name**: Graduation project Computer Science

**Type**: Standard product

**Language**: Dutch

**Description**:

In this phase of the graduation process, you carry out the agreed activities as approved by your graduation committee. In developing your research plan, you will demonstrate that you have acquired the following knowledge and skills and you will be able to:- apply professional and methodological knowledge- integrate knowledge in different (sub)areas- abstract the practical situation into a generic solution and translate the results back into scientific terms- develop solutions to formulated problems- formulate a well-founded vision of your own- justify choices made with regard to approach and result with an eye for reliability and validity- design responsibly with reliable technologies- analyze, interpret and evaluate the results found and the assignment carried out- evaluate the contribution of the assignment to the development of the field from which the question was formulated- formulate conclusions with regard to the results found. formulate recommendations for further research- report in writing and orally on the results of the assignment- work under the conditions of the Netherlands Code of Conduct for Scientific Practice.

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### **Master Artificial Intelligence**

**Code**: My-2024-2025

**Name**: Master Artificial Intelligence

**Type**: Training

**Language**: Dutch

**Course** Content:

The Master's programme in AI covers modern, scientific methods for model and data orientation. AI and emphasizes the social and ethical aspects. You will receive a broad introduction to the AI field of science and the academic skills and methods for AI research. In addition, you can deepen your scientific knowledge in sub-areas through a capita selecta course and the graduation programme. The master's is divided into four themes' s: the field of AI, data-oriented techniques, model-oriented techniques and new AI developments. Field of AI The first part of the programme covers the field of AI in the broadest sense of the word and forms the basis of this master's programme. You will learn how AI systems are designed and studied systematically and scientifically. You will also delve into the ethical consequences of algorithms, and how you can technically solve certain issues around privacy, freedom and security. Datageori&euml; techniquesUsing data-oriented In these techniques, such as machine learning and deep learning, you will learn to design systems that can make predictions based on data. There is ample attention for technical skills to apply and create machine-learning models yourself. . You will also gain knowledge and practical skills to solve complex data analysis tasks with deep neural networks. Modelgeorient TechniquesWith model-based techniques, you learn to develop knowledge-based AI systems. You do this by recording knowledge in logic, rules, probability distributions, and other types of models. You will learn to recognize the role of model-based techniques in AI and to compare them with data-oriented techniques. approaches. The underlying theoretical concepts are discussed, and you will gain skills for modelling knowledge and practical use of these models. New AI developmentsIn the Capita Selecta course, you will study a new current subfield within the rapidly changing AI landscape. Supervised by an AI researcher, you will complete the master's in AI with a thesis and final presentation. If you want to know more about the content, request the study guide.

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### **Master Computer Science (MSc)**

**Code**: MACS-2024-2025

**Name**: Master Computer Science (MSc)

**Type**: Training

**Language**: Dutch

**Course** Content:

This master's programme is a broad programme at the intersection of information technology, software engineering, artificial intelligence and business administration. The focus of the training is on sub-areas of computer science that are important for professional practice. Deepening, specialisation and academic skills are central to the programme. You will have a major role and responsibility in finding, comparing, assessing and applying scientific insights to current issues from practice or research at the Open University. Set-upIn the Master's in Computer Science, theory and application go hand in hand. You will recognize many topics that are covered from your own professional practice. The programme offers a unique combination of the fields of information technology, software engineering, artificial intelligence and business administration. The program consists of a mandatory part in which you will delve into software engineering, artificial intelligence, information systems and business processes. In an elective, you can then choose to specialise further in an area that meets your own educational needs, work experience and interests. You can choose from artificial intelligence, security and verification, data science, information systems and sourcing of IT systems. There is a great demand for skilled computer scientists in the business world. The broad character and focus of the programme ensure a good connection between the programme and the labour market. Software systems are getting bigger and more complex. The role of data science and artificial intelligence is increasing sharply. Companies therefore need people who have a good overview of the field &eacute; n be able to independently keep up with new developments and assess their relevance to the company. At the same time, companies and government institutions are struggling with complex (automation) projects and the challenges that technological innovations entail. All this requires up-to-date academic training. In the programme, you will develop the academic skills needed to carry out independent research. You practice these skills on the basis of writing assignments, peer reviews or giving a presentation. You will conclude your studies with a graduation project, in which research and practice come together. In this Master's programme, you can choose from five variants: Artificial Intelligence, Security and Verification, Information Systems Management, Data Science Management and Sourcing. If you would like to know more about the content, please request the study guide.

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### **Master's in Software Engineering supervised in class**

**Code**: PAYMENT

**Name**: Master Software Engineering supervised in class

**Type**: Standard product

**Language**: Dutch

**Course** Content:

The university master's program in Software Engineering is offered in the classroom form in collaboration with Fontys University of Applied Sciences. Software engineering is a discipline that is constantly changing and is constantly facing new challenges due to the stormy developments in all kinds of areas. Software systems are getting bigger and more complex. More and more functions of the devices we use every day, from cars to microwaves, are realized partly in hardware and partly in software. Programming languages and design disciplines that were sufficient fifteen years ago are now hopelessly outdated. Companies involved in software development therefore need people who not only have a good overview of the field, but are also able to independently keep up with new developments and assess their relevance to the company. This requires an academic education, which is offered in the scientific master's programme in Software Engineering. Central to the curriculum are the development and maintenance of high-quality software with attention to both the process and the technical side. Three sub-aspects have been distinguished: Software architecture: focuses on the high-level design of well-structured and well-maintainable software. Software quality management: focuses on quality in the phases of the software lifecycle and managing them both at the beginning when determining the requirements and later when the software evolves. Software quality assurance: focuses on (formal) techniques for quality control and quality determination in terms of both functional and non-functional properties. The programme consists of the Premaster Formal Engineering (bridging programme, 15 EC credits) and the courses of the Master's programme in Software Engineering (60 EC credits). Central to the curriculum is the development and maintenance of high-quality software with attention to both the process-related and the technical side. Three sub-aspects have been distinguished: software architecture, software quality management and software quality Assurance.De structure of the programme is as follows:Content of the programmePre-master of Formal TechniquesBefore being admitted to the master's programme, students with a closely related bachelor's degree in computer science, technical computer science, business informatics and business informatics must complete a bridging programme of 15 EC in which data structures and algorithms, formal languages, logic, programming languages and security are covered. If you have a previous education other than a related HBO bachelor's degree, a longer pre-master's or direct admission to the master's programme may apply

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### **Master Software Engineering (MSc)**

**Code**: MASE-2024-2025

**Name**: Master Software Engineering (MSc)

**Type**: Training

**Language**: Dutch

**Course** Content:

Software Engineering is a discipline that is constantly changing and is constantly facing new challenges due to the rapid developments in the field of hardware and software. Software systems are getting bigger and more complex. There is therefore a need for people who not only have a good overview of the field, but who are also able to independently keep up with new developments and assess their relevance for the organization in question. Central to this training are the development and maintenance of high-quality software, with attention to both the process and the technical side. We distinguish three sub-aspects: software architecture, software quality management and software quality assurance. In the master's programme, the emphasis is on both research and practice, because there is also a great need for academically trained software engineers in the business world. Many IT projects fail in the design phase. In the programme, you will learn to improve and expand existing software through better software maintenance and refurbishment at an academic level (Software quality management course) and better verification of security (Software security course) and better testing (System verification and testing course). You will also learn to develop new software better through a better software definition: the development and verification at an academic level prevents problems (courses Design for change, Software architecture). In addition, you will learn to perform management better by being efficient. To make use of IT-specific management techniques (Software quality management course). The training is not only a pr&eacute; for practice, but also in a scientific sense. Academic skills such as academic writing and research skills are needed. integrated in the subjects. The graduation assignment is pre-eminently the point where both practical and research skills are important. A respectable number of our students have such a research result upon graduation that they publish a scientific article about it together with the lecturer. If you want to know more about the content, request the study guide.

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### **Minoren Informatica**

**Code**: MINORINF

**Name**: Minoren Informatica

**Type**: Training

**Language**: not specified

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### **Developing and providing online and blended learning**

**Code**: MODL01

**Name**: Developing and providing online and blended learning

**Type**: Simpel product

**Language**: Dutch

**Description**:

By registering for this series of online knowledge sessions, you will receive free access to seven knowledge sessions, which you can complete at your own pace and at any time: Online visibility Social media advertising Online safety Data analysis Data analysis process Text Analysis Data visualization

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### **Developing and providing online and blended learning**

**Code**: MODL02

**Name**: Developing and providing online and blended learning

**Type**: Simpel product

**Language**: Dutch

**Description**:

By registering for this series of online knowledge sessions, you will get free access to eleven knowledge sessions, which you can complete at your own pace and at any time: Introducing digitalization in logistics Digitization in the procurement process Digitization in the production process Digitization in the warehousing process Digitalization in the transport process Digitalization in reverse logistics What do I use to digitize? Making a business case Make or Buy beslissingen The implementation Best practice example

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### **Developing and providing online and blended learning**

**Code**: MODL03

**Name**: Developing and providing online and blended learning

**Type**: Simpel product

**Language**: Dutch

**Description**:

By registering for this series of online knowledge sessions, you will get free access to five knowledge sessions, which you can complete at your own pace and at any time: The Why A good contact Craftsmanship Vital Safe

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### **Open bachelor informatica**

**Code**: OBAINF-2024-2025

**Name**: Open bachelor informatica

**Type**: Training

**Language**: Dutch

**Course** Content:

This programme is a combination of courses from the field of Computer Science with a broadening of courses from one or two other scientific fields. There are various options in broadening packages. The combination of two or even three fields of study gives the programme a multidisciplinary character.

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### **Bridging programme Artificial Intelligence**

**Code**: SMAAI-2024-2025

**Name**: Bridging Programme Artificial Intelligence

**Type**: Training

**Language**: Dutch

**Course** Content:

The pre-master's programme in Artificial Intelligence (AI) is a combination of up to five of the following courses:&minus; IB2802 - Artificial Intelligence (5 EC)&minus; IB0602 - Linear Algebra and Stochastics (5 EC) &minus; IB3502 - Premaster AI: programming with Python (5 EC) &minus; IB3612 - Premaster AI: logic (5 EC)&minus; IB3702 - Premaster AI: Mathematics for Machine Learning (5 EC) The maximum size is therefore 25 credits.

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### **Bridging Programme Computer Science**

**Code**: SMACS-2024-2025

**Name**: Computer Science Bridging Programme

**Type**: Training

**Language**: Dutch

**Course** Content:

The pre-master is a combination of a maximum of seven parts. In exceptional cases, complete courses from the Bachelor's programme in Computer Science may (also) be part of the pre-Master's programme. During admission, a list of subjects is used that you must demonstrably master on the basis of your previous education. For a subject that you do not master, a pre-master's course (or sometimes a full bachelor's course) is prescribed. The topics are intended to ensure that your prior knowledge is up to date. IB0013 Premaster Formal Techniques 1, has a scope of 7.5 EC and consists of components of the bachelor courses Logic, Collections and Relationships and Logic and Computer Science. IB0103 Premaster Formal Techniques 2, has a size of 7.5 EC and consists of components of the bachelor's courses Concepts of Programming Languages; Data structures and algorithms; Formal languages and automatons and Security and IT. IB0203 Premaster Programming Techniques 1, has a size of 7.5 EC and consists of parts of the bachelor courses Objectgeori&euml; Programming and Relational Databases. IB0303 Premaster Programming Techniques 2, has a size of 7.5 EC and consists of components of the bachelor courses Advanced Object Oriented Programming and Object Oriented analysis and design. IB0602 Linear Algebra and Stochastics has a magnitude of 5 EC. IB2802 Artificial Intelligence has a size of 5 EC. IB3702 Premaster AI: Mathematics for Machine Learning has a size of 5 EC. If you want to know more, request the study guide.

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### **Bridging Programme Software Engineering**

**Code**: SMASE-2024-2025

**Name**: Bridging Programme Software Engineering

**Type**: Training

**Language**: Dutch

**Course** Content:

The pre-master is a combination of a maximum of four components. In exceptional cases, complete courses from the Bachelor's programme in Computer Science may (also) be part of the pre-Master's programme. When you are admitted to the pre-Master's programme, a list of subjects is used that you must demonstrably master on the basis of your previous education. For a subject that you do not master, a pre-master's course (or sometimes a full bachelor's course) is prescribed. The topics are intended to ensure that your prior knowledge is up to date. Premaster Formal Techniques 1, has a size of 7.5 EC and consists of components of the bachelor courses Logic, Collections and Relationships and Logic and Computer Science. Premaster Formal Techniques 2, has a size of 7.5 EC and consists of components of the bachelor's courses Concepts of Programming Languages; Data structures and algorithms; Formal languages and automatons and Security and IT. Premaster Programming Techniques 1, has a size of 7.5 EC and consists of parts of the bachelor courses Objectgeori&euml; Programming and Relational Databases. Premaster Programming Techniques 2, has a size of 7.5 EC and consists of parts of the bachelor courses Advanced Object Oriented Programming and Object Oriented analysis and design. If you want to know more, request the study guide.

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### **CPP Certified Software Architect**

**Code**: SOFARC

**Name**: CPP Certified Software Architect

**Type**: Standard product

**Language**: Dutch

**Description**:

The Certified Software Architect program is aimed at teaching the necessary knowledge and skills for the design and development of object oriented objects. and component-based systems. During the program, you will gain insight into iterative system development according to the unified process, object-oriented system. design using design patterns and software architecture, including Software Product Lines (SPL), Service Oriented Architectures (SOA) and the REST architecture style. The Open University opts for a thorough theoretical foundation with practical assignments. The complex knowledge that is gained also requires sufficient settling time. The certification is based on 1 exam and practice-oriented assignments.

**Course** Content:

The Certified Professional Program Software Architect is a thorough program at master's level, which offers you the necessary tools to grow into a good software architect. During the program, you will gain in-depth insight into iterative system development according to the unified process, object-oriented; design using design patterns and software architecture, including Software Product Lines (SPL), Service Oriented Architectures (SOA) and the REST architecture style. The program lasts approximately 7 months. At the end of this master's programme, you will have the necessary knowledge and skills to be objectively oriented. and component-based systems. The programme combines thorough theoretical knowledge with practical assignments, so that you learn to apply knowledge in professional practice. Three courses are used: Objectgeoriented; analysis and design, Design patterns and Software Architecture. The programme also has separate counselling meetings in combination with extra study material, practice-oriented assignments and alternative forms of assessment. Object-oriented Developing and building an information system requires a well-thought-out, project-based approach, in which a development team has to deal with advancing insights from various stakeholders such as: the client, its customers and various users. The development of information systems takes place in a dynamic playing field of methods that have arisen in practice, idiosyncratic developers, scientific research results, standardization initiatives, commerce. le tools and an unruly reality. The development process of information systems is made up of a number of characteristic characteristics: drawing up requirements, analysis, design, construction and implementation. In the course object-oriented; In the context of analysis and design, attention is paid to the entire development process, from requirements to implementation. Topics include: the formulation of requirements and the resulting specification of the information system; iterative system development, e.g. using the Unified Process method; the Unified Modeling Language (UML) as a language for representing design and analysis models and for drawing up a domain model. In addition, you will learn to design the messaging between objects, in the form of interaction diagrams, based on the GRASP guidelines and to draw up a design class diagram based on the interaction diagrams. Design patternsObjectgeori&euml; NTeerd Ontwerpen has had solid ground under the feet of software developers for many years. The number of projects in which object-oriented projects are languages is enormous. The success of languages such as Java and C# underlines this development. E&ea

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## **Science- Information Science**

### **Bachelor's degree in Information Science (BSc)**

**Code**: BIK-2024-2025

**Name**: Bachelor Information Science (BSc)

**Type**: Training

**Language**: Dutch

**Course** Content:

In addition to a good technical basis in computer science, this programme offers you a broad view of how you can apply ICT in a business situation. In addition to knowledge of technology, you also need a thorough knowledge of relevant parts of management sciences. For example, there is ample attention for academic skills, including in the field of project management. By combining the best of both worlds, you will soon be able to function well as an information scientist at the intersection of management issues and computer science, where things like collaboration, analysis and implementation come together in a business context. StructureThe bachelor's programme is general and broad in scope. The propaedeutic year is the introduction and through the post-propaedeutic year you deepen your knowledge and understanding. In the first courses, Introduction to Computer Science and Introduction to Information Science, you will get a broad overview of both fields and you will be introduced to studying at the OU. This will give you a good idea of what you can expect from the programme. The courses are divided into six substantive learning pathways. The first is Programming and Technology, with courses such as Objectgeori&euml; Programming and Object Oriented analysis and design. A second line is Modeling and Systems Development, with courses such as Practicum requirements for information systems, Enterprise modeling and Ontology engineering. The third line concerns Data and Information Management, with courses such as Introduction to Information Science, Relational Databases and Information Security. The fourth learning line, Project Management, has a more applied approach, such as the implementation of ERP systems. The fifth learning trajectory, Organization and Operations, has a business administration character and contains courses such as Organizational Science and Management Accounting. The last learning trajectory, Academic Competencies and Research, has a scientific character with courses such as Methods and Techniques of Research and the Graduation Project Bachelor Information Science. The learning pathways cover the most important areas of information science and emphasize the multidisciplinary nature of the program, because in addition to typical information science topics such as modeling and data management, the program also includes computer science and business administration topics. A logical consequence of the fact that the information scientist fulfills a bridging function between ICT and the business. In addition, academic skills are an important part of this scientific education. Consider, for example, research skills, such as formulating a question, conducting a literature study, designing and conducting research and basic knowledge of statistics. But also more generic skills, such as writing and presentation skills to make your idea easier. n and findings clearly in the spotlight.<br

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### **Digital transformation focus course**

**Code**: FOIKDT-2024-2025

**Name**: Digital Transformation Focus Course

**Type**: Training

**Language**: Dutch

**Course** Content:

This programme consists of the following courses from our Bachelor's programme in Information Science. Strategic Information Management (IB3402)In this course, you will learn to formulate a strategy for digital transformation and make the leap to operations and implementation. With attention to the development of the information management function within the organization, the various strategic choices that the information manager faces and the shaping of the information strategy.    Business Analytics (IB3302)How can organizations gain a competitive advantage through smart analytics on data? Based on current global developments, the importance of digitization, and in particular of data, for the organization is outlined. You look at this from a strategic perspective. But the more tactical side of business analytics is also discussed with the question of how the organization should be set up so that data and data analysis techniques can be used structurally. Ethics in Digital Innovation (IB3902)In this course, you will look at the potential societal and ethical implications of existing and emerging digital technologies. You take a critical look at a large number of digital applications. You also look at the use of a specific technology in a certain context from an ethical perspective. In doing so, you take into account social and ethical values such as privacy, autonomy, safety, dignity, justice, public interest and balance of power.

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### **Focus programme Developments in technology and society**

**Code**: FOIKOT-2024-2025

**Name**: Focus programme Developments in technology and society

**Type**: Training

**Language**: Dutch

**Course** Content:

This focus programme consists of the following courses from our Bachelor's programme in Information Science.   AI and Society (IB4702) In the AI and Society course, you will study the operation and possibilities of modern AI techniques and the potential of AI techniques. le societal problems that these techniques may or may not cause. Not only the possibilities, but also the limitations of AI are highlighted (think of superintelligence, self-aware robots, etc.). There is a lot of talk in the media about the dangers of AI, but not all of them are equally well-founded. In this course, you will gain a better understanding of AI and its actual dangers. The course is suitable for anyone with both a technical and a non-technical background. Ethics in Digital Innovation (IB3902) In this course, you will look at the potential societal and ethical consequences of existing and emerging digital technologies. This way you become familiar with the basics of digital ethics. In the first part of the course, you will perform a so-called ethical analysis. In doing so, you take into account ethical principles such as privacy, autonomy and dignity, justice, public interest and balance of power. In the second part, you define solutions to observed ethical dilemmas' digital technology in a specific context. Information Security: A Socio-Technical Approach (IB4002) In this course, you will be introduced to the field of information security. In the first part of the course, you will study the fundamentals of information security and the role of the CISO (Chief Information Security Officer) in information security. After that, the importance of the human factor in information security will be discussed. Finally, you will learn about the tools that can be used to reduce information security risk.' s under control. In doing so, you distinguish between prevention measures, detection measures, and response measures.

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### **Academic Skills for Information Science**

**Code**: IB0004

**Name**: Academic Skills for Information Science

**Type**: Standard product

**Language**: Dutch

**Description**:

The pre-master's in Business Process Management and IT aims to bridge the gap between higher professional education and university education. If you have successfully completed the pre-Master's programme, you will have sufficient academic baggage to start the Master's programme in Business Process Management and IT and you will be admitted directly. The pre-master's is intended for students who do have a higher professional education (HBO) education, but have not completed a university bachelor's and/or university master's degree. The completed HBO programme (CROHO-registered) does not have to be related to the master's programme in terms of content. However, if you have a more related prior education, or have work experience with regard to the content area of the intended master's programme, you will be able to follow the master's programme more easily. In this course, you will be actively developing an academic mindset and acquiring competencies and knowledge to conduct independent academic research. The aim of the course is: To acquire competencies and knowledge to conduct independent academic research at bachelor level in the field of information science. After studying this course, you will be able to: • recognizing the nature of scientific knowledge• analyse and describe a problem and formulate a research objective • independently searching, selecting and analysing academic literature • select an appropriate research method and justify the choice • Writing a scientific argument.

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### **Introduction to Information Science**

**Code**: IB0212

**Name**: Introduction to Information Science

**Type**: Standard product

**Language**: Dutch

**Description**:

Information technology (IT) has a major impact on our lives, on organizations and on society. Knowledge about the use of innovative IT and data-driven business information systems is essential to invest responsibly and respond to a rapidly changing world, so that organizations function better. In this introductory course, we provide a helicopter view of the field, so that you gain insight into, among other things: the different types of information systems, development processes, the application of IT and data-driven innovations in organizations, the influence of technology on society and any moral and ethical issues that play a role in this. Central to this are information systems; They are the beating heart of organizations and society. This becomes painfully clear when they are not available or do not function properly. Take, for example, a bank where the online banking software is not available, preventing customers from making transactions. Or a production company where the ERP system does not work and therefore no production orders can be issued or orders can be made. Introduction to Information Science is a starting course within the bachelor's programmes in Information Science and Computer Science. In this course, you will learn that the successful application of information systems goes beyond just technology: it is an interplay in which people and society, organization and technology are aligned with each other ('aligned'). This interplay is specifically the field of information science and the course therefore aims to provide an overview of the most important components of information systems (man and society, organization and technology) and to introduce the corresponding key concepts and theories. Learning objectivesIn the course you will acquire knowledge of the basic concepts and insight into the important issues at the interface of people and society, organization and technology. In addition, you will also gain insight into the organizational and social consequences of information systems. Define the main concepts of information science • Explain what information and information systems are appropriate to support strategic advantage, decisions, and business processes • explain which information systems are appropriate for facilitating communication and cooperation in and between organizations • describe the importance and applications of Business Intelligence, Business Analytics, and Artificial Intelligence, and provide practical examples of their uses• Describe the development and implementation processes of information systems and recognize potential risks in a real-world situation • Identify various computer threats and crimes and describe security measures • Identify fundamental ethical principles and explain ethical dilemmas in the application of information systems

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### **Enterprise modelling**

**Code**: IB2102

**Name**: Enterprise modelling

**Type**: Standard product

**Language**: Dutch

**Description**:

Getting a grip on the structure and design of information systems and organizations (enterprises) often seems to be a complex matter. However, this changes when the structure and relationships between entities become clearly visible. That's exactly what Enterprise Modeling is all about! Enterprise Modeling is a young field in full development and is essentially about the process of arriving at an integrated enterprise model given a certain context and various business challenges. Challenges include, for example, developing a company-wide IT strategy, improving coordination between organization and ICT or getting a better grip on business processes and mutual process dependencies. An enterprise model consists of different models (e.g. goals, rules, processes, actors and information) and can map out both the current and the desired situation of the enterprise. Enterprise Modeling is a course in the first year of the Information Science programme. In the course, students learn to deal with a pragmatic and participatory approach to Enterprise Modeling with related techniques. Students learn to place Enterprise Modeling in a broader context, namely that of organization, process development(s) and information system (design) and the dependencies between them. After the course, you will be able to distinguish, define and model different elements and levels of abstraction of an enterprise model in an integrated way, and you will be able to apply the theoretical knowledge you have gained in practice. Learning objectivesAfter studying this course, you will be able to:- design enterprise models for business challenges and problems using (sub)models belonging to the 4EM methodology- recognize and define the different elements, concepts and levels of abstraction of an enterprise model- argue why enterprise modeling is a relevant method for analyzing organizational, process development and information system (design) issues and challenges,- Reasoning in which way enterprise modeling can (situationally) contribute to improving the functioning of organizations and alignment between business and ICT (alignment),- reflecting on the elaboration of a case in the field of enterprise modeling,- comparing the 4EM methodology (in terms of content and process approach) with other modeling approaches and techniques. This enables you to interpret the added value of the 4EM methodology.

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### **Business analytics**

**Code**: IB3302

**Name**: Business analytics

**Type**: Standard product

**Language**: Dutch

**Description**:

In the course, the phenomenon of business analytics will be discussed on the basis of a textbook and a number of academic articles. Based on current global developments, the importance of digitization, and in particular of data, for the organization will be outlined. From a strategic perspective, we will study how organizations can gain a competitive advantage through smart analyses of data. To this end, you will first be familiarized with basic data analysis techniques such as regression, classification, and clustering. Finally, the more tactical side of business analytics will also be discussed. This concerns the question of how the organization should be set up so that data and data analysis techniques can be used structurally. Learning ObjectivesAfter successfully completing this course, you will be able to:- Understand and identify the strategic impact of data on the competitive position of organizations.- Understand how managers can use analytics to define and solve business problems and support decision-making.- Be familiar with the various techniques and business processes that enable the generation of value from analytics (e.g., data warehousing, ETL process, data mining).- Be familiar with the three main types of analytics (descriptive, predictive and prescriptive) and their respective applications.- Recognize different types of data and data sources and know which data analysis techniques are suitable for them.- Understand how organizations can structure and govern their analytics function and what pitfalls to avoid.- Be familiar with different governance structures and their respective strengths and weaknesses points (e.g. centralized versus decentralized).- Be familiar with the ethical and legal considerations when designing data-driven services or innovations.

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### **Strategic information management**

**Code**: IB3402

**Name**: Strategic Information Management

**Type**: Standard product

**Language**: Dutch

**Description**:

The course discusses the development of the information management function within the organization, the various strategic choices that the information manager faces and the shaping of the information strategy. Organizations that want to fully exploit the benefits of IS/IT and avoid potential pitfalls must treat IS/IT as an integral part and as a foundation of their business strategy, so that new strategic opportunities can be created. The potential strategic role of IT and the consequences of technological innovations such as cloud services, data analytics and the Internet of Things sometimes pose difficult questions for organisations, such as where, when and how (much) they should invest in these technologies. Others argue that the strategic possibilities of IT, despite its obvious importance, are limited, because most technologies have now become widely available and accessible products, including for the competition. This underlines all the more that the technology itself does not offer a potential strategic advantage, but that it is about how organizations integrate these technologies into strategic objectives with which they can make a difference. The approaches covered during this course are aimed at providing more insight into what is needed to be able to take advantage of the strategic opportunities that IT offers and how you can seize those opportunities as an organization. We do this on the basis of a textbook as well as a number of scientific articles that highlight the various aspects of strategic information management. During the course, you will immediately apply the acquired knowledge in a number of cases, in which you work on a solution or advice by taking on the role of an information manager. By reflecting on possible solutions, you should arrive at a reasoned choice and substantiation of the chosen solution. In addition to a practice case, at least one case will be graded for a grade that counts towards the final grade of the course. During the course, explicit attention will also be paid to skills related to reflecting on the work of others. In this context, you will carry out a number of peer review assignments during the course, and you will reflect constructively on the quality of the case report of fellow students. During the first half of the course, you will do one peer review exercise; The second part will include a peer review assignment that will be assessed with a grade that counts towards the final grade. Learning objectivesAfter studying this course, you will be able to:- explain the most important theory and insights in the field of information management- distinguish the strategic, tactical and operational aspects of information management- recognize recent developments in the field of strategic information management in the day and day

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### **Project management: setting up projects**

**Code**: IB3802

**Name**: Project management: setting up projects

**Type**: Standard product

**Language**: Dutch

**Description**:

Everyone can observe change through projects in everyday life, both in our work and in our leisure activities. We can come into contact with projects in different capacities, for example if a reorganisation takes place at work, a new information system is 'rolled out' or a move takes place. In our social life we can encounter projects such as the introduction of the electronic patient record, the realization of out-of-school care at primary school or the organization of a large event for the (sports) association. The course is part of a series of two courses. In this first course Project Management: Setting up Projects, you will put yourself in the role of project manager who is at the beginning of a project. You will learn to recognize and apply project management topics in a relatively simple context. In the second course Project Management: Managing Projects, the management of projects is central against the background of a more complex and dynamic situation. The goal of this course Project Management: Setting up projects is that you will be able to independently fill in a project plan on relevant parts afterwards. In this way, in the role of project manager, you show that you can realize the design of a (self-chosen) project in a relatively simple, non-changeable situation. You demonstrate this ability in the final exam assignment that you carry out for a project in your own environment. The knowledge and insights you show in the field of project management cover the following main topics:- general project management themes: definitions, project goal and project scope- project organization and people: organizational structure, dealing with stakeholders, the project manager and his team- project planning and control: planning aspects, milestones, Gantt chart, capacity planning/resource planning, project budget, quality management, critical success factors, risk management and project documentation. You study the course by performing two study tasks with a similar pattern. Then you start with the final exam assignment. 1. In the first study task, you put on the 'glasses' of the project manager, as it were, when reading the case text and you always ask yourself: 'what did the project manager do in this situation and why exactly?'. You will then elaborate on the assignments offered in the workbook about the case, showing that you recognize the facts and concepts of project management in the practical case.2. Even now, you put yourself in the role of project manager and you always ask yourself: 'what would I do in this situation and why exactly?'. You conclude the second study task by working out the assignments included in the workbook. By completing a project plan, you complete the second study task and you have

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### **Ethics in Digital Innovation**

**Code**: IB3902

**Name**: Ethics in Digital Innovation

**Type**: Standard product

**Language**: Dutch

**Description**:

In the Bachelor's course Ethics in Digital Innovation, we reflect on the possible societal and ethical implications of existing and emerging digital technologies. In the course, you will take a critical look at a wide variety of digital applications and look at the use of a specific technology in a certain context from an ethical perspective. Social and ethical values such as privacy, autonomy, safety, dignity, justice, general interest and balance of power can be highlighted. The course begins by studying applications of digital technology in terms of value creation and potential impact. You then reflect on the ethical issues and challenges of the intended digital innovation in a particular context of use. In the final part of the course, you will come up with solutions and interventions for the observed ethical issues and challenges in this context. Learning objectivesAfter completing this course, you will be able to:- define digital innovation and distinguish different types of digital innovation- critically assess current and emerging digital technologies in terms of value creation in a specific context of use, - identify ethical values that are important for the application of digital technologies- determine which characteristics of digital technologies challenge or complement ethical values- identify different types of solutions and types of interventions that can address the ethical challenges of digital innovation- evaluate the feasibility of ethical interventions for a specific digital innovation- make a well-informed choice for a particular type of solution/intervention and reason the suitability for a specific digital innovation context- solve problems together in a small group, - develop critical writing skills based on logical reasoning.

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### **Information security: a socio-technical approach**

**Code**: IB4002

**Name**: Information security: a socio-technical approach

**Type**: Standard product

**Language**: Dutch

**Description**:

In this course, you will be introduced to the field of information security. The phenomenon of information security will be studied from different relevant perspectives, including the technological, the organizational, the economic, the legal and the societal perspective. This course is an introductory course that is relevant for students working at the intersection of business and IT. It is not a technical course, but a course that is based on a socio-technical approach and focuses mainly on the role of the information manager. Due to the increasing use of information technology and the increasing importance of data, the phenomenon of information security is of course also of growing importance for organizations. Of course, organizations would like to avoid becoming a victim of cybercrime, because this can have various unpleasant consequences such as financial damage and/or reputational damage. In this course, we introduce students to the field of information security. The first part of this course will focus on the fundamentals of information security. In this part, you will be introduced to relevant concepts and perspectives in the context of information security. We conclude this part by studying the role of management in information security, with a focus on the role of the CISO (Chief Information Security Officer). The second part of this course deals with organization and management of information security. In this part you will be introduced to information security standards, organizing information security as a process, the information security policy of an organization, and the importance of the human factor in information security. We conclude this part by studying the concept of risk analysis, introducing you to the relevant aspects of mapping and managing the risks in the context of information security. The third and final part of this course focuses on information security measures. This part therefore focuses on the instruments that can be used to control information security risks. In this concluding part, we make a distinction between prevention measures, detection measures, and response measures. Learning objectivesThe aim of the course is that after completion of the course, you will be able to develop independent, systematic and structured management activities aimed at the security of information in the role of information manager. In doing so, you are aware that effective information security management activities must be integrated into the business processes and depend on an adequate coordination of technological, organizational, economic, legal and social aspects.

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### **Quality and process management**

**Code**: IB4102

**Name**: Quality and process management

**Type**: Standard product

**Language**: Dutch

**Description**:

Central to the course are the basic principles of quality and process management. These basic principles are a focus on customers, focus on processes, continuous improvement, strategic focus, leadership focus, focus on people, scientific focus and systems thinking. The subject matter is divided into three blocks. Block 1 is about quality management, block 2 about process management. In block 3, the basic principles of quality management (with the exception of process approach) are discussed separately. The course consists of a textbook and digital learning environment with a course guide and additional texts and cases. The core of the subject matter is the textbook Quality Management by Graeme Knowles. Bookboon.com, 2011.From the course guide in the digital learning environment, reference is made to the chapters from the textbook and articles and cases from the digital reader. The digital reader contains additional study material. These additional study materials offer addition, deepening and opportunities for reflection and application of the subject matter. Learning objectivesAfter studying this course you will know:- what quality awareness entails and what its usefulness is,- what process thinking entails and what the relationship is with quality management,- what the basic principles of quality management are and what they entail,- how you can reflect on quality awareness, process thinking and the basic principles of quality management in a concrete practical situation on the basis of the subject matter.

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### **Practical requirements for information systems**

**Code**: IB4202

**Name**: Practical requirements for information systems

**Type**: Standard product

**Language**: Dutch

**Description**:

Before an information system is built, there must be insight into the needs of future users. The course Practical requirements for information systems focuses on mapping these needs and practicing them in a realistic practical case. Requirements are central, but around this concept there is a network of related concepts, for example stakeholder, goal, priority, scenario. Mapping each of these concepts explains how to find, specify and validate them. For example, how can you find stakeholders? Graphical models such as context diagrams and target models are used for specification, as well as templates and structured texts such as use cases or quality requirements. Furthermore, different angles for discovering requirements are discussed. A subdivision is made into (discovering/specifying/validating requirements using) individuals, groups and artefacts. Think of techniques such as interview and observation with individuals; and brainstorming session and workshop with groups. These techniques are often applicable to several elements from the network of concepts around requirements. For example, both interviews and workshops will be useful in discovering scenarios. Furthermore, a workshop for discovering scenarios will be set up differently than for discovering goals. This means that general matters relating to workshops are dealt with in a separate section and matters that specifically relate to one of the requirement elements are dealt with on the spot. Ultimately, the techniques will be applied in a larger case that is also the final assignment of the course. Learning objectives After completing this course, you will be able to:- describe the importance of requirements and their role in developing an information system- identify the different types of stakeholders that may be involved in requirements- identify the right stakeholders and identify their goals- describe techniques and quality criteria for eliminating, validating and prioritizing requirements- analyse, refine and translate goals into both functional requirements and Quality requirements—making a selection of techniques that are applicable in a given case—applying these techniques in a realistic practical case, in which both functional requirements and quality requirements are drawn up using models and/or structured text.

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### **Project management: managing projects**

**Code**: IB4302

**Name**: Project management: managing projects

**Type**: Standard product

**Language**: Dutch

**Description**:

Change and the associated need for change management through projects can be observed by everyone in everyday practice. Everyone has to deal with it in daily life, both in his/her work and in his/her leisure activities. We can come into contact with projects in different capacities, for example if a reorganisation takes place at work, a new information system is 'rolled out', a move takes place or a different working method is expected of us. In our social life we can encounter projects such as the introduction of the electronic patient record, the realization of out-of-school care at primary school or the organization of a large event for the (sports) association. The course is part of a series of two courses. In the first course 'Project management: setting up projects' you put yourself in the role of project manager who is at the beginning of a project. You will learn to recognize basic project management topics and apply them in a relatively simple context. In this second course 'Project Management: Controlling Projects', the management of projects is central against the background of a more complex and dynamic situation. The goal of this course is that you will be able to independently master a project after completion. In doing so, you are aware that the effectiveness of the developed management activities depends on the correctness of the chosen perspective or perspectives on project management, given the context in which the project is carried out. In the role of project manager, you show that you can analyse problems that can occur in a relatively simple project in a structured and responsible way and come up with responsible solutions. You are also able to apply the consequences of the solution directions in the project manual and the project planning. You demonstrate this ability in the final exam assignment that you carry out in a Study Centre or through a home exam. In the course, you will use a step-by-step plan that is based on a business model of the management cycle. Your basic knowledge and the insights you show in the field of project management cover the following main topics and topics:- general project management themes: definitions, project goal and project scope,- project organization and people: organizational structure, dealing with stakeholders and the project manager and his team,- project planning and control: planning aspects, milestones, the CVOMPOSITIE structures, Gantt chart, PERT/CPM, capacity planning/resource planning, project budget, quality management, key performance indicators, risk management and project documentation.- a roadmap based on a business model of the management cycle for solving problems in the execution phase of projects.<s

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### **Project management: implementing ERP systems**

**Code**: IB4412

**Name**: Project management: implementing ERP systems

**Type**: Standard product

**Language**: Dutch

**Description**:

This course focuses on the implementation process of organization-wide information systems, focusing mainly on the most important part of it: Enterprise Resource Planning systems (ERP systems). Since the late twentieth century, ERP systems have become increasingly prominent as the primary systems for replacing various home-built and specialized systems within organizations. During this course, you will gain an in-depth understanding of the impact and possible consequences of implementing an organization-wide information system, with specific attention to ERP systems, within an organization. The focus is on the project required for a successful implementation of this system. You gain this insight by applying the knowledge gained from relevant scientific articles to small cases. In this way, you will develop a good understanding of the different aspects that play a role in implementing an organization-wide information system in an organization. The final exam offers you the opportunity to demonstrate your acquired knowledge and insight on the basis of a written case, with an emphasis on the application of this knowledge to ERP systems and their implementation within organizations. Learning objectives1. You are able to master relevant information about ERP implementations from scientific articles about ERP implementations.2. You are able to understand what ERP implementations are and to characterize them.3. You will be able to identify the key areas of focus for ERP implementations and their potential issues.4. You are able to make an analysis of present/expected problems according to relevant points of view on the basis of the short description of a case about an ERP implementation.

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### **Preparing for graduation Information Science**

**Code**: IB9702

**Name**: Preparing for graduation Information Science

**Type**: Standard product

**Language**: Dutch

**Description**:

The course, together with the course Graduation Project Bachelor Information Science (IB9806), forms the graduation project. During the graduation project, you will work on a scientifically relevant problem of an organization. For this problem, you will design and/or realize an information science solution using the Design Science Research (DSR) approach. This is a widely used scientific method of research within information science and is based on the design cycle. DSR has an iterative character, which means that the design cycle is repeated several times. However, given the limited duration of the graduation project, you will only complete the cycle once. In the course Preparing for graduation Information Science, you will start graduating and go through the first two steps of the DSR cycle. This starts with identifying a scientifically relevant problem to investigate. To do this, you do a literature study and have conversations with an organization. You then develop this into a research objective, in which you determine criteria that a solution must meet. Finally, you will work this out in an action plan that serves as a starting point for the continuation of the graduation in the course Graduation Project Bachelor Information Science (IB9806). Learning objectivesAfter completing this course, you will be able to:- apply knowledge and skills acquired during the training- formulate a problem and research objective in the field of information science- find independent literature in the field and assess its relevance- select and justify a suitable research method(s) within the framework of Design Science Research- plan your own work and carry it out within the set time- To report clearly in writing and orally on the work performed.

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### **Graduation project bachelor information science**

**Code**: IB9806

**Name**: Graduation project bachelor information science

**Type**: Standard product

**Language**: Dutch

**Description**:

The course, together with the course Preparing for Graduation Information Science (IB9702), forms the graduation project for the programme. During the graduation project, you will work on a scientifically relevant problem of an organization. For this problem, you will design and/or realize an information-based solution using the Design Science Research (DSR) approach. This is a widely used scientific method of research within information science and is based on the design cycle. DSR has an iterative character, which means that the design cycle is repeated several times. However, given the limited duration of the graduation project, you will only complete the cycle once. Within the course Preparing for Graduation Information Science (IB9702) you have already drawn up a plan for the research. In this follow-up, you will implement this plan and go through the remaining phases of the DSR cycle. This means that you will continue to design a solution according to the criteria you have drawn up in the preparation. You then test the solution in practice against the set criteria and identify possible improvements for the design. Finally, you will further elaborate the reporting of your research in your thesis. Learning objectivesAfter completing this course, you will be able to:- apply knowledge and skills acquired during the training- formulate a problem and research objective in the field of information science- find independent literature in the field and assess its relevance- select and justify a suitable research method(s) within the framework of Design Science Research- design an information solution to the problem posed- demonstrate and evaluate the information solution in a responsible manner,- conduct a critical reflection on one's own research and identify the strengths and weaknesses,- plan one's own work and carry it out on time- report clearly in writing and orally on the research carried out and the results obtained from it.

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### **Enterprise Architecture**

**Code**: IM0003

**Name**: Enterprise Architecture

**Type**: Standard product

**Language**: Dutch

**Description**:

Enterprise Architecture (EA) was put on the map in the late 1980s by John F. Zachman. The framework he developed is still widely used worldwide and generated significant interest in this new domain over time. With an EA, an organization can get more out of itself by aligning business processes and ICT and by aligning with a constantly changing environment. An EA is typically represented with several layers, with each layer made up of interrelated or interrelated elements. This creates structure in something that would otherwise seem like chaos. In this course, EA is defined as the 'fundamental organisation of a company as a socio-technical system, together with the principles that guide the design and development of the company'. This implies that an EA contains all the relevant components that are necessary to describe a company (or more generally: organization). This includes the organizational structure, the operating model, the business processes, the data, applications and the technology of the organization. In the course, we will discuss how business managers, ICT managers, but also other business executives can use EA to fully realize the benefits of an EA. In doing so, we take a somewhat different angle than much of the existing EA literature, which focuses on technical aspects, such as modelling and associated tools, design or architectural patterns, (reference) architectures or frameworks. Not that we are ignoring all these things indirectly, but they are secondary to the approach we have taken, because they allow EA to better exploit its full potential. Learning objectivesAfter completing this course, you will be able to:- describe the building blocks of successful EA initiatives- describe the EA process cycle within organizations- describe how EA can contribute to the digital transformation of companies- name and explain the principles of EA modeling approaches- compare different EA frameworks and approaches- argue how EA (management) practices, artifacts and roles can be successfully introduced- your hands-on experience demonstrate by applying and analyzing EA to a specific case, reflect and present convincingly and to the point about the value of EA in introducing new innovative technologies into the organization.

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### **Rule-Based Design**

**Code**: IM0403

**Name**: Rule-Based Design

**Type**: Standard product

**Language**: Dutch

**Description**:

In the business world, the subject of business rules is in the spotlight. Business rules play an important role in making ICT manageable and reducing complexity, by, among other things:- recording agreements in the form of business rules,- storing business rules and making them accessible to all those involved,- deriving functional specifications from business rules,• setting up processes based on business rules. Approach to the fieldBusiness rules are nothing more or less than the agreements that people within the organization commit to. But this ruling allows for divergent approaches. One approach is that followed in the Business Rules Manifesto (BRM). A different approach places the emphasis on the operational level, on the information systems and business processes, and on the role that business rules can play in this. A third approach is purely formal: what exactly is expressed in the business rule?1. Management approach: importance of business rules according to BRMThe Business Rules Manifesto sets the tone in this approach in which you learn to use business rules to describe issues of 'the business'. You will work with the following aspects of business rules, which are a way to:- describe the activities, requirements and policies of a company in the form of formalized agreements between people and organizations;- reach consensus on design issues at a conceptual level;- drive business processes, with compliance with business rules at its core.2. Operational approach: role of business rules during system development and operationMethodologically, business rules are usually seen as a (small) part of the data management of the business, a part that is often only filled in afterwards. This view is debatable: in the course we work on examples in which the business rules are first established, from which the data management is then derived. Business processes can also be largely derived from the business rules: after all, the processes must ensure that all data is recorded correctly, without violating the rules.3. Formal approach: precise formulation of business rulesIt is necessary to lay down precise rules precisely. So precise that a computer can unequivocally determine whether or not a rule has been enforced, or whether or not there has been a violation. Then it turns out to be essential to use a formal approach. Controlled Natural Languages for business rules such as SBVR are used; The course explains the principles and additional details of that theory. Learning objectivesAfter studying this course you will be able to:- design business rules,- use the concept of business rules in the context

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### **Data Analytics**

**Code**: IM0503

**Name**: Data Analytics

**Type**: Standard product

**Language**: English

**Description**:

In this English-taught course, you will study a number of data analysis methods and learn to apply them in different circumstances. The course also covers the process of data analysis and the best practices for troubleshooting data analysis. Knowledge of the data analysis process is essential to turn raw data into actionable knowledge. In particular, as a student, you will learn to distinguish between supervised and unsupervised machine learning tasks. Additionally, you will learn about machine learning algorithm families such as classification, clustering, and regression both in theory and practice using RapidMiner.The course material consists of a textbook and a workbook with assignments. In the textbook you will find the essential theory that is important for the course. The workbook guides you through the textbook and provides additions where necessary. The workbook contains short assignments that you can do during the course. The evaluation will be done on the basis of individual and group assignments. Learning objectivesAfter completing this course, you will be able to:- Understand the essential concepts in machine learning, such as a dataset, algorithm, model and accuracy,- Understand the key concepts of data analysis and their role for organizations in decision-making and innovation,- Apply the CRISP-DM methodology, an industry standard to solve data mining tasks,- Understand the steps and stakeholders in the processes of knowledge discovery and data mining,- analyze the needs of an organization and then transform them into a data analysis task—apply the following analytical techniques: multiple regression, clustering (e.g., K-means), classification (e.g., Naïve Bayes, KNN, decision trees), dimensionality reduction (e.g., principal component analysis), association rule analysis, and text analysis—analyze the outcomes of data analysis processes and describe them to various stakeholders—a process-based data analysis tool like Rapidminer.

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### **Preparing for the BPMIT graduation project**

**Code**: IM0602

**Name**: Preparing for BPMIT graduation project

**Type**: Standard product

**Language**: Dutch

**Description**:

Before you can start the empirical phase of your graduation research, you need to submit a thorough plan to the supervisor of the (thesis) track. To arrive at the plan, you go through the preparation for the BPMIT graduation research. The supervisor of the preparation for the graduation research and a co-assessor assess the plan and approve or reject the plan. If approved, you can go through the next phase of graduation. In short, attention is paid to formulating problem definitions, recognizing the reason for further research and applying it to your own research, demonstrating and presenting the relevance of the research, substantiating relationships in the literature and delving into research methodology of a quantitative and/or qualitative nature. The subject to be chosen is a theoretical one. It must be in line with existing theories and must enable practical research. You are therefore not free to choose a research topic. Research questions are formulated from a research programme as is customary in the scientific enterprise. This guarantees that you will be guided by an expert on the subject of research. Learning objectivesAfter studying this course, you will be able to:- formulate a problem statement based on a defined theme and literature provided by the graduation supervisor- articulate the problem statement and indicate its scientific and social relevance- conduct literature research and determine the theoretical framework based on this- draw up a suitable research plan (with attention to the method of research, data collection, operationalisation of variables, and validity).

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### **Preparing for the BPMIT graduation project**

**Code**: IM060T

**Name**: Preparing for BPMIT graduation project

**Type**: Standard product

**Language**: Dutch

**Description**:

Before you can start the empirical phase of your graduation research, you need to submit a thorough plan to the supervisor of the (thesis) track. To arrive at the plan, you go through the preparation for the BPMIT graduation research. The supervisor of the preparation for the graduation research and a co-assessor assess the plan and approve or reject the plan. If approved, you can go through the next phase of graduation. In short, attention is paid to formulating problem definitions, recognizing the reason for further research and applying it to your own research, demonstrating and presenting the relevance of the research, substantiating relationships in the literature and delving into research methodology of a quantitative and/or qualitative nature. The subject to be chosen is a theoretical one. It must be in line with existing theories and must enable practical research. You are therefore not free to choose a research topic. Research questions are formulated from a research programme as is customary in the scientific enterprise. This guarantees that you will be guided by an expert on the subject of research. Learning objectivesAfter studying this course, you will be able to:- formulate a problem statement based on a defined theme and literature provided by the graduation supervisor- articulate the problem statement and indicate its scientific and social relevance- conduct literature research and establish the theoretical framework based on this- draw up a suitable research plan (with attention to the method of research, operationalisation of variables, and validity).

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### **Preparing for the BPMIT graduation project**

**Code**: IM060U

**Name**: Preparing for BPMIT graduation project

**Type**: Standard product

**Language**: Dutch

**Description**:

Before you can start the empirical phase of your graduation research, you must submit a thorough plan to the supervisor of the (thesis) track. To arrive at the plan, you will go through the preparation of the BPMIT graduation research. The supervisor of the preparation for the graduation research and a co-assessor assess the plan and approve or reject the plan. If approved, you can go through the next stage of graduation. In short, attention is paid to formulating problem definitions, recognizing the reason for further research and applying it to your own research, demonstrating and presenting the relevance of the research, substantiating relationships in the literature and delving into research methodology of a quantitative and/or qualitative nature. The subject to be chosen is a theoretical one. It must be in line with existing theories and must enable practical research. You are therefore not free to choose a research topic. Research questions are formulated from a research programme as is customary in the scientific enterprise. This guarantees that you will be guided by an expert on the subject of research. Learning objectivesAfter completing the course:- you will be able to formulate a problem statement based on a defined theme and literature provided by the graduation supervisor- you will be able to articulate the problem statement and indicate the scientific and social relevance- you will be able to conduct literature research and determine the theoretical framework on the basis of this- you will be able to draw up a suitable research plan (with attention to the method of research, data collection, operationalization of variables, validity).

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### **Preparing for the BPMIT graduation project**

**Code**: IM060V

**Name**: Preparing for BPMIT graduation project

**Type**: Standard product

**Language**: Dutch

**Description**:

Before you can start the empirical phase of your graduation research, you must submit a thorough plan to the supervisor of the (thesis) track. To arrive at the plan, you will go through the preparation of the BPMIT graduation research. The supervisor of the preparation for the graduation research and a co-assessor assess the plan and approve or reject the plan. If approved, you can go through the next stage of graduation. In short, attention is paid to formulating problem definitions, recognizing the reason for further research and applying it to your own research, demonstrating and presenting the relevance of the research, substantiating relationships in the literature and delving into research methodology of a quantitative and/or qualitative nature. The subject to be chosen is a theoretical one. It must be in line with existing theories and must enable practical research. You are therefore not free to choose a research topic. Research questions are formulated from a research programme as is customary in the scientific enterprise. This guarantees that you will be guided by an expert on the subject of research. Learning objectivesAfter completing the course:- you will be able to formulate a problem statement based on a defined theme and literature provided by the graduation supervisor- you will be able to articulate the problem statement and indicate the scientific and social relevance- you will be able to conduct literature research and determine the theoretical framework on the basis of this- you will be able to draw up a suitable research plan (with attention to the method of research, data collection, operationalization of variables, validity).

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### **Preparing for the BPMIT graduation project**

**Code**: IM060W

**Name**: Preparing for BPMIT graduation project

**Type**: Standard product

**Language**: Dutch

**Description**:

Before you can start the empirical phase of your graduation research, you must submit a thorough plan to the supervisor of the (thesis) track. To arrive at the plan, you will go through the preparation of the BPMIT graduation research. The supervisor of the preparation for the graduation research and a co-assessor assess the plan and approve or reject the plan. If approved, you can go through the next stage of graduation. In short, attention is paid to formulating problem definitions, recognizing the reason for further research and applying it to your own research, demonstrating and presenting the relevance of the research, substantiating relationships in the literature and delving into research methodology of a quantitative and/or qualitative nature. The subject to be chosen is a theoretical one. It must be in line with existing theories and must enable practical research. You are therefore not free to choose a research topic. Research questions are formulated from a research programme as is customary in the scientific enterprise. This guarantees that you will be guided by an expert on the subject of research. Learning objectivesAfter completing the course:- you will be able to formulate a problem statement based on a defined theme and literature provided by the graduation supervisor- you will be able to articulate the problem statement and indicate the scientific and social relevance- you will be able to conduct literature research and determine the theoretical framework on the basis of this- you will be able to draw up a suitable research plan (with attention to the method of research, data collection, operationalization of variables, validity).

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### **Preparing for the BPMIT graduation project**

**Code**: IM060X

**Name**: Preparing for BPMIT graduation project

**Type**: Standard product

**Language**: Dutch

**Description**:

Before you can start the empirical phase of your graduation research, you must submit a thorough plan to the supervisor of the (thesis) track. To arrive at the plan, you will go through the preparation of the BPMIT graduation research. The supervisor of the preparation for the graduation research and a co-assessor assess the plan and approve or reject the plan. If approved, you can go through the next stage of graduation. In short, attention is paid to formulating problem definitions, recognizing the reason for further research and applying it to your own research, demonstrating and presenting the relevance of the research, substantiating relationships in the literature and delving into research methodology of a quantitative and/or qualitative nature. The subject to be chosen is a theoretical one. It must be in line with existing theories and must enable practical research. You are therefore not free to choose a research topic. Research questions are formulated from a research programme as is customary in the scientific enterprise. This guarantees that you will be guided by an expert on the subject of research. Learning objectivesAfter completing the course:- you will be able to formulate a problem statement based on a defined theme and literature provided by the graduation supervisor- you will be able to articulate the problem statement and indicate the scientific and social relevance- you will be able to conduct literature research and determine the theoretical framework on the basis of this- you will be able to draw up a suitable research plan (with attention to the method of research, data collection, operationalization of variables, validity).

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### **Preparing for the BPMIT graduation project**

**Code**: IM060Y

**Name**: Preparing for BPMIT graduation project

**Type**: Standard product

**Language**: Dutch

**Description**:

Before you can start the empirical phase of your graduation research, you must submit a thorough plan to the supervisor of the (thesis) track. To arrive at the plan, you will go through the preparation of the BPMIT graduation research. The supervisor of the preparation for the graduation research and a co-assessor assess the plan and approve or reject the plan. If approved, you can go through the next stage of graduation. In short, attention is paid to formulating problem definitions, recognizing the reason for further research and applying it to your own research, demonstrating and presenting the relevance of the research, substantiating relationships in the literature and delving into research methodology of a quantitative and/or qualitative nature. The subject to be chosen is a theoretical one. It must be in line with existing theories and must enable practical research. You are therefore not free to choose a research topic. Research questions are formulated from a research programme as is customary in the scientific enterprise. This guarantees that you will be guided by an expert on the subject of research. Learning objectivesAfter completing the course:- you will be able to formulate a problem statement based on a defined theme and literature provided by the graduation supervisor- you will be able to articulate the problem statement and indicate the scientific and social relevance- you will be able to conduct literature research and determine the theoretical framework on the basis of this- you will be able to draw up a suitable research plan (with attention to the method of research, data collection, operationalization of variables, validity).

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### **Preparing for the BPMIT graduation project**

**Code**: IM060Z

**Name**: Preparing for BPMIT graduation project

**Type**: Standard product

**Language**: Dutch

**Description**:

Before you can start the empirical phase of your graduation research, you must submit a thorough plan to the supervisor of the (thesis) track. To arrive at the plan, you will go through the preparation of the BPMIT graduation research. The supervisor of the preparation for the graduation research and a co-assessor assess the plan and approve or reject the plan. If approved, you can go through the next stage of graduation. In short, attention is paid to formulating problem definitions, recognizing the reason for further research and applying it to your own research, demonstrating and presenting the relevance of the research, substantiating relationships in the literature and delving into research methodology of a quantitative and/or qualitative nature. The subject to be chosen is a theoretical one. It must be in line with existing theories and must enable practical research. You are therefore not free to choose a research topic. Research questions are formulated from a research programme as is customary in the scientific enterprise. This guarantees that you will be guided by an expert on the subject of research. Learning objectivesAfter completing the course:- you will be able to formulate a problem statement based on a defined theme and literature provided by the graduation supervisor- you will be able to articulate the problem statement and indicate the scientific and social relevance- you will be able to conduct literature research and determine the theoretical framework on the basis of this- you will be able to draw up a suitable research plan (with attention to the method of research, data collection, operationalization of variables, validity).

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### **Business Processes**

**Code**: IM1003

**Name**: Business Processes

**Type**: Standard product

**Language**: Dutch

**Description**:

In the Business Processes course, you will be familiarized with the concepts and principles of a process-oriented view of organizations. You will learn to perform a structured analysis of business processes and to formulate a substantiated improvement proposal based on the analysis results. In the process analysis, attention is not only paid to model-based process thinking, but the process perspective is placed in a business context. Aspects such as model quality, the role of performance management and the influence of IT are explicitly discussed. In addition, you will be given the opportunity to practice with this material in a self-inflicted actual case situation. After completing the course, you will be able to understand the useful function that modelling processes can have in analysing and communicating problems and also opportunities in working in a goal-oriented way in organisations. You demonstrate this acquired insight by applying the material provided to the case and coming up with substantiated proposals for improvement, and you are able to reflect on the material. Learning objectivesAfter completing this course, you will be able to: - model and analyze business processes, perform the following competencies: (1) abstract observable processes, (2) assess processes on various consistency aspects and quality, (3) assess the ethically responsible improvement potential of, among other things, IT as a resource, and (4) make a responsible assessment of improvement opportunities. More informationFor an insight into the course, go to the snapshot of the previous course IM0104 Business Processes.

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### **Business Intelligence**

**Code**: IM1103

**Name**: Business Intelligence

**Type**: Standard product

**Language**: Dutch

**Description**:

In the course, you will study a textbook and a composite reader (the workbook will guide you through this). You will carry out the group assignment in groups of three to four students. This assignment consists of three sub-assignments. In doing so, you will investigate the current BI in a suitable company and advise on the future BI. You will use the knowledge you have gained in the course. Part of this assignment is a scenario and an impact analysis. Finally, you will carry out an individual assignment. This concerns an ethical analysis of the advice drawn up in assignment 3. Learning objectivesAfter completing this course, you will be able to:- name and describe the wide range of data analysis techniques and use the Business Intelligence terms correctly- map the architecture of a case organization based on the BI architecture components of the course material- identify the business goals of an organization and argue how the application of BI methods can contribute to the realization of these goals- carry out an analysis to map the costs and benefits of the advice for different stakeholders, - critically reflect on the consequences of the advice with regard to social and ethical aspects.

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### **Digital Transformation**

**Code**: IM1203

**Name**: Digital Transformation

**Type**: Standard product

**Language**: Dutch

**Description**:

This course is about the ways in which digital technologies can bring about fundamental or even disruptive changes in organizations and, as a result, in society. This topic is highlighted in the course from three important pillars. First, we pay attention to the drivers of digital transformation, on a technological, societal and social level. Secondly, the process of digital transformation is discussed. We study how organizations can achieve their objectives through digital transformation. In addition, we pay explicit attention to the way in which these transformations can be managed. The third pillar of this course concerns the possible consequences of digital transformations for organisations and society. You study the themes under these pillars by reading a selection of articles and book chapters. Through the digital learning environment of the OU, we guide you through the various themes.

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### **Data Governance**

**Code**: IM1403

**Name**: Data Governance

**Type**: Standard product

**Language**: Dutch

**Description**:

The importance of data has increased enormously for organizations in the past decade. Processes are fully digitized and each step is recorded in detail in information systems. This data is then converted into management information for the organization on the basis of which decisions are made. Increasing amounts of data are also being created from which potentially interesting information can be derived that can be used to gain a competitive advantage. More and more organizations are realizing that data is one of the most important assets of the organization. This must therefore be handled with care to ensure that the correct data is available and that it is also complete and reliable. Traditionally, this is the domain of the data management function. Due to the increased importance of data, more attention is now being paid to the design and management of the data management function. The design and management of this is known as data governance. This course covers the basic concepts and principles of data governance. To this end, you will study a large number of scientific articles that have been brought together in the reader of this course. With the acquired knowledge, you will actively work in groups. Together, you create an instrument to conduct a data governance audit within an organization. You then apply this instrument yourself and use it to collect data to determine how the organization scores in the field of data governance. Based on these insights, you will write an individual advisory report explaining the current state of data governance and presenting a roadmap to further improve data governance. The entire course is divided into a number of study tasks that you perform both individually and with a group. A number of study tasks include handing in assignments to track your progress and to be able to give feedback. For a number of assignments, you will also receive a grade that partly counts towards the final grade. At the end of the course, each member of the group individually writes an advisory report that is assessed with a grade. Together with the grades of the other assignments, this forms the final grade for the course. Learning objectivesBy completing the course, you will show that you are able to write an advisory report with a number of suggestions for improving the data governance situation on the basis of a file built up jointly with fellow students about the data governance situation of an organization (or organizational unit). Moreover, in a concluding reflection report, you show that you are able to reflect responsibly on the audit process and the audit product.

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### **IT-Governance**

**Code**: IM1503

**Name**: IT-Governance

**Type**: Standard product

**Language**: Dutch

**Description**:

In many organizations, the use of IT has become the basis to support business processes and to sustainably transform and grow the organization. As a result, the importance of IT governance and IT leadership within the organization has increased significantly. In many cases, this has greatly changed the main points of attention of management with regard to the use of information technology. This manifests itself in (current) questions such as:- What kind of leadership is most appropriate, given the importance of IT to the organization?- How should the IT function be set up and organized to best support and broaden business activities?- How should IT be managed within the organization to properly manage IT risks and ensure the value of this strategic and indispensable asset? These kinds of questions provide sufficient reason for every organization to periodically think thoroughly and structurally about its IT governance. This course covers the basic concepts and principles of IT governance. To this end, you will study a large number of scientific articles that have been brought together in the reader of this course. With the acquired knowledge, you will actively work in groups. Together, you create an instrument to conduct an IT governance audit within an organization. You then apply this tool yourself and use it to collect data to determine how the organization scores in the field of IT governance. Based on these insights, you will write an advisory report explaining the current state of IT governance and presenting a roadmap to further improve IT governance. The entire course is divided into a number of study tasks that you perform partly individually and partly with your group. A number of study tasks include handing in assignments to track your progress and to be able to give feedback. At two points during the course, partial results that you deliver are assessed with a grade; Both grades are taken into account in the final grade for the course. At the end of the course, each member of the group writes an individual advisory report that is also assessed with a grade; This grade is also taken into account in the final grade for the course. Learning objectivesBy completing the course, you will show that you are able to write an individual advisory report with a plan of action for improving the IT governance situation on the basis of a file (team portfolio) built up jointly with fellow students about the IT governance situation of an organization (or organizational unit). Moreover, in a concluding reflection report, you show that you are able to reflect responsibly on the audit process and the audit product.

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### **Performance Measurement**

**Code**: IM1603

**Name**: Performance Measurement

**Type**: Standard product

**Language**: Dutch

**Description**:

As part of the overarching business strategy, it is important that managers use metrics to evaluate and improve performance. These can be both internal company performance and the performance that is delivered within a partnership with external parties. In order to excel, a hierarchy of metrics must be identified that is aligned with the business objectives. This is proving to be a major challenge for many companies. In addition, the use of inappropriate measurement systems can have undesirable consequences, such as short-termism and reduced competitiveness, and in the case of collaborations, lead to the alienation of partners. The course aims to demonstrate how Performance Measurement should be used to measure how well organizations are managed and to identify the value created for the company's stakeholders. You will study various aspects of performance measurements around four themes in the scientific literature. The first theme offers a general introduction to Performance Measurement as a discipline, the evolution that this field has undergone in recent decades, and the use of metrics to map the different dimensions of performance. Afterwards, we will discuss Performance Measurement systems for internal business performance. For example, the main aspects to be considered in the design and implementation of these systems are studied, with a number of measurement systems being discussed in detail. The third theme takes a closer look at Performance Measurement systems that can be used within sourcing relationships. The focus is on measuring both the quantitative and qualitative quality aspects within these types of partnerships. Theme 4 focuses on measuring value creation within companies. A distinction is made here between internal and external value creation. The latter form examines how the customer perceives the value of a product or service, while internal value creation is determined by the degree of alignment between the business processes and the strategic objectives of a company. Learning objectivesAfter completing this course, you will be able to:- understand and describe the concept of 'performance measurement' and explain its importance for an organization- understand and describe the limitations of performance measurement- understand and explain the evolution of the research perspectives within Performance Measurement- compare the purpose and content aspects of different Performance Measurement systems- analyze the current business context as a starting point for the application of performance measurements,- arguing the choice of a suitable performance measurement system in a practical context,- the theoretical aspects of performance

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### **Sourcing Governance**

**Code**: IM1703

**Name**: Sourcing Governance

**Type**: Standard product

**Language**: Dutch

**Description**:

Society is increasingly changing into a so-called network society. More and more organizations are choosing to focus on the core tasks and to outsource non-core tasks with the expectation of achieving efficiency benefits. In addition, collaboration can also provide advantages for jointly developing new products or services and for stimulating innovation. Especially in these situations, a strategic collaboration or partnership can pay off if the parties complement each other and are willing to commit for a longer period of time. The great importance of IT in business operations and the rapid pace at which IT and IT applications are developing make IT an important strategic topic for many organizations. The strategic nature of IT sourcing makes it interesting for information scientists, because there are many long-term substantive aspects that transcend the scope of purchasing and sales management. In addition to the motives for IT sourcing, this course discusses the collaborative strategy when entering into and managing an IT sourcing relationship. The different life cycles of a strategic collaboration, or partnership, are also discussed, such as partner selection, the routine adjustment of sourcing relationships and also the termination of them. As the activating component in the course, an up-to-date sourcing governance decision-making process is taken, which is systematically elaborated, (simulated) and evaluated. In addition to a workbook and scientific articles, the course also uses sub-assignments that are completed individually, and some also as a group. Learning objectivesAfter completing this course you will be able to:- characterize a strategic partnership such as a partnership and identify relevant decision-making processes within it- develop an explicit and substantiated decision-making process- demonstrate the operation of a self-developed decision-making process- estimate the quality of a decision-making process (and its outcome).

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### **Preparing for the BPMIT graduation project**

**Code**: IM1803

**Name**: Preparing for BPMIT graduation project

**Type**: Standard product

**Language**: Dutch

**Description**:

Before you can start the empirical phase of your graduation research, you need to submit a thorough plan to the supervisor of the (thesis) track. To arrive at the plan, you will go through the course preparation for graduation research BPMIT. The supervisor of the preparation for the graduation research and a co-assessor assess the plan and approve or reject the plan. If approved, you can go through the next phase of graduation. In short, attention is paid to formulating problem definitions, recognizing the reason for further research and applying it to your own research, demonstrating and presenting the relevance of the research, substantiating relationships in the literature and delving into research methodology of a quantitative and/or qualitative nature. The subject to be chosen is a theoretical one. It must be in line with existing theories and must enable practical research. You are therefore not free to choose a research topic. Research questions are formulated from a research programme as is customary in the scientific enterprise. This guarantees that you will be guided by an expert on the subject of research. Learning objectivesAfter studying this course, you will be able to:- formulate a problem statement based on a defined theme and literature provided by the graduation supervisor- articulate the problem statement and indicate its scientific and social relevance- conduct literature research and establish the theoretical framework based on this- draw up a suitable research plan (with attention to the method of research, data collection, operationalisation of variables, and validity).

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### **Afstudeeropdracht Business Process Management and IT**

**Code**: IM9806

**Name**: Afstudeeropdracht Business Process Management and IT

**Type**: Standard product

**Language**: Dutch

**Description**:

The graduation project results in an original, self-written report of independent scientific research within one of the fixed research themes of the BPMIT master's programme. In the graduation trajectory, you will show that you can independently carry out a unique empirical research within the limited margins of the graduation supervision offered. Your starting point is a scientifically relevant theoretical question within the chosen research theme, which you have worked out during the course Preparing graduation assignment BPMIT (IM1803). You show that you can produce an original written report (graduation report or 'thesis') about the graduation research that meets current academic standards. You can professionally defend the design and execution of your research and its results to peers during actual communication back and forth between you, the graduation supervisor, a co-reader and fellow graduates. In doing so, you show yourself to be critical, creative and constructive. This attitude is apparent, among other things, from the way in which you deal with the feedback given during the graduation process and the way in which you defend your work. You must have completed the course Preparing for the graduation trajectory (IM1803) before you can start this second part of the graduation trajectory.

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### **Master Business Process Management and IT (MSc)**

**Code**: MABPM-2024-2025

**Name**: Master Business Process Management and IT (MSc)

**Type**: Training

**Language**: Dutch

**Course** Content:

This master's programme is all about the design and performance of existing business processes. You will analyze these with a view to the connection between the process objectives and outcomes and the possible improvements through innovative use of IT. You design new or redesign existing work systems. Explicitly taking into account the way in which improvements can be realized for the organization and how the organization-wide impact of new IT facilities can be properly embedded. In addition to these more analytical competencies, you are also able to reach agreement with various stakeholders. You learn this by regularly working in groups.   In the master's programme, you will learn to contribute (in a scientifically responsible manner) to improvement (in terms of effectiveness, efficiency; innovation and innovation) of IT-based business processes. And you can do that in an environment that is characterized by rapidly changing IT as a basic production technology and by the increasing availability of large amounts of relevant data. The Enterprise Architecture and Business Process courses lay a foundation for this. You then have a number of options, so that you can better match the content to your own needs. In all cases, a coherent and relevant programme is created. The first option is that of three courses: Business Intelligence, Information Security Management and Digital Transformation. In addition, you can choose from three variants, each consisting of a block of two courses. The first block, Data Science, first deals with data analysis and then looks at the design of data governance. The second block, Information Systems, first looks at business logic and then at the design of IT governance. Finally, the third block, Sourcing, first looks at performance measurement and then at sourcing governance. In most courses, you work on a concrete assignment, which can also come from your own organization. You will conclude the programme with a graduation research, in which you apply your academic knowledge to a scientifically and practically relevant problem. If you would like to know more about the content, please request the study guide.

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### **Minors Information Science**

**Code**: MINORINK

**Name**: Minors Information Science

**Type**: Training

**Language**: not specified

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### **Open Bachelor's in Information Science**

**Code**: OBABIK-2024-2025

**Name**: Open Bachelor Information Science

**Type**: Training

**Language**: Dutch

**Course** Content:

This programme is a combination of courses from the Science Field of Information Science with a broadening of courses from one or two other scientific fields. There are various options in broadening packages. The combination of two or even three fields of study gives the programme a multidisciplinary character.

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### **Premaster Management**

**Code**: SMABPM-2024-2025

**Name**: Premaster Management

**Type**: Training

**Language**: Dutch

**Course** Content:

The pre-master consists of the IB0004 course &ndash; Academic Skills for Information Science The aim is to prepare you to conduct scientific research independently and to strengthen your academic attitude. The following themes are added: s: design of research, reliability and validity, literature review, reading and compiling research articles, quantitative research, qualitative research and reporting on and reflection on research results.

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## **Management Sciences**

Triple P

### **Topic 'CSR: basic concepts and core concepts'**

**Code**: 3PTBB

**Name**: Triple P

Topic 'CSR: basic concepts and core concepts'

**Type**: Standard product

**Language**: Dutch

**Course** Content:

Corporate Social Responsibility (CSR) is essentially about the role of companies in sustainable development, in which a contribution to social justice (People), ecological quality (Planet), and (business) economic prosperity (Profit) is central. CSR can be seen as a management concept that has quickly taken hold in recent years and has been adopted by many companies for various reasons, both inside and outside the Netherlands. At the same time, there has been an inflation of the concept of CSR and it has become a real catch-all term, making it difficult for many companies or individuals to interpret the theme and give it concrete interpretation. In addition, there are many different views on what CSR is and should be, the sense and nonsense of it and the process of implementing CSR. This Triple P Topic offers an introduction to CSR and provides insight into the pillars of CSR through an elaboration of basic concepts and core concepts. Attention is paid to the substantive interpretation of CSR and the various perspectives on CSR. Within this Triple P Topic, attention is also paid to business ethics, stakeholder thinking, the relationship between CSR and business performance, issues of CSR implementation and CSR communication.

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Triple P

### **Topic 'Business ethics and stakeholder management'**

**Code**: 3PTBSM

**Name**: Triple P

Topic 'Business ethics and stakeholder management'

**Type**: Standard product

**Language**: Dutch

**Course** Content:

This Topic is essentially about two interrelated foundations of CSR: business ethics and stakeholder management. Within business ethics, the nature, extent and consequences of (social) responsibilities that companies have are central. In doing so, business ethics challenges you to ask provocative questions that touch on the core of the company, such as: can companies be responsible for anything at all? If so, what do those responsibilities consist of? And where are the limits of these responsibilities? What is the purpose of companies? The answers to these questions are not unambiguous and business ethics appears to be a domain in which many different views and interpretations are held that partly depend on philosophical and cultural principles. For example, the Business Ethics Network states on its website: "Business ethics is a pluralistic concept. Depending on the context, sometimes reflecting on values and norms is emphasized, sometimes appealing to personal responsibility and sometimes being able to account for choices that have been made." This makes business ethics both a challenging and complex field. Within the modern, dynamic business context, this challenge and complexity take on even more significance. Companies must constantly balance and negotiate the interests and expectations of many stakeholders. Modern business can be seen as a hub of interests and expectations, both when it comes to those of the company itself and those of internal and external stakeholders of the company. Obviously, there is tension in this and sometimes leads to confrontations. At the same time, synergy can be sought in these interests and expectations by aligning them as closely as possible. That is exactly what stakeholder thinking is about: stakeholder thinking starts with the realization that a company is an open system in which it depends on the functioning of others – individuals, organizations and society – for its functioning. A successful company knows how to deal with these mutual dependencies in an effective way. Involving these stakeholders in the company and managing stakeholder relationships has therefore become a strategic management issue.

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### **Triple P Topic ‘Social intrapreneurship’**

**Code**: 3PTSI

**Name**: Triple P Topic ‘Social intrapreneurship’

**Type**: Standard product

**Language**: Dutch

**Course** Content:

The term 'social intrapreneurship' is a young branch of the terminological tribe in the sustainability domain – and a concept that is rapidly gaining popularity. As a phenomenon, it is on the rise. The term has a clear relationship with the also relatively recent, but much more commonly used term 'social entrepreneurship'. Social entrepreneurship refers to entrepreneurs whose main goal is to tackle a social issue with their company and who are not primarily focused on profit maximization, but on impact maximization. The terms social intrapreneurship and social entrepreneurship partly overlap. In order to be able to distinguish the terms from each other and to recognize differences and similarities, the first subtheme of these Triple P Topics focuses on this. The term intrapreneurship was coined in 1978 by the entrepreneurs and advisors Gifford and Libba Pinchot, founders of the Bainbridge Institute, which focuses on management training in the field of sustainability. According to them, intrapreneurship stands for: "A set of business practices that liberates people with entrepreneurial personalities to innovate rapidly inside larger organizations for the benefit of that organization and its customers."" The actions of an individual and/or a team that is acting in an entrepreneurial manner to serve the best interests of the larger organization and its supply chain, with or without official support." Recently, a number of leading practical reports by pioneering thinkers in this field have been published, including the report 'The social intrapreneur: A field guide for corporate changemakers' by think tank SustainAbility. According to the authors Grayson, McLaren and Spitzeck (2011), who also manifest themselves emphatically in the field of social intrapreneurship, social intrapreneurs are "People within a large corporation who take direct initiative for innovations which address social or environmental challenges profitable."

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### **Triple P Topic 'Business spirituality'**

**Code**: 3PTSPI

**Name**: Triple P Topic ‘Business spiritualiteit’

**Type**: Standard product

**Language**: Dutch

**Course** Content:

Nowadays, the functioning of organizations and professionals in organizations is often at the mercy of the hectic pace of everyday life. The pace at which developments take place, the feeling of being part of a system that keeps asking and demanding, reorganisations that are the order of the day, subject to the discipline and unidimensionality of market values, the lack of (opportunities and time for) reflection on one's own functioning – these are all characteristics of the modern and turbulent business environment that professionals are part of. In this business environment, a growing need for meaning has developed, for example to interpret the role of the professional and the organization in the bigger picture, to provide their existence with additional meaning, to investigate the similarities and differences in value orientation between the professional and the organization and to formulate profit in more than just financial terms. It is precisely times of crisis that give rise to reflection and (re)reflection on more fundamental aspects of life – and the same applies to business. From this perspective, business spirituality offers a route and direction indicators for this reflection and (re)contemplation. Business spirituality offers a kind of resting point for or a perspective to reflect on the doings of organizations and professionals and to think about the higher purpose of their existence.

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### **Triple P Topic ‘Shared Value’**

**Code**: 3PTSV

**Name**: Triple P Topic ‘Shared Value’

**Type**: Standard product

**Language**: Dutch

**Course** Content:

Few terms or concepts relating to the relationship between companies and society can currently enjoy greater interest than 'shared value'. Interestingly, this is not only the case from an academic perspective, but also from a business perspective. The group of (mainly large, multinational) companies that have made both shared value thinking and the shared value language part of their policy is growing and includes well-known and important companies such as Nestlé, BASF, DSM and Novo Nordisk. The influence of management guru Michael Porter, who in 2011 co-authored the article 'Creating shared value: how to fix capitalism and unleash a new wave of growth' with Mark Kramer, which was published in the leading Harvard Business Review, now also extends to the domain of corporate social responsibility (CSR). In a way, this is special, since it was Porter who called CSR a "religion with too many priests" at the turn of the century. Nevertheless, thanks to Porter, the shared value concept also stands in a rich business history of thinking about competitiveness, both of countries and of companies. The reverberations of that publication are still audible – Porter and Kramer's article has clearly struck a chord and generated both fierce proponents and critics. It can even be said that the shared value concept is both celebrated and reviled. The attractiveness of the term probably plays a role in this: on the one hand, it is a very welcome and well-suited addition to the vocabulary of business; on the other hand, because of the fact that it simply evokes seductive associations, shared value is at the same time a concept that is subject to inflation, so that the conceptual elaboration as Porter and Kramer have given it is sometimes underexposed.

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### **Triple P Topic ‘Cross-sector partnerships’**

**Code**: 3PTXSP

**Name**: Triple P Topic ‘Cross-sector partnerships’

**Type**: Standard product

**Language**: Dutch

**Course** Content:

Collaboration is a key strategy for many organizations in achieving a range of goals. Important motivations for entering into partnerships are generally the mobilization of financial resources, finding complementarity in knowledge and skills and increasing the reach of the organization to serve more markets or target groups. Realizing synergy ('1+1=3') and developing win-win relationships (or, in other words, 'shared value') are central to collaboration. In the context of complex, cross-border (geographical, sectoral and thematic) sustainability issues, companies are not only working together with each other, but increasingly and more intensively also with organisations from other social spheres, such as governments and civil society or non-governmental organisations (NGOs). Sometimes they do this bipartite and one-on-one (collaborations of two organizations of a different type), sometimes it is tripartite (company, government and NGO), in which many organizations are involved in a coalition. Well-known examples are the cooperation that companies such as TNT and DMS have with the World Food Programme of the United Nations, but NGOs such as the WWF have international partnerships with Volvo and Coca-Cola, among others.Another form of cooperation is a so-called multistakeholder initiative, which is often specifically aimed at a certain sustainability theme or a specific objective and to which parties can join. An example of this is the Business Social Compliance Initiative (BSCI), a company-initiated collaboration that focuses on improving working conditions at production sites worldwide. However, although there is cooperation with public organisations, no NGOs participate in this partnership. Thousands of companies participate in the United Nations Global Compact and NGOs are constantly addressing companies that have committed to these principles. In an initiative such as the Diamond Development Initiative, companies are working together with NGOs, the World Bank and the British government to make diamond mining an engine for sustainable development. Such initiatives can then develop as a form of self-regulation or as an institutionalised form of stakeholder dialogue. Such cross-sector partnerships seem to be particularly fruitful for the parties involved in solving sustainability issues and have therefore received a lot of attention in recent years. In particular, partnerships between companies and NGOs can enjoy a growing interest in both practice and academia. Many large, internationally operating companies, as well as smaller companies, have a 'strategic partnership' with one or more NGOs a

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### **Advanced Studies in Management Guidance Package**

**Code**: BEGASM

**Name**: Guidance package Advanced Studies in Management

**Type**: Standard product

**Language**: Dutch

**Course** Content:

You can also take the Advanced Studies in Management (ASM) course with extra guidance. Key words are: support, explanation and enlivening. The guidance package is not a substitute for the Advanced Studies in Management course. You order the package as an addition to the course. You complete the assignments from the course and are assessed in a regular way. The extra support mainly includes:Help with tackling the assignments in the four blocks; Collaborating with a fellow student (as with the Premaster) is allowed, on the understanding that some assignments and tasks must be completed and submitted individually; Motivational lectures on the topics covered in each of the blocks; Offering a fixed study pace to support an ambitious study planning; Space for maintaining your personal network in which students can support each other during their studies.

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### **Guidance package Controlling**

**Code**: BEGCON

**Name**: Guidance package Controlling

**Type**: Standard product

**Language**: Dutch

**Course** Content:

You can now follow the Controlling course with extra guidance, which takes the form of a series of exam training courses: concrete tips and exercises that prepare you for the various exam components that make up the course. What do you get if you order extra guidance? The guidance package is not a substitute for the Controlling course. You order the package in addition to the course. You complete the assignments from the course and you will be guided and assessed in a normal way. However, you will receive extra:Explanation of the didactics and background information for the Controlling course; Exam training for each of the three blocks that make up the course; A big stick for maintaining a fixed study pace

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### **Financial Decision Making Guidance Package**

**Code**: BEGFDM

**Name**: Financial Decision Making Guidance Package

**Type**: Standard product

**Language**: Dutch

**Course** Content:

You can now follow the Financial decision making (FDM) course with extra guidance. Key words are: support, explanation and enlivening. What do you get if you order an extra guidance package? The guidance package is not a substitute for the FDM course. You order the package in addition to the course. You complete the assignments from the course and you will be guided and assessed in a normal way. However, you will receive extra:Explanation of the didactics and background information for the Financial decision making course; Exam training for each of the three blocks; A fixed study pace to support an ambitious study schedule.

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### **Begeleidingspakket Implementation and Change Management**

**Code**: BEGICM

**Name**: Begeleidingspakket Implementation and Change Management

**Type**: Standard product

**Language**: Dutch

**Course** Content:

You can follow the Implementation and Change Management (ICM) course with extra guidance. Key words are: support, explanation and enlivening. The guidance package is not a substitute for the Implementation and Change Management course. You order the package in addition to the course. You complete the assignments from the course and you will be guided and assessed in a regular way. However, you will receive additional:Help in dealing with the assignments in the four phases; Motivational lectures on the subjects; A steady study pace to support an ambitious study schedule; Feedback on your analysis (diagnosis) of the change approach to the problematic change situation in your organization

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### **Marketing and Supply Chain Management Guidance Package**

**Code**: BEGSCM

**Name**: Begeleidingspakket Marketing and Supply Chain Management

**Type**: Standard product

**Language**: Dutch

**Course** Content:

You can now also take the Marketing and Supply Chain Management (SCM) course with extra guidance. Key words are: support, explanation and enlivening. The guidance package is not a substitute for the course. You order the package in addition to the course. You complete the assignments from the course and you will be assessed in a regular way. However, you will receive additional guidance in the form of: State of the art knowledge in the field of Marketing and Supply Chain Management; Substantive support in making assignments and processing the literature; Five periodic meetings by enthusiastic subject matter experts, which contribute to keeping track of assignments and thus to a relatively short duration of the module; Substantive discussions about partial elaborations in a group context. Especially for students who follow the distance course Marketing and Supply Chain Management.

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### **Bachelor's degree in Business Administration (BSc)**

**Code**: BMOB-2024-2025

**Name**: Bachelor of Business Administration (BSc)

**Type**: Training

**Language**: Dutch

**Course** Content:

Companies and institutions have leadership, management and co&ouml; need coordination, and must continuously respond to change inside and outside their organizations. That is why in this programme we pay a lot of attention to management issues in the field of marketing, human resources, supply chain management, organisational change, strategy and innovation, and accounting and financing. In addition, we also pay attention to the turbulent environment in which companies and organisations operate on the basis of courses in the field of political science, economics and resilience. During the programme, you will also learn general academic skills such as conducting scientific research, logical thinking and reasoning, reporting, presenting and making a paper. StructureThe Bachelor's degree in Business Administration has a broad profile and distinguishes itself by the combination of scientific in-depth knowledge and practically relevant content and assignments. Through five substantive learning pathways, you get a cross-section of companies and their environment. You will gain knowledge, insight and skills in Strategic Management, Organization and HRM, Accounting and Finance, Marketing and Supply Chain Management, and Resilient Business. In the first two courses of the Management and Organization and Entrepreneurship programme, you will receive an introduction to these learning pathways. In addition, there is the learning trajectory Methods and Techniques of Research, in which you learn to conduct scientific research in organizations. In many courses, you work with interesting practical cases or do assignments in your own work environment. This way you put your knowledge and skills into practice immediately. In the Organizational Consulting and Coaching course, you will take on the role of consultant or coach and develop materials for acquisition in your role of consultant or coach. You will conclude the programme with a bachelor's thesis in &eacute; • one of the five substantive disciplines. If you want to know more about the content, request the study guide.

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### **Business Controller Training**

**Code**: BUCO

**Name**: Business Controller Education

**Type**: Standard product

**Language**: Dutch

**Course** Content:

Business program for modern controllers! In an environment in which business processes, information systems and external frameworks are constantly changing, as a business controller you are a spider in the web for the board and management. You proactively support them in solving operational, tactical and strategic issues. Do you want to improve your career? To take the Re to a higher level as an ambitious financial? Then a thorough knowledge of reporting, governance, risk management and financial management is necessary.

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### **Organizational change and development**

**Code**: CPPOV1

**Name**: Organizational change and development

**Type**: Standard product

**Language**: Dutch

**Course** Content:

Due to the rapidly increasing complexity of all developments outside and within organizations, the consequences of decisions and actions are becoming increasingly difficult to predict. The ' half-life' of organizational strategy&euml; Visions seem to be getting shorter and shorter. The perceived need to continuously change, develop and sometimes radically renew the organization seems to be increasingly at odds with the need to optimize the current functioning of the organization at the same time. It's like you're constantly changing the tires of a moving car, with that same car also constantly changing course. Our own research and the experiences of many professionals, managers, project leaders, consultants, policymakers, organizational change agents, HR professionals, etc. show that the answers given by mainstream management thinking to the ever-increasing complexity are becoming less and less effective and helpful. In the case of complexity, the presumed linearity, predictability and manageability of familiar solutions no longer apply. Problem management also appears to be less and less a rational-analytical activity, but more a political-relational dynamic. We change ourselves drowsily, but the effectiveness of change processes seems to be waning further and further. The starting point in this programme is that the existing management instruments should be the essential The characteristics of complexity are always trying to simplify, control and bring under control. In this program, the experienced complexity is taken very explicitly seriously. On the contrary, it looks for action perspectives that go beyond the pursuit of control and predictability: ' acting into the unknown'. Attention is paid to the change and development side of complexity as well as the complexity dimensions of themes such as leadership, strategy, innovation, technology, organizational structuring, performance management and organizational culture. The first part focuses on the analysis of and reflection on mainstream management thinking and the discovery of a radically different perspective on organizing and managing (' radical interactionism' related to the postmodern paradigm). The second part examines the conventional components of organizational change and development, covering both mainstream and postmodern insights in depth. The third part focuses on the substantive themes as formulated above. From a critical analysis of and reflection on the mainstream principles, we work towards a network of concepts that is based on a completely different perspective, in which (social) complexity is central. In parallel with this

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### **Organizational change and development**

**Code**: CPPOVC

**Name**: Organizational change and development

**Type**: Standard product

**Language**: Dutch

**Course** Content:

Due to the rapidly increasing complexity of all developments outside and within organizations, the consequences of decisions and actions are becoming increasingly difficult to predict. The ' half-life' of organizational strategy&euml; Visions seem to be getting shorter and shorter. The perceived need to continuously change, develop and sometimes radically renew the organization seems to be increasingly at odds with the need to optimize the current functioning of the organization at the same time. It's like you're constantly changing the tires of a moving car, with that same car also constantly changing course. Our own research and the experiences of many professionals, managers, project leaders, consultants, policymakers, organizational change agents, HR professionals, etc. show that the answers given by mainstream management thinking to the ever-increasing complexity are becoming less and less effective and helpful. In the case of complexity, the presumed linearity, predictability and manageability of familiar solutions no longer apply. Problem management also appears to be less and less a rational-analytical activity, but more a political-relational dynamic. We change ourselves drowsily, but the effectiveness of change processes seems to be waning further and further. The starting point in this programme is that the existing management instruments should be the essential The characteristics of complexity are always trying to simplify, control and bring under control. In this program, the experienced complexity is taken very explicitly seriously. On the contrary, it looks for action perspectives that go beyond the pursuit of control and predictability: ' acting into the unknown'. Attention is paid to the change and development side of complexity as well as the complexity dimensions of themes such as leadership, strategy, innovation, technology, organizational structuring, performance management and organizational culture. The first part focuses on the analysis of and reflection on mainstream management thinking and the discovery of a radically different perspective on organizing and managing (' radical interactionism' related to the postmodern paradigm). The second part examines the conventional components of organizational change and development, covering both mainstream and postmodern insights in depth. The third part focuses on the substantive themes as formulated above. From a critical analysis of and reflection on the mainstream principles, we work towards a network of concepts that is based on a completely different perspective, in which (social) complexity is central. In parallel with this

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### **MBA thesis**

**Code**: EVENT1

**Name**: MBA thesis

**Type**: Standard product

**Language**: Dutch

**Course** Content:

The community event is dedicated to the theme " data science and artificial intelligence (AI) for business." Circumstances within organizations are changing rapidly. Not only do we expect more and more new competencies, knowledge and skills from employees, but the world is also changing rapidly in the field of information technology and data. It is expected that every professional in both the public and private sectors will increasingly have to deal with data science and AI applications. The question is, how do you use data science and AI in such a way that it creates value? Ert? That is the central question we want to reflect on during the community event. Two experienced guest speakers will share their knowledge and views on this question and we will also work on this together during an interactive session. Programme13:30 - 13:45 hrs Reception13:45 - 14:00 hrs Opening Roger van de Wetering (Academic director MBA)14:00 - 14:30 hrs Naser Bakhshi (Director AI, Deloitte)14:30 - 14:45 hrs Break14:45 - 15:15 hrs Hugo Koopmans (Chief data science & partner DIKW)15:15 - 16:00 hrs Interactive session16:00 - 16:15 hrs Graduation ceremony16:15 - 17:30 hrs Networking and drinks LocationStudy Centre Utrecht Participation is free. You can register via this link.

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### **Master Management (MSc)**

**Code**: MAN-2024-2025

**Name**: Master Management (MSc)

**Type**: Training

**Language**: Dutch

**Course** Content:

This master's programme bundles various sub-areas of management, such as marketing, HRM and financial management, and offers a connecting perspective on management. State-of-the-art research-based management knowledge with a critical reflection on theory and practice typifies this master's programme. This with an emphasis on the complexity of organizations as human partnerships. Managers face a dilemma' s in which they have to choose a position, preferably from a multidisciplinary perspective. They make decisions at a rapid pace, process information and shape the future of their organization. The training shows that there is not always &eacute; • is a best solution to a problem, but that managers in an unruly practice have to navigate from different perspectives and approaches to substantiated and widely supported solutions. StructureIn this Master's programme, you will develop a broad scientific perspective on the functioning of organisations. The programme is made by leading experts in the field who know how to combine academic thinking with a feeling for practice. The special thing is that they operate from a common vision of management. The first year consists of a series of four courses, Advanced studies in management (ASM) 1 to 4, which are designed with the same idea: combining research-based knowledge with a critical reflection on theory and practice. In the second year you can &eacute; • choose one from eight electives: Controlling, Financial decision making, Public governance, Sustainable human resource management, Organizational change and development, Competitive supply chains, Marketing management or Strategy and innovation. You conclude the programme by independently conducting scientific research, opting for a ' thesis track and receive personalised support from a supervisor who is familiar with the theme The content of the graduation research is an extension of your elective and is anchored with the broader research lines of the Faculty of Management. If you want to know more about the content, request the study guide.

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### **Human Resource Management**

**Code**: MB0112

**Name**: Human Resource Management

**Type**: Standard product

**Language**: Dutch

**Description**:

In today's labor market, sustainability is becoming increasingly important in shaping good employment relationships. Employees expect a safe, healthy and pleasant working environment, pleasant cooperation with managers and sufficient career prospects. As a (prospective) manager or HR professional, do you have to deal with stimulating and managing employees? Then this basic course on sustainable human resource management is for you! In a period of ten weeks, you will be introduced to the broad field of personnel management. Based on the HR cycle, we discuss the operational aspects of HRM and the most important tasks of managers in the field of 'people management'. After a general introduction to personnel management, you will delve into the recruitment and selection of employees, motivating and managing employees, performance management, assessing and rewarding employees and the sustainable throughput and outflow of employees. Within each topic, both established knowledge and new trends are discussed. After completing the course, you will have a thorough basic knowledge of all characteristic facets of HRM. You have both knowledge and skills with regard to current methods and techniques within the field. You have the necessary baggage to make a well-founded judgment about the importance of a good HRM policy on the basis of scientific insights. Moreover, the course offers you practical tools to critically analyze practical situations in a logical, explicit and consistent way. You can identify shortcomings in management practices and make proposals for improving policy and its implementation within an organization. Finally, you will be able to apply insights from the scientific literature offered to practical situations.

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### **Premaster: methods and techniques of research**

**Code**: MB0116

**Name**: Premaster: methods and techniques of research

**Type**: Standard product

**Language**: Dutch

**Description**:

A scientific level of thinking and acting is appreciated within many organizations. After all, you are also confronted with problems (to be investigated) in the workplace. Methodological knowledge and skills in the field of scientific research are then particularly useful to be able to make good choices to investigate and ultimately solve a problem. In this course, you will develop the necessary methods and techniques of research at an academic level. Within organizations, opinions are regularly expressed, argumentations are set up, conclusions are drawn, plans are made, and so on. Often there is no time or opportunity for reflection, but sometimes overly optimistic ideas are not seen through and there is a lack of constructive-critical voices. Knowledge of scientific research is important in order to be able to assess the value of professional literature and advisory reports. An academically trained staff member will also pay attention to the design and limitations of the research in an advisory report. After this course, you will know the world of scientific research. This makes you a stronger conversation partner in certain situations and discussions. The knowledge you gain in the field of scientific research is therefore not only useful for conducting your graduation research! This compact course guides you step by step in developing or strengthening your skills in the field of scientific research. You will need these skills later for your graduation research and the content of the course is closely related to the design and content of the thesis. In the online learning environment, the learning objectives and assignments, in the form of study tasks, are divided into five thematic blocks: 1. Scientific research, 2. Literature review, 3. Quantitative research, 4. Qualitative research, 5. Reflection and reporting. When carrying out the study tasks, you use a textbook and a reader. Furthermore, meetings are planned in which explanation and deepening of the material is offered, you receive feedback on assignments and you do additional exercises. During the supervision period, you will work with a group of fellow students on a presentation that is part of the exam of the course as a special obligation. After studying this course, you will have an academic attitude and the competencies and knowledge to conduct independent academic research at bachelor's and master's level. Structure of the courseThis course consists of five blocks. The design and order of the blocks reflect the standard structure of the master's thesis. The theses of the Master of Science in Management have a fixed, logical structure. Theses are the written report of a scientific study. Logically, they have the same structure. The blocks of the course correspond to the chapter division of the scr

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### **Organizational Science**

**Code**: MB0212

**Name**: Organizational Science

**Type**: Standard product

**Language**: Dutch

**Description**:

In a time of climate crisis, talent shortages, and rapid technological advancements, especially in the field of artificial intelligence, organizations are facing complex challenges. For managers, it is important to respond strategically to these changes and to be able to adapt organizations to technological disruption. Although some themes are fashionable, the core issues are relevant to all organizations. In this course, you will develop knowledge and insight into how management affects this. Scientific insights help you to better understand the core of organizational processes, as well as the dynamics within organizations and the role of management in them. The course is structured around general themes that are practically recognizable and connected to scientific sub-areas in management:• environment and strategy• culture• leadership and power• organizational design• management in organizations. The course also deals with important themes of contemporary organizational innovation, such as network organizations, Lean organizing, self-management, sustainable and cooperative organizing and organizing based on values and spirituality. This is in line with the dynamics of organizing without falling into temporary hypes. The course provides a synthesis of tensions that modern organizations face. At the end of the course, you will have solid thinking tools to understand the complex challenges of modern organizations and assess solutions to contemporary organizational problems on the basis of a number of management themes. So you will not only acquire knowledge of basic principles of organization, organizations and management, but also develop the skill to apply this knowledge to concrete practical problems.

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### **Methods and techniques of research**

**Code**: MB0216

**Name**: Methods and Techniques of Research

**Type**: Standard product

**Language**: Dutch

**Description**:

A scientific level of thinking and acting is appreciated within many organizations. After all, you are also confronted with problems (to be investigated) in the workplace. Methodological knowledge and skills in the field of scientific research are then particularly useful to be able to make good choices to investigate and ultimately solve a problem. In this course, you will develop the necessary methods and techniques of research at an academic level. Within organizations, opinions are regularly expressed, argumentations are set up, conclusions are drawn, plans are made, and so on. Often there is no time or opportunity for reflection, but sometimes overly optimistic ideas are not seen through and there is a lack of constructive-critical voices. Knowledge of scientific research is important in order to be able to assess the value of professional literature and advisory reports. An academically trained staff member will also pay attention to the design and limitations of the research in an advisory report. After this course, you will know the world of scientific research. This makes you a stronger conversation partner in certain situations and discussions. The knowledge you gain in the field of scientific research is therefore not only useful for conducting your graduation research! This compact course guides you step by step in developing or strengthening your skills in the field of scientific research. You will need these skills later for your graduation research and the content of the course is closely related to the design and content of the thesis. In the online learning environment, the learning objectives and assignments, in the form of study tasks, are divided into five thematic blocks: 1. Scientific research, 2. Literature review, 3. Quantitative research, 4. Qualitative research, 5. Reflection and reporting. When carrying out the study tasks, you use a textbook and a reader. Furthermore, meetings are planned in which explanation and deepening of the material is offered, you receive feedback on assignments and you do additional exercises. During the supervision period, you will work with a group of fellow students on a presentation that is part of the exam of the course as a special obligation. After studying this course, you will have an academic attitude and the competencies and knowledge to conduct independent academic research at bachelor's and master's level. Aim and structure of the courseThe course is designed in such a way that you develop the most important academic skills you need for scientific research in a short period of time. These skills are not only useful for graduation research, but also form a solid basis for writing your thesis. Throughout the course, you will receive guidance and challenges that will help you develop your research skills. In the courses

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### **General economics for management**

**Code**: MB0302

**Name**: General Economics for Management

**Type**: Standard product

**Language**: Dutch

**Description**:

Step into the fascinating world of economics and management! This course on general economics for management will take you on a journey of discovery through both micro and macroeconomics. Along the way, you will learn about the essential principles and factors that underpin strategic decisions in organizations. In the first part of the course, we will immerse you in microeconomics. Here you will discover the workings of supply and demand, producer and consumer behaviour, and the subtle strategic decisions that managers can make to make a difference. You will learn how to optimize production size and discover the secrets of market forces, including the intriguing game theory for strategic decision-making. Next, we dive into the world of macroeconomics, where important variables such as economic growth, inflation, unemployment and balance of payments are central. You will develop an understanding of the interrelationships between these variables and how they manifest themselves in the business cycle. You will also discover the crucial role of the government in stabilizing economic fluctuations, optimizing production alignment and ensuring a fair distribution of wealth. The last block of the course sheds light on money and the monetary policy of the European Central Bank. You'll understand the functions of money as a medium of exchange, unit of account, and store of value, and you'll discover why price stability is vital. But the icing on the cake is the special obligation at the end of the course. You will participate in the challenging game of De Nederlandsche Bank, where you will apply your acquired knowledge to understand the consequences of economic events and consider policy responses. Your result counts towards 15% of your final mark! Basically, this course provides an in-depth understanding of both micro and macroeconomic concepts, making you better prepared as a manager for the complex challenges of the modern business world. You will develop the skills needed to make informed strategic decisions in a dynamic economic environment!

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### **Financial accounting and administrative processes**

**Code**: MB0412

**Name**: Financial accounting and administrative processes

**Type**: Standard product

**Language**: Dutch

**Description**:

Accounting plays an important role in our lives. Most likely, you have already applied accounting principles in your daily life, perhaps without even knowing it. Do you manage a monthly household budget? If so, you already know how to forecast your income and expenses for the month and how to budget carefully to make sure you can meet all your financial obligations. Accounting also provides investors with valuable financial information needed to analyze a company's current and future performance and make investment decisions. But how do we use financial data to determine a company's health and future prospects? And how do we assess the quality and usefulness of a company's financial reporting? We will actively work on these important questions. Companies generally produce three important financial statements: the balance sheet, the income statement, and the cash flow statement. In the course, you'll delve into each of these overviews and learn to understand the difference between acceptable and creative accounting choices, also known as earnings management. Finally, we combine the knowledge gained about accounting and financial reporting to practice analyzing financial statements. This setup will help you understand accounting and its nuances. You will develop the necessary baggage to read and critically interpret annual accounts. After successfully completing the course, you will be able to critically evaluate financial information given and compare different companies based on their financial reporting. You can also explain the underlying properties and characteristics of Corporate Social Responsibility reporting. You are able to master your academic literature and can apply your insights directly in practice.

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### **Basic academic skills**

**Code**: MB0622

**Name**: Basic academic skills

**Type**: Standard product

**Language**: Dutch

**Description**:

Conducting scientific research is an exciting affair! Think, for example, of fundamental discoveries and revolutionary developments, such as the discovery of DNA or the rise of artificial intelligence. These milestones are making headlines and contributing to a better understanding of our world. And whether in physics, information science or business, understanding the world better is ultimately the goal of any scientific research. All scientific disciplines start scientific research with a specific problem, build on the existing literature, have studies critically examined by fellow researchers and report their findings in a structured manner. In addition, ethical aspects play an important role; For example, what rules are there regarding plagiarism? Through exercises and assignments, you will develop knowledge and skills in the execution of (business) scientific research. Ultimately, you will start working on a literature review yourself. We focus specifically on developing skills around finding and formulating a research question and problem, searching, understanding and critically assessing scientific literature, and writing scientific papers. After studying this course, you will be able to recognize the characteristics of scientific research (compared to applied research) and describe the steps taken during scientific research. You can recognize and formulate research problems and research questions, and assess the quality of scientific research on the basis of predefined criteria. You can also look up scientific sources in digital databases and correctly (according to the APA rules) refer to these scientific sources. You can also indicate the importance of scientific integrity and what ethically responsible research entails. In addition, you will review literature critically and identify reliable scientific sources. Finally, you understand the structure and content of a scientific article and you can write a scientific report yourself.

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### **Marketing**

**Code**: MB0712

**Name**: Marketing

**Type**: Standard product

**Language**: Dutch

**Description**:

Enter the world of business success with this purpose-driven course on marketing, the customer-centric business discipline. Essential to marketing is identifying the needs and wants of consumers and developing products or services that meet these needs. It's not just about selling a product, but also about building relationships and creating valuable experiences for the customer. This course is designed to equip you with the necessary knowledge and skills to achieve results as a (marketing) manager. The course is an introduction to the field of marketing. But not in a traditional way, such as: 'learn the book', 'do the exercises', 'learn 3000 concepts' and ''enter the correct boxes during a multiple-choice exam'. In this course you will be put to work directly and continuously with realistic practical cases that are offered via the course site. You will be introduced to the marketing concept, customer focus, strategy formulation, market segmentation and target group choice. In addition, you will develop insight into positioning, consumer behaviour, the marketing mix and marketing planning. This course will make you think about problems and challenges within marketing, drawing on both theoretical knowledge (concepts, methods and techniques) and practical examples. This fits in well with the way in which (marketing) managers use books and reference books and apply the theory found in them: first form an overall picture of the problem area and then translate the theory into and apply it to a practical problem. Working with cases invites you to empathize with the role of the responsible manager and thus actively go through the learning process. In this way, acquired knowledge and skills stay with you more than temporary, one-sided 'stamped in' factual knowledge. At the end of the course, you will have the skills to understand the meaning and scope of marketing management. You understand the interrelationship between different aspects and sub-areas, and can therefore critically reflect on marketing management in practical situations. In addition, you can perform well-founded analyses and work in a problem-oriented way, allowing you to respond effectively to challenges in marketing practice. The knowledge gained enables you to apply concepts, methods and techniques of marketing in a responsible manner in concrete practical situations.

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### **Management accounting**

**Code**: MB0912

**Name**: Management accounting

**Type**: Standard product

**Language**: Dutch

**Description**:

In the Management accounting course, you will discover how you as a manager can make decisions using financial information. The course focuses not only on collecting numbers, but also on how you can use them to improve an organization's financial performance and achieve strategic goals. The course covers various methods that produce information that a manager needs to make operational choices. Think of drawing up cost price models, making budgets and forecasts, and using cost analyses. You will also learn how to measure and adjust the progress of an organization with the help of performance indicators. In addition, decision models are discussed that help managers make strategic choices, for example when determining prices and deciding whether or not to outsource activities. You will gain insight into the role of management accounting in motivating managers. It also provides insight into the ways in which digitization and the interpretation of the sustainability theme of management accounting are changing. The course will teach you not only basic concepts and methods, but also an understanding of relationships between competitive forces, managerial behaviour, technological change and stakeholder concerns. By means of case examples, a lot of attention is paid to applications in realistic business situations. Management accounting is an essential profession for anyone who wants to fill a management position, whether you work in a large company, an SME, or a startup. You will not only master the basics of management accounting, but also learn how to use them effectively to contribute to the success of an organization.

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### **Political Science for Management**

**Code**: MB1112

**Name**: Political Science for Management

**Type**: Standard product

**Language**: Dutch

**Description**:

In this course, you will step into the world of political science for management, where politics is more than just the debates in The Hague. You will discover the many facets of politics that are often overlooked but are crucial for the understanding of daily practice. The course offers a vivid perspective on political science, the science of politics, and focuses on its relevance to management in contemporary society. Politics is everywhere in our society today, and this course provides the key to a deeper understanding of it. The first two themes of the course take you on a fascinating journey from the historical use of the term 'politics' to the present and highlight various perspectives along the way. You will learn how politics has been shaped in different ways over the centuries and how this has been thought about within and outside the science of politics. The third theme is about power, one of the central concepts in political science and essential for management. You will dive deep into the concept of 'power' and discover how various approaches to power apply to companies and institutions. You will also gain insight into the dynamics of the exercise of power in different contexts. You will also explore a number of thematic areas, such as democracy, power in organisations, media, state and policy. Among other things, you will develop an understanding of the phenomenon of democracy and its various facets and understand the role of the media in politics and management. After the course, you will have theoretical insights and concrete skills that are indispensable for management practice. Your analytical thinking skills have been sharpened, you understand complex political issues and apply your insights to management decisions. You recognize the subtle nuances of the exercise of power and see through how these dynamics affect organizations. You also have insight into political strategies and how they can be applied effectively in organizations. You understand the power of political knowledge, its importance for effective management and realize how politics goes to the heart of daily management practice.

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### **Strategy of organizations**

**Code**: MB1212

**Name**: Organizational Strategy

**Type**: Standard product

**Language**: Dutch

**Description**:

In this course, we will take a closer look at the importance of smartly aligning the strategies of organizations with their environment and internal capabilities. We want to provide you with the latest knowledge about strategic theories and concepts, and enable you to apply this knowledge to practical issues and cases. The legitimacy and continuity of organizations are strongly linked to the value they offer to their customers. Especially in times of crisis, it is essential that organizations rethink their strategic position and customer approach. These include changes in technology, consumer behaviour, the influence of the internet and social media, globalisation, financial challenges, economic recessions, and issues related to the environment and sustainability. Within this dynamic environment, organizations must defend their success and relevance. Strategic decisions play a crucial role in this, as they can make the difference between success and losing your raison d'être. While organizational science is about setting up the organization, the strategy focuses on determining the course: setting a route to achieve specific goals. Setting goals and outlining a strategy requires a thorough analysis of the opportunities and threats in the environment and the strengths and weaknesses within the organization. This course goes into detail about both external and internal analyses and shows you what is involved. We cover topics such as 'business-level strategy' and 'competitive rivalry' during strategy formulation. Finally, we pay attention to the implementation of the strategy in the organization, because the pursuit of a certain strategy depends on the deployment of people and resources. Upon completion of the course, you will have an in-depth understanding of strategic thinking and acting in the context of contemporary organizations.

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### **Behaviour in organisations**

**Code**: MB1312

**Name**: Behavior in organizations

**Type**: Standard product

**Language**: Dutch

**Description**:

Organizations are fascinating biotopes in which complex behavioral interactions between people ultimately determine success. Why do you work flawlessly with one colleague but with such difficulty with another? Why is it that some teams get stuck in conflict, while other teams manage to get into a collective flow? What binds people in organizations and makes colleagues want to go the extra mile for each other? And why do we actually resist so much in the face of organizational change? Answering these questions offers tools to develop pleasant and better-performing organizations. In this course, we study human behavior in organizations at the individual level, group level, and organizational level. On an individual level, we mainly look at how differences between employees in personality, values and attitudes influence their work behaviour, what motivates employees, how they make decisions and what influence emotions and stress have on the work behaviour and effectiveness of employees. We take a closer look at teams at the group level and discuss how teams are formed, what roles and dynamics exist within teams and what makes a team effective. The role of power and leadership is also highlighted. Finally, at the organizational level, we take a closer look at the organizational structure, organizational development and change and the prevailing culture within an organization. By means of online meetings, studying scientific literature and cases and practical assignments, you will actively work on the above questions and insights into these fascinating phenomena. After studying the course, you will be able to recognize interpersonal behavior patterns in organizations in a scientifically based way. You can identify both the bottlenecks and the strengths and give targeted advice to make organizations function better.

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### **Supply chain management**

**Code**: MB1412

**Name**: Supply chain management

**Type**: Standard product

**Language**: Dutch

**Description**:

Supply chain management (SCM) focuses on the design, planning and integral management of business chains in relation to various stakeholders. In this course, you will develop insight into the strategic importance of SCM and into the interplay of the various participants in a chain. In addition to traditional topics, there are many exciting developments underway in the field of supply chain management, for example the role of machine learning for better information management, the expansion of companies' responsibility for environmental, social and governance (ESG) related impacts, and the increased focus on supply chain resilience – amplified since the COVID 19 pandemic. This course covers eight themes:• Introduction to Supply Chain Management (SCM)• Purchasing Management• Strategic Decisions in Supply Chain Management: Demand Forecasting• Information Management to Enable Better Strategic Supply Chain Decisions• Process Management, Lean and Six Sigma• Environmental, Social, and Governance (ESG) Themes in Supply Chain Management• Strategic Buyer-Supplier Relationships• Strategic Approaches to Supply Chain Management.Each theme has a corresponding part of the handbook and an additional articleThis SCM course includes a cumulative (final) assignment. You'll be asked to apply the key considerations from each theme of the course to your assignment in a cumulative way. The aim is that after this course you will be able to think critically and strategically about important decisions in SCM and begin to understand the implications of such decisions for the organization and society at large.

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### **Financial management**

**Code**: MB1512

**Name**: Financial Management

**Type**: Standard product

**Language**: Dutch

**Description**:

The management of an organization deals with interrelated fields, including financial management. After a strategy has been determined from the business goal from which a concrete investment proposal follows, the management must determine its financial feasibility. Expenditure is estimated for the initial investment, the hiring of staff, marketing campaigns, but also for the total revenue from that investment. Financial management thus has a major impact on all functions, such as production, human resources or marketing. A financial manager therefore functions as a spider in the web and his decisions are decisive for the result. The course deals with financial-economic theories that have been leading for decades. As a guideline, financial managers of companies focus on maximizing shareholder value and show efficiency and rational behavior. In this course, you will focus in particular on the application of theories and instruments in financial issues. These issues relate to the investment and financing decisions of financial managers, the company's capital structure and cost of capital, working capital management, the interaction of investment and financing decisions, and the influence of these decisions on risk and return trade-offs and ultimately shareholder value. In this course, you will develop an analytical attitude that enables you to reflect critically. After completing the course, you will have knowledge of and insight into:- the basic terminology, basic concepts, techniques, models and theories in the field of corporate finance- the investment decision and methods and techniques that are available to the financial manager- the influence of uncertainty on the investment decision- the basic principles of (the relationship between) risk and return- the relationship between risk and the cost of capital (rate) of a company- the relationship between risk and the cost of capital (rate) of a company- the relationship between between the financing decision and the investment decision - the relationship between the capital structure and the value of the company - the decisions on short-term financing, including working capital management and financial planning and analysis.

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### **Business marketing**

**Code**: MB1602

**Name**: Business marketing

**Type**: Standard product

**Language**: Dutch

**Description**:

Many a management student works in a business-to-business context, maybe you too. As a marketer in the B2B setting, you need unique knowledge and skills, because marketing that works well in the consumer market does not necessarily do so in the B2B market. In this course, you will therefore develop the specific knowledge and skills you need for business marketing. The course familiarizes you with recent developments and challenges in the rapidly changing B2B playing field. Classic marketing campaigns based on one-sided communication are definitely outdated. Business marketers are increasingly using social media and content marketing to meet the specific needs of B2B customers, for example for relevant and detailed information about products and services. B2B companies also have to deal with higher customer demands; Everything has to be faster, better and cheaper, old business models are making way for new ones. Both customers and suppliers are professionals, which has important consequences for the way transactions are conducted and relationships are maintained. Add to that the ever-increasing demands in the field of sustainability, and you understand that the field of business marketing is subject to rapid, far-reaching changes. The course not only responds to these changes, but also offers appropriate knowledge and skills, in combination with the necessary nuance, reflection and insights from scientific research. You can immediately apply the knowledge and skills you gain during this course in a practical way when managing customer relationships in a B2B context. After the course, you will have a critical, reflective attitude towards the common business marketing practice.

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### **Organizational advice and coaching**

**Code**: MB1712

**Name**: Organizational Consulting and Coaching

**Type**: Standard product

**Language**: Dutch

**Description**:

Do you fulfill or aspire to an internal or external organizational advisory role? Then this course is for you! To be able to advise and coach effectively, you need substantive knowledge, insight into the force fields within organizations and general skills in the field of advice and coaching. In this course, we cover all these elements from different advisor roles. You will learn to work from an analytical-scientific 'evidence-based' approach, but also from the facilitating-reflective 'organizational coaching' approach. First, we will discuss the advisory process and the role of the advisor in general. Questions that arise are, for example: How do you set up an advisory process effectively? What are points of attention in the relationship with the client? What different roles can an advisor fulfill, and when do you choose which role? We will then discuss the content of the advice. An advisor can draw on previous experiences or insights from education and training. Nowadays, there is a lot of attention for 'evidence-based consulting'. You will learn what that is and how to work 'evidence-based' in this course. A completely different aspect of the consultant's work is the organizational coaching approach. For example, an advisor coaches a manager or a team, so that they can come to solutions and decisions themselves. We work with case histories that the student brings in himself and in which theory is applied and reflected on their own competencies. In this course, you will gain essential knowledge about the role of (organisational) consultant, the advisory process and the tools of the consultant. You will also gain insight into the process of organizational coaching. You are therefore able to apply the evidence-based method when developing advice and you recognize the context and force fields within which the organizational consultant/coach operates. By completing the assignments, you learn to substantiate advice convincingly, to report correctly and to present it clearly. That makes you an indispensable link in the organization.

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### **Relationship Marketing**

**Code**: MB2022

**Name**: Relationship Marketing

**Type**: Standard product

**Language**: Dutch

**Description**:

Sustainability and resilience are central to business decision-making today. This course on relationship marketing offers theoretical insights and practical tools for a sustainable and resilient future in business. This is valuable at a time when economic stability is desired. Starting from its origins in 1983, with Leonard Berry as the founder of the term 'relationship marketing', this course guides you through the evolution of the concept into the new marketing paradigm. Because the course focuses strongly on the customer, you will discover how added value and distinctive competition, for example through loyalty programs, influence the customer experience and should therefore be anchored in the entire customer journey. Modern marketing must be economically sound and therefore measurable. That's why the course takes a deep dive into relationship marketing performance metrics, which help marketers quantify the impact of their activities. We also look at the role of technology in the advancement of relationship marketing. The emphasis is on digital technologies and social media. Finally, we explore societal trends, challenges and opportunities for scientific research in this dynamic field. After this course, you will not only have explored different definitions of relationship marketing, but you will fully realize that acquiring customers alone is not enough: the key to sustainable success lies in building and maintaining customer relationships. You can also name the purpose and benefits of relationship marketing, understand the driving forces behind it and recognize the foundations of relationships. In addition, the course provides in-depth insight into different levels of customer relationships and develops the awareness to distinguish customer types based on loyalty characteristics. You understand why satisfaction doesn't always lead to loyalty and also how different customer loyalty segments require different marketing strategies. Basically, you have a solid understanding of relationship marketing, an understanding of technological change, and the skill to apply this knowledge in theory and practice.

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### **Financial markets**

**Code**: MB2112

**Name**: Financial markets

**Type**: Standard product

**Language**: Dutch

**Description**:

Are you curious if you can beat the market by identifying undervalued companies? Do you want to learn if and how you can create more value by opting for a smart financing mix or change in the management of the company? Then this course is for you! You will develop an understanding of tradable financial instruments, their valuation, the (in)efficiency of financial markets, and the interaction between financial markets and companies. The course starts with the valuation of stocks and bonds and goes deeper into the risk-return relationship and risk diversification according to modern portfolio theory. We will then focus on the functioning of financial markets and market efficiency. The interaction between companies and financial markets has consequences for the financing and corporate governance of companies. Can companies use insights into the functioning and efficiency of financial markets for optimal external financing or for rewarding owners through dividend policy? At the end of this course, you will be able to identify which financial parties are active in financial markets, what their added value is and what different financial instruments and forms of trading exist. You can apply financing and valuation principles such as the risk-return relationship, modern portfolio theory and the Capital Asset Pricing Model. You can also explain what market efficiency and behavioral finance entail, and how insights from this field can have consequences for market efficiency. You understand how companies in different stages of life raise capital through venture capital, initial public offering and seasoned equity offerings and which parties are involved. Furthermore, you can discuss the relationship between financing and 'stakeholder capitalism' and 'shareholder capitalism' and distinguish it from corporate social responsibility. In addition, you can explain how companies can shape their dividend policy, including the buyback of their own shares. Finally, you can indicate how mergers and acquisitions affect enterprise value and how power relations between corporate executives, shareholders and debt providers through corporate governance mechanisms affect this.

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### **Methods and Techniques of Research 2**

**Code**: MB2202

**Name**: Methods and Techniques of Research 2

**Type**: Standard product

**Language**: Dutch

**Description**:

How often do you hear 'Research has shown that...'? And then there are some figures. At such a moment, a critical attitude is appropriate. Is there a source and has it been cited properly? But also: Was the research carried out correctly? That's what this course is about, about conducting a statistical study and about interpreting the results, so that you can rightly say: 'Research has shown that...'. During the course Methods and Techniques of Research (part 1) you were introduced to scientific research. The following topics were discussed: literature review, qualitative research, quantitative research, reflection and reporting. In the section on quantitative research, a number of analyses were carried out with SPSS: reliability analysis, factor analysis, correlation analysis and regression analysis. This course continues with regression analysis by incorporating interaction terms into the regression. This is followed by analysis of variance and qualitative selection models. You will conclude the course with a final assignment: a study with one of these three analysis techniques about which you will write a scientific article. This brings together the different research phases of the course Methods and Techniques of Research: You formulate a problem statement, look for some relevant references in the literature and thus place your research in a scientific context. You use an appropriate quantitative method and perform the calculations with SPSS. You interpret the results and give the conclusions. You follow the layout of a bachelor's thesis exactly:1. Introduction2. Literature review3. Methodology4. Results5. Conclusions, discussion and recommendations. In addition to preparing you for the bachelor's thesis, the course also provides training in interpreting statistical results. This skill is important when studying professional literature and advisory reports, but also when interpreting the daily statistical information in the media.

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### **Administrative organization and risk management**

**Code**: MB2312

**Name**: Administrative organization and risk management

**Type**: Standard product

**Language**: Dutch

**Description**:

In the dynamic world of finance and management, managing risk and ensuring information reliability is crucial to the success of organizations. The combination of expertise in the field of finance and management control is indispensable for this. This course therefore focuses on business operations and information management, revealing the essential links between financial and operational risks. You will learn about governance, Enterprise Risk Management, options, credit risk, hedging and IT-controls.De first half of the course is about the management perspective: managing internal risks and organizational processes. You will learn how organisational processes and control techniques are interrelated and how you, as a manager, can achieve integrated risk management from a management perspective. The finance perspective takes a closer look at financial instruments such as options, bonds and financial contracts. You will study the evolution of administrative organization and learn to identify organizational types and apply risk management measures. After the course, you will have a solid foundational knowledge and will be able to develop an integrated approach to risk management, integrating the management and finance perspectives for effective organizational control. More concretely, you can make the link between administrative organization and risk management. You can name the evolving context and relate it to risk management and understand the underlying principles. You understand organizational typology and can name the characteristics. You also understand a generic process model in such a way that you can name and apply it. You understand the role of information in decision-making and control and can guarantee information reliability by applying control mechanisms. You can describe, understand and apply elements of administrative organization, including the relationships between functions and their role within a value cycle. In addition, you can identify and understand specific control and risk management measures for different types of organisations, aimed at adequately dealing with specific risks. You will understand options types, option valuation methods, and can name and apply basic terminology, with an emphasis on practical use for risk management. You will understand and be able to apply the valuation of corporate debt, including bond ratings, creditworthiness models and the concept of 'Value at Risk'. Finally, you can name hedging strategies and apply tools such as forwards, futures, and swaps for practical risk minimization. Coherence with other coursesThis course has been set up in conjunction with two other courses, namely Financial Management (MB1512) and Financial Markets (MB2112). Financial management focuses on financial decision-making within organizations. Financial markets focuses on financial markets as such and on how organizations interact with the

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### **Management and organization**

**Code**: MB2412

**Name**: Management and organization

**Type**: Standard product

**Language**: Dutch

**Description**:

Have you always wanted to know why certain decisions are made in organizations? Events and activities within organizations often seem random, but usually there is an idea, plan or thought underlying them. But applying the right instruments and having good, correct and timely information are also of great importance. Communication, leadership and decision-making play a major role in this. These are all topics that are covered within this course. The course deals with four sub-domains from the field of business administration:Management and strategyAn organization must take its environment into account and evaluate the organization in a timely manner: am I still sufficiently competitive? It is therefore important to analyze the strengths, weaknesses, opportunities and threats of the organization. Understanding the business strategy improves decisiveness. Human resource management (HRM)A manager ensures that the objectives of the organization are achieved with the employees. Management and decision-making are used in such a way that the employee can function optimally. Organization and structureYou will also learn how organizations function (organizational structure, organizational layouts) and what role task distribution, cooperation and communication play. Process managementHow can operational processes be controlled and improved? In this fourth sub-domain, you gain insight into the relationship between the business processes. The heart of the course is the 'serious game' called Kastanjehoeve. In this educational game, you will work out, solve and report various issues as a trainee in a fictional nursing home (the Kastanjehoeve). In this way, you will learn to critically assess the theory provided, available instruments, developed models and accepted methods and use them in concrete practical situations. You will see that business administration is very recognizable and useful, also in your daily professional practice. At the end of the course, you will understand how people in organizations function and you will see what can be improved in terms of working with colleagues, organizing, planning, analyzing and reporting, in short, all kinds of things that play a role in an organization. You are familiar with acquiring new customers, working together better, using available information in a smarter way and making better decisions. You also know how to improve your services and reduce errors in daily processes. With these valuable insights, you can get started right away in your own work environment.

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### **Entrepreneurship**

**Code**: MB2502

**Name**: Entrepreneurship

**Type**: Standard product

**Language**: Dutch

**Description**:

Step into the world of entrepreneurship! Within business administration, entrepreneurship is a crucial theme that revolves around the creation and appropriation of value. Imagine that you are the one at the helm, as an entrepreneur or as an entrepreneurial employee, and get to know the essential aspects of entrepreneurship. Not as a guide to starting a business, but as a journey through the different phases of the entrepreneurship process. This will teach you to recognize opportunities, build valuable networks, profile a company on the market and master the financial aspects. The course is structured around five themes: types of entrepreneurship, recognizing opportunities, networking and the entrepreneur, marketing, and financial management. The first theme gives you more insight into what entrepreneurship is and what types of entrepreneurs we can distinguish. In the second theme, we go through the entrepreneurship process: from generating ideas, recognizing whether an idea has the potential to be the basis of a company, to operating the company. The third theme delves deeper into the entrepreneur himself. What behaviour and characteristics does the entrepreneur have and what is the role of networks within entrepreneurship? The fourth theme is about marketing. How do you explore the market as an entrepreneur and what techniques are there to market your company? Finally, we take a closer look at financial management. This fifth theme introduces you to some basic concepts within financial management and the different sources of obtaining capital and investments for a company. After you have completed this course, you will be able to describe what entrepreneurship is and what the entrepreneurship process entails. You know the basic concepts that fit entrepreneurship. Consider, for example, the different types of business models, innovation and creativity, the role of networks, the entrepreneurial mindset, marketing and financial concepts such as the balance sheet, the profit loss account and the assessment of investments.

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### **Innovation management**

**Code**: MB2602

**Name**: Innovation Management

**Type**: Standard product

**Language**: Dutch

**Description**:

We live in a time when markets, technology and circumstances are evolving at lightning speed, while complex societal challenges need to be tackled worldwide. In this dynamic playing field, the resilience of companies is increasingly important. Resilient companies understand that circumstances are constantly evolving and know how to adapt accordingly. Innovation plays a key role in this and is an important building block for developing organizations with a high degree of resilience. Of course, innovation does not come about by itself, but requires direction: innovation management. And that is exactly what this course is about. The starting point of the course is that every organization needs its own specific innovation model. That is why we discuss a number of themes that are essential when thinking about innovation management. You can see these themes as building blocks to develop your own innovation model. We start the course with a number of fundamental questions about innovation and then you will be introduced to:• the strategic context in which innovation takes place within organizations• the role of leadership and innovation roles• the influence of organizational structure• the role of creativity• the importance of learning and the learning organization• how to keep a grip on the innovation process• how to deal with resistance in innovation• the role of the external environment on the innovation process. On the one hand, this is a classic course in which you study the course material per theme in the textbook and a digital reader. On the other hand, video fragments in the digital learning environment illustrate the theory and case studies help you to experience and apply the theory in practice. Finally, interim self-tests and the practice exam give you an idea of the extent to which you have mastered the material. After completing the course, you will be able to formulate your innovation problems more sharply. This allows you to ask the right innovation request with which you can then develop your own innovation model, tailored to your innovation needs. With this knowledge and skills, you know what you are talking about and you are a solid sparring partner for innovation issues. Also watch the video with an introduction to this course by the teacher, Marc Wijngaarde.

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### **Supply Chain Resilience**

**Code**: MB2702

**Name**: Supply Chain Resilience

**Type**: Standard product

**Language**: Dutch

**Description**:

Who doesn't know the news reports about chip shortages, container prices that are skyrocketing, garden furniture that is delivered with delays, higher raw material prices, and so on. Many of these problems are attributed to disruptions in the chain. Disruptions that would have had less impact if the resilience of the chain and the company had been adequate. But why and in what ways are chains vulnerable and how can you deal with those vulnerabilities? How can chains adapt? Should chains return to their original starting position after disruptions or is it possible to find a new balance and if so, what are the points of attention? In this course, we study different perspectives on resilience and specifically on resilience in relation to the supply chain of your company or organization. In a period of ten weeks, you will learn and experience how resilience is viewed, what underlies both resilience and which disruptions can affect resilience. At the end of the course, you will critically reflect on the issue under which conditions a supply chain can be resilient. At the end of the course, you will have knowledge of different perspectives on resilience in relation to the supply chain, specifically engineering resilience and social-ecological resilience. You can analyze and relate the influence of factors of disruption on supply chain resilience. You can also apply the insights from the scientific literature offered to cases and substantiate them in a scientific way. Finally, in principle, you can interpret the relationship between sustainability and resilience in the context of supply chain management. Also watch the video with an introduction about this course.

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### **Sustainable finance**

**Code**: MB2812

**Name**: Sustainable finance

**Type**: Standard product

**Language**: Dutch

**Description**:

"If you really think that the environment is less important than the economy, try holding your breath while you count your money". This quote from the American economist Guy McPherson illustrates how economics and ecology are still often seen as irreconcilable. For example, finance is generally seen as an obstacle to a better world. In this course, we explain how the financial sector can be mobilized to combat this. By using finance as a means to achieve social goals, we can divert the planet and its economy from the current path to a world that is sustainable for all. The course is structured around three topics. In 'What is sustainability and what is needed for it?' we discuss the concept of sustainability, why sustainability is important and what challenges come with it. We also discuss the role of the financial system in the sustainability transition. In 'Corporate Sustainability Challenges', we then discuss how companies can address these challenges, as well as governance and behavior, strategy, non-tangible value, and integrated reporting. Finally, in 'Financing sustainability', you will learn how to mobilize the financial sector to provide the foundation for a sustainable world. Financing issues linked to investments, equity and loans are discussed, with an emphasis on the usefulness and necessity of a long-term perspective. After the course, you will understand the core and theoretical concepts, challenges and objectives in the field of sustainable finance. You will also understand the principles of the phenomenon of sustainable finance and the role of sustainable finance in the transition to a sustainable economy. You are able to analyse and assess practice-oriented issues in the field of sustainable finance and can carefully describe defining characteristics of sustainable finance and distinguish them from similar concepts. In addition, you have the knowledge to describe, analyse and evaluate the interaction between sustainability, the global sustainability goals and finance in a scientifically substantiated way. Moreover, you can critically reflect on the importance of (obtaining) a long-term perspective in sustainable finance. Also watch the video with an introduction about this course.

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### **Resilience at work**

**Code**: MB2902

**Name**: Resilience at work

**Type**: Standard product

**Language**: Dutch

**Description**:

Resilience, also known as resilience, is both Resilience, also known as 'resilience', means not so much the avoidance of stressful situations, but rather the ability to face challenges effectively and efficiently. This ability is invaluable in order to continue to function optimally in a constantly changing and complex world. Resilience acts as the backbone that makes individuals and organizations resilient to potential disruptions or setbacks. This allows them to thrive amidst challenges and prepare for what the future holds for them. This course highlights essential individual, organizational and social issues and does so from current knowledge about resilience and various theoretical perspectives. The focus is on the various influences and outcomes of resilience, with a particular focus on identifying both enabling and risk factors for various stakeholders, including employees, teams and organisations. Through interesting practical examples, you will learn how to apply this valuable knowledge in the development and formulation of responsible and relevant management advice. After this course, you will be able to discuss resilience in depth as a personality trait, process and phenomenon. You can also carefully describe resilience based on the academic literature and distinguish it from similar concepts. You know how to explain the importance of resilience for different stakeholders (employees, team, organization, society, and so on) in a scientifically substantiated way and can reflect on the protective and risk factors of resilience based on the professional literature. Moreover, you can explain resilience at the micro, meso and macro level from current theoretical perspectives and you can point to behavioural, cognitive and environmental influences. With all these valuable skills as baggage, you are ready to formulate well-founded advice on how to facilitate resilience for practice. Also watch the video with an introduction to this course by the teacher, Thomas Van Waeyenberg.

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### **Experiential marketing**

**Code**: MB3002

**Name**: Experiential Marketing

**Type**: Standard product

**Language**: Dutch

**Description**:

Why is it so important to understand consumer behavior? Because every choice we make as consumers is shaped by the experiences we have with a product or service. Marketing is no longer just about selling something. It's about creating an experience that touches us as consumers, that does more than just satisfy. Consumers don't want a simple transaction, they want to experience something. It's about the story and the experience that sticks, that they remember and maybe even share. In this course, you will learn how to strengthen the emotional connection between a brand and the consumer, and you will discover the power of storytelling and experience in marketing. You will learn how a brand stands out in the mind and heart of the consumer. The course offers a broad orientation on experiential marketing and addresses the following themes through theory, but also through assignments and cases:• shift in consumer behavior• customer experience as part of the customer journey• underlying motives and characteristics of customer experience• instruments within the experience marketing mix• 'phygital' customer experience (= physical + digital experience)• storytelling and storyliving• research methods within experiential marketing. To conclude this course, we will make an 'experience walk' in which we pay attention to the retail environment and how experience marketing is applied in 'real' life at retailers. We visit a number of best practices and analyze together what makes these retailers so successful. After completing the course, you will be able to recognize, define and apply various basic concepts within consumer behavior in a marketing context. You understand the concept of customer experience, including its origins and integration into marketing. You can also describe the 7 E's within the experience marketing mix and you have insight into the role of customer experience and customer satisfaction as crucial aspects of consumer behavior. In addition, you will understand how customer experience research can help businesses and professionals more accurately assess customer needs and respond to those needs more effectively.

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### **Leadership**

**Code**: MB3102

**Name**: Leadership

**Type**: Standard product

**Language**: Dutch

**Description**:

Leadership is undeniably one of the most intriguing subjects in management sciences. The theme is an integral part of management magazines and podcasts, and almost everyone recognizes the decisive role of leadership in steering organizations, teams and individuals towards success. Despite the prominent role that leadership plays within organizations, it is a challenging concept to understand and study thoroughly. A multitude of perspectives and interpretations makes it difficult to understand the essence of the concept and to fathom how leadership actually works in practice. The course recognizes and embraces the complexity of the topic of leadership and offers you as a student a thorough exploration of different leadership models and theories. Various underlying psychological concepts are also highlighted and you develop insight into various contemporary topics, such as diversity, leading virtual teams and ethical leadership. We use identity as a guideline for leadership within the course. This identity-based approach recognizes that leadership is not necessarily related to holding a management position, but emphasizes the importance of personal identity and self-concept in leadership. This makes the theme particularly relevant for a wide audience. By the end of the course, you will have developed a refined and well-researched view of a variety of leadership topics and how they translate into practice. Throughout the process, you will be challenged to think critically about these diverse approaches and learn to see leadership as something that is not necessarily related to holding a formal position or possessing certain personality traits, but rather to identity. This gives you the opportunity to apply the insights from the course directly to your own living and working world, whether you hold a management position yourself or not.

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### **Open innovation**

**Code**: MB3202

**Name**: Open innovation

**Type**: Standard product

**Language**: Dutch

**Description**:

The future of innovation is open! The environment in which companies operate has changed dramatically, putting pressure on the closed innovation model, in which the development and commercialisation of new products and services takes place within the walls of a single company. The social challenges are great and developments follow each other in rapid succession. Many contemporary challenges can therefore only be overcome by cooperation partners who join forces through open innovation. As open innovation as a field of research is still in its relatively early stages, it offers a broad and interesting field in which academics, policymakers and practitioners can be active. In the course, we define the open innovation model and discuss the differences with the closed innovation model. Open innovation involves two aspects: (1) bringing in external knowledge to strengthen and accelerate internal innovation and (2) creating external value by bringing out untapped internal knowledge that would otherwise 'remain on the shelf'. We will show you that the open innovation model is better suited to today's business community, while not losing sight of the fact that there are also challenges and limitations to the use of open innovation. In this course, the concept of open innovation is highlighted from the perspective of large established companies and from the perspective of small and medium-sized enterprises. Another point of attention is the fact that cooperation between different companies is subject to evolution and is increasingly changing from bilateral collaborations to networks and ecosystems. After studying this course, you will be able to describe what open innovation is and the advantages and disadvantages of different degrees of openness. You know the basic concepts that fit the open innovation model. Think of the role of the (open) business model, intellectual property, suitable modes belonging to the outside-in and inside-out perspective of open innovation, and the role of ecosystems and networks. In short, you are ready for the future of innovation!

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### **Corporate governance in the 21st century**

**Code**: MB3302

**Name**: Corporate governance in the 21st century

**Type**: Standard product

**Language**: Dutch

**Description**:

Corporate governance is essentially about the good, efficient and responsible management of an organisation. A good understanding of corporate governance is essential for understanding how an organization, our economic system, and our society function. This engaging course covers four themes: Responsibility and Transparency, Stakeholder Protection, Ethics and Corporate Social Responsibility, and Economic Performance and Growth. On the basis of this, you gain insight into the subtleties of contemporary corporate governance. For example, good corporate governance promotes accountability, transparency and fair business practices. This contributes to overall economic efficiency, growth, and investor confidence. Good corporate governance also helps to protect the rights and interests of all stakeholders – such as shareholders, employees, customers and the wider community – which promotes stability and justice in society. The principles of ethics and corporate social responsibility within corporate governance help to ensure that companies act responsibly on environmental and social issues, an important aspect of a sustainable society. Moreover, there is evidence that companies with good corporate governance perform better in the long term. This contributes to economic growth and prosperity and is therefore crucial for the well-being and progress of society. In this course, you will learn to understand how corporate governance works, gain an in-depth understanding of how organizations make decisions, how they interact with their stakeholders, and how they contribute to the economy and society as a whole. On the basis of several case studies, we discuss current issues within the Dutch context, but the international playing field is also discussed. During guest lectures, you will also get a unique insight into the way in which supervision is carried out in the Netherlands. After completing this course, you will understand why corporate governance is of great value to any organization. You know the most important elements of governance within an organization and the different functions and responsibilities of the board. Furthermore, you have gained a good insight into the most important developments in the Netherlands, but also internationally, and you are able to describe and assess the quality of governance in an organisation.

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### **Happiness at work**

**Code**: MB3402

**Name**: Happiness at Work

**Type**: Standard product

**Language**: Dutch

**Description**:

The attention for happiness in the workplace has grown enormously in recent years. This is not entirely inexplicable when you consider that we work for a large part of our lives. Work contributes not only through income and social status, but also through, for example, meaning, social relationships with colleagues and the balance between work and private life. In addition, research shows that investments in happiness do not only benefit employees; They also contribute positively to the company's results. So it's time to discover how organizations can make a move towards a happier(er) organization and what can come your way as a manager, organizational expert or HR business partner when you start working with happiness. The first block of the course is dedicated to the science of happiness. Questions that are addressed are, for example: What is happiness? What makes us happy? And how does happiness influence our behavior and the choices we make? In the second block, we take a closer look at happiness in organizations. We will consider questions such as what an organization can do to strengthen employee happiness, how best to lead happiness within organizations and why interventions do not always have the intended effect. Fascinating material with a lot of impact. By the end of the course, you'll have an in-depth understanding of what happiness is, how to measure it, and what factors are associated with it. You will also be able to understand and describe the importance of employee happiness in an economic and organizational context. In practice, you can start developing interventions, strategies and policies that promote employee happiness. You will use scientific theories and empirical evidence for this.

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### **Management and control in non-profit organizations**

**Code**: MB3502

**Name**: Management and control at non-profit organizations

**Type**: Standard product

**Language**: Dutch

**Description**:

At a time when nonprofits play a critical role in addressing societal challenges, managing resources and ensuring transparency are vital. This course highlights the specific challenges faced by non-profit organizations and provides you as a (future) professional with practical tools and strategies to address these challenges. The emphasis in the course is on the integration of management principles and control mechanisms to increase efficiency, improve efficiency and be accountable to stakeholders. By combining theoretical insights with real-world cases and real-world examples, you will gain a holistic understanding of management and control in non-profit settings. Contents- Non-profitorganisatieso Kernmerkeno Financial Analysis- Programming a budget ingo Management control structure The management control process Plans and programming Budget- Social control Result measurement Evaluation lesson ReportsAfter completing the course, you will be proficient in distinguishing between profits and non-profits, and you will be able to analyze the financial status of non-profits, using known financial ratios. Furthermore, you understand the role of a management control system, you know its steps and you recognize environmental factors. In addition, you will be able to evaluate the long-term objectives of non-profits, apply investment analysis, and assess daily activities of non-profits based on budgets. You understand the difference between 'outputs', 'outcomes' and 'impact' and can set up SMART indicators. You will also be able to explain the Theory of Change and assess the effectiveness of interventions. You also have knowledge of program evaluations, know when they are needed, and you can interpret evaluation reports. Finally, you can apply a variance analysis, read and interpret MC financial reports, and argue what information should be included in reports for effective management.

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### **Capita selecta**

**Code**: MB940J

**Name**: Capita selecta

**Type**: Standard product

**Language**: Dutch

**Description**:

The Capita Selecta course consists of conducting a systematic literature review. In a systematic literature review, all available literature from databases is systematically examined. The dataset is then analysed in two ways. Firstly, a descriptive overview is made of the number of articles per year and scientific journal. This is the quantitative analysis. Secondly, a thematic synthesis is made, in which the most important topics, trends, ideas that emerge from the literature are discussed. Learning objectivesIn this assignment, you will conduct a systematic literature review. You will learn: - which steps a systematic literature review (SLR) consists of - how to carry out each step - how to carry out these steps independently - how to report the results correctly.

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### **Capita selecta**

**Code**: MB940K

**Name**: Capita selecta

**Type**: Standard product

**Language**: Dutch

**Description**:

The Capita Selecta course consists of conducting a systematic literature review. In a systematic literature review, all available literature from databases is systematically examined. The dataset is then analysed in two ways. Firstly, a descriptive overview is made of the number of articles per year and scientific journal. This is the quantitative analysis. Secondly, a thematic synthesis is made, in which the most important topics, trends, ideas that emerge from the literature are discussed. Learning objectivesIn this assignment, you will conduct a systematic literature review. You will learn: - which steps a systematic literature review (SLR) consists of - how to carry out each step - how to carry out these steps independently - how to report the results correctly.

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### **Capita selecta**

**Code**: MB940L

**Name**: Capita selecta

**Type**: Standard product

**Language**: Dutch

**Description**:

The Capita Selecta course consists of conducting a systematic literature review. In a systematic literature review, all available literature from databases is systematically examined. The dataset is then analysed in two ways. Firstly, a descriptive overview is made of the number of articles per year and scientific journal. This is the quantitative analysis. Secondly, a thematic synthesis is made, in which the most important topics, trends, ideas that emerge from the literature are discussed. Learning objectivesIn this assignment, you will conduct a systematic literature review. You will learn: - which steps a systematic literature review (SLR) consists of - how to carry out each step - how to carry out these steps independently - how to report the results correctly.

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### **Capita selecta**

**Code**: MB940M

**Name**: Capita selecta

**Type**: Standard product

**Language**: Dutch

**Description**:

The Capita Selecta course consists of conducting a systematic literature review. In a systematic literature review, all available literature from databases is systematically examined. The dataset is then analysed in two ways. Firstly, a descriptive overview is made of the number of articles per year and scientific journal. This is the quantitative analysis. Secondly, a thematic synthesis is made, in which the most important topics, trends, ideas that emerge from the literature are discussed. Learning objectivesIn this assignment, you will conduct a systematic literature review. You will learn: - which steps a systematic literature review (SLR) consists of - how to carry out each step - how to carry out these steps independently - how to report the results correctly.

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### **Capita selecta**

**Code**: MB940N

**Name**: Capita selecta

**Type**: Standard product

**Language**: Dutch

**Description**:

The Capita Selecta course consists of conducting a systematic literature review. In a systematic literature review, all available literature from databases is systematically examined. The dataset is then analysed in two ways. Firstly, a descriptive overview is made of the number of articles per year and scientific journal. This is the quantitative analysis. Secondly, a thematic synthesis is made, in which the most important topics, trends, ideas that emerge from the literature are discussed. Learning objectivesIn this assignment, you will conduct a systematic literature review. You will learn: - which steps a systematic literature review (SLR) consists of - how to carry out each step - how to carry out these steps independently - how to report the results correctly.

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### **Capita selecta**

**Code**: MB940O

**Name**: Capita selecta

**Type**: Standard product

**Language**: Dutch

**Description**:

The Capita Selecta course consists of conducting a systematic literature review. In a systematic literature review, all available literature from databases is systematically examined. The dataset is then analysed in two ways. Firstly, a descriptive overview is made of the number of articles per year and scientific journal. This is the quantitative analysis. Secondly, a thematic synthesis is made, in which the most important topics, trends, ideas that emerge from the literature are discussed. Learning objectivesIn this assignment, you will conduct a systematic literature review. You will learn: - which steps a systematic literature review (SLR) consists of - how to carry out each step - how to carry out these steps independently - how to report the results correctly.

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### **Capita selecta**

**Code**: MB940P

**Name**: Capita selecta

**Type**: Standard product

**Language**: Dutch

**Description**:

The Capita Selecta course consists of conducting a systematic literature review. In a systematic literature review, all available literature from databases is systematically examined. The dataset is then analysed in two ways. Firstly, a descriptive overview is made of the number of articles per year and scientific journal. This is the quantitative analysis. Secondly, a thematic synthesis is made, in which the most important topics, trends, ideas that emerge from the literature are discussed. Learning objectivesIn this assignment, you will conduct a systematic literature review. You will learn: - which steps a systematic literature review (SLR) consists of - how to carry out each step - how to carry out these steps independently - how to report the results correctly.

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### **Capita selecta**

**Code**: MB940Q

**Name**: Capita selecta

**Type**: Standard product

**Language**: Dutch

**Description**:

The Capita Selecta course consists of conducting a systematic literature review. In a systematic literature review, all available literature from databases is systematically examined. The dataset is then analysed in two ways. Firstly, a descriptive overview is made of the number of articles per year and scientific journal. This is the quantitative analysis. Secondly, a thematic synthesis is made, in which the most important topics, trends, ideas that emerge from the literature are discussed. Learning objectivesIn this assignment, you will conduct a systematic literature review. You will learn: - which steps a systematic literature review (SLR) consists of - how to carry out each step - how to carry out these steps independently - how to report the results correctly.

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### **Capita selecta**

**Code**: MB940R

**Name**: Capita selecta

**Type**: Standard product

**Language**: Dutch

**Description**:

The Capita Selecta course consists of conducting a systematic literature review. In a systematic literature review, all available literature from databases is systematically examined. The dataset is then analysed in two ways. Firstly, a descriptive overview is made of the number of articles per year and scientific journal. This is the quantitative analysis. Secondly, a thematic synthesis is made, in which the most important topics, trends, ideas that emerge from the literature are discussed. Learning objectivesIn this assignment, you will conduct a systematic literature review. You will learn: - which steps a systematic literature review (SLR) consists of - how to carry out each step - how to carry out these steps independently - how to report the results correctly.

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### **Capita selecta**

**Code**: MB940S

**Name**: Capita selecta

**Type**: Standard product

**Language**: Dutch

**Description**:

The Capita Selecta course consists of conducting a systematic literature review. In a systematic literature review, all available literature from databases is systematically examined. The dataset is then analysed in two ways. Firstly, a descriptive overview is made of the number of articles per year and scientific journal. This is the quantitative analysis. Secondly, a thematic synthesis is made, in which the most important topics, trends, ideas that emerge from the literature are discussed. Learning objectivesIn this assignment, you will conduct a systematic literature review. You will learn: - which steps a systematic literature review (SLR) consists of - how to carry out each step - how to carry out these steps independently - how to report the results correctly.

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### **Capita selecta**

**Code**: MB940T

**Name**: Capita selecta

**Type**: Standard product

**Language**: Dutch

**Description**:

The Capita Selecta course consists of conducting a systematic literature review. In a systematic literature review, all available literature from databases is systematically examined. The dataset is then analysed in two ways. Firstly, a descriptive overview is made of the number of articles per year and scientific journal. This is the quantitative analysis. Secondly, a thematic synthesis is made, in which the most important topics, trends, ideas that emerge from the literature are discussed. Learning objectivesIn this assignment, you will conduct a systematic literature review. You will learn: - which steps a systematic literature review (SLR) consists of - how to carry out each step - how to carry out these steps independently - how to report the results correctly.

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### **Capita selecta**

**Code**: MB940U

**Name**: Capita selecta

**Type**: Standard product

**Language**: Dutch

**Description**:

The Capita Selecta course consists of conducting a systematic literature review. In a systematic literature review, all available literature from databases is systematically examined. The dataset is then analysed in two ways. Firstly, a descriptive overview is made of the number of articles per year and scientific journal. This is the quantitative analysis. Secondly, a thematic synthesis is made, in which the most important topics, trends, ideas that emerge from the literature are discussed. Learning objectivesIn this assignment, you will conduct a systematic literature review. You will learn: - which steps a systematic literature review (SLR) consists of - how to carry out each step - how to carry out these steps independently - how to report the results correctly.

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### **Capita selecta**

**Code**: MB940V

**Name**: Capita selecta

**Type**: Standard product

**Language**: Dutch

**Description**:

The Capita Selecta course consists of conducting a systematic literature review. In a systematic literature review, all available literature from databases is systematically examined. The dataset is then analysed in two ways. Firstly, a descriptive overview is made of the number of articles per year and scientific journal. This is the quantitative analysis. Secondly, a thematic synthesis is made, in which the most important topics, trends, ideas that emerge from the literature are discussed. Learning objectivesIn this assignment, you will conduct a systematic literature review. You will learn: - which steps a systematic literature review (SLR) consists of - how to carry out each step - how to carry out these steps independently - how to report the results correctly.

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### **Capita selecta**

**Code**: MB940W

**Name**: Capita selecta

**Type**: Standard product

**Language**: Dutch

**Description**:

The Capita Selecta course consists of conducting a systematic literature review. In a systematic literature review, all available literature from databases is systematically examined. The dataset is then analysed in two ways. Firstly, a descriptive overview is made of the number of articles per year and scientific journal. This is the quantitative analysis. Secondly, a thematic synthesis is made, in which the most important topics, trends, ideas that emerge from the literature are discussed. Learning objectivesIn this assignment, you will conduct a systematic literature review. You will learn: - which steps a systematic literature review (SLR) consists of - how to carry out each step - how to carry out these steps independently - how to report the results correctly.

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### **Capita selecta**

**Code**: MB940X

**Name**: Capita selecta

**Type**: Standard product

**Language**: Dutch

**Description**:

The Capita Selecta course consists of conducting a systematic literature review. In a systematic literature review, all available literature from databases is systematically examined. The dataset is then analysed in two ways. Firstly, a descriptive overview is made of the number of articles per year and scientific journal. This is the quantitative analysis. Secondly, a thematic synthesis is made, in which the most important topics, trends, ideas that emerge from the literature are discussed. Learning objectivesIn this assignment, you will conduct a systematic literature review. You will learn: - which steps a systematic literature review (SLR) consists of - how to carry out each step - how to carry out these steps independently - how to report the results correctly.

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### **Capita selecta**

**Code**: MB940Y

**Name**: Capita selecta

**Type**: Standard product

**Language**: Dutch

**Description**:

The Capita Selecta course consists of conducting a systematic literature review. In a systematic literature review, all available literature from databases is systematically examined. The dataset is then analysed in two ways. Firstly, a descriptive overview is made of the number of articles per year and scientific journal. This is the quantitative analysis. Secondly, a thematic synthesis is made, in which the most important topics, trends, ideas that emerge from the literature are discussed. Learning objectivesIn this assignment, you will conduct a systematic literature review. You will learn: - which steps a systematic literature review (SLR) consists of - how to carry out each step - how to carry out these steps independently - how to report the results correctly.

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### **Capita selecta**

**Code**: MB940Z

**Name**: Capita selecta

**Type**: Standard product

**Language**: Dutch

**Description**:

The Capita Selecta course consists of conducting a systematic literature review. In a systematic literature review, all available literature from databases is systematically examined. The dataset is then analysed in two ways. Firstly, a descriptive overview is made of the number of articles per year and scientific journal. This is the quantitative analysis. Secondly, a thematic synthesis is made, in which the most important topics, trends, ideas that emerge from the literature are discussed. Learning objectivesIn this assignment, you will conduct a systematic literature review. You will learn: - which steps a systematic literature review (SLR) consists of - how to carry out each step - how to carry out these steps independently - how to report the results correctly.

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### **Capita selecta**

**Code**: MB950A

**Name**: Capita selecta

**Type**: Standard product

**Language**: Dutch

**Description**:

The Capita Selecta course consists of conducting a systematic literature review. In a systematic literature review, all available literature from databases is systematically examined. The dataset is then analysed in two ways. Firstly, a descriptive overview is made of the number of articles per year and scientific journal. This is the quantitative analysis. Secondly, a thematic synthesis is made, in which the most important topics, trends, ideas that emerge from the literature are discussed. Learning objectivesIn this assignment, you will conduct a systematic literature review. You will learn: - which steps a systematic literature review (SLR) consists of - how to carry out each step - how to carry out these steps independently - how to report the results correctly.

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### **Capita selecta**

**Code**: MB950B

**Name**: Capita selecta

**Type**: Standard product

**Language**: Dutch

**Description**:

The Capita Selecta course consists of conducting a systematic literature review. In a systematic literature review, all available literature from databases is systematically examined. The dataset is then analysed in two ways. Firstly, a descriptive overview is made of the number of articles per year and scientific journal. This is the quantitative analysis. Secondly, a thematic synthesis is made, in which the most important topics, trends, ideas that emerge from the literature are discussed. Learning objectivesIn this assignment, you will conduct a systematic literature review. You will learn: - which steps a systematic literature review (SLR) consists of - how to carry out each step - how to carry out these steps independently - how to report the results correctly.

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### **Capita selecta**

**Code**: MB950C

**Name**: Capita selecta

**Type**: Standard product

**Language**: Dutch

**Description**:

The Capita Selecta course consists of conducting a systematic literature review. In a systematic literature review, all available literature from databases is systematically examined. The dataset is then analysed in two ways. Firstly, a descriptive overview is made of the number of articles per year and scientific journal. This is the quantitative analysis. Secondly, a thematic synthesis is made, in which the most important topics, trends, ideas that emerge from the literature are discussed. Learning objectivesIn this assignment, you will conduct a systematic literature review. You will learn: - which steps a systematic literature review (SLR) consists of - how to carry out each step - how to carry out these steps independently - how to report the results correctly.

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### **Capita selecta**

**Code**: MB950D

**Name**: Capita selecta

**Type**: Standard product

**Language**: Dutch

**Description**:

The Capita Selecta course consists of conducting a systematic literature review. In a systematic literature review, all available literature from databases is systematically examined. The dataset is then analysed in two ways. Firstly, a descriptive overview is made of the number of articles per year and scientific journal. This is the quantitative analysis. Secondly, a thematic synthesis is made, in which the most important topics, trends, ideas that emerge from the literature are discussed. Learning objectivesIn this assignment, you will conduct a systematic literature review. You will learn: - which steps a systematic literature review (SLR) consists of - how to carry out each step - how to carry out these steps independently - how to report the results correctly.

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### **Capita selecta**

**Code**: MB950E

**Name**: Capita selecta

**Type**: Standard product

**Language**: Dutch

**Description**:

The Capita Selecta course consists of conducting a systematic literature review. In a systematic literature review, all available literature from databases is systematically examined. The dataset is then analysed in two ways. Firstly, a descriptive overview is made of the number of articles per year and scientific journal. This is the quantitative analysis. Secondly, a thematic synthesis is made, in which the most important topics, trends, ideas that emerge from the literature are discussed. Learning objectivesIn this assignment, you will conduct a systematic literature review. You will learn: - which steps a systematic literature review (SLR) consists of - how to carry out each step - how to carry out these steps independently - how to report the results correctly.

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### **Capita selecta**

**Code**: MB950F

**Name**: Capita selecta

**Type**: Standard product

**Language**: Dutch

**Description**:

The Capita Selecta course consists of conducting a systematic literature review. In a systematic literature review, all available literature from databases is systematically examined. The dataset is then analysed in two ways. Firstly, a descriptive overview is made of the number of articles per year and scientific journal. This is the quantitative analysis. Secondly, a thematic synthesis is made, in which the most important topics, trends, ideas that emerge from the literature are discussed. Learning objectivesIn this assignment, you will conduct a systematic literature review. You will learn: - which steps a systematic literature review (SLR) consists of - how to carry out each step - how to carry out these steps independently - how to report the results correctly.

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### **Capita selecta**

**Code**: MB950G

**Name**: Capita selecta

**Type**: Standard product

**Language**: Dutch

**Description**:

The Capita Selecta course consists of conducting a systematic literature review. In a systematic literature review, all available literature from databases is systematically examined. The dataset is then analysed in two ways. Firstly, a descriptive overview is made of the number of articles per year and scientific journal. This is the quantitative analysis. Secondly, a thematic synthesis is made, in which the most important topics, trends, ideas that emerge from the literature are discussed. Learning objectivesIn this assignment, you will conduct a systematic literature review. You will learn: - which steps a systematic literature review (SLR) consists of - how to carry out each step - how to carry out these steps independently - how to report the results correctly.

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### **Capita selecta**

**Code**: MB950H

**Name**: Capita selecta

**Type**: Standard product

**Language**: Dutch

**Description**:

The Capita Selecta course consists of conducting a systematic literature review. In a systematic literature review, all available literature from databases is systematically examined. The dataset is then analysed in two ways. Firstly, a descriptive overview is made of the number of articles per year and scientific journal. This is the quantitative analysis. Secondly, a thematic synthesis is made, in which the most important topics, trends, ideas that emerge from the literature are discussed. Learning objectivesIn this assignment, you will conduct a systematic literature review. You will learn: - which steps a systematic literature review (SLR) consists of - how to carry out each step - how to carry out these steps independently - how to report the results correctly.

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### **Capita selecta**

**Code**: MB950I

**Name**: Capita selecta

**Type**: Standard product

**Language**: Dutch

**Description**:

The Capita Selecta course consists of conducting a systematic literature review. In a systematic literature review, all available literature from databases is systematically examined. The dataset is then analysed in two ways. Firstly, a descriptive overview is made of the number of articles per year and scientific journal. This is the quantitative analysis. Secondly, a thematic synthesis is made, in which the most important topics, trends, ideas that emerge from the literature are discussed. Learning objectivesIn this assignment, you will conduct a systematic literature review. You will learn: - which steps a systematic literature review (SLR) consists of - how to carry out each step - how to carry out these steps independently - how to report the results correctly.

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**Capita selecta**

**Code**: MB950J

**Name**: Capita selecta

**Type**: Standard product

**Language**: Dutch

**Description**:

The Capita Selecta course consists of conducting a systematic literature review. In a systematic literature review, all available literature from databases is systematically examined. The dataset is then analysed in two ways. Firstly, a descriptive overview is made of the number of articles per year and scientific journal. This is the quantitative analysis. Secondly, a thematic synthesis is made, in which the most important topics, trends, ideas that emerge from the literature are discussed. Learning objectivesIn this assignment, you will conduct a systematic literature review. You will learn: - which steps a systematic literature review (SLR) consists of - how to carry out each step - how to carry out these steps independently - how to report the results correctly.

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### **Capita selecta**

**Code**: MB950K

**Name**: Capita selecta

**Type**: Standard product

**Language**: Dutch

**Description**:

The Capita Selecta course consists of conducting a systematic literature review. In a systematic literature review, all available literature from databases is systematically examined. The dataset is then analysed in two ways. Firstly, a descriptive overview is made of the number of articles per year and scientific journal. This is the quantitative analysis. Secondly, a thematic synthesis is made, in which the most important topics, trends, ideas that emerge from the literature are discussed. Learning objectivesIn this assignment, you will conduct a systematic literature review. You will learn: - which steps a systematic literature review (SLR) consists of - how to carry out each step - how to carry out these steps independently - how to report the results correctly.

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### **Capita selecta**

**Code**: MB950L

**Name**: Capita selecta

**Type**: Standard product

**Language**: Dutch

**Description**:

The Capita Selecta course consists of conducting a systematic literature review. In a systematic literature review, all available literature from databases is systematically examined. The dataset is then analysed in two ways. Firstly, a descriptive overview is made of the number of articles per year and scientific journal. This is the quantitative analysis. Secondly, a thematic synthesis is made, in which the most important topics, trends, ideas that emerge from the literature are discussed. Learning objectivesIn this assignment, you will conduct a systematic literature review. You will learn: - which steps a systematic literature review (SLR) consists of - how to carry out each step - how to carry out these steps independently - how to report the results correctly.

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### **Capita selecta**

**Code**: MB950M

**Name**: Capita selecta

**Type**: Standard product

**Language**: Dutch

**Description**:

The Capita Selecta course consists of conducting a systematic literature review. In a systematic literature review, all available literature from databases is systematically examined. The dataset is then analysed in two ways. Firstly, a descriptive overview is made of the number of articles per year and scientific journal. This is the quantitative analysis. Secondly, a thematic synthesis is made, in which the most important topics, trends, ideas that emerge from the literature are discussed. Learning objectivesIn this assignment, you will conduct a systematic literature review. You will learn: - which steps a systematic literature review (SLR) consists of - how to carry out each step - how to carry out these steps independently - how to report the results correctly.

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### **Capita selecta**

**Code**: MB950N

**Name**: Capita selecta

**Type**: Standard product

**Language**: Dutch

**Description**:

The Capita Selecta course consists of conducting a systematic literature review. In a systematic literature review, all available literature from databases is systematically examined. The dataset is then analysed in two ways. Firstly, a descriptive overview is made of the number of articles per year and scientific journal. This is the quantitative analysis. Secondly, a thematic synthesis is made, in which the most important topics, trends, ideas that emerge from the literature are discussed. Learning objectivesIn this assignment, you will conduct a systematic literature review. You will learn: - which steps a systematic literature review (SLR) consists of - how to carry out each step - how to carry out these steps independently - how to report the results correctly.

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### **Capita selecta**

**Code**: MB950O

**Name**: Capita selecta

**Type**: Standard product

**Language**: Dutch

**Description**:

The Capita Selecta course consists of conducting a systematic literature review. In a systematic literature review, all available literature from databases is systematically examined. The dataset is then analysed in two ways. Firstly, a descriptive overview is made of the number of articles per year and scientific journal. This is the quantitative analysis. Secondly, a thematic synthesis is made, in which the most important topics, trends, ideas that emerge from the literature are discussed. Learning objectivesIn this assignment, you will conduct a systematic literature review. You will learn: - which steps a systematic literature review (SLR) consists of - how to carry out each step - how to carry out these steps independently - how to report the results correctly.

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### **Capita selecta**

**Code**: MB950P

**Name**: Capita selecta

**Type**: Standard product

**Language**: Dutch

**Description**:

The Capita Selecta course consists of conducting a systematic literature review. In a systematic literature review, all available literature from databases is systematically examined. The dataset is then analysed in two ways. Firstly, a descriptive overview is made of the number of articles per year and scientific journal. This is the quantitative analysis. Secondly, a thematic synthesis is made, in which the most important topics, trends, ideas that emerge from the literature are discussed. Learning objectivesIn this assignment, you will conduct a systematic literature review. You will learn: - which steps a systematic literature review (SLR) consists of - how to carry out each step - how to carry out these steps independently - how to report the results correctly.

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### **Capita selecta**

**Code**: MB950Q

**Name**: Capita selecta

**Type**: Standard product

**Language**: Dutch

**Description**:

The Capita Selecta course consists of conducting a systematic literature review. In a systematic literature review, all available literature from databases is systematically examined. The dataset is then analysed in two ways. Firstly, a descriptive overview is made of the number of articles per year and scientific journal. This is the quantitative analysis. Secondly, a thematic synthesis is made, in which the most important topics, trends, ideas that emerge from the literature are discussed. Learning objectivesIn this assignment, you will conduct a systematic literature review. You will learn: - which steps a systematic literature review (SLR) consists of - how to carry out each step - how to carry out these steps independently - how to report the results correctly.

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### **Capita selecta**

**Code**: MB950R

**Name**: Capita selecta

**Type**: Standard product

**Language**: Dutch

**Description**:

The Capita Selecta course consists of conducting a systematic literature review. In a systematic literature review, all available literature from databases is systematically examined. The dataset is then analysed in two ways. Firstly, a descriptive overview is made of the number of articles per year and scientific journal. This is the quantitative analysis. Secondly, a thematic synthesis is made, in which the most important topics, trends, ideas that emerge from the literature are discussed. Learning objectivesIn this assignment, you will conduct a systematic literature review. You will learn: - which steps a systematic literature review (SLR) consists of - how to carry out each step - how to carry out these steps independently - how to report the results correctly.

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### **Capita selecta**

**Code**: MB950S

**Name**: Capita selecta

**Type**: Standard product

**Language**: Dutch

**Description**:

The Capita Selecta course consists of conducting a systematic literature review. In a systematic literature review, all available literature from databases is systematically examined. The dataset is then analysed in two ways. Firstly, a descriptive overview is made of the number of articles per year and scientific journal. This is the quantitative analysis. Secondly, a thematic synthesis is made, in which the most important topics, trends, ideas that emerge from the literature are discussed. Learning objectivesIn this assignment, you will conduct a systematic literature review. You will learn: - which steps a systematic literature review (SLR) consists of - how to carry out each step - how to carry out these steps independently - how to report the results correctly.

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### **Capita selecta**

**Code**: MB950T

**Name**: Capita selecta

**Type**: Standard product

**Language**: Dutch

**Description**:

The Capita Selecta course consists of conducting a systematic literature review. In a systematic literature review, all available literature from databases is systematically examined. The dataset is then analysed in two ways. Firstly, a descriptive overview is made of the number of articles per year and scientific journal. This is the quantitative analysis. Secondly, a thematic synthesis is made, in which the most important topics, trends, ideas that emerge from the literature are discussed. Learning objectivesIn this assignment, you will conduct a systematic literature review. You will learn: - which steps a systematic literature review (SLR) consists of - how to carry out each step - how to carry out these steps independently - how to report the results correctly.

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### **Capita selecta**

**Code**: MB950U

**Name**: Capita selecta

**Type**: Standard product

**Language**: Dutch

**Description**:

The Capita Selecta course consists of conducting a systematic literature review. In a systematic literature review, all available literature from databases is systematically examined. The dataset is then analysed in two ways. Firstly, a descriptive overview is made of the number of articles per year and scientific journal. This is the quantitative analysis. Secondly, a thematic synthesis is made, in which the most important topics, trends, ideas that emerge from the literature are discussed. Learning objectivesIn this assignment, you will conduct a systematic literature review. You will learn: - which steps a systematic literature review (SLR) consists of - how to carry out each step - how to carry out these steps independently - how to report the results correctly.

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### **Capita selecta**

**Code**: MB950V

**Name**: Capita selecta

**Type**: Standard product

**Language**: Dutch

**Description**:

The Capita Selecta course consists of conducting a systematic literature review. In a systematic literature review, all available literature from databases is systematically examined. The dataset is then analysed in two ways. Firstly, a descriptive overview is made of the number of articles per year and scientific journal. This is the quantitative analysis. Secondly, a thematic synthesis is made, in which the most important topics, trends, ideas that emerge from the literature are discussed. Learning objectivesIn this assignment, you will conduct a systematic literature review. You will learn: - which steps a systematic literature review (SLR) consists of - how to carry out each step - how to carry out these steps independently - how to report the results correctly.

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### **Capita selecta**

**Code**: MB950W

**Name**: Capita selecta

**Type**: Standard product

**Language**: Dutch

**Description**:

The Capita Selecta course consists of conducting a systematic literature review. In a systematic literature review, all available literature from databases is systematically examined. The dataset is then analysed in two ways. Firstly, a descriptive overview is made of the number of articles per year and scientific journal. This is the quantitative analysis. Secondly, a thematic synthesis is made, in which the most important topics, trends, ideas that emerge from the literature are discussed. Learning objectivesIn this assignment, you will conduct a systematic literature review. You will learn: - which steps a systematic literature review (SLR) consists of - how to carry out each step - how to carry out these steps independently - how to report the results correctly.

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### **Capita selecta**

**Code**: MB950X

**Name**: Capita selecta

**Type**: Standard product

**Language**: Dutch

**Description**:

The Capita Selecta course consists of conducting a systematic literature review. In a systematic literature review, all available literature from databases is systematically examined. The dataset is then analysed in two ways. Firstly, a descriptive overview is made of the number of articles per year and scientific journal. This is the quantitative analysis. Secondly, a thematic synthesis is made, in which the most important topics, trends, ideas that emerge from the literature are discussed. Learning objectivesIn this assignment, you will conduct a systematic literature review. You will learn: - which steps a systematic literature review (SLR) consists of - how to carry out each step - how to carry out these steps independently - how to report the results correctly.

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### **Capita selecta**

**Code**: MB950Y

**Name**: Capita selecta

**Type**: Standard product

**Language**: Dutch

**Description**:

The Capita Selecta course consists of conducting a systematic literature review. In a systematic literature review, all available literature from databases is systematically examined. The dataset is then analysed in two ways. Firstly, a descriptive overview is made of the number of articles per year and scientific journal. This is the quantitative analysis. Secondly, a thematic synthesis is made, in which the most important topics, trends, ideas that emerge from the literature are discussed. Learning objectivesIn this assignment, you will conduct a systematic literature review. You will learn: - which steps a systematic literature review (SLR) consists of - how to carry out each step - how to carry out these steps independently - how to report the results correctly.

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### **Capita selecta**

**Code**: MB950Z

**Name**: Capita selecta

**Type**: Standard product

**Language**: Dutch

**Description**:

The Capita Selecta course consists of conducting a systematic literature review. In a systematic literature review, all available literature from databases is systematically examined. The dataset is then analysed in two ways. Firstly, a descriptive overview is made of the number of articles per year and scientific journal. This is the quantitative analysis. Secondly, a thematic synthesis is made, in which the most important topics, trends, ideas that emerge from the literature are discussed. Learning objectivesIn this assignment, you will conduct a systematic literature review. You will learn: - which steps a systematic literature review (SLR) consists of - how to carry out each step - how to carry out these steps independently - how to report the results correctly.

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### **Bachelor's thesis in business administration**

**Code**: MB9916

**Name**: Bachelor's thesis business administration

**Type**: Standard product

**Language**: Dutch

**Description**:

Are you almost done with your bachelor's program and curious about the last crucial step? The bachelor's thesis is not only the formal conclusion of your studies, but also a proverbial crossroads: either you enter the job market directly or you continue with a master's program. That choice is yours. This thesis course not only promises you the necessary academic growth but also provides you with practical skills that will be invaluable for your future career. The bachelor's thesis is an intensive process in which you demonstrate that you are able to set up and carry out independent research and to clearly present its results. This course meets the high demands of both the professional workplace and academia. Your thesis is much more than just a report; It is a thorough research into a management science problem, in which you use different research methods and techniques. The goal is not only to present findings but also to integrate them in an insightful way. At the start of the bachelor's thesis, you can choose from one of the five thesis tracks. Each so-called track offers potential issues within a field of management sciences, with the necessary literature and data to carry out an academically and practically relevant research. Depending on the chosen track, you will use qualitative or quantitative research methods. The problems and data are always up to date. So whichever track you choose, your research is socially and scientifically relevant. After completing this course, you will have developed valuable skills that are directly applicable in daily practice. This allows you to reflect independently and at an academic level, analyse complex data and research and report on them effectively. Whether you are entering the job market or continuing your academic journey, after this course you are guaranteed to be confident and armed with knowledge and practical skills. You are ready for the next phase of your professional development!

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### **Minors in Business Administration**

**Code**: MINORBD

**Name**: Minors Business Administration

**Type**: Training

**Language**: not specified

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### **Preparation for graduation research CON**

**Code**: MM0002

**Name**: Preparation graduation research CON

**Type**: Standard product

**Language**: Dutch

**Description**:

If you choose to prepare your thesis in this direction, you can select a number of thematic topics in which you want to delve further. These topics are often linked to the current research of the supervisors of the thesis track and are regularly updated. During the course you will be offered relevant literature that matches the chosen theme. Under supervision, you will go through the necessary steps to arrive at a graduation proposal, based on a time-bound step-by-step plan. There are various contact moments and moments for feedback. The end result, the proposal for graduation research, is assessed by both the supervisor and a co-assessor. Only after approval can you proceed to the graduation phase.

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### **Strategie en marketing - Advanced studies in management 1**

**Code**: MM0023

**Name**: Strategie en marketing - Advanced studies in management 1

**Type**: Standard product

**Language**: Dutch

**Description**:

Would you like to make a concrete contribution to efficient, strategic decision-making in your organization? Then this course is the right choice for you. You will develop both essential insights and practical skills that are indispensable for effective management in a dynamic society. The focus in the course is on creating and retaining value, focusing on strategic paradoxes, customer focus and building strong competitive advantages. This directly applicable knowledge gives you the tools to successfully deal with the challenges of a rapidly changing business environment. This allows you to immediately make an impact in daily practice. The course covers both strategic and marketing concepts. These are integrated to combine research-based knowledge with critical reflection on theory and practice. Strategic thinking is central to this fascinating course. There is plenty of attention for complex choices in developing competitive advantage with an approach that focuses on solving problems. The marketing component, on the other hand, emphasizes the role of customers in the legitimacy and continuity of organizations, with strategies focused on customer values and competitive advantages. Contemporary elements, such as digitization, social media and online marketing, are integrated. Upon completion of the course, you will have a wide range of skills that are directly applicable in management practice. This allows you to clearly define strategic issues and understand various perspectives on strategic paradoxes. Furthermore, you will have gained an in-depth understanding of marketing, with special emphasis on acquiring and retaining customers and developing defensible competitive advantages. Thanks to your developed analytical skills, you can evaluate your own organization in areas such as strategic paradoxes, customer value, strategic marketing and revenue models. With your critical thinking attitude and skills in conceptual modeling, you can contribute concretely and effectively to strategic decision-making in complex business environments.

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### **Preparation for FDM graduation research**

**Code**: MM0102

**Name**: Preparation for FDM graduation research

**Type**: Standard product

**Language**: Dutch

**Description**:

If you choose to prepare your thesis in this direction, you can select a number of thematic topics in which you want to delve further. These topics are often linked to the current research of the supervisors of the thesis track and are regularly updated. During the course you will be offered relevant literature that matches the chosen theme. Under supervision, you will go through the necessary steps to arrive at a graduation proposal, based on a time-bound step-by-step plan. There are various contact moments and moments for feedback. The end result, the proposal for graduation research, is assessed by both the supervisor and a co-assessor. Only after approval can you proceed to the graduation phase.

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### **Organizing and changing - Advanced studies in management 2**

**Code**: MM0113

**Name**: Organizing and changing - Advanced studies in management 2

**Type**: Standard product

**Language**: Dutch

**Description**:

Managers and consultants often tend to take an objective approach to analyze organizational problems and look for solutions. However, for real change, it is crucial to dig deeper and identify the causes of discontent within the organization. Unease can arise in different places. For example, the technical employee experiences problems due to complex procedures, possibly due to limited financial resources. The receptionist is inconvenienced by unnecessary administration, pointing to an inefficient structure. The customer service agent understands customer frustrations due to system limitations, which may be caused by the company culture that does not pay enough attention to technological improvements and customer focus. All these different challenges suggest interrelated problems within the same organization. This course provides state-of-the-art knowledge in the field of organization, and focuses on critical reflection on theory and practice to analyze these types of organizational issues. The goal is to provide you with a conceptual framework to understand the complexity of contemporary organizations. Four perspectives form the framework of the course. The Structure Perspective focuses on the structure of organizations with attention to organizational design and structural issues. The HR perspective focuses on remuneration and motivation, exploring human resource management and organizational behavior. The Power Perspective focuses on both effective use of power and what is ethically accepted according to specific values and norms within organizations. The Symbolic or Cultural Perspective explores the informal, cultural aspects of organizations, with a focus on the crucial role of culture and meaning, and emphasizes what people within an organization find important. These perspectives are not mutually exclusive, but can complement each other. At the end of the course, you will have a valuable toolset to understand, analyze and solve problems in organizations. In addition to improving your knowledge, you will also develop the ability to critically reflect on organizational issues. You do this by analyzing your (own) case organization from different theoretical perspectives. This allows you to question established paradigms, views, and solutions.

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### **Preparation for graduation research GOV**

**Code**: MM0202

**Name**: Preparation graduation research GOV

**Type**: Standard product

**Language**: Dutch

**Description**:

If you choose to prepare your thesis in this direction, you can select a number of thematic topics in which you want to delve further. These topics are often linked to the current research of the supervisors of the thesis track and are regularly updated. During the course you will be offered relevant literature that matches the chosen theme. Under supervision, you will go through the necessary steps to arrive at a graduation proposal, based on a time-bound step-by-step plan. There are various contact moments and moments for feedback. The end result, the proposal for graduation research, is assessed by both the supervisor and a co-assessor. Only after approval can you proceed to the graduation phase.

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### **Steering and human capital - Advanced studies in management 3**

**Code**: MM0213

**Name**: Steering and human capital - Advanced studies in management 3

**Type**: Standard product

**Language**: Dutch

**Description**:

This course will equip you with in-depth understanding and practical skills in strategic, operational and ethical decision-making, with an emphasis on human resource management (HRM) and accounting and finance. Thanks to the broad approach to these topics, you will learn how to make ethical decisions, how to strategically shape HRM policy and how to effectively integrate financial aspects into your daily work. HRM is considered in this course not only as a support function, but also as an essential element that goes to the heart of organizational success. By combining HRM with accounting and finance, you will learn to recognize ethical dilemmas within HRM, understand current HRM trends and critically evaluate performance management. You will also develop skills to use financial information operationally. From cost calculation to budgeting, after this course you will have concrete tools to shape HRM policy in a well-thought-out and result-oriented way. The knowledge you gain in this course transcends the level of theoretical concepts and offers you the opportunity to directly add value to your own organization. Focusing on HRM as a strategic element of decision-making gives you a holistic perspective on human capital management, which is indispensable in a dynamic and demanding business environment. In short, this course opens doors to an integrated approach to management, where ethics, HRM and finance come together for sustainable success.

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### **Preparation for DSHRM graduation research**

**Code**: MM0312

**Name**: Preparation Graduation Research DSHRM

**Type**: Standard product

**Language**: Dutch

**Description**:

If you choose to prepare your thesis in this direction, you can select a number of thematic topics in which you want to delve further. These topics are often linked to the current research of the supervisors of the thesis track and are regularly updated. During the course you will be offered relevant literature that matches the chosen theme. Under supervision, you will go through the necessary steps to arrive at a graduation proposal, based on a time-bound step-by-step plan. There are various contact moments and moments for feedback. The end result, the proposal for graduation research, is assessed by both the supervisor and a co-assessor. Only after approval can you proceed to the graduation phase.

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### **Financial perspective in management - Advanced studies in management 4**

**Code**: MM0313

**Name**: Financial perspective in boards - Advanced studies in management 4

**Type**: Standard product

**Language**: Dutch

**Description**:

Do you want to sharpen your board and management skills and be able to apply them directly in daily practice? Then this course is for you. By focusing on value creation in organizations, you learn to make strategic financial decisions. The practical applications with financial databases strengthen your data processing and decision-making skills, which is directly relevant for responding quickly and effectively to real-time information in your professional role. Insight into various forms of governance also offers you practical tools for effective organizational management. In short, this course equips you with concrete and directly applicable skills that reflect the dynamics and complexity of the daily business environment. The course zooms in on various factors that influence value creation in organizations. Among other things, you will gain insight into making business decisions from a financial perspective and learn how internal and external information influences decision-making. Practical applications include working with financial data sources and making recommendations based on knowledge gained. In addition, the course also covers forms of governance, such as corporate and public governance. The skills you gain in this way are directly applicable in the daily practice of board and management, allowing you to operate more effectively in financial decision-making and governance-related issues. During this course, you will strengthen your analytical ability to work with financial reports and market data. Practical applications with financial databases also increase your data processing and decision-making skills. In addition, the course offers you insight into various forms of governance, which provides you with crucial knowledge for effective organizational management. All these acquired skills will enable you to confidently make value-driven decisions and successfully contribute to managerial processes in a variety of professional contexts.

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### **Preparation for graduation research OVO**

**Code**: MM0402

**Name**: Preparation graduation research OVO

**Type**: Standard product

**Language**: Dutch

**Description**:

If you choose to prepare your thesis in this direction, you can select a number of thematic topics in which you want to delve further. These topics are often linked to the current research of the supervisors of the thesis track and are regularly updated. During the course you will be offered relevant literature that matches the chosen theme. Under supervision, you will go through the necessary steps to arrive at a graduation proposal, based on a time-bound step-by-step plan. There are various contact moments and moments for feedback. The end result, the proposal for graduation research, is assessed by both the supervisor and a co-assessor. Only after approval can you proceed to the graduation phase.

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### **Controlling**

**Code**: MM0403

**Name**: Controlling

**Type**: Standard product

**Language**: Dutch

**Description**:

How can you effectively manage employees, managers and CEOs to achieve organizational goals? This question is the essence of this course. Within the world of controlling, we investigate the various approaches to shaping an organization and which instruments you can use to achieve concrete objectives. You will dive deeper into the 'planning and control' approach of organizations, in which strategic goals are translated into tangible performance indicators. You will also explore fascinating issues related to the choice and measurability of specific indicators and learn how to motivate employees to achieve these objectives. In this course, we take a closer look at the 'planning and control' approach of organizations. We translate strategic goals into performance indicators that we then analyse to assess whether the set goals are being achieved. The choice and measurability of these indicators raise fascinating issues that delve deeper into the field of management control. In addition, we pay attention to the management of non-profit organizations, so that you develop a holistic understanding of the application of controlling in different contexts. However, guidance extends beyond instruments and indicators. You will therefore also develop insight into the complexity of behavioural approaches and the way in which management processes take place in practice. Consider, for example, the unintended effects that can occur when using certain indicators. Controlling makes you realize that management has its own dynamics in practice. The course also puts into perspective the idea that strategy implementation through management control can be fully engineered, by looking at the natural development paths of organizations. At the end of the course, you will have the academic skills to analyse concrete problems in daily practice. You have the ability to recognize and understand recent developments in management accounting and management control and can make a substantively well-founded judgment about these developments. Also, the course equips you with skills that are crucial for the next phase in the master's program: writing a thesis. During the course, you will have become proficient in critically studying, interpreting and critiqueting academic articles; essential skills for writing a master's thesis.

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### **Financial decision making**

**Code**: MM0503

**Name**: Financial decision making

**Type**: Standard product

**Language**: Dutch

**Description**:

Organizations have to make countless decisions every day about issues such as: how are we going to finance our business activities? Is this investment worth it? How does a price increase affect our profitability? The right information is essential for good decision-making. Obtaining this is a challenge for decision-makers within an organization, but it is even more difficult for external parties, such as investors and banks. In addition to financing issues, this course also covers decision-making with regard to the provision of information, which is in fact a mix of the fields of finance and external reporting. Traditionally, these fields are based on economic models, in which rational human behaviour is the starting point. However, research has shown that these models are not very realistic and do not always help decision-making. In the field of finance, this has led to alternative models in which observed behaviour and psychology are integrated: behavioural finance (BF). In the field of external reporting, we have seen an increase in the number of non-financial reports: sustainability reporting (SR) in recent years. Here, too, theories other than economic ones seem to fit in better. After an introduction to the traditional (economic) principles, the course focuses mainly on BF and SR. You will not be provided with practical manuals for investment decisions or drawing up a sustainability report, but you will mainly study (English) scientific papers that try to explain BF and SR as a phenomenon. This includes topics such as: the purpose of the company, behavioral biases, motives for SR, Prospect theory and Markowitz's portfolio theory, and the relationship SR-beurskoers.Na completion of the course, you will have insight into current developments in the fields of BF and SR, into the most important theories for BF and SR, and into the scientific research focused on the above themes. In addition, you will be able to participate in the academic debate at the master's level. You know how to analyse financial decision-making of organisations in an authentic context and you can form an opinion on incomplete financial information and the associated uncertainty, taking into account social and ethical nuances.

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### **Preparation for graduation research CSC**

**Code**: MM0512

**Name**: Preparation graduation research CSC

**Type**: Standard product

**Language**: Dutch

**Description**:

If you choose to prepare your thesis in this direction, you can select a number of thematic topics in which you want to delve further. These topics are often linked to the current research of the supervisors of the thesis track and are regularly updated. During the course you will be offered relevant literature that matches the chosen theme. Under supervision, you will go through the necessary steps to arrive at a graduation proposal, based on a time-bound step-by-step plan. There are various contact moments and moments for feedback. The end result, the proposal for graduation research, is assessed by both the supervisor and a co-assessor. Only after approval can you proceed to the graduation phase.

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### **Preparation for S&I graduation research**

**Code**: MM0602

**Name**: Preparation for graduation research S&I

**Type**: Standard product

**Language**: Dutch

**Description**:

If you choose to prepare your thesis in this direction, you can select a number of thematic topics in which you want to delve further. These topics are often linked to the current research of the supervisors of the thesis track and are regularly updated. During the course you will be offered relevant literature that matches the chosen theme. Under supervision, you will go through the necessary steps to arrive at a graduation proposal, based on a time-bound step-by-step plan. There are various contact moments and moments for feedback. The end result, the proposal for graduation research, is assessed by both the supervisor and a co-assessor. Only after approval can you proceed to the graduation phase.

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### **Public governance**

**Code**: MM0603

**Name**: Public governance

**Type**: Standard product

**Language**: Dutch

**Description**:

Let us take you on an exploration of the intriguing world of management and control of networks, and the use of participatory methods. In our rapidly evolving society, steering through networks and participatory processes is the way in which governments give direction to complex issues. Think of recent challenges such as the decentralization of responsibilities to municipalities. This raises questions such as: Can municipalities effectively manage the interplay of various public and private parties? Can involving citizens (citizen participation) in policy-making contribute to the legitimacy of policy? The focus in this course is therefore on network and participatory governance, with specific attention to scientific relevance and to concrete skills that you will develop. We will discuss social issues that are in line with recent scientific research into network effectiveness, among other things. You will gain insight into the collaboration process between organizations, factors that influence effective collaboration and essential elements for the success of a collaboration, such as building trust and commitment. Participatory governance provides an in-depth understanding of how to participate in (government) policy. Both the role of citizens and organisations in government policy and the participation of the government in initiatives of citizens and organisations are discussed. In short, you will not only gain theoretical knowledge, but also develop important skills that can be used immediately. Upon completion of the course, you will have a solid knowledge of public governance and the tools to manage and steer effectively. You will also have insight into the core questions that scientists pose within network and participatory governance. You can conduct literature research and process scientific literature into a literature synthesis. Skills that come in handy when doing thesis research and writing your thesis and in your further career.

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### **Preparation for graduation research CS**

**Code**: MM0702

**Name**: Preparation for graduation research CS

**Type**: Standard product

**Language**: Dutch

**Description**:

In this course you will work on the first chapters of your thesis, either:(1) Introduction(2) Literature review(3) Methodology.Learning objectivesDuring this course you will learn:- conducting independent scientific research- writing a proposal for a graduation research with an introduction, literature review, and methodology chapter.

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### **Sustainable human resource management**

**Code**: MM0703

**Name**: Sustainable human resource management

**Type**: Standard product

**Language**: Dutch

**Description**:

Sustainability is often unilaterally linked to the environment and climate, and solutions in this area are often sought in technology and adjustments to consumption patterns. But our labour market, the way in which we use human capital in business, also touches on important, widely shared sustainability issues. How do we ensure that the organization and its employees are future-proof and permanently employable? How do we balance work and private life in the digital age? How can organizations become more inclusive? How do we create successful organizations that also pay attention to employee happiness at work and career prospects? Tackling these issues with human resource management (HRM) is a challenging activity, with which you also contribute directly to the UN's 17 Sustainable Development Goals (SDGs)! In this course, you will study HRM from a sustainability perspective. For example, different perspectives on Sustainable HRM are discussed and these are compared to other paradigms in HRM, such as Strategic HRM. In doing so, we have an eye for the context of organizations and we discuss SDGs, stakeholders and their interests, and the internal and external environment of organizations at micro, meso and macro levels. We offer you frameworks to better handle the tensions and paradoxes that arise in practice. The course also provides you with concrete tools on how organizations can develop and implement 'evidence-based' sustainable HRM. Through online meetings, literature and cases and practical assignments, the above questions and insights into these fascinating phenomena are addressed. After completing this highly topical and relevant course, you will be able to analyse HRM issues from a sustainable perspective. Moreover, based on this analysis, you can formulate recommendations for the HRM policy of organizations for both the development and implementation of policy. Finally, you know how to substantiate your analysis and advice with scientific insights. This puts you in an important position to help achieve sustainability goals.

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### **Preparation for graduation research MAR**

**Code**: MM0802

**Name**: Preparation graduation research MAR

**Type**: Standard product

**Language**: Dutch

**Description**:

If you choose to prepare your thesis in this direction, you can select a number of thematic topics in which you want to delve further. These topics are often linked to the current research of the supervisors of the thesis track and are regularly updated. During the course you will be offered relevant literature that matches the chosen theme. Under supervision, you will go through the necessary steps to arrive at a graduation proposal, based on a time-bound step-by-step plan. There are various contact moments and moments for feedback. The end result, the proposal for graduation research, is assessed by both the supervisor and a co-assessor. Only after approval can you proceed to the graduation phase.

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### **Organizational change and development**

**Code**: MM0803

**Name**: Organizational change and development

**Type**: Standard product

**Language**: Dutch

**Description**:

The course offers a renewed perspective on managing and facilitating change processes, in which traditional approaches are extensively and critically considered. The course content is closely linked to your daily practical experiences as a professional and both conventional (change) management literature and recent (postmodern) views are covered. During the course you will look differently at organizing, you will see new options for action and you will be provided with concrete intervention tools. You also learn to deal with tensions and unruliness during changes. There is a lot of room to discover who you are as a change agent through reflection. The course covers the following substantive themes: Paradigmatic perspectives, What is change/development?, Phasing and time, Organizational diagnosis, Behavior in organizations, Dealing with power, Intervening, Dealing with unruliness and Leadership. Through recorded lectures, state-of-the-art articles, tailor-made (virtual) lectures and challenging study tasks, you will work on comparing and assessing theories and perspectives, applying theories and concepts to your own practice, and reflecting on yourself and your own professional development (reflective practitioner). After the course, you will be aware of the recent developments in the field of organizational change and development and you will be able to reflect on them from different perspectives. By applying theories of organizational change and development to a complex practical situation, you are well able to think about how organizational changes can be tackled in the future. You have specific change management concepts and language, which enables you to reason as a change expert and to enter into substantive discussions with clients, managers with final responsibility and other stakeholders.

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### **Capita selecta**

**Code**: MM080U

**Name**: Capita selecta

**Type**: Standard product

**Language**: Dutch

**Description**:

During the phase of your graduation research, you will improve your research skills through the Bootcamp by following sessions, for example on analyzing both quantitative and qualitative data. During this course, you will participate in one of the bootcamps offered, for which you will sign up in the learning environment. There is also an assignment linked to following the bootcamp. If you follow the MM080U course, participation in the bootcamp is mandatory.

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### **Capita Selecta**

**Code**: MM080W

**Name**: Capita Selecta

**Type**: Standard product

**Language**: Dutch

**Description**:

Reporting of scientific research follows a certain structure. This structure can be found in published articles. It is good to recognize the parts of the structure, so that you can also apply this structure in your thesis. In this capita selecta you will learn: - how a scientific article is structured - how the building blocks of an article correspond to the building blocks of a thesis.

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### **Capita Selecta**

**Code**: MM080X

**Name**: Capita Selecta

**Type**: Standard product

**Language**: Dutch

**Description**:

In a systematic literature review, all available literature from databases is systematically examined. You then analyze this dataset in two ways. First, you make a descriptive overview of the number of articles per year and scientific journal. This is the quantitative analysis. Second, create a thematic synthesis, in which you discuss the key topics, trends, and ideas that emerge in the literature. Learning objectivesIn this course, you will conduct a systematic literature review. You will learn: - which steps a systematic literature review (SLR) consists of- how to perform each step.

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### **Capita selecta**

**Code**: MM080Y

**Name**: Capita selecta

**Type**: Standard product

**Language**: Dutch

**Description**:

In a systematic literature review, all available literature from databases is systematically examined. You then analyze this dataset in two ways. First, you make a descriptive overview of the number of articles per year and scientific journal. This is the quantitative analysis. Second, create a thematic synthesis, in which you discuss the key topics, trends, and ideas that emerge in the literature. Learning objectives In this course you will conduct a systematic literature review. You will learn: - which steps a systematic literature review (SLR) consists of- how to perform each step.

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### **Competitive supply chains**

**Code**: MM0903

**Name**: Competitive supply chains

**Type**: Standard product

**Language**: Dutch

**Description**:

In our daily lives, we continuously notice the impact of supply chains. Think of shopping at the supermarket, parcel services from e-tailers or waste collection. But the quality of medical care, of our holidays and our safety (police/army) is also highly dependent on logistics chains. In the meantime, issues such as climate change, political unrest and material scarcity are placing new demands on chains. To meet this, cooperation in the chain is an option; But interdependence also comes with risks. Organizations must therefore be aware of the fact that they are part of the logistics chains of other organizations and vice versa. This course is based on the notion that competition does not take place so much between individual companies but between supply chains. All companies within a chain must jointly focus on creating value for customers and other stakeholders. To this end, the individual links in the purchasing department, production, distribution and returns must first be properly managed. Subsequently, these links must be mutually integrated and coordinated for the sake of customer value, sustainability, innovation, risk management and resilience. Possible solutions lie, for example, in new digital techniques, circular business models, sustainable procurement and bringing production locations closer. We start this course with the classic parts of supply chain management: Strategy, Purchasing, Production and Distribution. In line with this, the recent trends mentioned above are discussed. In the Integration section, we then discuss managing customer and supplier relationships, human capital and performance measurement, culminating in a final assignment and an oral exam. At the end of the course, you will have state-of-the-art scientific knowledge of supply chain management and the skills to actually propagate and apply this knowledge in practice. All this with the professional end goal of effectively using logistics chains as a competitive weapon.

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### **Marketing management**

**Code**: MM1003

**Name**: Marketing management

**Type**: Standard product

**Language**: Dutch

**Description**:

Marketing pitches are often associated with empty words or exaggerated promises. In this fascinating course you will learn more about the veracity of such an association. For example, you learn to take a critical look at the behaviour of companies and their marketers on the basis of real cases such as McDonald's, Volkswagen and BP Horizon, and you learn to reflect on how things can be improved. In this elective course, you will become acquainted with contemporary developments in the field of marketing. In addition to ASM1, we now look beyond the traditional concepts (think of the four P's or Kotler's STP approach). This introduces you to the four main challenges that today's marketers face: 1) they can no longer focus exclusively on Profit, but also have to take into account the other two Ps (People and Planet), 2) they have to fight against the cliché that they are seen as talkers or even as fraudsters, 3) they have to work in a turbulent context in which maintaining control is difficult (for example, because of negative feedback on social security media) and 4) they must generally take into account the increasing complexity of consumer behaviour and the consumer experience ('customer journey' and the 'customer experience'). In this course, you will study the processes that maintain these challenges, but you will also analyse possible solutions. Where possible, each challenge is studied in the context of an appealing case. Your supervisors actively think along about possible solutions and comments to be made. After you have successfully completed this course, you will be able to look at (the behavior of) companies in a different and especially more critical way. Your new perspective on contemporary marketing management is based on a solid basic knowledge of the most recent scientific developments in the field. This will make you ready for the future.

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### **Strategy and innovation**

**Code**: MM1103

**Name**: Strategy and innovation

**Type**: Standard product

**Language**: Dutch

**Description**:

The phenomenon of innovation, seen from the strategic importance of the organization, is central to this course. Markets, needs and circumstances change. An organization will therefore have to adjust its strategic goals, vision and mission to continue to deliver value, to survive. Not only by applying their own inventions, but also in response to successful commercial applications of inventions by competitors. The importance of strategic innovation management is also evident from empirical research, which shows a relationship between the survival of organizations and their innovation behavior, but also shows that many new ideas never reach the market. Innovation, you will learn in this course, consists of several phases, in which strategy plays a central role. In the first two phases – that of identifying innovations and choosing from the potential innovations – a strategic choice must be made. The implementation of the innovation determines the ultimate success of the innovation, but in order to actually realize the value of the innovation for the organization, strategic choices with regard to learning, organization and the revenue model are necessary. To clarify this, various theoretical perspectives are reviewed and we discuss strategic tools such as co-creation, the Business Model Canvas and Red versus Blue Oceans through articles. In this way, you develop a broader vision on both topics. This means that the course is not a regular strategy course with a collection of theories, but also not a standard 'managing innovation' course. After completing this course, you will be able to design an innovation strategy that is in line with the business strategy and in which you recognize the importance of different phases of the innovation process. In doing so, you take into account the importance of the national innovation system, the importance of different types of networks and the reason why different organisations work together. Learning objectivesThe course aims to provide a deepening of the field of strategy, with an emphasis on the important role that innovation plays in this.

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### **Capita selecta**

**Code**: MM1203

**Name**: Capita selecta

**Type**: Standard product

**Language**: Dutch

**Description**:

In a systematic literature review, all available literature from databases is systematically examined. You then analyze this dataset in two ways. First, you make a descriptive overview of the number of articles per year and scientific journal. This is the quantitative analysis. Secondly, you will make a thematic synthesis, in which you will discuss the most important topics, trends, ideas that emerge in the literature. Learning objectives In this assignment, you will conduct a systematic literature review. You will learn: - which steps a systematic literature review (SLR) consists of- how to perform each step.

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### **Preparation for graduation research CON**

**Code**: MM1303

**Name**: Preparation graduation research CON

**Type**: Standard product

**Language**: Dutch

**Description**:

This course prepares you for the graduation research. As an end product of this course, you will deliver a research plan. The various steps you take to arrive at such a research plan include choosing a thesis topic, formulating a suitable problem statement, making a motivated choice for a methodological design of the research and incorporating all these insights into a consistent research proposal. You take these steps within the field of controlling. Learning objectivesAfter completing this course, you will be able to:- formulate a problem statement based on a defined theme and literature provided by the graduation supervisor- introduce a problem statement and indicate the scientific and social relevance- conduct literature research and establish a theoretical framework based on this- draw up a suitable research plan.

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### **Preparation for FDM graduation research**

**Code**: MM1403

**Name**: Preparation for FDM graduation research

**Type**: Standard product

**Language**: Dutch

**Description**:

In this course, you will work step by step through concrete assignments on your research plan that will later serve as the basis for your graduation research. Based on a substantive deepening, you choose a graduation topic that is scientifically relevant and fits within the field of finance or (financial) accounting. Given this choice, you will work on a relevant and suitable research question. To this end, you will work out concrete sub-assignments, using insights from the Financial decision making course. Based on your central research question, you will work on a concrete design of the empirical part of your graduation research. Finally, you write your final research proposal in a template provided for this purpose. Learning objectivesAfter following the course, you are expected to be able to make a responsible research plan for conducting scientific (graduation) research in the field of accounting and/or financing. After this course you will be able to:- develop a substantiated, scientifically relevant problem statement- set up and carry out a literature study in line with this problem statement in order to develop a relevant theoretical framework- develop a suitable research design for investigating the problem statement.

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### **Preparation for graduation research GOV**

**Code**: MM1503

**Name**: Preparation graduation research GOV

**Type**: Standard product

**Language**: Dutch

**Description**:

This course prepares you for the graduation research and helps you to arrive at a research plan based on a professional and methodological deepening. The various steps you take to arrive at this plan include choosing a thesis topic, formulating a suitable problem statement and incorporating all these insights into a consistent research proposal. The research method used in this course is qualitative research. You take these steps within the field of Public Governance. Learning objectivesAfter this course, you will be able to:- formulate a research question that is clear, delineated and feasible- specify the scientific and social relevance of the research question- substantiate the research question in a relevant way with recent scientific literature- develop a conceptual model with which the research question can be answered- make a motivated choice for the research strategy (including methods and techniques of data collection and data analysis), which is tailored to the research question and including the relevant aspects of validity and reliability - to carry out the above elements in a relatively independent manner and to record them in writing in a research proposal that meets the criteria.

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### **Preparation for graduation research DHRM**

**Code**: MM1603

**Name**: Preparation for graduation research DHRM

**Type**: Standard product

**Language**: Dutch

**Description**:

The elective course Sustainable Human Resource Management approaches HRM from a sustainable perspective in which the interests of organisations, employees, and the social context are valued and weighed. If you choose to prepare your graduation research in this direction, you can choose from a number of substantive themes to delve deeper into. These substantive deepenings are related to the ongoing research of the thesis track supervisors and are therefore regularly updated. During the course, relevant literature is offered from the tracks. Under supervision, you will go through the necessary steps to arrive at a proposal for your graduation research. This is done through a step-by-step plan that takes into account the DHRM course to be completed in parallel in terms of time commitment. There are a number of fixed contact and feedback moments. The final product, the research proposal, is assessed by the supervisor and co-assessor. Only with an approved research proposal can you move on to the graduation phase.

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### **Preparation for graduation research OVO**

**Code**: MM1703

**Name**: Preparation graduation research OVO

**Type**: Standard product

**Language**: Dutch

**Description**:

During 10 weeks, you will work step by step on your research proposal through a concrete assignment that will later serve as the basis for your graduation research. Based on a substantive deepening, you choose one of the available graduation themes within the field of organizational change and development. Given this choice, you will work on a relevant and suitable research question. Through concrete sub-assignments, you will then work towards a concrete design of the empirical part of your graduation research. You will conclude this course with the delivery of a final research plan. Learning objectivesAfter this course, you will be able to:- formulate a research question that is clear, delineated and feasible- anchor this research question in the recent scientific literature in an understandable and relevant way- specify the scientific and social relevance of the research question- develop a conceptual model in which the relevant concepts or variables are specified- indicate the relationship between the theoretical and the empirical part of the research and the various steps in it in a structured way- making motivated choices for the methods and techniques of data collection and data analysis, which are tailored to the research question, including the relevant aspects of validity and reliability- carrying out the above elements in a relatively independent manner and recording them in writing in a plan that meets the criteria.

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### **Preparation for graduation research CSC**

**Code**: MM1803

**Name**: Preparation graduation research CSC

**Type**: Standard product

**Language**: Dutch

**Description**:

Before you can start the empirical phase of your graduation research, you must submit a thorough research plan to the supervisor of the (thesis) track. This course helps you to arrive at this plan, by paying attention to:- formulating problem statements - recognizing (and applying in your own research the reason for) further research - demonstrating and presenting the relevance of research - substantiating relationships in the literature - using research methodology of a quantitative and/or qualitative nature. The supervisor of the (thesis) track and a co-assessor will assess your research plan. If approved, you can start the next phase of graduation. The supervisor of the Preparation for Graduation Research is often also the supervisor of your graduation research. Learning objectivesAfter completing the course, you will be able to:- formulate a problem statement based on a defined theme and literature provided by the graduation supervisor- articulate a problem statement and indicate the scientific and social relevance- conduct literature research and determine the theoretical framework based on this- draw up a suitable research plan (with attention to the method of research, data collection, operationalization of variables, validity, and so on).

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### **Preparation for graduation research MAM**

**Code**: MM1903

**Name**: Preparation graduation research MAM

**Type**: Standard product

**Language**: Dutch

**Description**:

Before you can start the empirical phase of your graduation research, you must submit a thorough research plan to the supervisor of the (thesis) track. This course helps you to arrive at this plan, by paying attention to:- formulating problem statements- recognizing (and applying in your own research) the reason for further research- demonstrating and presenting the relevance of research- substantiating relationships in the literature- using research methodology of a quantitative and/or qualitative nature. The supervisor of the (thesis) track and a co-assessor will assess your research plan. If approved, you can start the next phase of graduation. The supervisor of the Preparation for Graduation Research is often also the supervisor of your graduation research. Learning objectivesAfter completing this course, you will be able to:- formulate a problem statement based on a defined theme and literature provided by the graduation supervisor- articulate a problem statement and indicate the scientific and social relevance- conduct literature research and determine the theoretical framework based on this- draw up a suitable research plan (with attention to the method of research, data collection, operationalisation of variables, validity).

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### **Preparation for S&I graduation research**

**Code**: MM2003

**Name**: Preparation for graduation research S&I

**Type**: Standard product

**Language**: Dutch

**Description**:

You will complete this course after completing the elective course Strategy and Innovation, so that a bridge can be built between the content and the formal formal requirements of a research plan. Central to this course are the competencies needed to formulate a clear and relevant problem definition, to collect and process the right literature and to arrive at an operationalization of the conceptual model, which can serve as a basis for empirical research. The final assessment involves approving the resulting research proposal so that the second phase of graduation can begin. Learning objectivesThis course helps you to arrive at:- good problem definition- first draft of the literature review- first draft of the conceptual model- first draft of the methodological chapter.

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### **Preparation for graduation research CS**

**Code**: MM2103

**Name**: Preparation for graduation research CS

**Type**: Standard product

**Language**: Dutch

**Description**:

In this course you will work on the first three chapters of your thesis, either:(1) Introduction(2) Literature review(3) Methodology.Learning objectivesDuring this course you will learn:- conduct independent scientific research- write a thesis plan with an introduction, literature review, and methodology chapter.

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### **Graduation research management sciences**

**Code**: MM9906

**Name**: Graduation research management sciences

**Type**: Standard product

**Language**: Dutch

**Description**:

You will conclude the Master's programme with the graduation programme. In this final phase of your programme, you will independently conduct in-depth scientific research and report on it in the form of a thesis. Of course, you are not alone in this challenging task! During the graduation phase, you will be assisted by an expert supervisor within your chosen thesis track. This track provides you with professional guidance and a stimulating environment for academic growth. With a group of students and lecturers, you will conduct scientific research into topics and problems around the same theme. So you are part of a community of researchers, a 'research community', and make your personal contribution to it. Your thesis topic must be in line with the focus of the thesis track and your graduation research builds on the knowledge from the subfield of management sciences in which you previously studied with your elective course. Because you will be involved in the research of lecturers, you will have the opportunity to get used to the challenging and inspiring environment of scientific research. Moreover, the thesis track offers a platform where you can learn from each other's expertise and encourage and inspire each other. The graduation portal in the online learning environment also supports you during every stage of your graduation research. You will find the necessary resources for designing and conducting your thesis research and can thus take full advantage of the rich experience of the graduation project. With an approved thesis proposal, you can register for the course Graduation Track Management Sciences. In this course, you will have the opportunity to actually conduct your prepared research and to report and discuss the results in the form of a structured thesis. Your thesis has the character of a full-fledged research report, comparable to an (empirical) scientific article. The graduation programme is not only about deepening existing knowledge, but also about adding valuable insights to existing scientific knowledge. A graduation thesis in the Master Management is therefore not just a report of research, but a contribution to the continuous development of scientific knowledge. Are you up for this challenge? Step into the world of scientific research and discover the opportunities that our graduation program has to offer you. Because let's face it, how much fun it is to contribute knowledge to science with your thesis research!

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### **Basics of Management**

**Code**: MWBVHM

**Name**: Basics of Management

**Type**: Standard product

**Language**: Dutch

**Course** Content:

There is a good chance that you have grown into a management position as a manager, without any training in that direction. There is also a good chance that you will be overwhelmed with 'daily fires' every day. You may have a list of 'things to do today' in your head when you step into work in the morning. And at the end of the day, you have to conclude that you have only been able to do a few tasks from this list because of all kinds of jobs in between. In short, there is a lack of structure. In this programme, you will learn to apply this structure through the basics of management in three areas: looking at and acting in an organisation from a general and objective framework, financial management and personnel management

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### **Open Bachelor's in Business Administration**

**Code**: OBABDK-2024-2025

**Name**: Open Bachelor Business Administration

**Type**: Training

**Language**: Dutch

**Course** Content:

You will learn to better understand the functioning of employees and leaders, teams, business processes and relationships between companies and organizations. In addition, you will gain a solid knowledge base, so that you can focus on various management issues, for example in the field of marketing, human resources, supply chain management, organizational change, strategy and innovation, and accounting and financing. At the same time, you develop yourself optimally as a manager, leader, director or advisor. So that you can give a substantial interpretation to the management of a company or institution. The entire programme of the Open Bachelor's programme is a combination of courses from the field of Management Sciences with broadening of courses from one or two other scientific fields. There are various options in broadening packages. The combination of two or even three fields of study gives the programme a multidisciplinary character.

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### **Premaster Management**

**Code**: SMAMAN-2024-2025

**Name**: Premaster Management

**Type**: Training

**Language**: Dutch

**Course** Content:

The Premaster Management consists of the course MB0116 Premaster: methods and techniques of research. The aim is to prepare you to conduct scientific research independently and to strengthen your academic attitude. The next themes' s are discussed: developing research questions and &ndash; problems, design of research, reliability and validity, literature review, reading and compiling scientific articles, quantitative research, qualitative research and reporting on and reflection on research results.

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### **MBA thesis**

**Code**: SPRING

**Name**: MBA thesis

**Type**: Standard product

**Language**: not specified

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### **W023PT Business Ethics and Stakeholder Management**

**Code**: W023PT

**Name**: W023PT Business Ethics and Stakeholder Management

**Type**: Standard product

**Language**: not specified

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### **W033PT Implementing CSR**

**Code**: W033PT

**Name**: W033PT Implementing CSR

**Type**: Standard product

**Language**: not specified

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### **W043PT Shared Value**

**Code**: W043PT

**Name**: W043PT Shared Value

**Type**: Standard product

**Language**: not specified

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### **W053PT Cross-sector partnerships**

**Code**: W053PT

**Name**: W053PT Cross-sector partnerships

**Type**: Standard product

**Language**: not specified

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### **W063PT Social intrapreneurship**

**Code**: W063PT

**Name**: W063PT Social intrapreneurship

**Type**: Standard product

**Language**: not specified

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### **W073PT Business Spirituality**

**Code**: W073PT

**Name**: W073PT Business spirituality

**Type**: Standard product

**Language**: not specified

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## **Science - Environmental Sciences**

### **Bachelor of Environmental Sciences (BSc)**

**Code**: BMW-2024-2025

**Name**: Bachelor of Environmental Sciences (BSc)

**Type**: Training

**Language**: Dutch

**Course** Content:

Do you ever wonder what world we leave to future generations? Are you worried about the consequences of climate change? About the pollution of our oceans with plastic waste? The decline of biodiversity? The interventions in our food by the food industry? In the Bachelor's programme in Environmental Natural Sciences, you analyse environmental problems and look for ways to solve them. In doing so, you take a critical look at the relationship between people and the environment, and you look for products and production processes that are more in line with natural processes. In this way, you develop yourself into a critical scientific environmental professional who actively contributes to a sustainable world. Structure In this programme we combine a solid foundation in the natural sciences, knowledge of current developments in the field of sustainability and solution-oriented thinking with attention to the technical &eacute; n social aspects of environmental issues. From the first year, you will be involved in current scientific research into, for example, adapting our living environment to a changing climate, analysing the impact of microplastics on health and the environment, renewing and improving environmental policy, and the search for sustainable forms of energy. In many cases, you can bring in and elaborate cases from your own living and working environment and make a connection between science and practice. The training starts with the introductory courses Earth, people and the environment 1 and Earth, people and the environment 2. These courses give you a broad introduction to the field and a glimpse into the rest of the programme. In the first year, you will then focus on mathematics, chemistry, physics, geology and data analysis. Another part of the propaedeutic year is the Ge&iuml; Integrated practical natural sciences, where you gain experience with scientific experiments. In the post-propaedeutic year, you will develop knowledge about various environmental issues, about research methods and about the possibilities of developing and realising solutions. Four times a year we organize a theme day. On those days we supervise the courses, you can attend a lecture on a current topic and you have the perfect opportunity to get to know your teachers and fellow students. If you want to know more about the content, request the study guide.

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### **Focus course Earth and Sustainability**

**Code**: FONAD-2024-2025

**Name**: Focus course Earth and Sustainability

**Type**: Training

**Language**: Dutch

**Course** Content:

This focus programme consists of the following courses from our Bachelor's programme in Environmental Natural Sciences. In the course Earth, Man and Environment 1 (NB0112) you will be introduced to the basic principles of the natural sciences that relate to various parts of the earth's environment. You will learn about soil, continental waters, ocean and atmosphere, energy flows in the biosphere, dust cycles, and ecosystems and adaptation. This will give you more insight into the question of how this environment makes life possible. The course Earth, Man and Environment 2 (NB0212) is about the influence of humans on the earth system (water, soil and atmosphere). But also on activities in the field of sustainable development and solving environmental problems (environmental policy, environmental technology, sustainable production of energy and food). You will learn to make a connection between the causes of ecological and social problems, their impact on people and the environment and the answers formulated by society. In the course Environmental Sciences and Sustainable Development (NB1212) you will delve deeper into the concept of sustainable development and the role of environmental science knowledge in social issues in this field. The meaning of sustainable development as a concept and as a strategy for social change. And on the role that (environmental) scientific knowledge can play in the social arena.

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### **Focus programme Citizen engagement and sustainable living environment**

**Code**: FONBDL-2024-2025

**Name**: Focus programme Citizen Engagement and Sustainable Living Environment

**Type**: Training

**Language**: Dutch

**Course** Content:

This focus programme consists of the following courses from our bachelor's programme Milieu-natuurwetenschappen.In the course Citizens' Initiatives and Sustainability (NB2802) you will get an overview of citizens' initiatives in the field of sustainability and of the various forms of citizen participation in governance and policy with regard to the living environment. On the basis of concrete examples and scientific literature. With attention to the underlying idea, n on democracy and governance in relation to citizen engagement, views on sustainability and the role of citizens and the impact of citizen engagement on sustainability. The sustainable city course (NB2902) focuses on the major urban sustainability transitions in the areas of energy, climate, mobility and circularity, and urban green spaces. You will look at the current sustainability problems and the possible solutions, but also at the goals of urban policymakers and the challenges in achieving them. In the course Environmental Sciences and Sustainable Development (NB1212) you will delve further into the concept of sustainable development and the role of environmental science knowledge in social issues. The significance of sustainable development as a concept and as a strategy for social change and on the role that (environmental) scientific knowledge can play in the social arena.

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### **Master Environmental Sciences (MSc)**

**Code**: MAES-2024-2025

**Name**: Master Environmental Sciences (MSc)

**Type**: Training

**Language**: Dutch

**Course** Content:

Structure The Master's programme consists of an introductory block of 15 credits, a thematic block of 15 credits and a graduation block of 30 credits. The introductory block consists of two compulsory courses aimed at gaining general knowledge, insights and skills. The course Environmental Issues: Crossing Boundaries between Science, Policy and Society provides an overview of the concepts and methods relevant to the environmental sciences. Tackling sustainability issues as an interaction process between science, policy and society. You will gain insight into the complexity of sustainability issues, different perspectives, interests and actors that play a role, and learn to reflect on your own role as an expert. The second introductory course, Research Methods in Environmental Sciences, is about selecting, applying, assessing and integrating natural science and social science methods for data collection and data analysis that are important in the investigation of complex environmental issues. In the thematic block, which consists of the compulsory course The Science of Environmental Change of 7.5 EC and an individual elective block of 7.5 EC, you will prepare yourself for the subject of your MSc Thesis. In the course The Science of Environmental Change, the acquisition of scientific knowledge about the way in which factors such as population growth and pollution, ecological systems and human societies are addressed. with specific attention to climate change. In the elective block, you can choose from the courses Environmental Governance in Times of Global Change, Environmental Health Sciences or education elsewhere. In the course Environmental Health Sciences (7.5 EC), issues in the field of environment and health are further explored in depth in terms of content and methodology. The classic risk assessment model on which various aspects of the health risk analysis are hung as a stepping stone. This course is especially interesting if you have an affinity with the environment. and health issues. The course Environmental Governance in Times of Global Change (7.5 EC) gives you a theoretical basis &ldquoСоророререни n an overview of policy developments in the field of environment and sustainability. With specific attention to issues and policies in the areas of climate and energy, transport and mobility, agriculture, biodiversity, and sustainable production and consumption. The relevant policy areas are described and analysed, and illustrated with short case studies. In addition, you will learn to reflect critically on future challenges. In the graduation block, the Research Propo courses form

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### **Minors in Environmental Sciences**

**Code**: MINORNW

**Name**: Minors Environmental Sciences

**Type**: Training

**Language**: not specified

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### **Earth, Man and Environment - Introduction to the Environmental Natural Sciences 1**

**Code**: NB0112

**Name**: Earth, Man and Environment - Introduction to Environmental Natural Sciences 1

**Type**: Standard product

**Language**: Dutch

**Description**:

The course is made up of 4 learning units: 1. Soil, continental waters, ocean and atmosphere, 2. Energy flows in the biosphere, 3. Matter cycles, and4. Ecosystems and adaptation. Although many processes within the compartments atmosphere, soil or water cannot be separated from each other, in the first learning unit we zoom in on individual processes within these compartments. In this way, we also hope to provide a clear picture of the processes that take place in living nature, including processes that are important for the survival of living organisms, such as plants, animals and humans. By studying the following learning units, it will become increasingly clear how all compartments are interrelated. It is inevitable that we will bring up the human factor here and there, for example when it comes to dealing with topics such as the carbon cycle and photosynthesis. The course Earth, Man and Environment 2 (NB0212) then effectively examines the influence of humans on various earthly processes, including the influence on primary necessities of life and their consequences. This gives you more insight into the question of how we can keep the earth's environment liveable. After following both courses Earth, People and the Environment, you will also be able to describe the most important requirements for a sustainable use of the earth. Learning objectivesAfter studying the course, you will be familiar with basic scientific knowledge about different compartments that are part of the earth's environment. You will also gain more insight into the question of how this environment makes life possible.

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### **Earth, Man and Environment 2: Introduction to the Environmental Natural Sciences**

**Code**: NB0222

**Name**: Earth, Man and Environment 2: Introduction to the Environmental Natural Sciences

**Type**: Standard product

**Language**: Dutch

**Description**:

The course Earth, Man and Environment 2 is about the influence of humans on the earth system (water, soil and atmosphere) and about activities aimed at sustainable development and solving environmental problems (environmental policy, environmental technology, sustainable production of energy and food). You will learn to make a connection between the causes of ecological and social problems, their impact on people and the environment and the answers formulated by society. To do this, you will learn to use the widely used environmental scientific analysis framework DPSIR (Driving forces – Pressures – States – Impacts – Responses) at a basic level. The DPSIR analysis framework has been developed by the European Environment Agency and others.Learning objectivesAfter studying the course, you will be able to:– explain what environmental problems are and the relationship between environmental problems and sustainable development – indicate the general scientific method for systematically analysing environmental problems, what the possibilities but also the limitations are, and apply this approach to an environmental problem – give a global overview of the history of environmental problems and the policy and societal responses to them, with an emphasis on the past decades – indicating key challenges and possible solutions for sustainable development in the future – applying the DPSIR model for analysis of environmental problems to an environmental problem in practice and indicating the possibilities and limitations of this model. More informationFor chemical and biological processes, which we describe within these learning units, we make the necessary scientific knowledge available in the first introductory course Earth, Man and Environment 1 (NB0102).

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### **Mathematics for Environmental Science**

**Code**: NB0302

**Name**: Mathematics for Environmental Sciences

**Type**: Standard product

**Language**: Dutch

**Description**:

The Mathematics for Environmental Sciences course focuses on the mathematical tools needed to work as an environmental scientist. In concrete terms, the mathematical skills that are applied in the various courses of the Bachelor's programme in Environmental Natural Sciences are practised. A number of topics are covered, including exponential, logarithmic and trigonometric functions, differentiation, integration, differential equations and matrix calculus. Each theme includes the necessary theoretical foundation on the one hand, and many concrete examples from environmental science practice on the other. Each mathematical topic is introduced on the basis of an example or problem situation in the environmental sciences. After a brief treatment of the mathematical theory, it is applied to solve the problems outlined. Mathematics is therefore mainly used to analyse problems and find solutions. Learning objectivesAfter studying the course, you will have mathematical insight and skills around exponential, logarithmic and trigonometric functions, integration and mathematical modelling.

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### **Life sciences: evolution**

**Code**: NB0412

**Name**: Life Sciences: Evolution

**Type**: Standard product

**Language**: Dutch

**Description**:

In biological evolution, the environment plays an important, selective role. What happens when that environment changes due to human influence? Or if humans create a new type of environment, such as densely built-up cities? This course offers a broad basis of knowledge and insights on biological evolution. From that basis, the course discusses various examples of (unintended) human influence on evolutionary processes. The course starts at the level of populations. It examines genetic variation, variation in appearance (phenotype) and the link between the two. From that knowledge, evolutionary processes are discussed. The later learning units zoom out to the longer time scale: the emergence of adaptations, of new species, and of biodiversity on earth. You apply the theory in an ongoing case about the black-edged garden snail (Cepaea nemoralis), where you can make observations in your immediate living environment and in an ongoing case about Anolis lizards on Caribbean islands. Learning objectivesAfter studying the course, you will have knowledge of:- the relationship between the biological subdisciplines and the place of evolutionary biology within them- the meaning of the most important evolutionary terms and the concept of biodiversity. You will also have insight into:- the evolutionary process including the role of heredity,- the explanatory role of the theory of evolution for all biology,- the changeability of the environment on various time scales (geological, historical) and its effects on biodiversity,- the effect of human actions on evolutionary processes.

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### **Chemistry for Environmental Sciences 1**

**Code**: NB0502

**Name**: Chemistry for Environmental Sciences 1

**Type**: Standard product

**Language**: Dutch

**Description**:

The course provides the basic knowledge of chemistry that an environmental scientist may need in daily practice through a number of application-oriented study tasks. In order to be able to work out these study tasks, the underlying subject matter is covered in the course books. A number of practice exercises are included for each subject of the subject matter. For each topic - if necessary - a reference is included to sources for refreshing prior knowledge that is necessary for the subject in question. Sometimes the prior knowledge material is included in the course book. In order to be able to complete the course with good results, good numeracy skills, passive knowledge of English and a basic knowledge of chemistry at pre-university level are necessary. Knowledge of mathematics, physics and chemistry at pre-university final exam level is desirable. Course objectivesAfter studying the course, you will have: - knowledge of the basic concepts of chemistry;- knowledge of the structure of an atom;- knowledge of the different types of chemical bonds;- insight into the different interactions between particles that determine the state of matter of a substance;- insight into the different crystal models for the solid;- knowledge of the different types of chemical reactions, in particular acid-base reactions and redox reactions;- knowledge of the different types of chemical equilibria, of reaction kinetics and of reaction mechanisms.

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### **Life Sciences 2: Physiology**

**Code**: NB0702

**Name**: Life Sciences 2: Physiology

**Type**: Standard product

**Language**: Dutch

**Description**:

Physiology is about the 'working' of living organisms such as plants and animals. Physiology is important in environmental science because it provides insight into the boundaries within which life is possible. Physiology also offers opportunities to understand how living organisms (including humans) can or cannot survive under environmental stress. In order to function and survive, an organism must absorb energy, maintain a fairly constant internal environment, and be able to respond to external threats. This is possible due to all kinds of chemical and physical processes in cells and organs. This course deals with the functioning of living organisms from the level of biomolecules in the cell to the cooperation of organs in the organism. This course starts at the basics, with cell biology. First, the different types of biomolecules are discussed. Building on this, the course deals with metabolism in cells. First, photosynthesis in plants, the capture of light energy that forms the basis of the food chain and food supply, is discussed. This knowledge about photosynthesis can be put into practice directly in the course 'Integrated Practical Natural Sciences' (NB0802) that takes place parallel to the course Life Sciences 2: physiology. After the photosynthesis component, attention is paid to the other ways in which cells can meet their energy needs, with an emphasis on animal cells. This knowledge is applied in the Metabola game that can be played with fellow students. In the second part, the attention shifts to the level of organs and the organism. The physiology of animals and humans is central to this. Aspects that are discussed are the maintenance of a state of equilibrium (homeostasis), energy and a diverse group of organs involved. Both parts of the course consist of concise study texts, followed by a number of scientific articles. Learning objectivesAfter completing this course, you will be able to:- explain the meaning of the most important terms within cell metabolism and physiology. You will also have insight into:- the different ways in which organisms meet their energy needs,- the most important processes in the metabolism of plants and animals,- structure, growth and reproduction and protection at the cellular level,- the processes, organ systems, organs, cells and cell organs, involved in homeostasis. You can also:- get the most important messages from English-language scientific reviews- apply a number of calculations commonly used in physiology at a basic level.

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### **Integrated practical natural sciences**

**Code**: NB0802

**Name**: Integrated Practical Natural Sciences

**Type**: Standard product

**Language**: Dutch

**Description**:

The Integrated Practical Natural Sciences (GPN) is aimed at learning to experiment in the field of natural sciences. The theme of the practical is physiological and genetic modifications of the photosynthesis process. It consists of a preparatory, an experimental and a completion phase. In the preparatory phase, the written material covers the most important backgrounds of the photosynthesis process. The experimental phase takes place at Wageningen University and Research Centre. This part of the practical consists of six consecutive days that are preceded by a preparatory meeting in Utrecht. The first practical day is practiced with some elementary laboratory techniques. A number of experiments will then be carried out to provide more insight into physiological and genetic adaptations of the photosynthesis process. The last practical day is used to further investigate a self-formulated question in more experimental detail. The results of this are reported verbally to fellow students and supervisors. The practical is concluded with a completion phase. The data collected during the practical must be processed into a thematic report. Learning objectivesAfter completing the course:- you will have insight into the (sub)processes of photosynthesis and the possibilities of physiological and genetic adaptation,- you will be able to formulate a testable hypothesis and set up a simple experiment to test a hypothesis,- you will have insight into the problems of conducting experiments and into the possibilities and limitations of methods and techniques used,- You will have some insight into the reliability of experimentally obtained data and you will be more familiar with processing and statistical analysis—you will be able to evaluate the experimental data in the light of the hypothesis, process the results obtained in a report and make suggestions for follow-up research.

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### **Data and inferences**

**Code**: NB0922

**Name**: Data and Inferences

**Type**: Standard product

**Language**: Dutch

**Description**:

With this course, we want to teach you the skill of assessing scientific information. How reliable is the statement that the average temperature on earth will rise by 2-4 degrees Celsius in 2050? And how reliable is the prediction that summers in the Netherlands will become wetter? In today's society, trust in science sometimes seems to be hard to find, and scientific knowledge sometimes seems uncertain. But the scientific tradition and scientific reasoning are aimed precisely at increasing the certainty of our knowledge. In addition, it is becoming increasingly clear how much environmental science issues are linked to society: our behaviour and our choices influence the environment. It is therefore now more important than ever that knowledge is correctly interpreted and applied. Would you like to know more about this? And would you also like to have a little more 'scientific maturity', so that you are able to assess the validity of alleged connections and, if necessary, refute them? Or would you also like to be able to critically assess scientific articles and make well-founded statements about them? Then the Data and Inferences course is for you. Learning objectivesGiven these objectives, the course has the following general learning objectives:- To provide insight into the principles of informal logic- To provide insight into the nature and function of theories and models- To provide insight into the function of experimental designs and statistical tests- To provide skills in assessing deductive reasoning- To provide skills in assessing the suitability of experimental designs and statistical tests in concrete experimental situations.

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### **Physics for Environmental Sciences**

**Code**: NB1002

**Name**: Physics for Environmental Sciences

**Type**: Standard product

**Language**: Dutch

**Description**:

In this course, the principles of physics are provided in an environmental science context. These are physical concepts that can often be represented through mathematical relationships. Special attention was paid to the role that the various facets of Physics - observation, modelling and monitoring - have in solving environmental problems and promoting sustainability. In the general introduction, the social importance of Physics is outlined and an overview of the subject matter is given. This is followed by the study task Classical Mechanics, in which you apply the knowledge in the field of forces and energy to the energy consumption of a means of transport (car, bicycle, aircraft) and the operation of a tidal basin. In the study task Electromagnetism you will learn how knowledge of electricity can be applied to wind energy. In the Heat and Heating study tasks, thermodynamic principles are applied in and around the house (insulation and the heat pump). The study task Optical radiation is applied to the measurement of air pollutants. The study task Radioactivity is framed in examples from nuclear energy and medical imaging and therapy. The Noise study task is applied to reducing noise nuisance. The integrating study task around Climate shows how the different facets of Physics can contribute to a better understanding of our climate and climate change. The course concludes with a general summary, in which the ten topics come together and are (again) placed in the perspective of sustainability. The course includes a reflection assignment (1/2 hour) on threshold concepts in physics. You carry out this assignment after the last study task, and before the exam. A threshold concept is a core concept that can be seen as a gateway that gives access to a new way of thinking about the subject matter. In this assignment, you will also reflect on the physics concepts, and the extent to which they have contributed to a better understanding of the environmental sciences. The course is examined by means of a digital individual exam (DIT) with multiple choice questions. Learning objectivesAfter studying the course Physics for Environmental Sciences, you will have knowledge of and insight into: - the role that physics has in environmental sciences. This is mostly about mathematical relationships between physical quantities that can be represented by formulas;- classical mechanics: forces and energy, applied to the energy consumption of a means of transport (car, bicycle, airplane) and the operation of a tidal pool;- electromagnetism and the operation of the electric motor; application takes place on the wind turbine;- the principles of thermodynamics, applied to the heat loss through a muu

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### **Environmental policy: theory and practice**

**Code**: NB1102

**Name**: Environmental policy: theory and practice

**Type**: Standard product

**Language**: Dutch

**Description**:

The course consists of an electronic workbook in the online learning environment and the textbook 'Environmental policy: analysis and perspective' (ed. Driessen and Leroy, 2007) and a source book. For Flemish students, six chapters from the textbook will be provided with a Flemish variant. The course is made up of five parts:1. StartYou get to know the members of your team through the online learning environment. You will then visit a kick-off meeting in Utrecht or online where you will meet your group members and the teacher. Furthermore, in this phase you can already go through (parts of) the textbook.2. OrientationThe orientation covers a number of topics that are important for a (first) acquaintance with environmental policy: the relationship between the environment and society, the development of the policy area, the objectives and principles of environmental policy, and the political context. A number of central concepts are discussed that will be discussed regularly in the remainder of the course.3. DeepeningThis section discusses the institutionalisation of environmental policy, both in terms of policy and law. Subsequently, various analysis methods are discussed for (learning to) understand and explain environmental policy better. A distinction is made between the goal-rational, social-interactive and institutional perspective on environmental policy. This part also discusses central concepts that must be applied in the remainder of the course.4. Application Building on the knowledge and insights you gained in the previous parts of the course, this part takes a closer look at climate change. Attention is paid to the scientific aspects of climate change, but the focus is on the social and policy science dimension of the climate issue. You will also learn how to set up policy research focused on climate change with your fellow group members. The detailed research design serves as preparation for the next part of the course, which focuses on climate policy.5. AssessmentIn the last part of the course, you will conduct research into climate policy in a municipality in the Netherlands. You will use the knowledge and insights gained from the course and the research design from the previous part. The group result is elaborated in a written group report and summarized in a PowerPoint presentation. Both group products are part of the (individual) final assessment for this course, in addition to an assessment of the group process and the individual contribution. Collaborative learning The course is considered indispensable for students who come into contact with aspects of environmental policy in (later) professional practice. This may involve positions in government, business or environmental organizations. An important feature of the field is to collaborate with others on environmental issues, and to create a

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### **Environmental science and sustainable development**

**Code**: NB1212

**Namely**: Environmental Science and Sustainable Development

**Type**: Standard product

**Language**: Dutch

**Description**:

In the Environmental Sciences and Sustainable Development course, you will increase your knowledge of the concept of sustainable development and of the role of environmental science knowledge in social issues in this field. The course builds on the knowledge acquired in the courses Earth, People & Environment (AMM) 1 and 2 and/or similar knowledge gained elsewhere. An important part of the course is the conduct of a literature study on a concrete environmental issue and the scientific reporting on this in a paper. In this literature review, you can choose from five current dossiers, such as the nitrogen problem, making energy use in cities more sustainable, environmental pollution by plastics and the preservation of biodiversity. The course consists of four parts and a final writing assignment. The first part examines the meaning of sustainable development as a concept and as a strategy for social change. The second part examines the role that (environmental) scientific knowledge can play in the social arena. You will work on translating a knowledge question as it is alive in society into a research question with which you can search for information within different areas of environmental science. Subsequent parts of the course are aimed at acquiring skills such as being able to find scientific literature and processing that information. You will analyse an issue of your choice based on one of the above files. You then translate the insights gained into a substantiated (academic) text. Learning objectivesAfter studying the course:- you will have knowledge of and insight into the concept of sustainable development,- you will have insight into the role of environmental sciences in helping to achieve sustainable development,- you will be able to translate a knowledge question as it exists in society into a research question with which you can search for information within different areas of environmental science, - You will be able to apply knowledge and insights from the course material to a concrete environmental problem and report on this in an academic text.

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### **System Earth: knowledge for climate**

**Code**: NB1302

**Name**: System Earth: Knowledge for Climate

**Type**: Standard product

**Language**: Dutch

**Description**:

In the course System Earth: Knowledge for Climate we start from the earth as a system, in order to be able to distinguish the most important subsystems such as climate, atmosphere, biosphere, hydrosphere and lithosphere through this interdisciplinary understanding. You will learn about the important mechanisms in the interaction between changing climate and geological processes on and near the earth's surface, and how these determine the earth's system in the past and present. From this knowledge of paleo-climate and the relationship with the dynamics of system earth, you will learn what the difference is between natural climate change and anthropogenic climate change. You will learn to apply this knowledge in the context of environmental and climate issues (at global, regional and local level), for which you will be provided with an overview of analysis methods and examples of measures for climate adaptation, and also learn to critically assess them. The first part of the course focuses on the exogenous processes of the earth system and how natural and anthropogenic conditions influence the different subsystems. In doing so, the course focuses mainly on the climate system of the earth, and the dynamics of the climate processes. You will also learn the different feedback mechanisms that influence this climate system and the other 'earth systems'. In this part, you will also gain insight into how scientists study climate change as an anthropogenic process, in the past and in the future, on the basis of analyses with climate models and terrestrial observations. Based on the insight into the operation of these climate models, we briefly discuss the IPCC and KNMI climate scenarios, and how they can be used for planning aimed at climate adaptation and mitigation of greenhouse gases (GHG). You will be introduced to various methods for the reconstruction of climatic changes in the past. You will learn to explain the most important spatial processes in climate change on and near the earth's surface in Northwest Europe. In the second part, you will delve deeper into the consequences of anthropogenic climate change and the possible interventions. This zooms in on the local level. Attention is paid to the Urban Heat Island Effect and its causes, to natural solutions and their effects in stream catchments, and to 'lock-in' effects for local climate adaptation policy. Insight into this supports you in developing effective strategies for climate adaptation. The course gives you an overview of analysis methods, including the climate stress test, for determining the vulnerability of a region. You will learn to use tools to develop adaptation measures from the local level (of the city and region) and from the goal (heat, waterlogging, flooding) and effect. The assessment consists of a DBT exam (four-choice questions and open questions) and an exam assignment. The exam assignment is to perform and present a (simple) clinical

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### **Chemistry for Environmental Sciences 2**

**Code**: NB1402

**Name**: Chemistry for Environmental Sciences 2

**Type**: Standard product

**Language**: Dutch

**Description**:

The course provides the basic knowledge of chemistry that an environmental scientist may need in daily practice through a number of application-oriented study tasks. The first part of the course deals with (part of) carbon chemistry. To clarify the subject matter, a molecule building kit is part of the course material. The study tasks are derived as much as possible from environmental chemical and health practice. This also fits in well with the second part of the course, which describes the research methods in environmental chemistry. In order to be able to work out the study tasks, the underlying subject matter is covered in the course books. A number of practice exercises are included for each subject of the subject matter. If necessary, a reference is included for each topic to sources for refreshing prior knowledge that is necessary for the subject in question. Sometimes the prior knowledge material is included in the course book. Refreshing prior knowledge is not part of the total study load of the course. Course objectivesAfter completing the course: - you will have knowledge of the basic concepts of carbon chemistry,- you will recognize why the structure of an aliphatic carbon compound exhibits a certain behavior in the environment,- you will know a number of reaction pathways of aliphatic carbon compounds,- you will know the most important properties and reaction types of aromatic compounds,- you will have knowledge of the analysis process in environmental chemical analysis and you will recognize the problems involved.

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### **Nutrition and health**

**Code**: NB1502

**Name**: Nutrition and health

**Type**: Standard product

**Language**: Dutch

**Description**:

Our daily lives are largely determined by our health. The aim of the Nutrition and Health course is to provide knowledge and insight into the influence of nutrition on human health. The course pays particular attention to healthy nutrition. The learning content is largely offered through an existing textbook. Topics covered are:(1) why we eat what we eat(2) digestion and absorption(3) carbohydrates, proteins, fats: chemistry, function and sources(4) from nutrients to energy(5) energy balance, overweight, underweight, weight loss and weight gain(6) water, vitamins, minerals: function, deficiencies, toxicity and sources(7) nutrition-related risk factors: chronic diseases(8) hunger and malnutrition. In an accompanying workbook, additional information is provided for the Dutch situation and the student is guided through the course with the help of learning objectives, study instructions, current news items and assignments. Learning objectivesMain learning objective: you will gain knowledge and insight into the nutrients and their functioning in the body and into the role of nutrition in energy balance and in the prevention of diseases and in hunger and malnutrition.

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### **Ecosystems and Human Well-being**

**Code**: NB1602

**Name**: Ecosystems and Human Well-being

**Type**: Standard product

**Language**: Dutch

**Description**:

This course focuses on the interaction between people and ecosystems. This involves two main questions: what is the importance of ecosystems for human well-being and how do humans influence the functioning of ecosystems? To study this interaction, the course uses the conceptual framework developed within the so-called Millennium Ecosystem Assessment (MA). This 'assessment' is an assessment of the state of ecosystems worldwide, the expected developments, and the options for (more) sustainable management of ecosystems. The final report of the MA serves as a common thread for the course. The content of this report is supplemented and deepened with a textbook with supporting ecological knowledge and knowledge about the relationship between ecosystems and social systems. In the course, you will acquire knowledge, understanding and skills related to the analysis and solution of environmental problems related to the degradation of ecosystems. Through study tasks, you will focus on the value of ecosystems for human well-being, the changes that have occurred in ecosystems over the past fifty years, and the possibilities for reversing the current trend of ongoing degradation. On the basis of a number of striking case descriptions, you will delve deeper into the exact causes, mechanisms and consequences of anthropogenic changes in ecosystems. To complete the course, you will conduct an ecosystem assessment of a case area based on a collection of sources. Learning objectivesAfter studying the course, you will have knowledge of and insight into:- the functioning of ecosystems,- the current state of ecosystems at a global level- the possibilities for sustainable management of ecosystems. You can also:- analyze the interaction between people and ecosystems with the 'conceptual framework for ecosystem assessment'- perform a simple ecosystem assessment independently.

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### **Environmental Toxicology**

**Code**: NB1712

**Name**: Environmental Toxicology

**Type**: Standaard product

**Language**: English

**Description**:

Today, living organisms, including humans, are exposed to an ever-increasing number and variety of harmful substances. Sometimes the effects of exposure can have disastrous consequences, but in practice it is much more common for exposure to lower doses for a longer period of time and for the consequences to become apparent much later. The study and risk assessment of harmful chemicals in the environment, the way in which they enter an organism, their effect from molecular to population level and the protective mechanisms they evoke span the field of environmental toxicology. This English-taught course focuses specifically on acquiring knowledge about the behaviour of chemicals in the environment and their adverse effects on ecosystems, including humans. This includes both the processes that determine exposure and those that determine the toxic effect on an organism and on the ecosystem. Finally, attention is paid to environmental epidemiology, the study of the occurrence and spread of environment-related diseases and their determining factors. Learning objectivesTo acquire knowledge about the basic principles of (environmental) toxicology, including human toxicology, epidemiology and risk analysis.

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### **Energy Analysis**

**Code**: NB1802

**Name**: Energy Analysis

**Type**: Standaard product

**Language**: English

**Description**:

This English-taught course offers a range of methods and tools to analyse energy systems, including thermodynamics (basic), energy services and demand, energy generation and conversion, energy markets, energy in a social context, energy management, energy chains, energy life cycle assessment, measuring energy efficiency and intensity, energy technologies, energy scenarios and policies aimed at energy efficiency and renewable energy and climate neutrality energy systems. There are a large number of application questions and assignments for each topic. In such assignments, energy systems or parts thereof are asked to be calculated. Math skills and knowledge of physics at pre-university level are desirable. Passive command of English is necessary. The course is examined through a number of assignments. Learning objectivesAfter studying the course, you will be able to:- explain which systems provide energy and which systems determine energy demand- apply methods and tools that allow you to analyse energy systems, including energy management, energy life cycle assessment, energy efficiency and intensity indicators, energy technologies analysis, energy scenario analysis and energy policy analysis.

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### **Soil and water: a river basin approach**

**Code**: NB1922

**Name**: Soil and water: a river basin approach

**Type**: Standard product

**Language**: Dutch

**Description**:

Sufficient and clean water plus healthy soil. It is not an easy task. For example, how do we deal with flooding in residential areas, drought damage in agriculture, raising landfills, subsidence of peat soils, and rising sea levels? That is why governments want water and soil to be guiding in decisions about the spatial planning of our landscape. In this natural science course, you will learn the basics of the earth sciences to understand how, where, and why 'soil and water' are so inextricably linked. You start close to home; you will study the soil-water systems in the Netherlands and Flanders and always work from a (river basin) approach. This teaches you to solve all kinds of questions such as: How can we deal sustainably with the limited drinking water supplies? How can water shape the landscape? How can the interaction between soil and water be used to limit or even prevent droughts and floods? How big is the impact of human intervention on the soil-water system? You will then learn to look at the social challenges from a global perspective: the Sustainable Development Goals (SDGs). In this way, you will also come into contact with the lecturers' research into land use transitions. We study these SDGs from the perspective of soil, land and water. You will learn to use global 'open data' sets to make an analysis based on indicators. Finally, you unravel the dynamics of one of these assignments of your choice and present your findings in a factsheet (exam assignment) aimed at society. Learning objectivesAfter studying this course, you will be able to contribute to the identification of an environmental science problem and define this problem in more detail. You can also contribute, with support, to the investigation of an environmental problem from a natural science perspective and the reporting on it to the environmental field. In addition, you have gained insight into the relationship between the different subsystems (in particular soil, surface water and groundwater) and, in particular, the way in which they interact. You will also be able to describe and explain a scientific phenomenon in the soil-water system.

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### System analysis, models and scenarios

Code: NB2002

Name: System analysis, models and scenarios

Type: Standard product

Language: English

Description:

In this English-taught course Environmental Systems Analysis and Scenarios, you will learn how different examples of natural systems can be converted into mathematical models, and how you can analyze this with the computer program Stella. For example, you will learn to model how to get maximum fish catch while maintaining a sustainable balance of the fish population. While working on models, for example, you gain more insight into how feedbacks work between different subsystems in the environment, such as the soil-water system. As examples, we analyse i) how to maximise fish catches while maintaining a sustainable balance of the fish population by using the exponential and logistic growth equation, ii) how foreign substances spread in lakes and how chemical reactions influence this, and iii) how interactions and feedbacks play a role in numerous systems such as a predator-prey or competition model. In the last part of the course, you will learn what the significance of scenarios is in the mathematical modelling of environmental systems. You will learn to formulate simple scenarios for future environmental projections. As a final assignment, you will apply the competencies you have gained by developing your own model with scenarios. Learning objectivesAfter completing this course, you will be able to:- explain and apply systems analysis at a basic level to be able to analyse environmental issues and propose solution strategies,- formulate mathematical models to be able to model real systems,- analyse mathematical models by means of computer simulations,- understand the role of scenarios within environmental sciences and develop alternative scenarios.

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### Geographical Information Systems (GIS)

Code: NB2112

Name: Geographical Information Systems (GIS)

Type: Standard product

Language: English

Description:

With the rise of platforms such as Google Maps, the use of digital maps and satellite imagery has become part of everyday life for many people. But also within environmental science research, the use and analysis of geographical images by geographic information systems (GIS) offers countless possibilities. For example, from behind our desks we can gain insight into the distribution of plastic pollution in rivers, the link between habitat and health, and the consequences of rainfall on elephant behavioural patterns. GIS is a tool (often a software package) that is used for managing geographical data, analyzing spatial components and creating clear digital maps to share this knowledge with others. The spatial component plays an important role in many social issues. GIS is therefore used for numerous applications and in a variety of social sectors. This course provides a broad introduction to the concepts of spatial analysis and GIS using examples and exercises. In addition to theory, there are exercises and case studies, in which you learn to analyse spatial data with the QGIS computer program. Learning objectivesAfter studying this course, you will be able to:• explain the fundamental principles of spatial data• explain the basic concepts of coordinate systems• perform selections based on both non-spatial and spatial data• explain and apply the basic principles of spatial analysis tools• distinguish between different overlay operations based on their function• explain the differences between various spatial interpolation and estimation methods• a range of apply and present spatial operations in a flowchart• present results visually in the form of an informative map• perform terrain analysis based on a Digital Elevation Model (DEM)• explain the principles of remote sensing• apply acquired knowledge and skills in a case study

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### Environmental policy: analysis, evaluation and design

Code: NB2212

Name: Environmental policy: analysis, evaluation and design

Type: Standard product

Language: Dutch

Description:

The policy with regard to the design and use of the living environment is central to this course. Think of policy for urbanization, for flood protection, gas extraction, the construction and expansion of infrastructure, or nature conservation. This policy is constantly being adapted to new issues and social ambitions. In this course, you will learn how policy is designed and implemented, how to analyse and evaluate this environmental policy, and how to formulate policy recommendations. The course covers the following issues, among others: what is environmental policy, which factors play a role in the design and implementation of policy, how can policy be analysed and evaluated, and what does current policy practice teach us about dealing with complex environmental issues. Special attention is paid to current spatial issues, the roles of different governments, the renewal of laws and regulations, and the influence of the European Unie.De course provides an overview of relevant policy science theories and methods. The insights gained are applied to current issues. You can bring in your own topic or make a link with your own (professional) practice. Learning objectives- identify and explain the most important theories and methods for policy analysis, evaluation and design, - critically reflect on current developments in environmental policy- independently carry out a policy analysis and policy evaluation- make policy recommendations in a constructive manner formuleren.

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### **Environmentally Improved Production**

**Code**: NB2402

**Name**: Environmentally Improved Production

**Type**: Standard product

**Language**: English

**Description**:

In the English-language course Environmentally Improved Production (EIP), the sustainable production of economic goods is discussed from a natural science perspective. The course aims to provide a general understanding of, and insight into, the current development in the field of environmentally friendly production. In addition, when studying the course, you will gain experience in the use of scientific sources (reading, understanding and increasing knowledge and insights). The knowledge and insights gained can form the basis for decisions on the introduction of more sustainable production methods. The course starts with a general introductory text, in which we discuss the conceptual and practical approaches to environmentally friendly production. This is followed by a description of a multitude of practical approaches, such as Closed loop supply systems, Design for environment and Chemical management services. Next, we will briefly discuss five analytical methods, such as Exergy analysis and Material flow analysis, that can be used in environmentally friendly production. The second part of the course consists of the analysis of 15 scientific articles on environmentally friendly production. The third part covers four topics: 1. Cleaner production & design for environment2. Life cycle management, energy analysis & material flow accounting3. Cascading, recycling & industrial symbiosis4. Risk & inherent safety. From these you can choose two topics for further study, again on the basis of articles. To support the analysis of the articles in parts 2 and 3, self-test questions with feedback are offered. Learning objectivesAfter studying the course, you will be able to:- explain in general terms the recent development with regard to Environmentally Improved Production- name, describe and indicate the most important conceptual differences and describe examples- read, understand and apply scientific sources at a high level to increase your own knowledge and insights;- write a scientific essay at a high level.

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### **Corporate Responsibility for Sustainable Development**

**Code**: NB2502

**Name**: Corporate Responsibility for Sustainable Development

**Type**: Standard product

**Language**: Dutch

**Description**:

Corporate social responsibility goes beyond the responsibility to generate profits for shareholders and other capital providers, but concerns a wider range of stakeholders such as employees, customers, competitors, civil society organisations, supply chain workers and the environment. The study material covers the following elements of corporate social responsibility (CSR): 1) the meaning and origins of the concept, 2) management and implementation of CSR, 3) the future of CSR and 4) international CSR norms and standards. In addition to acquiring knowledge and understanding in these areas, an important objective of the course is to promote academic writing skills. The exam therefore consists of writing a research paper on a CSR theme based on a small literature study. All course material is in English, but the writing assignment may be carried out in both English and Dutch. Learning objectivesThe main learning objective is to gain insight into the social responsibility of companies and how they can contribute to sustainable development.

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### **Corporate Responsibility for Sustainable Development**

**Code**: NB2502

**Name**: Corporate Responsibility for Sustainable Development

**Type**: Standaard product

**Language**: Dutch

**Description**:

Corporate social responsibility goes beyond the responsibility to generate profits for shareholders and other capital providers, but concerns a wider range of stakeholders such as employees, customers, competitors, civil society organisations, supply chain workers and the environment. The study material covers the following elements of corporate social responsibility (CSR): 1) the meaning and origins of the concept, 2) management and implementation of CSR, 3) the future of CSR and 4) international CSR norms and standards. In addition to acquiring knowledge and understanding in these areas, an important objective of the course is to promote academic writing skills. The exam therefore consists of writing a research paper on a CSR theme based on a small literature study. All course material is in English, but the writing assignment may be carried out in both English and Dutch. Learning objectivesThe main learning objective is to gain insight into the social responsibility of companies and how they can contribute to sustainable development.

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### **Introduction to R - Analyzing Big Data for Dynamic Systems**

**Code**: NB2602

**Name**: Introduction to R - Analyzing Big Data for Dynamic Systems

**Type**: Standard product

**Language**: Dutch

**Description**:

In recent years, we as a society have made incredible leaps in collecting and analyzing data – some even call this the Big Data era. This development has led to new opportunities in the study of the dynamic interactions between humans and the environment. Examples include vegetation patterns in tropical rainforests, the behaviour of plastic particles in the environment and the analysis of energy networks. In order to make good use of these opportunities, it is important that researchers can work with specific tools to manage and analyse this big data. One such tool is R. R is currently one of the most popular computer languages for analyzing data. The program was originally developed for statistical purposes, but can also be used as a programming language and for data visualization (graphics). In the beginning, R was mainly used by statisticians and data miners, but nowadays more and more scientists, such as biologists, psychologists and environmental scientists, have found their way to it. In this course, you will learn how to efficiently use the R-language to manage, analyse and visualise large amounts of environmental data. Since it is impossible to study all aspects of R in this 5 EC course, we will also teach you how to acquire new R skills on your own. This course is suitable for students who have relatively little knowledge and experience in the field of data management and programming, but who have some affinity for this. The course consists of 8 learning units, two individual project assignments and a written exam. The following topics are covered in the learning units in turn:1. The Basics I: R interface, simple operations, assigning objects, vector & matrix operations, writing scripts;2. The Basics II: data types, data structures, extracting & replacing elements;3. Data Management I: workspace, workbook, data loading, writing, cleaning and merging;4. Data Management II: subsets, sequences, sorting, conditional constructions;5. Data Analysis: summary statistics, cross-tables, distributions, outliers;6. Plotting: create graphs and diagrams, adjust color and text, formatting, save;7. Iteration: repeating code in loops, errors in loops, functions of the Apply Family;8. Outlook: work with R packages, debug them, seek help. The learning units consist of a combination of texts, processing questions and knowledge clips. Learning units 3 to 7 are concluded with a number of practice assignments. The learning units are followed by two integral project assignments that cover the entire subject matter. The first assignment is for practice; The second chair is part of the exam. The course ends with a digital group exam. Learning objectivesAfter completing this course you will be able to:- the R-pr

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### **Milieueconomy**

**Code**: NB2702

**Name**: Environmental Economics

**Type**: Standard product

**Language**: Dutch

**Description**:

Environmental problems are closely intertwined with the functioning of the economic system and economic arguments play a central role in policy debates. The Environmental Economics course introduces you to the economic perspective: economic concepts and policy instruments are examined and applied to contemporary environmental problems such as climate change, overfishing, biodiversity loss and deforestation. From a broad view of economics and sustainability, various questions are examined: 'How can we value nature?', 'What interaction is there between economy and environmental protection?' and 'Which indicators give a picture of sustainable economic growth?'. Attention is paid to different economic approaches, such as behavioural and ecological economics, and to the differences and assumptions of all approaches. Upon completion of the course, you will be able to use and critically question economic arguments – in this way, the course is of great value to environmental professionals who want to participate in policy debates and/or who work within interdisciplinary teams. The course consists of the following eight learning units (tasks):Task 1: Fundamentals & Policy Instruments. This task introduces the basic economic concepts. Market failures (externalities, social costs, freeriding, etc.) and policy instruments (environmental taxes, subsidies, etc.) are examined. Task 2: Common Pool Resource Management. Task 2 discusses the environmental economic insights on resource scarcity and common pool resources (CPR), with a particular focus on overfishing. We look at different policy instruments for CPR. Task 3: Climate Change and Emission Trading Systems. Task 3 looks at one of the most important contemporary environmental problems related to risk and uncertainty, namely climate change. A central policy instrument in this regard is emissions trading. Task 4: Economic Valuation and Cost-Benefit Analysis. Task 4 investigates economic valuation methods for nature and the environment; Different methods are distinguished and critically examined. Task 5: Economics of Forests and Ecosystems. Task 5 looks at nature management, with special attention to ecosystems and forest management. This task looks at relatively new economic policy instruments such as REDD+, PES (Payments for Ecosystem Services), offsets and offsetting. Task 6: The Green Economy and Green Growth. Task 6 examines the interaction between the economy and environmental protection. It also looks at side effects of economic instruments, such as the impact on distribution and motivations. Task 7: The economic perspective on the environment: assumptions and theoretical diversity. In task 7, a step back is taken and the economic perspective itself is looked at. We examine the different assumptions that are made in an economic

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### **Citizens' initiatives and participation in environmental policy**

**Code**: NB2802

**Name**: Citizens' initiatives and participation in environmental policy

**Type**: Standard product

**Language**: Dutch

**Description**:

The course Citizens' Initiatives and Sustainability provides an overview of citizens' initiatives in the field of sustainability and of the various forms in which citizens participate in governance and policy with regard to the living environment. On the basis of concrete examples and scientific literature, definitions and different forms of citizens' initiative and participation are discussed. Attention is also paid to the underlying ideas about democracy and governance in relation to citizen involvement, views on sustainability and the role of citizens and the impact of citizen involvement on sustainability. You will also work on a reflection on the role of citizens' initiatives and participation in democracy, governance and policy and at the end of the course you will be instructed to set up a plan for a concrete citizens' initiative or a participation process that contributes to sustainability. The course is intended to provide a broader understanding of the possibilities, but also of the limitations of citizen initiatives and participation on the way to a more sustainable society. To that end, the material looks at both the perspective of citizens and that of participation professionals who guide the dialogue with citizens about sustainability. Learning objectivesAfter completing the course, you will be able to:- indicate the role that citizens' initiatives can play in achieving the Sustainable Development Goals;- explain what citizens' initiatives are and how they relate to the roles and responsibilities of other parties in environmental issues;- explain the historical development of the relationship between citizens and the government;- the formal frameworks and procedures for citizens' initiatives and citizen participation in the Netherlands and Flanders explain;- explain the different strategies of citizens' initiatives;- set up your own global strategy for a concrete citizens' initiative or a participatory process.

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### **The sustainable city**

**Code**: NB2902

**Name**: The Sustainable City

**Type**: Standard product

**Language**: Dutch

**Description**:

If we want to make our society more sustainable, this will have to be done mainly in the city. After all, the vast majority of people live in cities, and economic activity is also concentrated in cities. Making the city more sustainable is a major challenge. At the moment, cities emit a lot of greenhouse gases and devour large amounts of raw materials. The city is not resistant to extreme rainfall and heat, and the air quality is poor in many places. How can cities make the transition to renewable energy sources, climate-proof design, and the reuse of materials? This course examines the major urban sustainability transitions in the areas of energy, climate, mobility and circularity, and urban green spaces. In doing so, ample attention is paid to the nature of the current sustainability problems and to the possible solutions, but also to the goals of urban policymakers and the challenges in achieving them. The course is based on current data and recent insights into the course of urban sustainability transitions in the Netherlands and abroad. Learning objectivesAfter studying the course, you will be able to:- define the key concepts in the field of urban sustainability- describe the course of sustainability transitions and explain which factors determine that course- explain the important sustainability issues that cities face- list different solutions that cities can implement to become more sustainable- describe the policy frameworks and the challenges of policy implementation- urban analysing sustainability issues and transitions and making recommendations for policy and/or practice on the basis of this.

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### **Health in perspective: nutrition and the environment**

**Code**: NB3002

**Name**: Health in perspective: nutrition and environment

**Type**: Standard product

**Language**: Dutch

**Description**:

Ask any Dutch person what is most important in life and chances are that he or she will say: my health. Health is an interplay of a healthy body and feeling good about yourself mentally and socially. Health is determined, among other things, by behaviour (smoking, unhealthy diet, little exercise, alcohol consumption) and by physical living conditions (outdoor environment and indoor environment). In the RIVM Report (2018) What's on our plate? Safe, healthy and sustainable food in the Netherlands shows that most Dutch people are healthy and that life expectancy is increasing; that half of the Dutch population is overweight; that 9 out of 10 people eat too little fruit and vegetables and almost 30 percent of our food is of animal origin; whereas our diet not only leads to a loss of health, but also to a major burden on the environment; that we waste 47 kilograms of food per person every year; that food in the Netherlands is mostly safe: about 1 in 24 people experience a foodborne infection every year, which is usually not serious; and that for most chemicals in food, the risk to public health is negligible. The course Health in perspective: nutrition and the environment addresses the above topics. As the title suggests, the course focuses on human health and mainly looks at how nutrition and the environment influence it. The course works according to the principles of activating academic distance learning and consists of five study tasks: health, environment and health, healthy food, safe food and sustainable food. Learning objectivesAfter studying this course, you will be able to:- identify and describe indicators and measures for different aspects of public health and disease- identify health determinants of public health, with an emphasis on unhealthy behaviour (unhealthy diet and little physical activity) and physical environmental characteristics, such as environmental factors (air pollution, noise pollution)- identify the relationship between health and the most important environmental factors- indicate the effects of climate change on human health,- indicate the 'dangers of food' (nutrients, environmental contaminants, natural toxins, additives) to health,- to identify the relationship between health and some nutrition-related factors,- to identify the influence of nutrition on physical activity and the influence of physical activity on health,- to identify the relationship between health and sustainable food,- information from reliable (Dutch) information sites (RIVM, VTV, Nutrition Centre, Health Council) when studying topics from this course, use to relate reporting on nutrition/environment and health in the media to available scientific information.

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### **Open education BSc Environmental Sciences**

**Code**: NB5001

**Name**: Open education BSc Environmental-natural sciences

**Type**: Standard product

**Language**: Dutch

**Description**:

Content and guidance to be determined and approved individually by the Examination Chamber for Science.

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### **Open education BSc Environmental Sciences**

**Code**: NB5002

**Name**: Open education BSc Environmental-natural sciences

**Type**: Standard product

**Language**: Dutch

**Description**:

Content and guidance to be determined and approved individually by the Examination Chamber for Science.

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### **Open education BSc Environmental Sciences**

**Code**: NB5004

**Name**: Open education BSc Environmental-natural sciences

**Type**: Standard product

**Language**: Dutch

**Description**:

Content and guidance can be determined and approved individually by the Science Examination Chamber.

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### **Capita Selecta BSc Environmental-Natural Sciences**

**Code**: NB950J

**Name**: Capita Selecta BSc Environmental-Natural Sciences

**Type**: Standard product

**Language**: Dutch

**Description**:

Content and guidance to be determined and approved individually by the Examination Chamber for Science.

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### **Capita Selecta BSc Environmental-Natural Sciences**

**Code**: NB950K

**Name**: Capita Selecta BSc Environmental-Natural Sciences

**Type**: Standard product

**Language**: Dutch

**Description**:

Content and guidance to be determined and approved individually by the Examination Chamber for Science.

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### **Capita Selecta BSc Environmental Natural Sciences**

**Code**: NB950L

**Name**: Capita Selecta BSc Environmental-Natural Sciences

**Type**: Standard product

**Language**: Dutch

**Description**:

Content and guidance to be determined and approved individually by the Examination Chamber for Science.

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### **Capita Selecta BSc Environmental Natural Sciences**

**Code**: NB950M

**Name**: Capita Selecta BSc Environmental-Natural Sciences

**Type**: Standard product

**Language**: Dutch

**Description**:

Content and guidance to be determined and approved individually by the Examination Chamber for Science.

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### **Capita Selecta BSc Environmental Natural Sciences**

**Code**: NB950N

**Name**: Capita Selecta BSc Environmental-Natural Sciences

**Type**: Standard product

**Language**: Dutch

**Description**:

Content and guidance to be determined and approved individually by the Examination Chamber for Science.

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### **Capita Selecta BSc Environmental Natural Sciences**

**Code**: NB950O

**Name**: Capita Selecta BSc Environmental-Natural Sciences

**Type**: Standard product

**Language**: Dutch

**Description**:

Content and guidance to be determined and approved individually by the Examination Chamber for Science.

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### **Capita Selecta BSc Environmental Natural Sciences**

**Code**: NB950P

**Name**: Capita Selecta BSc Environmental-Natural Sciences

**Type**: Standard product

**Language**: Dutch

**Description**:

Content and guidance to be determined and approved individually by the Examination Chamber for Science.

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### **Capita Selecta BSc Environmental Natural Sciences**

**Code**: NB950Q

**Name**: Capita Selecta BSc Environmental-Natural Sciences

**Type**: Standard product

**Language**: Dutch

**Description**:

Content and guidance to be determined and approved individually by the Examination Chamber for Science.

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### **Capita Selecta BSc Environmental Natural Sciences**

**Code**: NB950R

**Name**: Capita Selecta BSc Environmental-Natural Sciences

**Type**: Standard product

**Language**: Dutch

**Description**:

Content and guidance to be determined and approved individually by the Examination Chamber for Science.

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### **Capita Selecta BSc Environmental Natural Sciences**

**Code**: NB950S

**Name**: Capita Selecta BSc Environmental-Natural Sciences

**Type**: Standard product

**Language**: Dutch

**Description**:

Content and guidance to be determined and approved individually by the Examination Chamber for Science.

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### **Capita Selecta BSc Environmental-Natural Sciences**

**Code**: NB950T

**Name**: Capita Selecta BSc Environmental-Natural Sciences

**Type**: Standard product

**Language**: Dutch

**Description**:

Content and guidance to be determined and approved individually by the Examination Chamber for Science.

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### **Capita Selecta BSc Environmental-Natural Sciences**

**Code**: NB950U

**Name**: Capita Selecta BSc Environmental-Natural Sciences

**Type**: Standard product

**Language**: Dutch

**Description**:

Content and guidance to be determined and approved individually by the Examination Chamber for Science.

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### **Capita Selecta BSc Environmental-Natural Sciences**

**Code**: NB950V

**Name**: Capita Selecta BSc Environmental-Natural Sciences

**Type**: Standard product

**Language**: Dutch

**Description**:

In some cases, you can apply for the captita selecta on the recommendation of the Examination Chamber of Science. Content and guidance are determined individually.

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### **Capita Selecta BSc Environmental-Natural Sciences**

**Code**: NB950W

**Name**: Capita Selecta BSc Environmental-Natural Sciences

**Type**: Standard product

**Language**: Dutch

**Description**:

In some cases, you can apply for the captita selecta on the recommendation of the Examination Chamber of Science. Content and guidance are determined individually.

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### **Capita Selecta BSc Environmental Natural Sciences**

**Code**: NB950X

**Name**: Capita Selecta BSc Environmental-Natural Sciences

**Type**: Standard product

**Language**: Dutch

**Description**:

In some cases, you can apply for the captita selecta on the recommendation of the Examination Chamber of Science. Content and guidance are determined individually.

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### **Capita Selecta BSc Environmental Natural Sciences**

**Code**: NB950Y

**Name**: Capita Selecta BSc Environmental-Natural Sciences

**Type**: Standard product

**Language**: Dutch

**Description**:

In some cases, you can apply for the captita selecta on the recommendation of the Examination Chamber of Science. Content and guidance are determined individually.

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### **Capita Selecta BSc Environmental-Natural Sciences**

**Code**: NB950Z

**Name**: Capita Selecta BSc Environmental-Natural Sciences

**Type**: Standard product

**Language**: Dutch

**Description**:

In some cases, you can apply for the captita selecta on the recommendation of the Examination Chamber of Science. Content and guidance are determined individually.

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### **Research Approaches in Environmental Sciences**

**Code**: NB9804

**Name**: Research Approaches in Environmental Sciences

**Type**: Standard product

**Language**: Dutch

**Description**:

The course will enable you to acquire essential academic research competencies for environmental scientists. At the end of the course, you will be able to characterise the main research approaches of the environmental sciences and related (sub)disciplines. The core of the course consists of the following 4 parts:- the scientific approach in environmental sciences,- problem formulation and literature review- research design and research methods- scientific reporting and reflection. You will learn to analyse environmental problems in different ways. The above components are discussed on the basis of a research topic. Multiple research topics are available from the faculty's environmental research domains, such as environmental natural sciences, environmental foresights, environmental policy, and sustainable development. Learning objectivesAfter studying this course, you will be able to:- contribute with support to the mapping and further definition of an environmental science problem (area of competence: diagnosis)- draw up a (bachelor's) research proposal with support (area of competence: research) and your scientific environmental competencies and academic skills are sufficiently developed for this- weigh up issues of scientific integrity in a responsible manner- Systematically organize research proposal (prepare, develop and complete),- transfer scientifically substantiated information, ideas and opinions to clients and colleagues (scientific reporting),- reflect on your own development in the field of research skills.

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### **Virtual Environmental Consultancy 2: BSc Graduation Research**

**Code**: NB9906

**Name**: Virtual Environmental Consultancy 2: BSc Graduation Research

**Type**: Standard product

**Language**: Dutch

**Description**:

The Virtual Environmental Consultancy is a form of practice-oriented education, in which students work together on real environmental assignments from clients in the environmental field. In the Virtual Environmental Consultancy InCompany Environmental Consultancy, students perform functions that are very similar to positions in the practice of the environmental field. Through an online work and learning environment, the lion's share of the work can be done from home. The essence of the consultancy is that working and learning are made into one activity. Furthermore, it is essential that this is largely done together, in a team. Working in the company is aimed at the student acquiring all kinds of competencies. This means that knowledge acquisition is not an end in itself, but only a means to acquire competences. Individual agreements are made with each student about learning and working in the company; This sets out which individual competencies you want to focus on. While working in the company, each student employee builds up a personal file. The file is a representation of all services delivered (individually and in a team). Such an achievement can be, for example, 'leading a project', 'writing a (sub)report for an external client', 'making model calculations for a project' or 'giving a presentation about the project progress', How you work specifically on acquiring this agreed personal learning goal is part of your assessment. The graduation project of the Bachelor's programme in Environmental Sciences is an integral part of the Virtual Environmental Consultancy Bureau; You will carry out this bachelor's thesis as an individual work package within the environmental assignment that you will report as a team to the external client. The final assessment is based on individual assessments in combination with the team result. Course objectivesIn the Virtual Environmental Consultancy course, you will work on your personal development to become an environmental scientist at Bachelor of Science final level, in the competency areas of diagnosis, research and intervention. After completing this course, you will be able to contribute to:- mapping and further defining an environmental science problem (area of competence: diagnosis),- researching an environmental problem from a natural science perspective and reporting on it to the environmental field (area of competence: research),- designing and describing sustainable solutions to environmental problems (area of competence: intervention). In addition, after completing the course, you can:- transfer scientifically substantiated information, ideas and opinions to clients and colleagues (scientific reporting)- organize a research project in a planned way (prepare, execute and complete), so that the agreed results are successful

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### **CPC Certified Professional Course Statistiek en Big Data**

**Code**: NC0510

**Name**: CPC Certified Professional Course Statistiek en Big Data

**Type**: Standard product

**Language**: Dutch

**Description**:

In this game, you will experience for yourself the impact of different sectors in the current economic situation, but also what it takes to bring the world back into balance. The game represents the complexity of the sustainability transition. This game is played during a one-day meeting.

**Course** Content:

In this 5-hour serious game for 14 &ndash; 22 players, you will experience the effects of the transition to a sustainable society in 4 rounds of play. As a player, you are challenged to rebalance the world from the perspectives of different stakeholders (government, financiers, energy, food or construction sector). A balance between economic growth and action within our planetary boundaries. In Conquest for Paradise you have to lobby, consult, collaborate, close deals and keep the bigger picture in mind. Together with the other players, you have the potential to make a difference, but can their individual interests be reconciled with the common goal? By playing this game: You will learn what impact different sectors have on climate change; You experience the complexity of this system issue; You will gain insight into the behaviour, strategic choices and business models needed to achieve the transition; You experience the effects of your own actions on the transition; A common perspective and common support will be created on the multi-year challenge we face. This game is provided on location (Brightlands Smart Services Campus (5th floor), Smedestraat 2, 6411 CR Heerlen). After the game, you will complete a reflection assignment within yOUlearn, the learning environment of the OU.

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### **Introduction to Anthrozoology**

**Code**: NC0610

**Name**: Introduction to Anthrozoology

**Type**: Simpel product

**Language**: English

**Description**:

Content The course offers theoretical video lectures spiced up with real examples from the project pilot sites. For enthusiastic and advanced learners, the course provides additional reading materials, developed within the project. The course participants can accomplish assignments to check their understanding of the materials. To share ideas and thoughts, a discussion group is available for the participants. What will you learn in this training? The 5GDHC course offers the opportunity to gain exclusive knowledge and experience about 5GDHC from experts involved in implementing innovative district heating and cooling. In this course you will learn about 5GDHC principles, key performance indicators, advantages and disadvantages of the technology, differences of 5GDHC from other generations of district heating (and cooling), environmental aspects and possibilities of upgrading existing heating and cooling networks.

**Course** Content:

Description The course consists of eight sections on different 5GDHC topics. The first section starts with explanation why do we need 5GDHC and why 5GDHC is important. The second and third sections present how the 5GDHC works and what key principles it uses. You will learn about differences of 5GDHC from other district heating (cooling) systems in the fourth section. One of the most important topics, the key performance indicators of 5GDHC, is presented in section five. The advantages and disadvantages of the technology are described in section six. Section seven touches the environment aspects of 5GDHC. The final section eight concludes with possibilities of upgrading the existing networks.

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### **Introduction to Anthrozoology**

**Code**: NC0710

**Name**: Introduction to Anthrozoology

**Type**: Simpel product

**Language**: English

**Description**:

Content The course offers theoretical video lectures spiced up with real examples from the project pilot sites. For enthusiastic and advanced learners, the course provides additional reading materials, developed within the project. The course participants can accomplish assignments to check their understanding of the materials. To share ideas and thoughts, a discussion group is available for the participants. What will you learn in this training? In this course you will learn about technological aspects of 5GDHC. This course will take you through the main 5GDHC components, including the sources, thermal storages, drilling aspects, heat pumps, pipes and smart controllers that can be used in 5GDHC.

**Course** Content:

Description The course consists of seven sections on different 5GDHC topics. The first section starts with an overview of the main 5GDHC technology components. The second section presents heat/cold sources and their use in 5GDHC. The third section describes different types of thermal storages. You will learn about heat pumps and their use in 5GDHC in the fourth section. Topics about pipes and their networks are presented in section five. Demand side management and smart controllers are described in section six. The last section presents information about drilling aspects in 5GDHC networks.

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### **Introduction to Anthrozoology**

**Code**: NC0910

**Name**: Introduction to Anthrozoology

**Type**: Simpel product

**Language**: English

**Description**:

Description The whole course consists of three "modules" with different levels of difficulty. The Modules can be taken progressively or independently. For example, if you are already familiar with the concept of Blockchain and would like to dive deeper into its applications for energy trading, you could skip Module 1 and start with Module 2 or 3, depending on your interests. We recommend starting with Module 1 and completing the entire course. Module 1: Energy trading through blockchain technology: on your way to become a prosumer Module 2: Enterprise and energy trading through blockchain technology: vision and practical guide Module 3: The developers&rsquo; essentials on energy trading through blockchain technology Content The course offers theoretical video lectures spiced up with real examples from the project pilot sites. For enthusiastic and advanced learners, the course provides additional reading materials, developed within the project. The course participants can accomplish assignments to check their understanding of the materials. To share ideas and thoughts, a discussion group is available for the participants. What will you learn in this course? This course consists of three independent modules. This is the first module, and it aims to provide a clear introduction to blockchain and its application to energy trading. It consists of four video lectures:1. Blockchain for beginners2. Blockchain technology advanced level3. How to become a prosumer4. Energy sharing and interaction of heat-power market

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### **Introduction to Anthrozoology**

**Code**: NC1010

**Name**: Introduction to Anthrozoology

**Type**: Simpel product

**Language**: English

**Description**:

Description The whole course consists of three "modules" with different levels of difficulty. The Modules can be taken progressively or independently. For example, if you are already familiar with the concept of Blockchain and would like to dive deeper into its applications for energy trading, you could skip Module 1 and start with Module 2 or 3, depending on your interests. We recommend starting with Module 1 and completing the entire course. Module 1: Energy trading through blockchain technology: on your way to become a prosumer Module 2: Enterprise and energy trading through blockchain technology: vision and practical guide Module 3: The developers&rsquo; essentials on energy trading through blockchain technology Content The course offers theoretical video lectures spiced up with real examples from the project pilot sites. For enthusiastic and advanced learners, the course provides additional reading materials, developed within the project. The course participants can accomplish assignments to check their understanding of the materials. To share ideas and thoughts, a discussion group is available for the participants. What will you learn in this course? This second module aims to provide a deeper insight to blockchain and its application to energy sharing and trading. It consists of four lectures: European Energy Markets , Inside in the Euregio Meuse-Rhine KPIs for Energy Sharing Community Optimal renovation combined with energy sharing Setting up your own Blockchain exemplary with the BC4P Chain for P2P energy trading

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### **Introduction to Anthrozoology**

**Code**: NC1110

**Name**: Introduction to Anthrozoology

**Type**: Simpel product

**Language**: English

**Description**:

Description The whole course consists of three "modules" with different levels of difficulty. The Modules can be taken progressively or independently. For example, if you are already familiar with the concept of Blockchain and would like to dive deeper into its applications for energy trading, you could skip Module 1 and start with Module 2 or 3, depending on your interests. We recommend starting with Module 1 and completing the entire course. Module 1: Energy trading through blockchain technology: on your way to become a prosumer Module 2: Enterprise and energy trading through blockchain technology: vision and practical guide Module 3: The developers&rsquo; essentials on energy trading through blockchain technology Content The course offers theoretical video lectures spiced up with real examples from the project pilot sites. For enthusiastic and advanced learners, the course provides additional reading materials, developed within the project. The course participants can accomplish assignments to check their understanding of the materials. To share ideas and thoughts, a discussion group is available for the participants. What will you learn in this course? This course is ideal for those who would like: To learn about smart contracts, their structure and content; To explore blockchain fundamentals, including Byzantine generals problem and Public Private Cryptography; To find out what is Self Sovereign Identity with examples from BC4P project; To learn about different consensus mechanisms, like proof-of-stake and proof-of-work, and their difference in energy consumption;

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### **Open Module (small) MSc Environmental Sciences**

**Code**: NM0001

**Name**: Open Module (small) MSc Environmental Sciences

**Type**: Standard product

**Language**: Dutch

**Description**:

In some cases, you can register for an open education course after approval from the Examination Chamber for Science. The content and guidance are determined on an individual basis.

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### **Principles of Environmental Sciences**

**Code**: NM0002

**Name**: Principles of Environmental Sciences

**Type**: Standard product

**Language**: Dutch

**Description**:

Environmental issues are often complex and transcend the boundaries of individual disciplines. For the diagnosis, analysis and approach of environmental problems, it is important to consider these problems as a set of coherent cause-and-effect relationships, drawing on insights from the natural sciences, the social sciences and the economy. In this course, you will be introduced to multidisciplinary principles, concepts and tools that are used in the analysis of environmental problems. Building on this knowledge, you will learn to consider environmental issues in terms of societal drivers, their effects on ecosystems and society, and possible responses to those effects. This approach provides tools for identifying the right indicators for an environmental problem, for studying (feedback) relationships, and evaluating proposed solutions (including their possible side effects). The course consists of two parts: a theoretical part and a case part. The theoretical part deals with principles, concepts and tools from the natural sciences, social sciences, economics and policy sciences, which are important in the analysis of environmental problems, and in the determination and evaluation of possible solutions. This part is concluded with an interim test that counts for half in the final assessment. In the case part, the theory is applied to two cases: (1) a practice case Palm oil, and (2) a final case. The emphasis is on cause-and-effect relationships. In the final case, you can choose from three topics: (a) Atlantic bluefin tuna, (b) Nitrogen problems in the Netherlands, and (c) Nuclear energy. The elaboration of this final case is being assessed. This assessment is taken into account for half of the final assessment. Learning objectivesAfter studying the subject matter, you will be able to:- understand and explain the principles, concepts and tools from the natural sciences, social sciences and economic sciences that are relevant to environmental sciences- apply that knowledge and insights in the diagnosis and analysis of environmental problems- analyse complex environmental problems in terms of cause-and-effect relationships in order to be able to make recommendations for possible solutions.

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### **Open Modules MSc Environmental Sciences**

**Code**: NM0004

**Name**: Open Modules MSc Environmental Sciences

**Type**: Standard product

**Language**: Dutch

**Description**:

In some cases, you can register for an open education course after approval from the Examination Chamber for Science. The content and guidance are determined on an individual basis.

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### **Open Education MSc Environmental Sciences**

**Code**: NM000O

**Name**: Open Onderwijs MSc Environmental Sciences

**Type**: Standard product

**Language**: Dutch

**Description**:

In some cases, you can register for an open education course after approval from the Examination Chamber for Science. The content and guidance are determined on an individual basis.

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### **Open Education MSc Environmental Sciences**

**Code**: NM000P

**Name**: Open Onderwijs MSc Environmental Sciences

**Type**: Standard product

**Language**: Dutch

**Description**:

In some cases, you can register for an open education course after approval from the Examination Chamber for Science. The content and guidance are determined on an individual basis.

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### **Open module MSc Environmental Sciences**

**Code**: NM000Q

**Name**: Open module MSc Environmental Sciences

**Type**: Standard product

**Language**: Dutch

**Description**:

In some cases, you can register for an open education course after approval from the Examination Chamber for Science. The content and guidance are determined on an individual basis.

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### **Open module MSc Environmental Sciences**

**Code**: NM000R

**Name**: Open module MSc Environmental Sciences

**Type**: Standard product

**Language**: Dutch

**Description**:

In some cases, you can register for an open education course after approval from the Examination Chamber for Science. The content and guidance are determined on an individual basis.

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### **Open module MSc Environmental Sciences**

**Code**: NM000S

**Name**: Open module MSc Environmental Sciences

**Type**: Standard product

**Language**: Dutch

**Description**:

In some cases, you can register for an open education course after approval from the Examination Chamber for Science. The content and guidance are determined on an individual basis.

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### **Open module MSc Environmental Sciences**

**Code**: NM000T

**Name**: Open module MSc Environmental Sciences

**Type**: Standard product

**Language**: Dutch

**Description**:

In some cases, you can register for an open education course after approval from the Examination Chamber for Science. The content and guidance are determined on an individual basis.

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### **Open module**

**Code**: NM000U

**Name**: Open module

**Type**: Standard product

**Language**: Dutch

**Description**:

In some cases, you can register for an open education course after approval from the Examination Chamber for Science. The content and guidance are determined on an individual basis.

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### **Open module**

**Code**: NM000V

**Name**: Open module

**Type**: Standard product

**Language**: Dutch

**Description**:

In some cases, you can register for an open education course after approval from the Examination Chamber for Science. The content and guidance are determined on an individual basis.

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### **Open module**

**Code**: NM000W

**Name**: Open module

**Type**: Standard product

**Language**: Dutch

**Description**:

In some cases, you can register for an open education course after approval from the Examination Chamber for Science. The content and guidance are determined on an individual basis.

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### **Open module**

**Code**: NM000X

**Name**: Open module

**Type**: Standard product

**Language**: Dutch

**Description**:

In some cases, you can register for an open education course after approval from the Examination Chamber for Science. The content and guidance are determined on an individual basis.

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### **Open module**

**Code**: NM000Y

**Name**: Open module

**Type**: Standard product

**Language**: Dutch

**Description**:

In some cases, you can register for an open education course after approval from the Examination Chamber for Science. The content and guidance are determined on an individual basis.

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### **Open module**

**Code**: NM000Z

**Name**: Open module

**Type**: Standard product

**Language**: Dutch

**Description**:

In some cases, you can register for an open education course after approval from the Examination Chamber for Science. The content and guidance are determined on an individual basis.

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### **Environmental problems: crossing boundaries between science, policy and society**

**Code**: NM0102

**Name**: Environmental problems: crossing boundaries between science, policy and society

**Type**: Standard product

**Language**: Dutch

**Description**:

This course examines the role of science in decision-making about the environment and nature. Most environmental issues can only be problematized with the help of the natural sciences. Environmental policy must therefore have a scientific basis, but there is more than one science. Different disciplines have different ways of 'knowing'. They may disagree about the problem definition, the severity of the problem and the necessary interventions. Moreover, there are often scientific uncertainties. Such uncertainties must be communicated to policymakers and the wider public, without making risks too large or too small. The course offers theories and concepts that help to better understand the role of science within policy and society. It investigates what science actually is and how science acquires authority in the knowledge domain. We look at what options there are to collaborate with different scientific disciplines and how we can integrate knowledge through participatory processes. Finally, we also look at possible negative aspects of such 'polyphony'. Throughout the course, theoretical concepts are applied to concrete cases. In the final assignment of the course, you can apply the concepts you have learned to a case of your choice. Learning objectivesAfter completing the course, you will be able to:- recognise the demarcating character with which science distinguishes itself from other, non-scientific, knowledge, and the way in which science perpetuates its authority- explain what 'framing' is (and how facts and values are interwoven in 'frames') and use 'frames' as an analysis tool for case studies- describe the linear model of the interaction between science and policy, distinguish the linear model from the 'information deficit model' and evaluate the analytical value of both models,- recognize and describe the three types of knowledge uncertainty – incomplete knowledge, unpredictability and ambiguity,- evaluate and apply different strategies of dealing with scientific uncertainties,- the different strategies to develop 'useful' knowledge for decision-making, i.e. knowledge that is credible, relevant and legitimate, name—explain and apply different strategies of interdisciplinary knowledge integration from different scientific points of view—explain the advantages and limitations of the different tools of participatory (lay) knowledge production and make an informed choice within a specific case—define and recognize the different roles that environmental experts can take in the decision-making process, and critically reflect on your own role as a expert,- explain the different ways of producing knowledge in the environmental dome

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### **Environmental problems: crossing boundaries between science, policy and society**

**Code**: NM0103

**Name**: Environmental problems: crossing boundaries between science, policy and society

**Type**: Standard product

**Language**: Dutch

**Description**:

This course examines the role of science in decision-making about the environment and nature. Most environmental issues can only be problematized with the help of the natural sciences. Environmental policy must therefore have a scientific basis, but there is more than one science. Different disciplines have different ways of 'knowing'. They may disagree about the problem definition, the severity of the problem and the necessary interventions. Moreover, there are often scientific uncertainties. Such uncertainties must be communicated to policymakers and the wider public, without making risks too large or too small. The course offers theories and concepts that help to better understand the role of science within policy and society. It investigates what science actually is and how science acquires authority in the knowledge domain. We look at what options there are to collaborate with different scientific disciplines and how we can integrate knowledge through participatory processes. Finally, we also look at possible negative aspects of such 'polyphony'. Throughout the course, theoretical concepts are applied to concrete cases. In the final assignment of the course, you can apply the concepts you have learned to a case of your choice. Learning objectivesAfter completing the course, you will be able to:- recognise the demarcating character with which science distinguishes itself from other, non-scientific, knowledge, and the way in which science perpetuates its authority- explain what 'framing' is (and how facts and values are interwoven in 'frames') and use 'frames' as an analysis tool for case studies- describe the linear model of the interaction between science and policy, distinguish the linear model from the 'information deficit model' and evaluate the analytical value of both models,- recognize and describe the three types of knowledge uncertainty – incomplete knowledge, unpredictability and ambiguity,- evaluate and apply different strategies of dealing with scientific uncertainties,- the different strategies to develop 'useful' knowledge for decision-making, i.e. knowledge that is credible, relevant and legitimate, name—explain and apply different strategies of interdisciplinary knowledge integration from different scientific points of view—explain the advantages and limitations of the different tools of participatory (lay) knowledge production and make an informed choice within a specific case—define and recognize the different roles that environmental experts can take in the decision-making process, and critically reflect on your own role as a expert,- explain the different ways to achieve knowledge production in the environmental domain.

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### **Environmental governance in times of global change**

**Code**: NM0203

**Name**: Environmental governance in times of global change

**Type**: Standard product

**Language**: Dutch

**Description**:

Making society more sustainable and tackling all kinds of environmental and sustainability issues requires coordination, organization and management. The term "environmental governance" refers to the set of practices by which society directs environmental and sustainability issues and to the scientific field that has these practices as its object of study. Governments often have a central role in environmental governance, but companies, civil society organisations, citizens and interest groups are also important parties. The Environmental Governance in Times of Global Change course gives you an up-to-date overview of the most important policy developments in the field of environment and sustainability and a solid theoretical basis for the analysis of those developments. In this course, for example, attention is paid to the role of the European Union in the field of environment and sustainability and to the influence of international environmental agreements, such as the Paris Agreement (2015), which falls under the UN Framework Convention on Climate Change. This course addresses the following questions: What does the environmental and sustainability policy look like now? Which key policy developments will determine what will happen in the coming years? Who has which role? What theoretical perspectives and concepts are there to investigate the above? In addition, in this course you will learn to critically reflect on future policy challenges. Learning objectivesAfter studying this course, you will be able to:- explain the most important theoretical concepts and frameworks in the field of international, national and local environmental policy;- analyse specific policy areas such as climate change and biodiversity from an environmental governance perspective;- recognise and name trends and developments in environmental governance;- independently use the scientific knowledge and insights from the course in a scientifically responsible manner apply;- critically reflect on the relationship between international, national and local environmental policy and on future challenges;- independently incorporate the scientific knowledge and insights from the course into a concept map and in a paper.

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### **Environmental Health Sciences**

**Code**: NM0403

**Name**: Environmental Health Sciences

**Type**: Standard product

**Language**: Dutch

**Description**:

In the Environmental Health Sciences course, the central theme is the link between the living environment and human health. Numerous factors that people are exposed to through the environment can potentially affect the health or well-being of the individual. Students learn in the course to identify health risks in the living environment. Topics such as exposure, determining health effects and health-based advisory values are discussed. In addition to assessing the risks, attention is also paid to communicating and arguing advice. The student must bring together relevant information and critically assess it, think in a problem-solving way, indicate the consequences of solutions and report on the findings in writing and orally. The case histories that are discussed provide a broad picture of the field and include aspects from toxicology, epidemiology and health risk analysis. Learning objectivesAfter studying the course- you will be able to identify and quantify the various existing and emerging health risks in the living environment;- you will be familiar with the effects on human health as a result of exposure to risk factors in the environment;- you will be aware of differences in exposure and in sensitivity of certain groups;- you will be able to assess whether or not a certain dose/concentration is a risk to health taking into account the limitations of the methods;- you will be able to identify steps to limit the risk;- you will be able to critically assess the scientific literature;- you will be able to formulate advice to those involved and/or policymakers;- you will be able to communicate about health risks to a wide audience;- you will be able to report on this in writing and orally.

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### **Open Education MSc Environmental Sciences**

**Code**: NM0503

**Name**: Open Onderwijs MSc Environmental Sciences

**Type**: Standard product

**Language**: Dutch

**Description**:

In some cases, you can register for an open education course after approval from the Examination Chamber for Science. The content and guidance are determined on an individual basis.

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### **Open Module MSc Environmental Sciences**

**Code**: NM0602

**Name**: Open Module MSc Environmental Sciences

**Type**: Standard product

**Language**: Dutch

**Description**:

In some cases, you can register for an open education course after approval from the Examination Chamber for Science. The content and guidance are determined on an individual basis.

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### **Research Proposal MSc Environmental Sciences**

**Code**: NM0703

**Name**: Research Proposal MSc Environmental Sciences

**Type**: Standard product

**Language**: Dutch

**Description**:

The Research Proposal MSc Environmental Sciences course provides you with specific guidance in writing a research proposal in the environmental science domain. You will investigate an environmental issue in the context of sustainable development and choose a topic that matches your personal background. The programme focuses in particular on subjects with a natural, policy or health emphasis. The course consists of six chapters, namely: 1 Quality criteria for a research proposal,2 The preliminary research proposal3 The extensive literature review,4 The research method,5 The planning,6 The final research proposal. Study task 0 is part of your personal development and career orientation; You carry it out at the beginning of the training. Based on this, you orient yourself on possible research topics. This results in a motivated research idea for the Thesis MSc Environmental Sciences. In the six chapters of this course, you will further develop the research idea into a concrete research proposal that comprises the first three chapters of the master's thesis, namely the theoretical framework, the problem definition with the research questions and the method (including planning). During this course, you will give two oral presentations, one at the beginning about the research idea and one at the end about the (draft) research proposal. Your research proposal will be assessed on the following aspects: theoretical framework, problem definition, research questions, methods and techniques, societal relevance, scientific reporting, and planning and organisation. Sufficient completion of this course is a prerequisite for admission to the second part of the graduation track: the Thesis MSc Environmental Sciences.Learning objectivesAfter studying the course, you will be able to:- write a research proposal consisting of a problem statement, research questions, the theoretical framework, methods and techniques and a planning- place your own research in current environmental scientific developments and indicate possible solutions for the research to be done environmental problem.

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### **Research Proposal MSc ES**

**Code**: NM0712

**Name**: Research Proposal MSc ES

**Type**: Standard product

**Language**: Dutch

**Description**:

Registration for this course is only possible under certain conditions. For more information, please contact the study advisors via studieadvies.natuur@ou.nl.De Research Proposal course MSc Environmental Sciences provides you with specific guidance in writing a research proposal in the environmental science domain. You will investigate an environmental issue in the context of sustainable development and choose a topic that matches your personal background. The programme focuses in particular on subjects with a natural, policy or health emphasis. The course consists of six chapters, namely: 1 Quality criteria for a research proposal,2 The research proposal3 The extensive literature review,4 The research method,5 The planning,6 The final research proposal. Task 0 is part of your personal development and career orientation; You carry it out at the beginning of the training. Based on this, you orient yourself on possible research topics. This results in a motivated research idea for the Thesis MSc Environmental Sciences. In the six chapters of this course, you will further develop the research idea into a concrete research proposal that comprises the first three chapters of the master's thesis, namely the theoretical framework, the problem definition with the research questions and the method (including planning). During this course, you will give two oral presentations, one on the research idea and one on the draft research proposal. Your research proposal will be assessed on the following aspects: theoretical framework, problem definition, research questions, methods and techniques, societal relevance, scientific reporting, and planning and organisation. Sufficient completion of this course is a prerequisite for admission to the second part of the graduation track: the Thesis MSc Environmental Sciences.Learning objectivesAfter studying the course, you will be able to:- write a research proposal consisting of a problem statement, research questions, the theoretical framework, methods and techniques and a planning- place your own research in current environmental scientific developments and indicate possible solutions for the research to be done environmental problem.

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### **Scientific and Professional Publishing on Environment and Sustainability**

**Code**: NM0802

**Name**: Scientific and Professional Publishing on Environment and Sustainability

**Type**: Standard product

**Language**: Dutch

**Description**:

In the course, you will go through the entire publication process step by step. In doing so, you take on different roles: author, reviewer and editor. In this way, you will experience how the publication process works. You write, receive comments from (anonymous) reviewers, comment on an article by another author and rewrite your own work. Lecturers and the research supervisor provide guidance and feedback during the process. At the end of the course, you will have two articles – a scientific article and a professional publication – that are ready for publication. This offers you a unique opportunity to show your research work to a wide audience. The course ends with an individual assignment in the context of your personal development and career orientation. In a report, you reflect on your writing skills and indicate what you want to do after completing the master's programme and how you want to realise those ambitions. Learning objectivesAfter completing the course Scientific and Professional Publishing on Environment and Sustainability, you will have knowledge of the various aspects involved in writing and publishing an article and you will be able to:- write a framework (outline) and a summary (abstract) of an article;- edit and review an article by another student;- write a professional and scientific article according to the guidelines of a journal.

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### **The Science of Environmental Change**

**Code**: NM0903

**Name**: The Science of Environmental Change

**Type**: Standard product

**Language**: Dutch

**Description**:

In this course, you will study the environmental challenges of the modern age and be introduced to the innovative skills needed to tackle them. Lectures and seminars are seamlessly combined with problem-based learning, encouraging a holistic approach to addressing environmental change. By combining theoretical knowledge with practical problem-solving, you will be able to tackle the complex challenges of environmental change by the end of the course. Through interdisciplinary collaboration, critical thinking, and effective communication, this course ensures that you are ready to make a significant contribution to environmental science. In addition, you will learn to understand the fundamentals of environmental change and to recognize the relationship between environmental systems. You will also study the consequences of change, critically analyse complex environmental interactions and apply scientific methods to monitor and study environmental change. Additionally, you will reflect on your personal and societal role in advocating for sustainability and environmental conservation, while contributing to positive change. The course is built from the DPSIR framework (Driving Forces, Pressures, State, Impacts, and Responses) and offers a comprehensive exploration of environmental change. From understanding the dynamics that underpin change to determining its impact on ecosystems and society. Learning ObjectivesAfter studying this course, you will be able to:- explain the basic concepts of environmental change, which include both natural processes and human activities. analyse and recognise the interconnectedness of environmental systems, including ecosystems, climate, biodiversity and human societies- explain the impacts of environmental change on a global and local scale, addressing issues such as climate change, pollution, biodiversity loss and resource depletion- apply critical thinking to assess the complex interactions between natural processes and human interventions and predict potential impacts of environmental change- explore and apply scientific methods, including data collection, analysis, modelling and interpretation, to monitor and study environmental change- Conceive personal and societal roles in promoting sustainable practices, advocating for environmental conservation, and contributing to positive change.

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### **Research Methods in Environmental Sciences**

**Code**: NM9903

**Name**: Research Methods in Environmental Sciences

**Type**: Standard product

**Language**: Dutch

**Description**:

This course focuses on teaching methods for data collection and data analysis and provides a framework for tackling complex environmental issues. You will gain insight into a range of scientific and social science methods, be able to substantiate the choice of a particular research method and learn to apply a number of methods. The course is structured in five parts, or learning units. In the first part, the focus is on different knowledge paradigms and scientific traditions. The second part focuses on social science methods (such as interviews, surveys, text analysis). Subsequently, in the third part, various scientific methods are highlighted. In the fourth, integrative part, under the umbrella of sustainability assessment, it is then explained how a 'mixed methods approach' can be applied to current environmental issues. Finally, the last part is about statistics. Learning objectivesAfter completing this course, you will be able to:- identify and understand different knowledge paradigms;- name and explain a range of methods to study complex environmental issues;- apply and combine a number of stakeholder-based and quantitative, scientific methods; - Explain the strengths and weaknesses of a number of methods and motivate the choice of a particular method.

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### **Thesis MSc Environmental Sciences**

**Code**: NM990A

**Name**: Thesis MSc Environmental Sciences

**Type**: Standard product

**Language**: Dutch

**Description**:

Within the graduation research, two phases can be distinguished: the actual research phase and a final phase in which you write a report and give a lecture. In the research phase, the actual work is done: collecting, analyzing, representing, interpreting and evaluating self-obtained scientific results and insights to substantiate recommendations for further research or formulated policy or management. The final phase consists of the written report and the holding of an oral presentation. A research report covers the following components: 1 the problem and question definition2 a theoretical framework of the problem and question definition3 the research method(s) used4 the results5 a discussion6 the conclusion and recommendations7 a summary in Dutch and English8 a literature review. The obvious requirement for every report is that it is your own work. After approval of the written report, you will give an oral presentation of approximately one hour, of which approximately 25 minutes are reserved for answering the questions. This presentation broadly follows the structure of the written report. In the assessment, the three components are weighted with an emphasis on the work performed (40%) and the reporting (50%), whereby the presentation (10%) can be used as a rounding off of the grade. Learning objectivesAfter completing the course, you will be able to:- conduct research under supervision, describe it adequately and give a presentation about the work carried out and its results;- integrate and apply previously acquired competencies in the graduation research.

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### **Thesis MSc Environmental Sciences**

**Code**: NM9919

**Name**: Thesis MSc Environmental Sciences

**Type**: Standard product

**Language**: Dutch

**Description**:

Within the graduation research, two phases can be distinguished: the actual research phase and a final phase in which you write a report and give a lecture. In the research phase, the actual work is done: collecting, analyzing, representing, interpreting and evaluating self-obtained scientific results and insights to substantiate recommendations for further research or formulated policy or management. The final phase consists of a written publication and the holding of an oral presentation. The written publication is in the form of a research report or a scientific article, in consultation with the graduation supervisor. The publication discusses the following components: - the problem and question definition- a theoretical framework of the problem and question definition- the research method(s) used- the results- a discussion- the conclusion and recommendations- a summary in Dutch and/or English- a literature reviewThe first three components are prepared during (and are the product of) the Research Proposal MSc Environmental Sciences course (NM0703). The Thesis MSc Environmental Sciences starts with the execution of the graduation research. The course pays specific attention to written scientific and professional presentations. Through a number of targeted tasks, attention is paid to, among other things, conducting peer review, applying a clear structure to scientific research texts and writing a (short) professional publication about one's own research. The obvious requirement for every report is that it is your own work. After approval of the written publication, you will give an hour-long oral presentation, of which approximately 25 minutes will be reserved for answering the questions. This presentation broadly follows the structure of the written publication. In the assessment, the three components are weighted with an emphasis on the work performed (40%) and the written reporting (50%), whereby the oral final presentation (10%) can be used as a rounding off of the grade. In addition, the following three course tasks must be completed - A peer review of a scientific article,- An outline (structure design) for the scientific publication of one's own research, A professional publication about their own research. Learning objectivesAfter completing the course, you will be able to:- carry out research under supervision, describe it adequately and give a presentation about the work carried out and its results- integrate and apply previously acquired environmental science competencies and academic skills in the graduation research.

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### **Open Bachelor's programme in Environmental Sciences**

**Code**: OBAMNW-2024-2025

**Name**: Open Bachelor Environmental Natural Sciences

**Type**: Training

**Language**: Dutch

**Course** Content:

This programme is a combination of courses from the Environmental-Natural Sciences field with a broadening of courses from one or two other scientific fields. There are various options in broadening packages. The combination of two or even three fields of study gives the programme a multidisciplinary character.

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### **Bridging Programme Environmental Sciences**

**Code**: SMAES-2024-2025

**Name**: Bridging Programme Environmental Sciences

**Type**: Training

**Language**: Dutch

**Course** Content:

Moving on to the university master's in Environmental Sciences (MSc) is a great step to develop as an environmental professional. Achieving a sustainable society is one of the greatest challenges of our time. This requires scientifically trained environmental professionals. Professionals with research or innovation tasks, such as: - gaining more knowledge about changes in the environment - investigating microplastics in river water - determining the sustainability content of new energy plans - evaluating the climate resilience of governance innovations in water management. You study part-time and work independently towards the master's programme. You will be guided by teachers through online lessons and an online learning environment. There are inspiring theme days with lectures and work meetings. You can adjust the tempo yourself with per quartile &eacute; • n, two or more courses. In consultation with our study advisor, you will make a study plan. The content and scope of the pre-master's programme are compiled individually, based on your previous education. If you want to know more, request the study guide.

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## **Educational Sciences**

### **Teacher Training Open University**

**Code**: BLOU-2024-2025

**Name**: Teacher Training Open University

**Type**: Training

**Language**: Dutch

**Course** Content:

The Bachelor's programme in Teacher Training is the only fully academic teacher training programme in primary education, in which you also acquire educational knowledge, skills and attitudes. E&eacute; One of our spearheads is ' teach as you preach'. We therefore organize our own education as we expect you to do in professional practice. By setting a good example and explaining this, but also by letting you translate it to the context of primary education. Thus, the academic teacher as an evidence-informed scientist practitioner. Set-upThe training starts with the compulsory course Learning in the picture. Then choose &eacute; • one of the four learning pathways. Learning trajectory Didactics and Pedagogy (60 EC): you will be introduced to both subject-didactic and pedagogical action in primary education (hereinafter: PO). The teaching methodology focuses on language, arithmetic, art and cultural education and World Education. 1 and 2. Learning trajectory Methods and Statistics (20 EC): from a solid basis in the research methods, you will delve into different research designs and qualitative and quantitative methods. In addition, you will learn to develop and carry out (practice-oriented) educational research and to report in accordance with generally applicable scientific guidelines. Curriculum Introduction to Educational Sciences (25 EC and 15 EC free space): in this part you will receive a theoretical introduction to the various basic disciplines of educational sciences. In doing so, we link (scientific) theory and practice. Academic and professional training curriculum (15 EC and 35 EC internship): here you will develop the academic and professional skills required for the profession of both academic primary school teacher and educationalist. With theoretical courses and four internships in the various buildings of the PO.Je, the programme concludes with the 10 EC Graduation Project, in which you demonstrate that you can connect the knowledge and skills gained from the four learning pathways and the internships. But also that you are able to make a scientific research report, educational design or advisory report. If you want to know more, request the study guide. The first course: Learning in the picture In the compulsory starter course, Learning in the picture, you go through a so-called validation process. In this we map out your competencies. How do these relate to the profile of starting qualified academic teacher, and which competencies still need to be developed to reach this level? You bundle this information in a portfolio. Based on this, we will see if you can

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### **Developing and providing online and blended learning**

**Code**: EVOI01

**Name**: Developing and providing online and blended learning

**Type**: Simpel product

**Language**: Dutch

**Description**:

In these times, innovation in education is n&oacute; g more important than ever. From 22 June to 1 July 2021, we are therefore offering a unique online event for staff members, advisors, middle management, and lecturers who are involved in innovations in the field of education and training. This online event distinguishes itself from a webinar or online information session by a limited group of participants and a lot of interaction. We alternate interactive live online sessions with asynchronous learning activities, and there is an online environment where participants can meet each other. The completion time is two weeks, the total study load is approximately 12 hours. You can spend a large part of that time at a time that suits you. You will receive expert feedback on some of the assignments you make, and which you can apply in your own practice. Afterwards you will receive a certificate of participation. On 22 June 2021 you will get to know the teacher, each other and the learning environment. We will get to know each other through a short live online session. If you already have experience with this learning environment, you don't have to spend a lot of time on it. You can also start studying learning materials in advance. On 23 June 2021, we will discuss educational innovation in general. We study a case study and we study success and failure factors of educational innovations. On this day, a live virtual classroom session will take place where we will also exchange experiences with educational innovations. You then have a few days to study learning content and to complete an assignment on success and failure factors of educational innovations. You will be introduced to approaches to innovations, from outside education. On 28 June 2021, you will have the opportunity to ask questions (e.g. about the final assignment) during a short Q&A session. You can also work on the final assignment. During a second virtual classroom session on 1 July 2021, we will discuss the elaborations of the assignment on success and failure factors of educational innovations. You will be introduced to a framework for educational innovation. The final assignment must be submitted by 5 July 2021 at the latest. In this video, Wilfred Rubens talks about the set-up and content of this online event.

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### **Opendag**

**Code**: GS0001

**Name**: Opendag

**Type**: Simpel product

**Language**: not specified

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### **Master of Educational Sciences**

**Code**: MAOW-2024-2025

**Name**: Master of Educational Sciences

**Type**: Training

**Language**: Dutch

**Course** Content:

This master's programme is an interdisciplinary, scientific master's programme that combines the fields of psychology (in particular the psychology of learning), educational sciences, educational technology and organisation. The approach is the research, analysis, design, furnishing and/or improvement of learning situations and learning environments. The master's programme focuses on education from a research and design perspective and is competence- and product-oriented. During the study you will work on concrete assignments. You can also submit projects yourself (after approval by the supervisor), which you can carry out in your own work situation, for example. StructureThe programme starts with the course Educational Sciences: theory and research in practice, followed by the courses Methods for Educational Research followed by a choice between Designing Education or Designing and Innovating with ICT and Atelier. In the second year, you will follow the Trends course and visit scientific conferences, among other things. You conclude by writing a research proposal, which is followed up in the graduation research. You give direction to the study yourself by conducting a thorough relevant educational themes. Are you happy? If you are interested in the role of technology in learning, you can opt for the technological variant. In the bound choice, you then choose Designing education and innovating with ICT. In the follow-up courses, you will choose more technological aspects of the domain, such as digital testing, the role of learning analytics or the design of serious games. You learn to appreciate the possibilities of technology in education, the associated ethical dilemma' s and develop educational designs using technology. During the programme, you look at education from the learning situation that pupils and students are offered. Every learning experience, lesson, course, internship or training is thought through in advance and relevant questions are asked such as: What kind of ' learners' Are you okay? Where are they located? What can and do they know and what not? What could be better? What do we want to achieve? What is our educational concept? How do we translate that? What is expected of the teachers? How are we going to introduce that? Ultimately, it's about creating a new product. learning environment. In the master's programme, you look from two perspectives: the design and the research perspective. After all, a good design solution also requires thorough research. During your learning process, you will make all kinds of products and carry out various research in your own work environment or at another institute. You will join a community of students, scientists, researchers and designers who meet each other in all kinds of places and through all kinds of channels. And bo

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### **About learning, education and instruction**

**Code**: OB0012

**Name**: About learning, education and instruction

**Type**: Standard product

**Language**: Dutch

**Description**:

This course provides an introduction to the educational sciences and begins with a study task on how to learn and study effectively. A task follows about learning theories, learning and knowledge concepts. This is followed by three study tasks in which the three main streams in learning psychology are extensively discussed: behaviorism, information processing theory and (social) constructivism. As part of the study task on (social) constructivism, we also discuss theories of three important theorists (Piaget, Bruner and Vygotsky). After that, the next study task deals with the role of motivation in learning. Finally, there is a study task with a focus on self-regulation in education. The emphasis in the course is on gaining important theoretical knowledge. In addition, there is a focus on connecting insights from different theories and applying this knowledge in educational practice. On the basis of seven study tasks, the above themes are introduced and further explored with the help of processing and application assignments. During the course, a virtual class will take place for each study task, in which the themes in the study task will be discussed in more detail, a number of elaborations of the assignments will be reviewed and questions from students will be answered.

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### **Educational science and technology**

**Code**: OB0102

**Name**: Educational Science and Technology

**Type**: Standard product

**Language**: Dutch

**Description**:

The Educational Science and Technology course offers a helicopter view of educational technology in the broadest sense of the word. The course starts with a consideration of some basic concepts from the field of educational technology. You will delve into the basics of this relatively new field at the time of a renewed edition of the book "Foundations of educational technology: Integrative approaches and interdisciplinary perspectives". You combine the acquisition of theoretical knowledge with application assignments in which you can consider issues from your own teaching practice or the environment you know well. You regularly reflect on what you have learned and done in the course and share your thoughts with fellow students. In this way you learn with and from others, even when you go through this course independently with a variable starting moment at your own pace. In this course, you will also build the basic knowledge of principles and rules of thumb of scientific writing, using an online method Learn to write yourself in psychology.

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### **Education law**

**Code**: OB0202

**Name**: Education Law

**Type**: Standard product

**Language**: Dutch

**Description**:

The course Introduction to Education Law for Education Professionals has an introductory character and is aimed at education professionals without prior legal knowledge (non-lawyers). The first three learning units are dedicated to acquiring basic general legal knowledge that is necessary for understanding (educational) law. The following learning units provide an overview of the education legislation in outline. If you have completed this course, you will have insight into the place of education law in relation to private law and administrative law and you will have knowledge of the private law and administrative law grounds on which education law is based. The course is especially suitable for educationalists who aspire to a policy advisory role and for managers in the field of education. The program includes a number of online meetings. After following this course, you will have an understanding of the function and system of legislation, the place of education law in the Dutch education system, the place of the sector laws as well as the legal qualification of educational relationships, the legal aspects of quality assurance, compulsory education and the supervision of education.

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### **Methods of research**

**Code**: OB0302

**Name**: Methods of research

**Type**: Standard product

**Language**: Dutch

**Description**:

This course is being developed as part of the redesign of the Methods and Statistics education in the pre-master Educational Sciences and is the first course within it. Where students used to join courses of the Faculty of Psychology, it was decided to now provide these courses in-house in order to better connect with their own target groups and also with their own master's program to which the pre-master's leads. The course covers the following topics: introduction to scientific research (qualitative and quantitative), formulating research questions and hypotheses, drawing a sample from the population, operationalizing constructs, establishing a conceptual model with independent and dependent variables, reliability and validity, non-experimental research, experimental research and cross-sectional versus longitudinal research. Students learn to choose a design that fits the research question, critically evaluate research and gain skills to investigate a practical problem. The ethical aspects of doing research are also discussed. The assignments in the course use educational examples, including the ALOUD study.Learning objectives- Describe the steps that are taken while conducting research.- Describe differences between quantitative and qualitative research. in the various research steps covered in this course- Delineate a research problem.- Describe which elements a problem sketch should contain and assess the quality of a problem sketch.- Describe which variables can be distinguished, what relationships they can have, and form a conceptual model.- Formulate research objectives, research questions and hypotheses.- Describe different forms of sampling.- Describe what operationalisations.- Substantiate the choice of measuring instruments.- Provide a brief description of different research methods and describe key concepts for these methods.- Describe ethical aspects of conducting research.- Distinguish different types of research reports.- Describe criteria for evaluating research and apply them to existing research articles.

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### **Qualitative research**

**Code**: OB0402

**Name**: Qualitative research

**Type**: Standard product

**Language**: Dutch

**Description**:

This course provides an introduction to the theory and practice of qualitative research. In this course, you will be introduced to different forms of qualitative research and practice your skills in them. In addition to conducting in-depth interviews, this course also covers focus groups and an introduction to observational research. The course examines differences between quantitative research and qualitative research and the theoretical backgrounds of qualitative research. You will learn how to collect data through qualitative research: you will learn to conduct and transcribe in-depth interviews, analyze qualitative data with Atlas.ti and report it in a scientific report. You will also be introduced to setting up and conducting research with focus groups and you will learn about different forms of observational research. The course uses educational examples from the research of the departments of the Faculty of Educational Sciences. Learning ObjectivesAfter you have completed this course, you will be able to- explain how quantitative research and qualitative research differ from each other and what the similarities are- determine when a research question requires qualitative research and when this requires quantitative research- conducting in-depth interviews and transcribing analysing qualitative data with Atlas.ti and reporting it in a scientific report. research with focus groups - describe different forms of observation and select and apply the most appropriate observation technique in a given situation.

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### **Descriptive statistics**

**Code**: OB0502

**Name**: Descriptive Statistics

**Type**: Standard product

**Language**: Dutch

**Description**:

The course consists of four learning tasks, three of which contain topics from Descriptive Statistics and the subject of the fourth learning task is test and test theory. The three learning tasks from descriptive statistics are about [1] Measuring instruments and scales; [2] Divisions and measures of division; and [3] Measures of coherence in data (correlations). The aim of the course is to prepare students for the Master of Educational Sciences. The learning tasks are of an introductory nature and no specific prior knowledge is required to successfully follow them.

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### **Testing statistics**

**Code**: OB0602

**Name**: Testing statistics

**Type**: Standard product

**Language**: Dutch

**Description**:

Within the Testing Statistics course, various parametric and non-parametric tests are dealt with from a practical perspective. You will learn the background of statistical analyses, when to use which analysis, how to perform the analyses in SPSS, how to interpret the output and how to incorporate this into a scientific report in accordance with APA 7 guidelines. The emphasis within this course is not on being able to perform the various tests mathematically, but on understanding and practically applying the statistical operations. The course consists of the following study tasks: - Study task 1: t-test for independent observation / Mann-Whitney-U test - Study task 2: single variance analysis / Kruskal Wallis - Study task 3: correlation Pearson / Spearman - Study task 4: Regression analysis - Study task 5: t-test for paired perception / Wilcoxon signed rank test - Study task 6: Repeated measures and GLM - Study task 7: Chi-square test Learning objectivesAfter you have studied this course, Can you:• Explain the following methods available for testing statistical issues:o T-Test (Independent Observations)/Mann Whitney-Uo Variantie analyse (ANOVA)/Kruskall-Walliso Pearsons correlation/Spearman correlatieo Regression analyseo T-Test (Paired Observation)/Wilcoxono Repeated measurements Chi-square test• Reasoning in which situation, which statistical test should be used• Explain the principles behind the tests• Be able to run tests in SPSS• Interpreting SPSS output and reasoning how it is created• Report results, in accordance with APA 7 guidelines in text and table.

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### **Learning in pictures**

**Code**: OB0902

**Name**: Learning in the picture

**Type**: Standard product

**Language**: Dutch

**Description**:

This course has two main goals. The first goal of the course is, under the guidance of the teachers, to map out what knowledge and skills you already have and how they relate to the competence requirements of the program or an academic teacher for primary education. Within this course, explicit attention is paid to reporting previously acquired competencies in a validation process. You describe what you think you need to shape your learning path. Your personal mentor, who is assigned in this course, serves as a sounding board for this. Based on the validation process, the assessors of this course issue an advice that indicates whether it is likely to submit an exemption request for one or more courses to the Examination Committee. The second goal is that you learn what learning entails, how learning works and which learning strategies you can use to optimize your self-study. Through a number of meetings and assignments, you will be made aware of how you learn and how that relates to the scientific literature on effective learning. Through practice and reflection, you learn to optimize your learning process. In addition to these components, you will take a first step in developing your academic skills and take a knowledge test for Language and Mathematics to test your professional knowledge of these domains.

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### **Pedagogy and education**

**Code**: OB1002

**Name**: Pedagogy and education

**Type**: Standard product

**Language**: Dutch

**Description**:

In the Pedagogy and Education course, the teacher as pedagogue is central. Within educational practice, the teacher is the active assessor of the effects of certain educational actions and issues. He has knowledge of the different parenting processes and what role he plays in them. The pedagogical actions of the teacher focus on pupils in a certain age phase with differences in backgrounds and social (emotional) development. In order to do justice to these differences, it is important as a teacher to have a broad basis of the most relevant historical and current pedagogical theories, concepts and core concepts. In this course, the translation is continuously made into practice. Movements in pedagogy are compared to the image of the time and assessed against the current criteria for deciding what is useful and in what way. During the course, the student forms a holistic picture of the characteristics of the developmental phases that children go through from infancy to adolescence. Particular attention is paid to various developmental areas that are relevant in educational practice. In addition, it is important to be able to make use of pedagogical tact in educational practice: 'doing the right thing, at the right time, also in the eyes of the other'. Attention is paid to the importance of a good pedagogical climate in the classroom and how the pedagogical actions of teachers can promote this. The pedagogical actions of the evidence-informed teacher are grounded in academic research.

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### **Didactics and classroom management**

**Code**: OB1102

**Name**: Didactics and classroom management

**Type**: Standard product

**Language**: Dutch

**Description**:

In this course, you will be equipped with the necessary basic knowledge and competencies to bring about knowledge transfer and knowledge construction in students with the help of didactics. Extensive attention is also paid to creating an effective and structured learning environment through classroom management. You will first be equipped with the most important scientific insights in classroom management and learn how an effective learning environment, from the classroom environment to the school environment and the home environment, can be designed and designed. Then attention is paid to the actual transfer of knowledge and knowledge construction, or didactic skills. Using various instruction methods and instruction models (based on the direct instruction model), you will learn how best to achieve effective knowledge transfer and knowledge construction. Here, the focus will not only be on a single assignment or presenting a single theme, but on drawing up effective and substantiated complete lessons, which will eventually come together into a learning trajectory and a structured annual plan. Finally, the teacher's own attitude and position in the learning environment is discussed in detail. You learn to deal with different students, each with individual characters, different groups (in which the teacher also plays a role) and the school and parents of the students.

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### **Didactics language 1**

**Code**: OB1202

**Name**: Didactics language 1

**Type**: Standard product

**Language**: Dutch

**Description**:

The field of language and language education encompasses many different domains in primary education. These are often divided into the four overarching domains: reading, writing, oral language skills and linguistics. All these language domains are divided into three courses in the bachelor's programme: Didactics Language 1, 2 and 3. Within the Didactics Language 1, 2 and 3 courses, not only didactic knowledge and skills are offered, but you also develop a well-founded vision of language education in primary school, by becoming acquainted with different visions and the scientific background behind them. The course Didactics Language 1 starts with an introduction to the knowledge area 'language and language education' at primary school. You will become acquainted with the importance of language education, with the functions of language and the language acquisition of children. You will gain insight into the different language domains in education. The language domains of 'oral language skills' and 'vocabulary' are further explored and an introduction is given to the language domain of 'children's literature'. The other language domains are discussed in more detail in Didactics language 2 and 3. In addition to the theoretical subject matter about the learning content, domain didactics and the scientific and social backgrounds are also discussed. There is ample attention for applications in educational practice, with practical examples and assignments within each of the domains covered.

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### **Didactics of arithmetic and mathematics 1: a strong foundation**

**Code**: OB1302

**Name**: Didactics arithmetic and mathematics 1: a strong foundation

**Type**: Standard product

**Language**: Dutch

**Description**:

This course delves into the world of math education and places a strong emphasis on increasing your theoretical and subject-specific didactic knowledge in this area. By studying sources and reflecting on practical cases, you will discover how math education is implemented in today's classroom. After an introduction to the national requirements and systems that govern math education, you zoom in on the reality of primary school. You will get a detailed overview of how the learning trajectory for arithmetic is structured, with a focus on integers, fractional numbers, measurement, geometry and relationships. You will not only learn the concepts and professional jargon that are essential for a primary school teacher, but also which materials and didactics are common in practice. You are constantly challenged to apply the theory you study in analyzing practical cases. After studying these topics, you will have a strong idea of the math goals and how they can be taught. Finally, you will be prepared to design math instructions. Ultimately, you process the theoretical knowledge you have gained into a strong math instruction. This hands-on approach allows you to use your creativity and gain practical experience in planning math lessons that meet the needs of your (future) students.

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### **Stage 1**

**Code**: OB1402

**Name**: Stage 1

**Type**: Standard product

**Language**: Dutch

**Description**:

In Stage 1 you start by gaining experience in educational practice. This internship is mainly exploratory in nature, in which you not only look at the students and the organization of education at the school, but also develop a vision of the profession and connect it to the knowledge you have gained during the training. Observing lessons, exploring the school, having conversations and carrying out assignments arising from previous courses of the programme are central. In addition, you take the first small steps in front of the classroom by providing some separate educational activities for (small) groups of students.

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### **Developing and providing online and blended learning**

**Code**: OC0620

**Name**: Developing and providing online and blended learning

**Type**: Standard product

**Language**: not specified

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### **Developing and providing online and blended learning**

**Code**: OC0710

**Name**: Developing and providing online and blended learning

**Type**: Simpel product

**Language**: Dutch

**Description**:

Which tests suit education and what can you adjust if a usual way of testing no longer works? In this course you will work on designing tests that can be taken remotely and are of course appropriate for the goals you want to test. Get started with your own education and make it suitable for online education. The new insights you gain will help you design good online education. Around this, the course can be completed independently at your own pace using an online learning environment. You will receive personal guidance from a university lecturer who is an expert in the content. You complete the course by making a design assignment that is checked by the teacher. The language of this course is Dutch. English-language literature can be used.

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### **Developing and providing online and blended learning**

**Code**: OC0720

**Name**: Developing and providing online and blended learning

**Type**: Standard product

**Language**: not specified

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### **Developing and providing online and blended learning**

**Code**: OC0810

**Name**: Developing and providing online and blended learning

**Type**: Simpel product

**Language**: Dutch

**Description**:

The basis of didactics is that as a teacher you connect well with how your pupils/students learn with your instruction and working methods. This ensures that you get the greatest possible return from your learning activities and thus achieve the goals you have in mind. Online and offline instruction and working methods obviously differ from each other. The didactics that you use offline in a class or lecture are often not available to you. • n-on-acute; • n to an online situation. However, the basis is the same: the way we learn, the functioning of our memory is not suddenly different when we learn online. The goals we want to achieve with our education do not change online either. What did you do? The circumstances in which learning and teaching take place change. The aim of this course is therefore to gain knowledge about evidence-based didactics that is in line with the learning process of the pupil/student and to learn to translate this didactics into instruction and working methods in offline, online and blended learning environments. To achieve this, the following sub-goals have been formulated: The student: knows the scientific basis of the learning process and can identify a number of central theories. n name and explain; knows a dozen evidence-based didactic building blocks and understands how and why they work; can assess the quality of instruction and working methods in offline, online and blended learning environments on the basis of these building blocks; understands the need for different manifestations of didactics in online, offline and blended learning environments; can translate these building blocks into effective instruction and working methods in specific offline, online and blended learning environments. Get started with your own education and make it suitable for online education. The new insights you gain will help you design good online education. There are planned online meetings. Around this, the course can be completed independently at your own pace using an online learning environment. You will receive personal guidance from a content expert teacher. You complete the course by making a design assignment that is checked by the teacher. The language of this course is Dutch. English-language literature can be used.

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### **Developing and providing online and blended learning**

**Code**: OC0820

**Name**: Developing and providing online and blended learning

**Type**: Standard product

**Language**: not specified

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### **Developing and providing online and blended learning**

**Code**: OC0910

**Name**: Developing and providing online and blended learning

**Type**: Simpel product

**Language**: Dutch

**Description**:

In this course, you will be introduced to some insights from collaborative research into collective learning and what the implications are when you organize this online. We will discuss: The pitfalls of (online) collaborative learning The application of the five basic elements of collaborative learning Principles of collective learning The Importance of Possessing Academic and Social Skills in Students The influence of online settings on collaborative learning and how to respond to it The meaning of social presence The collective knowledge development process of online ' learning together' There are planned online meetings. Around that, this course can be completed independently at your own pace using an online learning environment. You will receive personal guidance from a content expert teacher. You complete the course by making a design assignment that is checked by the teacher. The language of this course is Dutch. English-language literature and videos can be used.

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### **Developing and providing online and blended learning**

**Code**: OC1010

**Name**: Developing and providing online and blended learning

**Type**: Simpel product

**Language**: Dutch

**Description**:

In this module, research into the use of multimedia is translated into concrete guidelines for the use of (multi)media in online education and we address questions such as: How do I choose learning materials that are suitable for online education? How can I adapt the material so that it is suitable for online education? How can I design learning materials in such a way that my students learn as much as possible in the shortest possible time with the least possible effort (i.e., efficiency; nt and effective)? There are planned online meetings. Around this, the program can be completed independently at your own pace using an online learning environment. You will receive personal guidance from a content expert teacher. You complete the module by making a design assignment that is checked by the teacher. The language of this module is Dutch. English-language literature and videos can be used.

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### **Developing and providing online and blended learning**

**Code**: OC1110

**Name**: Developing and providing online and blended learning

**Type**: Simpel product

**Language**: Dutch

**Description**:

In this course, you will be introduced to insights from research into formative assessment. You translate these insights into your own educational practice. After completing the course, you will be able to:- Explain the core of formative assessment and the formative assessment cycle;- Choose and use tools in your own teaching, appropriate to the formative assessment cycle and the goals you want to achieve with your participants;- Translate insights from research into formative assessment (in which digital resources are used) to your own educational practice;- Take a critical look at your own way of formative assessment. There are two planned online meetings. Around that, this course can be completed independently at your own pace using an online learning environment. You will receive personal guidance from a content expert teacher. You complete the course by completing an assignment in which you apply what you have learned in your own teaching practice. The assignments in the course are checked and assessed by the teacher. The language of this course is Dutch. English-language literature and videos can be used.

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**Developing and providing online and blended learning**

**Code**: OC1210

**Name**: Developing and providing online and blended learning

**Type**: Simpel product

**Language**: Dutch

**Description**:

This course is an introduction to the other five courses on digital didactics, but can also be taken separately. The other courses are: Didactic building blocks for blended learning Digital testing Online collaborative learning Learning with video s Formative assessment These courses can also be taken without the course ' Introduction to online and blended learning' . The course has the following learning objectives:At the end of the course, the participant will have experienced the (im)possibilities of online education in an online learning environment and the participant will be able to:&bull; explain the difference and similarities between the concepts of online education, blended learning, E-learning, distance learning, open education, hybrid education&bull; indicate the opportunities, possibilities and challenges of online education and blended learning. analyse the educational situation on the basis of an empirically based design model (e.g. the curricular spider web of Van den Akker, 2003)&bull; identify important design criteria for online education and blended learning and identify success factors within your own organization. identify competencies and changes in the role of a teacher/trainer of online education and blended learning&bull; Answering and applying specific design questions with regard to structuring, visibility, activating teaching methods, monitoring and feedback in online education and blended learning&bull; make a design for their own online education or blended learning situation.

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### **Educational Sciences: The Basics**

**Code**: OM0003

**Name**: Educational Sciences: The Basics

**Type**: Standard product

**Language**: Dutch

**Description**:

In this course, you will deepen your knowledge around the basic concepts and theories of educational sciences at the micro, meso, and macro levels. You will use this knowledge when conducting qualitative scientific research in an authentic educational situation. You will investigate this authentic situation on different levels. In this way, you observe a teaching situation at a micro level and analyse this observation and the educational material used for the applied instructional principles and underlying learning principles. You interview the lecturer about the background to the choices made. At the meso level, you analyse relevant documents and policy guidelines with regard to the vision of the educational institution in question. You compare the results at the meso level. You will present the results of your research in the form of a poster during a virtual poster session and you will discuss them with your fellow students and teachers. To complete the course, you will write a scientific article in which you report on the research. You will practice the basic skills of academic writing with the help of a series of formative assignments and when writing the final report. In the course, you will work on your own research together with your fellow students. In addition, you receive and give feedback. You also reflect on your own progress and reflect on your learning goals and the progress made. Learning objectives- Design skills: you can analyse and evaluate teaching situations, curricula and vision documentation using the behaviourist, cognitivist and constructivist conceptual framework.- Research skills: you can apply the research methods of observation, interview and document analysis to answer a research question; You can develop tools to collect and analyze your data. You can evaluate the investigated instructional situation with regard to implicit or explicit curriculum principles and learning theoretical principles. - Academic writing skills: you can present your evaluation in a scientific poster and in an article that meets the requirements of a scientific text.- Academic communication skills: you can explain your research orally using a poster presentation, and give others feedback on their research and presentation. You can have a scientific discussion about the results and implications of your and other people's research. - Reflection skills: you can reflect on your own performance, study skills and study opportunities.

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### **Designing education**

**Code**: OM0113

**Name**: Designing Education

**Type**: Standard product

**Language**: Dutch

**Description**:

Educational designers can have a significant impact on the quality of education and are key players in the design, implementation and evaluation of learning experiences. Being able to design good education is therefore an important skill for an educationalist. In the Designing Education course, you will gain basic knowledge and skills for educational design. This course has been designed in co-creation with students of yours. During the course, you will gain a broad orientation on design models and learn to design education in a systematic way. In addition, you will be encouraged to work on making your views explicit and refining as an educational designer. To this end, you can choose from several design approaches in which you can develop. This could be, for example, a trajectory where education is designed according to Van Merriënboer's Four-component instructional design (4C/ID) model. You can choose to tackle a real educational problem according to Design Thinking methodology or according to Educational Design Research (EDR or DBR). Whichever approach you choose, you will study the design principles that underpin the model and learn to apply the design steps of the model to realize a concrete educational design. Learning objectivesOnce you have completed this course:- you will have articulated a professional identity as an educational designer and formulated a well-founded vision of good educational design;- you will have knowledge of and insight into important theories and current developments in them in the field of educational design;- you will be able to describe what the 4C/ID model, Design-oriented Research (DBL) and Design Thinking (DT) entail, identify the most important components from the models and recognize and describe the main applied design principles for each component;- you can apply the most important principles of either the 4C/ID model/DBL/DT in a reasoned way based on your vision of good educational design;- you can reflect on the application of your vision of good educational design to the design problem, the design made, choices made within the design and the usability and feasibility of the design for the specific context;- you can evaluate your learning experiences during the course in a personal reflection, describe your learning needs and name sources that can serve to realize those needs.

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### **Trends in education and educational sciences 3**

**Code**: OM0201

**Name**: Trends in education and educational sciences 3

**Type**: Standard product

**Language**: Dutch

**Description**:

This course is intended for you if you are transferring from the "discontinued" master's programme in Educational Sciences to the current master's programme in Educational Sciences and you need to supplement the number of ECs to 7.5 EC.Je than you have completed the courses OM0001 Trends (2.5 EC) and OM0101 Trends (2.5 EC). In this course you will delve into the theme of the conference you wish to attend. You will then visit the conference, make an active contribution and write the scientific review. You publish this review via a publicly accessible channel. We expect from previous Trends courses that you can review scientifically and apply the knowledge. At the conference, you will come into contact with a variety of themes and you can build up a great deal of substantive baggage that will come in handy during and after the training. A substantive link with your master's thesis is obvious. You will be informed about themes and dates of upcoming conferences via the course site in the digital learning environment. Learning objectivesAt the end of this course:- you will be able to learn about current trends in the field of education and training at an academic level (in preparation and processing);- you will have experience with participating in an academic setting and know how to get answers to the learning questions asked;- you will have an academic habit when participating in an academic setting. This means that you can use preparation, participation and evaluation as a unit;- you have written a sufficiently assessed scientific review on current trends and developments in educational sciences;- you have prepared for a conference by means of assignments offered via the course website and by processing background sources;- you have participated in an educational conference;- you have made an active contribution to a conference;- you have you published a review through a publicly accessible channel.

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### **Methods for educational research**

**Code**: OM0213

**Name**: Teaching Research Methods

**Type**: Standard product

**Language**: Dutch

**Description**:

This course provides a systematic overview of scientific methods in educational research. Both quantitative and qualitative research methods are discussed. While working in study groups, assignments are carried out to process the material in an active way. Attention is also paid to validity and its importance for conducting scientific research. Subsequently, a research proposal is written together with the study group. By describing very concretely how a starting scientist designs and carries out research, you get the tools to eventually develop a research proposal yourself. In this way, you develop insight into the practical aspects of conducting research. Learning objectivesAfter following this course, you will be able to:- identify and distinguish the characteristics of quantitative and qualitative research;- distinguish the different research methods;- describe the characteristics of the different research methods;- distinguish the different types of the different research methods;- describe the steps that need to be taken in the different research methods;- describe which ethical issues may arise when conducting research;- make a responsible choice for a concrete research method and substantiate that choice;- make a substantiated design for a concrete research;- critically evaluate a research design.

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### **Workshop**

**Code**: OM0323

**Name**: Atelier

**Type**: Standard product

**Language**: Dutch

**Description**:

The Atelier course is filled with an elective block and serves as a deepening or broadening. By making a choice, you give direction to your studies. You do this by thoroughly orienting yourself on a number of relevant educational themes (the research themes of the Faculty of Educational Sciences) in order to make a choice for one of the elective blocks. Within this study, you will develop more specialist knowledge on the basis of specific study tasks, including your own (short) literature study. A common study task is aimed at the development of knowledge, skills and attitudes around ethical aspects that can play a role in educational research and design. The Atelier course is completed with an authentic task. Depending on the specific elective block, this may involve writing a research proposal (aimed at a grant application), an advisory report or a design. The elective blocks offered are described below. Elective block 'Conditions for learning: brain, lifestyle, motivation and emotion' This elective block focuses on the biological and psychological determinants of learning. Biological determinants concern the influence of lifestyle variables (exercise, nutrition, sleep) on the functioning of the brain. In addition, we distinguish psychological determinants (motivation, emotion regulation, self-regulation) that influence learning. For example, motivation is an important underlying process in learning, which explains commitment, perseverance and depth in learning. In this Atelier, you will be introduced to different theoretical perspectives on learning from different fields (neuroscience, psychology, health sciences) and combine them with the educational science perspective to create knowledge of learning and to improve educational practice based on that knowledge. You will also be introduced to a variety of methodological approaches, ranging from the highly controlled laboratory experiments that characterize the neuroscientific approach, to research into 'learning' in more realistic settings. You will be encouraged to reflect critically on the current enthusiasm for education designed for brain development. What are myths and what are the promising directions? This elective block is completed with a research proposal aimed at a grant application. Elective block Effective learning: instruction, practice and testing' Within this elective block, the emphasis is on the individual learner, the (online) context in which he or she learns and the material that is used in this process. The focus is not so much on the learning result (i.e., the grade), but mainly on the process of learning and how to optimize it. As parts of this process, effective forms of instruction, exercise and testing are central. The elective block does not focus on lab research but pays attention to a

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### **Trends in education and educational sciences**

**Code**: OM0423

**Name**: Trends in education and educational sciences

**Type**: Standard product

**Language**: Dutch

**Description**:

Within this course you are expected to attend a conference. The Open University offers Trends conferences that you can use within this course. You can also attend other conferences; These are external conferences. The costs for this are for your own account. The Trends conferences cost 30 euros that you pay when registering to participate in the conference. This is a contribution to the costs for the organization of the conference, guest speakers, etc. These costs are also at your own expense. The Trends conferences, the content of which varies from time to time, are usually organised twice a year. The dates of these conferences are planned and communicated per academic year. You are expected to read up on the theme of the conference on the basis of a literature study (Trends 2a), so that you are well prepared for the conference. The assignments in the course guide you in this. You can also write a review about an external conference of your choice, provided that this conference has a scientific character. In this case, you must submit a request to the teachers in advance. In the first part (Trends 1) of the course, you will go through the preparation and writing process step by step on the basis of recordings of a previously held conference. This is how you practice writing a scientific review. In part 2 (Trends 2.1) of the course, you will delve into an educational theme of your choice. It is important that your theme is in line with a conference that you want to attend in part 2.3 of the course. Based on this theme, you will conduct a literature study that serves as a scientific basis for the review to be written (Trends 2.2). Ideally, this literature study should be (partly) in line with your thesis topic. In part 2.3 of the course, you will visit your chosen scientific conference and write a review (Trends 2.4). In this study, you integrate the knowledge from the literature study with the newly gained insights during the conference. In addition, you show an active contribution during the conference, such as asking a question or participating in a discussion. You also publish this review. You will be informed about themes and dates of upcoming conferences via the course site in the digital learning environment. During the execution of the assignments, peer feedback plays an important role. At various times, you will work together with a peer so that not only does the quality of your work improve, but you also get to know more fellow students. Learning objectivesAfter studying part 1 of this course, you will be able to:• at an academic level (in preparation and processing) to learn about current trends in the field of education and training• participate in a conference in an academic setting and know how to get answers to the learning questions asked• An academic h

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### **Designing and innovating education with ICT**

**Code**: OM0513

**Name**: Designing and innovating education with ICT

**Type**: Standard product

**Language**: Dutch

**Description**:

In this course, you will deepen your knowledge of, and insight into, the methodologies, learning and instruction theories used in the design of education. Based on this, you will analyse an existing educational situation for opportunities for improvement through the use of Educational Technology (EdTech). Think of the (re)design of a course or serious game in an Electronic Learning Environment. You first design this improvement on paper. Next, explore the use of generative AI tools, among other things, on their capabilities to generate and implement your design as an EdTech solution in terms of form and content. You test this implementation in a feasibility study. The aim is to use your design knowledge to gain insight into the (im)possibilities of converting that knowledge into feasible education with the help of AI and EdTech tools. Your final product is a report in which you describe your analysis, design, and findings during the feasibility study. Learning objectivesAfter studying this course:- you will have knowledge of different ICT integration models.- you will have knowledge of the differences between these models and their applicability.- you will have knowledge of ethical aspects surrounding the introduction of ICT resources in education. - you will have knowledge of different ICT technologies and new trends and the way in which they can be used within a design.- you will be able to choose an ICT integration model for an educational problem of your choice and write a design based on it.- you will be able to design an appropriate research/evaluation method, building on knowledge from the research practicals in the bridging programme.- you will be able to critically analyse designs based on an ICT integration model other than the one you have chosen and give feedback on it.- you can incorporate the received feedback into your own design.

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### **Thesis plan**

**Code**: OM9903

**Name**: Scriptieplan

**Type**: Standard product

**Language**: Dutch

**Description**:

This course is a preparation for conducting your own thesis research in the Master's Thesis course and together with this follow-up course, the graduation research comprises a total of 22.5 EC. In the Thesis Plan course, you will delve into the subject on which you will write your thesis. Based on an exploration of relevant literature, you formulate research questions. In addition, you make a range of methodological choices that should enable you to answer the research questions. Contrary to what this description of successive steps might suggest, this is by no means a simple linear process and this makes the graduation process more complex than previous courses. Thinking about methodological choices often leads to further refinement of the problem definition and/or research questions. The final result of this cyclical process is a concrete plan for your research on the basis of which you can start implementing the Master's thesis course. An experienced researcher guides you through the entire process and the choices you make in it: from problem definition to the research method. The supervisor is also a critical co-reader of your pieces. Learning objectivesTo write a thesis, you will gain experience in independently setting up and conducting scientific research and in presenting it in writing. More specifically, you will learn:- to work on a research task for a longer period of time;- to choose a thesis topic and to creatively convert it into a manageable goal and question;- to draw relevant information for the question from various sources;- to select and organize this information;- to use previously acquired knowledge and skills to develop a question into sub-questions or hypotheses;- to choose or design suitable measuring instruments;- to create an appropriate to choose research design;- to describe the theoretically substantiated questions and the technical design of the research in a research plan;- to systematically collect data in a research field;- to choose suitable techniques to analyse the data;- to discuss the results of the data analysis and to place them in a broader context;- to formulate their own conclusions and opinions; link any recommendations to research results;- to include a complex set of data in a clear and systematic argument;- to present the research in writing.

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### **Masterthesis**

**Code**: OM9906

**Name**: Masterthesis

**Type**: Standard product

**Language**: Dutch

**Description**:

In the Master's Thesis course, you will carry out the research proposal that you developed earlier in the Thesis Plan course. Conducting research and writing a thesis is a cyclical process. During the implementation of your plans, you may study further literature or otherwise encounter things that give rise to adjustment/tightening of the theoretical framework, the research questions and/or methodological choices. You will critically examine chosen research instruments and adjust them if necessary. Sometimes you have to design an instrument yourself that also has to meet quality requirements. After you have conducted the research and the results and conclusions (in draft) have been worked out, there is another phase of confrontation with the literature. To what extent are your results in line with other research results? What are the strengths and shortcomings of your research? What are the implications of your research results for practice? In short, then you are ready for the phase of discussion and integration. In performing, analysing and reporting, you will receive guidance from an experienced researcher. Your supervisor is your sounding board when making choices and is a critical co-reader of your thesis. Learning objectivesTo write a thesis, you will gain experience in independently setting up and conducting scientific research and in presenting it in writing. More specifically, you will learn:- to work on a research task for a longer period of time;- to choose a thesis topic and to creatively convert it into a manageable goal and question;- to draw relevant information for the question from various sources;- to select and organize this information;- to use previously acquired knowledge and skills to develop a question into sub-questions or hypotheses;- to choose or design suitable measuring instruments;- to create an appropriate to choose research design;- to describe the theoretically substantiated questions and the technical design of the research in a research plan;- to systematically collect data in a research field;- to choose suitable techniques to analyse the data;- to discuss the results of the data analysis and to place them in a broader context;- to formulate their own conclusions and opinions; link any recommendations to research results;- to include a complex set of data in a clear and systematic argument;- to present the research in writing.

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### **Certified Professional Programs**

**Code**: ONLINE

**Name**: Certified Professional Programs

**Type**: Standard product

**Language**: Dutch

**Description**:

Do you want to further develop your skills in the field of online and blended learning? Are you interested in designing and providing online and blended learning? Do you want to delve into didactics and learning technology? Do you want tips and feedback from experienced teachers? Then follow this tailor-made program about online and blended learning. Characterize Practice-oriented and in-depth a combination of online activating education and/or contact moments Self-paced, flexible and online learning Guidance by subject matter expert university lecturers one certificate per module approximately 28 hours of study load per course This tailor-made programme offers an attractive mix of academic course material and practice-oriented assignments. You acquire quickly and efficiently; NT competencies through a combination of online activating education and contact moments. The courses that are part of this tailor-made program are extremely suitable for professionalization and tailored to your organization, your situation and wishes. Designing online and blended learningDidactic building blocks for blended learning Digital testing Online collaborative learning Learning with video S (temporarily unavailable) Formative assessment

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### **Bridging Programme Educational Sciences**

**Code**: SMAOW-2024-2025

**Name**: Bridging Programme Educational Sciences

**Type**: Training

**Language**: Dutch

**Course** Content:

The pre-master consists of a general introduction to the master's in Educational Sciences, which covers the main streams in learning psychology, ideas, and the n about man as a learning being and the design of education. In the research practical courses, you will become familiar with the most important statistical concepts and techniques for research and you will learn to work with a statistical computer program. You will work with experiments and self-report questionnaires. Attention is paid to both qualitative and quantitative research. You will also learn to conduct a literature study and make a choice for educational science and technology or education law.

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## **Psychology**

### **Bachelor Psychologie**

**Code**: BPS-2024-2025

**Name**: Bachelor Psychologie

**Type**: Training

**Language**: Dutch

**Course** Content:

Structure At the Open University, you study per course. In the Bachelor's programme in Psychology, you usually follow acute; • one or two courses per quartile and three courses full-time. The programme can be flexibly fitted into your daily life, but count on at least 15 hours of study per week part-time. The content of the courses you follow is recognizable and examples come from practice. The case study You practice together with fellow students. In the training, theoretical knowledge, skills education and assignments alternate. You usually follow the education online and often study independently, but in most courses you receive personal (online) guidance and you study together with others. After all, contact with others is also essential to be able to practice the profession of psychologist. The annual schedule ensures that you can quickly and clearly see when you can take the courses. In the first year, you preferably start with the course Introduction to Psychology. This course forms the basis for the continuation of your studies. The evolution of man, the brain, acting in a group and many other aspects of human behavior are discussed. Human behavior changes throughout the life course. Mental disorders and their treatment receive attention. You will learn a number of things in the course ge&iuml; integrated study skills and follows a serious game. You will continue your education with courses in the fields of social psychology, cognitive psychology, health psychology, work and organizational psychology, developmental psychology and clinical psychology. You will also be introduced to quantitative and qualitative research. Always a step further and deeper. So that you can further develop all the necessary knowledge and skills to become a good psychologist and researcher. With the Bachelor's degree in Psychology in your pocket, you can move on to &eacute; • one of the five master's variants in Psychology. The master's degree is indispensable to be able to participate fully in professional practice.

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### **Organizational change and development**

**Code**: CPPZOO

**Name**: Organizational change and development

**Type**: Standard product

**Language**: English

**Description**:

Description The course Anthrozoology consists of 9 mini courses: Introduction to Animal Assisted Interventions Animal Assisted Interventions in Practice Animal Assisted Education Ethology Training and behaviour of dogs in Animal Assisted Interventions Ethics and Welfare of dogs in Animal Assisted Interventions Coaching with Equines The human-animal bond and people living homeless Evaluation of Animal Assisted InterventionsParticipation in single courses is also possible.

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### **Focus programme Psychological perspective on societal challenges**

**Code**: FOPPMU-2024-2025

**Name**: Focus programme Psychological perspective on societal challenges

**Type**: Training

**Language**: Dutch

**Course** Content:

This focus programme consists of the following three courses from our Bachelor's programme in Psychology. Behaviour and climateMan-made climate change is a major challenge. • one of the great challenges of our time. The urgency to find solutions is growing. Psychology plays a crucial role: it provides insight into behavioral patterns and can provide solutions to prevent further impact. In this course, you will look at the impact of our behaviour on the climate and how psychology can provide interventions that can contribute to behavioural change. Cognition and Artificial IntelligenceIn the Cognition and Artificial Intelligence course, you will broaden your fundamental knowledge beyond traditional psychology by introducing you to adjacent domains, such as artificial intelligence, robotics and Philosophy of Mind. You will explore various cognitive theories. And models, including connectionism, embodied cognition and predictive coding, and analyses their impact on our view of humanity and cognitive technologies. You will learn to think critically and gain more insight into human-AI interactions and their consequences for behavior. Humans and animalsIn our current society, our relationship with animals is diverse and complex. Animals as companions, entertainers and even as therapists, but also as food and as workers. In this course, you will look at the complex relationship between humans and animals from a psychological perspective. The history and nature of this relationship, the role of animals in our well-being and daily lives, and the ethical and social issues involved are discussed. There is also critical attention for the use of animals in a therapeutic setting.

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### **Data science**

**Code**: GM0202

**Name**: Data science

**Type**: Standard product

**Language**: Dutch

**Description**:

Nowadays, a huge amount of health-related data is collected from people, recorded in digital form. Think of electronic patient records, but also all kinds of apps where people keep track of information about their health and share it with others. This course examines how this data can be used to answer questions in the context of the health sciences. The first part of the course looks at the problem from a broader perspective, such as the role of data within the health sciences and ways to deal responsibly with data collected within healthcare. The course then focuses on techniques to analyze data through modern machine learning algorithms. You will learn to make an informed choice for a machine learning algorithm based on the properties of the data and the problem you want to solve. In addition, you will learn how to evaluate and present the results of these analyses in a scientifically responsible manner. This course has a practical approach: you will work with the statistical programming language R to analyse a dataset. The course will use the popular tidyverse packages within R (tidyr, dplyr, ggplot and tidymodels). Course objectivesAfter completing this course, you will be able to- describe the role of data science in the health sciences- identify the key concepts for the acquisition, storage, and use of biomedical data- describe the principles of a data mining process- identify the difference between descriptive, prescriptive, and predictive analytics, as well as the difference between the use of these analytics in the health sciences- a health-related dataset clean and make it suitable for analysis- provide insight into health datasets through various visualization techniques- describe the principles on the key elements of machine learning, such as dataset, classification algorithm, label, accuracy and cross-validation- apply machine learning algorithms (classification, regression, clustering and text mining) to health science data and evaluate- generate results by Interpret data science techniques in relation to existing knowledge in the health sciences.

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### **Quality, Policy and Governance in Healthcare**

**Code**: GM0502

**Name**: Quality, Policy and Governance in Healthcare

**Type**: Standard product

**Language**: Dutch

**Description**:

Everyone has the right, now and in the future, to accessible and affordable care of good quality (sustainable care). An ageing population, increasing healthcare costs and too few staff have put considerable pressure on healthcare in recent years. In addition, the COVID-19 crisis shows that a healthy and balanced healthcare system is literally of vital importance. To promote sustainable care, major changes are needed in healthcare, such as promoting regional cooperation between care providers and with municipalities and health insurers, with a greater focus than before on the quality of life of clients/patients. Implementing this is not possible without strong governance and policy from different layers within the healthcare organizations. In this course, you will learn what quality, policy and governance in healthcare entail and what the interrelationship between these three elements is. You will discover the importance of quality of life and learn about applied quality and safety systems. You will learn more about new technologies and quality and organizational theories in healthcare. Learning objectivesAfter you have completed this course, you will be able to:- explain what quality and safety in healthcare means- describe the principles of policy and strategy in healthcare- explain the role of governance in healthcare- explain the difference between corporate and healthcare governance- explain the interrelationships and dependencies between quality, policy and governance- identify the principles of the major quality systems and newly emerging systems in healthcare.

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### **Set-up of graduation research**

**Code**: GM9803

**Name**: Graduation research design

**Type**: Standard product

**Language**: Dutch

**Description**:

Within the course Set-up Graduation Research, each student of the Master's programme in Health Sciences makes an outline for the graduation research (research plan), in which the following elements are described in conjunction: the reason and the problem definition of the research, the theoretical basis and the basis of the methodological approach. Students arrive at their research plan by going through four themes: 1. Subject and frameworks2. Theory and question3. Methods4. Research planIn this course, you will learn which methodological requirements a scientific research and a research plan must meet on the basis of various assignments. The ethical and legal aspects of conducting research are also discussed. You will then systematically study scientific literature for your own thesis topic, draw up a conceptual model, formulate objectives and questions, choose a research design, and start determining the measuring instruments, the method of sampling (if applicable) and the elaboration of the procedure. At the end of the Graduation Research Design course, you will have a good basic plan for the execution of the research; you will further develop this plan in the Graduation Research course. Passing this course is a requirement to be allowed to start the graduation research. The assignments are worked out individually or through a thesis group or thesis circle, under the supervision of a subject-specific teacher (the thesis supervisor). Communication is largely via e-mail. Learning objectivesAfter completing this course, you will be able to:- describe which scientific, legal and ethical criteria scientific research must meet- assess research plans on the basis of scientific criteria- formulate a researchable question and sub-questions or hypotheses based on a literature study that are embedded in the theory(s) and that are in line with current insights in the relevant research field- a technical research design for the research, in which the research design, the objects or units to be investigated (research population), the methods and measuring instruments, the procedure, the analysis methods and a time schedule- write a research plan, in which the previously taken decisions with regard to the research are elaborated in a clear introduction, substantiated with literature, and an extensive methods section, provided with a literature list, and an appendix with the measuring instruments to be used.

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### **Graduation research**

**Code**: GM9906

**Name**: Graduation research

**Type**: Standard product

**Language**: Dutch

**Description**:

During the execution of the graduation research, you integrate all previously acquired knowledge under the supervision of a subject-specific lecturer (thesis supervisor). Within the Graduation Research, you finalise the approved research plan that you have drawn up in the previously followed course Design Graduation Research. You carry out the investigation and report on it. Depending on the chosen research design, the execution of the graduation research involves the following steps: - preparing the data collection for the research- conducting ethical review- systematic collection of data in the chosen research field- analysis of the collected data with appropriate techniques to test the predetermined hypotheses- interpretation and description of the results of the analysis- discussion of the results of the research- discussing the results of the analysis in the light of the scientific literature (placing the results in a broader context)- describing and discussing the shortcomings of the research- formulating conclusions and recommendations based on the results of the research- presenting the research in writing and orally- justifying (choices made within) the research conducted to peers and experts. Learning objectivesAfter you have completed this course:- you will be aware of the procedure surrounding ethical review and you will know how to carry out an ethical review application- you will be aware of the legal and scientific criteria that a scientific research must meet- you will have systematically collected research data, depending on the chosen design and research theme, or you will be able to describe how the data from your research was collected- you will have the you have analysed the collected data with a (statistical) method chosen by yourself (in consultation with the supervisors) and you have interpreted the data- you have described the results in a clear and scientific way and presented them in a correct and insightful way- you have discussed the results of your research and placed them in the broader health science context- you have formulated conclusions with regard to your research and, where possible, recommendations done for practice and future research- you have reported your research in a clear, systematic and scientific way in the form of a thesis and a graduation interview- you have shown self-management, self-reflection and a critical eye to carry out a complex assignment, such as designing, conducting and reporting a research project within the set time and in a correct manner.

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### **Master Psychology - variant Work and Organisational Psychology**

**Code**: MAPAO-2024-2025

**Name**: Master Psychology - variant Work and Organizational Psychology

**Type**: Training

**Language**: Dutch

**Course** Content:

Work and organizational psychology studies people's behavior, attitudes and emotions in relation to their work situation. Within this field, three levels are distinguished: work, individual, and the social and organizational context. Occupational psychology is mainly concerned with the influence of work on the functioning and well-being of the employee. How can the work situation lead to burnout or stimulate personal development? Personnel psychology focuses on the individual. In addition, the ' fit' between individual and work, through selection, training, employability, mobility and career choice. Organizational psychology focuses on the behavior of employees in relation to each other and the organization in question. Issues such as leadership, cooperation in teams, conflict management, organizational culture and organizational change are discussed. Structure This master's programme focuses on the relationship between theory and practice. By studying cases, you learn to apply theory and practice and vice versa to translate practice into theoretical models. You can ' evidence-based' Giving advice on possible solutions and interventions on topics that organizations and workers have to deal with. You will follow four substantive courses: Psychology of sustainable careers, Creative and innovative behaviour in organisations, Psychodiagnostic skills in selection and assessment and Behavioural change in the workplace: theory and practice. The combination of theory and practice provides substantive and scientific depth. During the internship, you will develop skills and competencies for professional conduct You will conclude the Master's variant with a graduation research project on which you will write a Master's thesis. If you want to know more about the content, request the study guide. If you want to know more about the content, request the study guide.

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### **Master Psychology - variant Health Psychology**

**Code**: MAPGZ-2024-2025

**Name**: Master Psychology - variant Health Psychology

**Type**: Training

**Language**: Dutch

**Course** Content:

The training focuses on behaviour that can be beneficial or unfavourable to our health. influence. How can we encourage people to live healthier lives and to participate in the early detection of disease? How to make patients best guide them in learning to deal with all aspects of their illness in the best possible way? Health psychology focuses on primary, secondary and tertiary prevention: the prevention of disease, the early detection of disease and, if necessary, optimal functioning with a disease. Structure In this master's programme, you will study human behaviour in relation to health and illness. Everyday behaviours that can have a positive or negative effect on health. Influencing is central. You look at behaviors that can promote health, recovery from illness or learning to deal with illness. In doing so, you look for explanations why people behave (unhealthily) and you provide tools to adjust behavior in a systematic and academically substantiated way. Prevention and intervention are key words in the training. You are studying ' evidence-based' Practice-relevant issues based on theoretical insights and a planned, scientific approach. The Master's programme in Health Psychology consists of four Master's courses: Health Promotion (theory and application), Psychosocial Counselling in Illness and Recovery, Psychodiagnostics in Health Psychology and Positive Health: Self-Management. These ensure the substantive and scientific deepening of your knowledge. In an internship, you will develop skills and competencies for professional conduct. You conclude with a graduation research project on which you write a thesis (master's thesis). If you want to know more about the content, request the study guide.

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### **Master Psychology - variant Child and Adolescent Psychology**

**Code**: MAPKJ-2024-2025

**Name**: Master Psychology - variant Child and Adolescent Psychology

**Type**: Training

**Language**: Dutch

**Course** Content:

The theory formation within Clinical Child and Adolescent Psychology focuses on the development of psychological problems in babies' children and adolescents and on the factors that sustain them. Which factors make a child vulnerable and pose a risk of developing psychological complaints and which factors protect children against this? Much attention is paid to the contextual embedding of the child's problems and the transactional (mutual understanding) of the child's problems. influencing) processes that play a role in this. Diagnostics and treatmentDiagnostics and treatment play an important role in the clinical field. Psychological problems are mapped out by means of psychological interviewing, clinical observation and test research. It is then decided whether there is an indication for treatment. For the treatment, a choice can be made from (a combination of elements from) different forms of therapy. In the Master's programme, you will gain knowledge and develop skills about the way in which diagnostics take place. You will also learn about current scientific developments in the field of treatment in children and adolescents and about the application of evidence-based treatment. Both theory and practice in this area are covered, with which you will be trained to become a scientist-practitioner. ResearchGreat value is attached to the extent to which treatments ' are evidence-based', or scientifically based. That is why the programme pays attention to scientific research that is relevant to clinical practice. EthicsIn practice, a psychologist has to deal with ethical aspects that are relevant to the practice of the profession. Professional conduct is characterized by integrity, respect, responsibility and expertise. In the master's programme, we reflect on ethical dilemmas' s and is critically reflected on this. StructureThe Master's programme in Clinical Child and Adolescent Psychology consists of four Master's courses: Development and Psychopathology in Early Childhood, Psychopathology in Children and Adolescents, Psychodiagnostics in Clinical Child and Adolescent Psychology and Psychological Treatment in Children and Adolescents: Science and Practice. These provide substantive and scientific deepening with a lot of attention to scientific research that is relevant to clinical practice. In addition, you will do an internship in the master's phase and write a thesis (master's thesis). If you want to know more about the content, request the study guide.

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### **Master Psychology - variant Clinical Psychology**

**Code**: MAPKP-2024-2025

**Name**: Master Psychology - variant Clinical Psychology

**Type**: Training

**Language**: Dutch

**Course** Content:

In the Master's programme in Clinical Psychology, the theory is focused on the development of abnormal behaviour. You are looking for an explanation for the transition from normal to abnormal behavior. Because in clinical practice great value is attached to the extent to which treatments are scientifically substantiated, the programme pays a lot of attention to scientific research that is relevant to clinical practice. Theoretical models are also being developed that can help the transition from ' normal' to ' abnormal' try to explain behavior. In doing so, you will study theory&euml; n and their interdependence, you will develop relevant psychological research methods, diagnostics and interventions and draw up reports independently. This is how you can treat patients to their treatment of the patient in a scientifically substantiated manner. You will also become proficient in clinical practice. The psychological problems are mapped out by means of psychological interviewing, clinical observation and test research. It is then decided whether there is an indication for treatment. For treatment, a choice can be made from different types of therapy. Based on test and observation, you will learn to assess whether treatment is necessary, which treatment can be recommended and in which setting the treatment can be offered. The current forms of e-mental health interventions are also discussed. You will gain insight into the ethical aspects that play a role in practice. Professional conduct is characterized by integrity, responsibility, respect and expertise. You will learn which treatments are most suitable for specific disorders. StructureThe Master's programme in Clinical Psychology consists of four Master's courses: Psychodiagnostics in Clinical Psychology, E-mental Health Interventions, Clinical Psychology 3: Clinical Practice and Clinical Psychology 4: the reflective scientist-practitioner. These provide substantive and scientific deepening with a lot of attention to scientific research that is relevant to clinical practice. In the internship, you will develop skills and competencies for professional conduct. You will conclude the Master's programme with a graduation project on which you will write a thesis (Master's thesis). If you want to know more about the content, request the study guide.

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### **Master Psychology - variant Life-course Psychology**

**Code**: MAPLL-2024-2025

**Name**: Master Psychology - variant Life Course Psychology

**Type**: Training

**Language**: Dutch

**Course** Content:

The relatively young field of life-course psychology is a reaction to the realization that human development does not stand still when we are adults. We continue to develop continuously, both biologically and cognitively as well as socially and emotionally. In this training, the emphasis is on understanding and studying human development patterns throughout the life course. You will be trained to become an expert who can optimally support people in all phases of life. Diagnostics and intervention also play an important role in this. Questions that will be addressed include ' What choices do people make in their lives and why?', ' How can we support people in making choices in their lives in a scientifically substantiated way?' ' What factors contribute to a happy, good and mentally healthy life?' ' How can resilience and personal growth be promoted throughout the life course?' In this master's program, unlike in clinical psychology, the focus is on the ' normal', functional development. StructureIn this Master's programme, you study human behaviour in different stages of life. You will follow four courses that connect theory and practical examples: Life Course Psychology, Positive Coaching, Psychodiagnostics in Life Course Psychology and Positive Psychology. The courses provide substantive depth. Within life course psychology, the results of the diagnostic process are also important starting points for guidance or coaching processes. Diagnostic instruments, such as psychological interviewing, observation and test examination, are used to identify those factors that determine optimal functioning. influence. Special attention is paid to concepts from positive psychology, such as mental resilience and positive affect. In the internship, you will develop skills and competencies for professional conduct. You will conclude the Master's programme with a graduation project on which you will write a thesis (Master's thesis). If you want to know more about the content, request the study guide.

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### **Minors in Psychology**

**Code**: MINORPSY

**Name**: Minors Psychology

**Type**: Training

**Language**: not specified

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### **Open Bachelor's in Psychology**

**Code**: OBAPSY-2024-2025

**Name**: Open bachelor Psychologie

**Type**: Training

**Language**: Dutch

**Course** Content:

This programme is a combination of compulsory courses from the Psychology field with broadening of courses from the Psychology Department. • one or two other fields of science with different options. The combination of two or even three fields of study gives the programme a multidisciplinary character.

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### **Social psychology**

**Code**: PB0012

**Name**: Social Psychology

**Type**: Standard product

**Language**: Dutch

**Description**:

In this course, you will be introduced to the most important social psychological theories and insights. Themes such as the perception of individuals, self-image and self-esteem, intragroup processes, attitudes and attitude change, social influence, stereotypes, prejudice and discrimination, aggression and conflict, prosocial behaviour such as helping, and interpersonal relationships are discussed. In addition, you will gain insight into social psychological research methods. You will also learn how social psychological theories can be applied to change behaviour. Neighbours, colleagues, friends, family members or your partner: in daily life you almost always have to deal with others. Social psychology offers explanations for many recognizable thoughts, feelings and behaviors of people in relation to each other. For example, through social psychology we know how people form a first impression of each other and under what circumstances they are willing to offer help to someone else. Social psychology is a foundational course for psychology students. You will become familiar with social psychological insights that are widely applied in all graduation variants of the Master's programme in Psychology at the Open University.Learning objectivesAfter studying this course, you will be able to:- describe the most important developments that social psychology has undergone during its history- give examples of contributions that social psychology has made to our understanding of human social interactions- give an overview of the methods and techniques used in social-psychological research- describe the main theoretical frameworks for the following social-psychological themes: the perception of individuals, self-image and self-esteem, intragroup processes, attitudes and attitude change, social influence, stereotypes, prejudice and discrimination, aggression and conflict, prosocial behaviour, interpersonal relationships - the main constructs that are part of this social-psychological Defining themes and distinguishing these constructs from each other - recognizing and analyzing social psychological processes as such - indicating how social psychological theories can be applied to change attitudes and behavior.

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### **Introduction to Psychology**

**Code**: PB0014

**Name**: Introduction to Psychology

**Type**: Standard product

**Language**: Dutch

**Description**:

How does human behavior come about? What is the role of the brain in this? How have we adapted to our environment through evolution, development and learning processes so that we can function and flourish? What is consciousness? How are our emotions expressed? How do we relate to others? These are just a few of the fascinating questions that are central to psychology. Answering these questions has practical use in addition to the knowledge gained. This knowledge enables the psychologist to analyze what goes wrong when people are less comfortable in their own skin or no longer function well in their environment, so that a positive turn can be given to their lives in a professional manner. The course is therefore an excellent introduction for anyone who aspires to dedicate themselves to this field of work and wishes to follow a course in psychology to that end. What exactly psychology is, is mainly answered in breadth in this introductory course. So you will be presented with the entire domain of psychology so that you start training as a psychologist with a solid foundation. In general, psychology studies the behavior, feelings, and thoughts of a person, in relation to himself and in relation to the physical and social environment. This course is no different, but a clear focus has been chosen on human adaptability. The course offers a solid, but accessible basis in the evolutionary-psychological and learning-theoretical principles to understand that adaptability. From that focus, we then study how our brain is organized, how we perceive and become aware of the world around us, how we think, reason, solve problems and decide. In this way you gain insight into the motives and emotions that shape people's actions. Of course, that action is always expressed in a social context. People react differently when they are in a group than when they are alone. People influence each other, consciously or not. Moreover, human behaviour changes over the course of life. This course is also about that. Finally, attention is paid to (the treatment of) various mental disorders. In addition, this course gives you the opportunity to get acquainted with the profession of the psychologist. To this end, you will be offered a virtual taster internship in which you will visit a very varied group of psychologists to explore their professional practice. This enables you not only to appropriate the content of the course, but also to explore your own affinity with the professional field and thus get a clearer idea of your goals when following the Psychology programme at the Open University.Learning objectivesAfter following this course, you will be able to: ˗ Three fundamental insights into the history of the PSY

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### **Developmental psychology**

**Code**: PB0122

**Name**: Developmental Psychology

**Type**: Standard product

**Language**: Dutch

**Description**:

The development history of an individual is fascinating, and during the early years can often be called stormy. The field of developmental psychology focuses on the systematics of psychological changes in childhood and adolescence and, together with functional theory, personality theory and social psychology, is one of the basic substantive subjects of the psychology programme. Using biological, individual and environmental influences, the developmental psychologist tries to describe and explain the rich, varied and complex changes in thinking, reasoning, behaviour and functioning, as they occur with advancing age. Because the cumulative influence of random and individual-related factors on development limits the regularity and predictability of psychological developments as the life course progresses, the focus within the field has traditionally been on normative development in the early years of life. This course therefore covers the following developmental themes: a theoretical explanation of the field, conception and prenatal development, birth, infancy, toddlerhood and preschool. You will learn which physical, cognitive, personal and social-emotional developments take place during each of these periods, and which developmental tasks an individual is constantly facing. Learning objectivesAfter completing this course, you will be able to:- define the field of developmental psychology and identify the most important topics and issues within the field- distinguish the most important theoretical perspectives within developmental psychology and link them to developments per stage of life- explain how the scientific method can be used to answer questions about human development- indicate the role of our genetic inheritance plays a role in human development, and how environment and genetic background interact in determining human traits- describe the prenatal stages of development and the threats to the fetal environment- describe the course of childbirth and the complications that can occur at birth- describe and recognize what are the most important physical, cognitive, emotional, Social and personality developments are during infancy- describe and recognize what the most important physical, cognitive, emotional, social and personality developments are during toddlerhood and preschool- describe and recognize what the most important physical, cognitive, emotional, social and personality developments are during school.

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### **Research practical introduction to data analysis**

**Code**: PB0212

**Name**: Research practical introduction to data analysis

**Type**: Standard product

**Language**: Dutch

**Description**:

The Research Practical Introduction to Research provides a general introduction to methodology and statistics. No basic knowledge is assumed, so you will also learn about basic concepts such as variables, measurement levels and causal and correlational relationships. You will also learn how to perform analyses on the basis of four studies. The datasets from these studies are analysed step by step. The course starts with a general introduction. Then you will become acquainted with the theoretical background in data collection. Next, you will learn about univariate analysis: analysis to describe data series. You practice with the concepts learned based on different datasets. This is followed by bivariate analysis: analysis to see if variables are related. Different types of designs, the types of research questions that can be answered with them, and structural models are discussed. Before the exam, you analyse the dataset of a new research project at home on the basis of a series of assignments. So you can take the time for this, and work together with fellow students if there is a need for it. You take the results of these analyses with you to the exam. If the assignments have been carried out correctly, the answers to a number of exam questions can be found in that printout. The other exam questions are about general statistical knowledge and backgrounds. Unlike many traditional introductory courses in methodology and statistics, the emphasis here is not on formulas or 'recipes' for analysis. Instead, these are used as tools to learn about the conceptual background of analyses. Learning objectivesAfter completing this course, you will be able to:- choose which of the known methods belongs to a research question, given the operationalizations used and their measurement levels- determine which conclusions may be drawn based on an estimate of the power and design of the study variables- describe and assess using univariate analyses with a statistical program- perform bivariate analyses to investigate the relationship between two variables with a statistical program - interpret the results of those analyses.

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### **Psychology of Work and Health**

**Code**: PB0214

**Name**: Psychology of Work and Health

**Type**: Standard product

**Language**: Dutch

**Description**:

The psychology of work and health is concerned with the study and promotion of well-being and health at work. Do you want to know what causes work stress are and how work stress can be prevented and tackled? Are you curious about how employee health problems can be prevented, or how employees can get back to work in a healthy way? This course deals with such questions from psychological theories and research. Attention is paid to the application of theory in labor practice. Topics covered in this course include work stress, sustainable employability, burnout, work reintegration, diversity and positive interventions to increase well-being at work. Why does one person suffer more from work stress than the other? When is burnout and what are risk factors? How can we measure the health and well-being of individual employees? And what can we do to prevent employees' health problems, to keep them vital and sustainably employable or to get them back to work in a healthy way? These kinds of questions are answered in this course. The course studies well-being and health at work, covers the entire field of interventions and focuses on both the individual and the organisation. Attention is paid to primary and secondary prevention, but also to treatment, reintegration, sustainable employability and growth. After a general introduction to the field, health indicators, (emotional) workload, stress and health at work are discussed in more detail. Attention is then paid to work addiction, burnout, work reintegration and interventions from Positive Health. It also addresses the question of how to promote health in the workplace. Finally, themes such as diversity are discussed, as well as technology and job insecurity. You will learn to apply the knowledge on the basis of practical examples. It is a variable course that you can complete at your own pace. The course consists of two digital individual exams that you can schedule yourself (see section 'Exam form'). Learning objectivesAfter you have completed this course, you will be able to:- name and explain which factors influence the functioning of workers and you will be able to describe the most important theoretical frameworks within the field and apply them to work situations- name and explain current themes within the field of the psychology of work and health- identify important interventions in the field of work and health, explain and argue in which situations which intervention can be useful- describe and explain the research methods and measuring instruments that are important for the field, and argue in which situations which research methods and measuring instruments can be useful- the phases of the intervention

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### **Introduction to Work and Organizational Psychology**

**Code**: PB0322

**Name**: Introduction to Work and Organizational Psychology

**Type**: Standard product

**Language**: Dutch

**Description**:

Introduction to Work and Organisational Psychology is the introductory course for the direction of Work and Organisational Psychology (A&O). Central to this is explaining and predicting people's behaviour at work. The course is structured around the following six themes: - selection- training and development- job satisfaction and motivation- performance- stress and well-being- decision-making and leadership. This course is about the psychology of man in the context of work and organization. People are the most important factor in an organization, although they are not always treated as precious or valuable. This course studies the interaction between an individual and their work and the interaction between employees themselves. Questions that are discussed are: What meaning do people attach to their work? Which work suits whom best? What motivates people in their work? What influences their well-being? What should executives and managers know for that? Topics that are related to this are selection, assessment, training and career development, the layout of the work environment, decision-making, leadership and motivation. Learning objectivesAfter you have studied this course:- you will have gained an impression of the broad field of work and organizational psychology- you will have insight into the different roles that psychologists play within the field of work, organizational and personnel psychology- you will be able to explain the theories and models that are important for performing the different roles- you will have the most important skills that a psychologist will have within the A&O psychological field- you will be able to make an evaluation of various diagnostic instruments and intervention methods used by psychologists within the professional field- you will be able to apply A&O psychological theories and themes to current events- you will have gained your first experience with diagnosis and intervention in the professional field, step by step and with the help of clear case studies.

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### **Research practical experimental research**

**Code**: PB0422

**Name**: Research Practical Experimental Research

**Type**: Standard product

**Language**: Dutch

**Description**:

This research practical discusses a research method that is ideally suited to investigate a causal or causal relationship: the experiment. In an experiment, the researcher can offer one group of test subjects a stimulus, for example an information film about the adverse effects of smoking on health, and another, comparable group of test subjects who do not offer that stimulus. Both groups are asked about their smoking behaviour both before and after the screening of the information film. By comparing the outcomes in both groups, the researcher can determine whether there are differences in smoking behavior between the experimental group and the control group as a result of the movie stimulus. In the practical, the emphasis is on causal relationships and interactions, and the most important statistical analyses that fit most of the experimental test designs used. The emphasis is also on self-analyzing data that has already been collected through various psychological experiments. Experimental research involves a situation created by the researcher, which has a more or less artificial character. In it, the researcher has control over who participates in the experiment, what exactly happens during the experiment and under what circumstances. The researcher manipulates the independent variable, also known as the experimental or cause variable, by exposing one category of people to an experimental stimulus or intervention, and not exposing another category of people to it. Through this manipulation, the researcher can determine whether, and if so to what extent, the independent variable, whether or not the experimental stimulus is offered, has the intended effect on the dependent variable or the behavior or attitudes of the participants. The category of people to whom the experimental stimulus is offered is called the experimental group; they are in the experimental condition(s). The category of people who are not offered anything forms the control group. There are many manifestations of the experiment. The course discusses the ethical aspects of experimental research, discusses the strengths and weaknesses of various commonly used experimental designs, how research groups can be composed in such a way that they can be considered equivalent to each other in a starting position, and how the data can be analysed, for example with the statistical package SPSS. You apply the acquired knowledge and skills to various psychological experiments. Your knowledge with regard to psychological experimental research will be tested by means of a multiple-choice exam. You will also be introduced to scientific reporting. You write part of a scientific article. This mission is also part of the

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### **Introduction to Health Psychology**

**Code**: PB0522

**Name**: Introduction to Health Psychology

**Type**: Standard product

**Language**: Dutch

**Description**:

Health is an interplay of a healthy body and feeling good about yourself mentally and socially. But when do people consider themselves healthy or sick? Why is it that people know which behaviors are unhealthy, but do people still exhibit them? How can you best deal with pain or limitations due to a chronic condition? Health psychology studies the relationship between behavior, health, and disease. Health psychology contributes to promoting health by motivating people and making them aware of their own strength in the field of health and well-being. This concerns both healthy people and patients, but also their environment. In this course, you will gain insight into the scientific knowledge about relationships between behaviour, health and disease. You will learn about the meaning, causes and consequences of stress, and about theories that can explain healthy and unhealthy behaviour. It also discusses how lifestyles are related to health and illness. In addition, you will delve deeper into illness, acceptance of illness and disease roles. Other themes include the use of medical facilities, the nature, symptoms and function of pain, and the role of social support when it comes to coping with chronic diseases. The course is a compulsory part of the bachelor's degree in psychology but is also interesting as a separate course. Learning objectivesAfter studying the course, you will be able to:- describe the objectives and topics of the discipline of health psychology, as well as the relationship between health psychology and other disciplines- describe the physiology of the human body- indicate how the intervention cycle can be applied in relevant areas of health psychology- describe the various aspects of the phenomena of stress and coping- the extent of and risk factors for the describe the most important chronic conditions- describe the various aspects of lifestyle, health-hindering and health-promoting behaviours and addictions- describe the psychological aspects of (dealing with) illness, the use of medical facilities and the problems of patient communication- describe the various aspects of the phenomenon of pain- describe the various aspects of chronic and life-threatening diseases- the content of the field of the health psychology.

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### **Biological foundations: cognition**

**Code**: PB0612

**Name**: Biological foundations: cognition

**Type**: Standard product

**Language**: Dutch

**Description**:

The course Biological Fundamentals: Cognition is an in-depth study of biological psychology, especially when it comes to the anatomy of our brains and the way in which brain functioning is measured and monitored. This course consists of two themes. In theme 1 you will come into contact with the anatomy, development and imaging of the brain. In theme 2 you will gain insight into the brain processes that underlie hearing, attention, movement, memory, executive functions and emotions. You will also learn how research is done on this. How do we know what is going on in our brains? Why can we remember who we met years ago, but sometimes forget that one name of that theory immediately after an exam? How is it possible that we can be in conversation with someone during a party and still follow an interesting conversation next to it? What experiments are being done to gain more information about this? Within this course you will come into contact with functions that underlie our perception, movement, attention, memory, executive functions and emotions. Not only from cognitive psychology, but also from biological psychology, especially through brain research, scientists have learned a lot in recent years. From all these research areas, the course provides you with knowledge and insights about our cognitive functions. Learning objectivesThe aim of the course is to provide knowledge and insight into biological psychology and general cognitive functions. It is also the intention to gain global knowledge of the new developments with regard to research techniques within cognitive neuroscience. After studying the course, you will have knowledge of and insight into:- the meaning of cognitive neuroscience and the theoretical principles of cognitive psychology- brain anatomy and the way in which the functioning of the brain is mapped (EEG, fMRI, MRI)- the theory of the basic cognitive domains, including perception, movement, attention, memory, Executive functions and emotions- the role of the most involved brain areas, when it comes to auditory perception, movement, attention, memory, executive functions and memory.

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### **Literature**

**Code**: PB0712

**Name**: Literature review

**Type**: Standard product

**Language**: Dutch

**Description**:

In order to set up a scientific study, it is necessary to gain insight into the state of affairs in the scientific literature. A literature review can give direction to the research question, give a picture of the relevance of a research question, show from which theoretical angles the problem has been looked at so far and with what result, and ultimately lead to new research questions. In addition, literature research can also be a research method in itself. By studying recent literature, social scientists get a good picture of everything that is already known about a certain topic, so that future research questions and policy can be tailored accordingly. During your studies, you will have to conduct a literature study several times. In the Literature Studies course, you will learn how to set up, conduct and report on such a literature review. The emphasis in this course will be on formulating a problem statement and a search plan for literature research, conducting a literature search, selecting the sources found for usefulness and relevance, reporting (the results of) the search process in a search description, interpreting, critically assessing and integrating the information from the sources labeled as relevant and writing an introduction to a research report based on of this literature. Learning objectivesAfter you have completed the course, you will be able to:- formulate a problem statement (including problem outline, question, sub-questions and objective)- set up a search plan for a literature review- conduct a literature study using scientific search engines based on a pre-defined search plan- document a literature review in a search description- assess scientific articles for usability and relevance- interpret and critically assess the data from scientific articles- compare and integrate the data from (multiple) scientific articles- draw up a clearly written introduction in accordance with APA-7 guidelines based on the literature study in which the relevance of the intended research is argued from the previous research and the shortcomings in it.

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### **Research practical cross-sectional research**

**Code**: PB0822

**Name**: Research Practicum Cross-Sectional Research

**Type**: Standard product

**Language**: Dutch

**Description**:

This course is an introduction to multivariate analyses. This course builds on the univariate and bivariate analyses from the course Research Practicum Introduction to Research (PB0212) and on interviews and cognitive interviews from the course Research Practicum Qualitative Research (PB1612). The course starts with a short reflection on constructs and items based on the cognitive interviews with which Research Practicum qualitative research is concluded. Subsequently, this concept of cognitive validity is extended to construct validity. Then, as a repetition, the factor analysis is briefly discussed as a means of analyzing patterns in sets of items. Then we will consider reliability analysis and how distribution forms of items can be assessed in the context of the distribution form that each item must have according to the theory. We also discuss the implication of distribution forms for correlation analysis, and the test-retest reliability and various internal consistency coefficients are discussed. We also cover how to make decisions to select items for a measuring instrument based on the theory and on the basis of the relationships between items and between items and the outcomes of measuring instruments from other constructs, and on the basis of the results of factor analyses. Attention is paid to the calculation of the number of participants required. Finally, we explain how regression analysis can be extended to multiple predictors (that is, multiple regression), what conditions there are for multiple regression, and how to calculate how many participants are needed. This material is discussed on the basis of various cases from applied research. As a result, you will learn to think critically about psychological constructs and measuring instruments for those constructs, and to verify, and you will learn to perform multivariate analyses. You demonstrate these acquired competencies in the final report, in which you perform a number of analyses and report on them. Learning objectivesThe main learning objective of this course is that you are able to apply multivariate regression analyses in scientific research, and to report a simple study. With regard to methodology, you will learn under which conditions you can use cross-sectional research to answer research questions. With regard to statistics, you will learn how to perform, interpret and report multiple regression analyses. Finally, you will learn to write a research paper according to the guidelines in the most recent publication manual of the American Psychological Association (APA).

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### **Interviews**

**Code**: PB0922

**Name**: Conversation

**Type**: Standard product

**Language**: Dutch

**Description**:

In this course you will learn to increase your skills to communicate effectively in various conversation situations. You practice using specific skills with the aim of influencing the conversation and achieving your conversation goals. For psychologists, the conversation is one of the most important tools. It is therefore important that future psychologists learn to use this instrument optimally. The Interviewing course aims to teach you the most important conversation techniques for effective and professional conversation. In the follow-up course 'Psychological Interviewing' you build on this and learn to use the conversation techniques to guide clients through psychological changes.'You can't talk to that guy!', 'Oh, you can't get a sensible word out of that person.' Do you ever say or think that about people around you? People with whom you should talk, whether you want it or not? Colleagues, for example, or clients, or subordinates? Then you probably also know the feeling of deep frustration when such a conversation does not go well. You may have experience with serious consequences of poor communication: misunderstood assignments, working past each other, arguments and ultimately a sick working atmosphere. There is hardly a profession in which conducting conversations does not play an essential role. In fact, the quality of your work depends to a large extent on the way you conduct conversations. Hence this extremely application-oriented course, with which you can significantly increase the quality of the conversations you have. The Conversation course is special in design. Because skills in conducting conversations cannot be learned from books, the course consists of a practical in addition to a textbook that is carried out partly online and partly in face-to-face meetings. To this end, practical groups are organised in quartiles 1 and 3 in various study centres for each academic year. During the eight compulsory face-to-face practical sessions, you will practice various conversation skills and conversation models with your fellow students. The course has a structure from simple to complex. In the Interviewing course, you start with conversation techniques such as listening, asking questions, reflecting feelings, summarizing, giving criticism and receiving criticism. You will then learn to apply these skills in various interview situations such as the intake interview, the bad news interview, the motivational interview and the performance interview. The practical lasts a period of ten weeks, during which the study load is distributed as evenly as possible. In the practical, you and fellow students practice the various conversation techniques and conversation models. There is one plenary face-to-face kick-off meeting of 6 hours in a study centre. In addition, there are three plenary face-to-face practical sessions of 3 hours in a study centre. Furthermore, four are gathered face-to-face

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### **History of psychology**

**Code**: PB1012

**Name**: History of Psychology

**Type**: Standard product

**Language**: Dutch

**Description**:

Why a History of Psychology course? Isn't it true that the psychological knowledge of the past is now outdated? That is only partly true. Many of the issues that set the pioneers of psychology in motion 150 years ago are still relevant today. Historical knowledge of a field provides insight into the meaning of concepts, movements and theories. It prevents old ideas and findings from being mistaken for new all too easily, and it puts the current state of our knowledge into perspective. After all, if our knowledge from twenty years ago is already outdated, what does that say about the shelf life of our knowledge now? Those who are aware of the history of the field therefore learn to better appreciate the value of current psychological knowledge. The course History of Psychology consists of a textbook: Fancher, R. E., & Rutherford, A. (2017), Pioneers of Psychology. A History (5 ed.). Norton & Company and a digital workbook in the online learning environment that acts as a signpost through the course material. The course is divided into three parts. The first part begins with an exploration of the roots of psychology in ancient Greek and Arabic culture, and then looks at some of the precursors in Western European philosophy and medicine. In the second part of the course, we explore the story of the great pioneers of psychology. These laid the foundation for psychology as a modern science. We look at German psychophysiology and the work of Wilhelm Wundt, the theory of evolution of Charles Darwin and its application by Francis Galton, and finally the emergence of American psychology in the work of William James.In the third part of the course we look at how modern psychology has been formed. On the one hand, we see the rise of behaviorism with the work of Watson and B. F. Skinner. On the other hand, we look at the work of Freud, whose psychoanalysis is the odd one out. He is without a doubt one of the great pioneers of psychology. Finally, we look at how the opposition between behaviorism and psychoanalysis gives rise to the cognitive revolution and makes room for the emergence of psychology as we know it today. Course objectivesAfter completing this course, you will be able to:- explain why the study of the history of psychology is relevant, in what ways it can be carried out, and analyse which fundamental debates play a role in this,- explain how the lives and work of discussed ancient Greek and Arabic philosophers, and European Enlightenment philosophers, relate to each other and what their relevance is to contemporary science,- explain how research into the function of the brain has led to contemporary cognitive neuroscience, while critically reflecting on the permissibility of use

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### **Psychological interviewing**

**Code**: PB1122

**Name**: Psychological Interviewing

**Type**: Standard product

**Language**: Dutch

**Description**:

In the role of friend, partner, parent, child, colleague, or in other roles in the work situation, you have probably already helped others, by offering a listening ear, giving advice, giving support. You have probably also noticed that offering help is not easy: in the complicated context of the personal relationship, it is looking for the right tone, the right advice, the right balance between give and take. You've probably also noticed that you're poorly able to solve the other person's problem. Your well-thought-out advice is rarely followed. In this course you will be introduced to the skills that go beyond what you are used to using as a friend/colleague. We do this in the first place by discussing your role as a psychological counselor: how does psychological counseling differ from other forms of counseling? What is a professional attitude and how does it contribute to successful care? Secondly, in this course you will learn the skills that you can use as a professional psychological counselor. Within the context of a counseling conversation, you learn to lay the foundation of a therapeutic working relationship, by using conversation goals and the use of listening skills. You learn to shape the conversation in such a way that you help your client to investigate their own problems so that they come to new insights themselves. You learn to interpret the problem on the basis of psychological theories and use them to shape your own frame of reference. PracticalThe Psychological Interviewing course combines distance learning with the intensive learning experience of the practical. You read the theory in a textbook, where you are helped to understand the relevant concepts with assignments and additional text in the online learning environment. You independently practice new conversation skills with an interactive online tool, iSpot, in which you use the webcam to respond lifelike to video clips. Over a period of 10 weeks, you and fellow students will follow the practical at a study centre, where plenary meetings with your lecturer are alternated with meetings in threes. In well-prepared role plays, you will have conversations with your fellow students in which you will experience both in the role of client and in the role of psychologist how the application of listening skills and the use of nuanced conversation skills helps your client to gain new insights. In reflection reports, you look back on the conversations you have had, where you receive personal feedback from your teacher to continue working on your own learning goals. Learning objectivesAfter you have completed this course, you will be able to adopt a professional attitude in a psychological counselling session and apply conversation skills in such a way that the client is helped

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### **Biological foundations: neuropsychology and psychopharmacology**

**Code**: PB1222

**Name**: Biological Fundamentals: Neuropsychology and Psychopharmacology

**Type**: Standard product

**Language**: Dutch

**Description**:

What does the field of work of the neuropsychologist look like? How do we remember information? How are attention deficit disorders diagnosed? Why is it that a brain hemorrhage can lead to severe memory problems or chaotic behavior? How can medication or drugs influence our behaviour? These are some of the questions that are central to neuropsychology and psychopharmacology. Neuropsychology studies the relationship between the brain and behavior. This relationship is studied in both healthy individuals and patient populations (e.g., patients with dementia, epilepsy, stroke, Parkinson's, ADHD, and autism). Psychopharmacology is closely related to neuropsychology. Psychopharmacology is concerned with investigating the effect of drugs and substances that can be used to treat neuropsychological and psychiatric syndromes. Psychotropic drugs can affect our behavior, mood, cognition, and psychological well-being. In recent decades, knowledge about the relationship between brain and behaviour has increased enormously. This has consequences for the way psychologists view human behaviour and the development of psychopathology. In particular, neuropsychologists study the relationships between specific brain structures and processes, neurotransmitters and hormones on the one hand, and cognitive processes, emotions and behaviour on the other. They are also trying to gain a better understanding of the problems that arise after brain damage. The focus of clinical neuropsychology is on the study of cognitive functions and behaviour, both in 'intact' and disrupted form. These insights contribute to better diagnostics, treatment and guidance of people with functional disorders. Neuropsychology has become a multidisciplinary science in which knowledge about psychological phenomena is integrated with knowledge about biological and medical factors. The course starts with a general introduction to the field of neuropsychology and psychopharmacology. Attention is also paid to the anatomy of the human brain and its imaging (including CT, MRI and PET). Then psychopharmacology is discussed. Basic terms and basic principles from this field, important characteristics of neurotransmission and the principle of dependency are discussed. It then discusses various cognitive function domains, including perception, language, memory, attention, executive functions and intelligence. Finally, various neuropsychological syndromes are discussed in which the neuropsychologist has an important role to play, such as dementia, epilepsy, bleeding in the brain, Parkinson's, ADHD and autism. Psychopharmacology, applied to the images discussed, is also discussed. Learning ObjectivesAfter studying the course, you will be able to- Important contributions to the development of the HED

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### **Biological foundations: evolutionary psychology**

**Code**: PB1412

**Name**: Biological Fundamentals: Evolutionary Psychology

**Type**: Standard product

**Language**: Dutch

**Description**:

What does Darwin's theory of evolution mean for our understanding of psyche and behavior? That question is central to this course. You do not so much study a specific knowledge domain of psychology, but mainly learn to look at human behavior from the overarching evolutionary perspective. The starting point is that man, like any other species, is a product of evolution and can be understood from his evolutionary background. Evolutionary psychology is a relatively young field that offers an alternative and sometimes surprising perspective on psychological theories and research results. The main goal of the course is that you learn to understand and apply this perspective. To this end, the course is broadly structured in terms of content, so that you not only learn to use the basic principles of the theory of evolution, but also get various examples of the application of these principles within psychology. The course is divided into a number of themes that together form an introduction to psychology from an evolutionary point of view. In the first theme, we look at the content of the theory of evolution, its historical origins and the logic of its reasoning. To clarify the power of the theory of evolution, some basic principles of genetics will also be examined. You then jump in at the deep end to discover how the theory of evolution can be applied to all kinds of modern themes and domains of psychology. For example, the course examines cognitive and social development, the functioning of cognition and emotion, the role of kinship, the emergence of forms of cohabitation, and evolutionary explanations for social behaviour and altruism. It also investigates the extent to which the theory of evolution can play a role in explaining typical human phenomena such as culture. The various themes are examined on the basis of the textbook. This involves looking not only at the significance of the original theory of evolution, but also at important developments and controversies that have occurred in the field since Darwin's time. The online learning environment guides you through the textbook and offers ample opportunity to apply the newly acquired knowledge. Learning objectivesAfter completing this course:- you will have knowledge of and insight into the basic principles of the theory of evolution and the most common behavioural explanations within evolutionary psychology- you will be able to apply the evolutionary perspective to a variety of behavioural domains, such as social behaviour, emotion, cognition, culture and psychopathology- you will be able to effectively use the knowledge gained to argue a point of view; You demonstrate this ability both in a written argumentation exercise and verbally in debate form.

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### **Psychometrics and Decision Making**

**Code**: PB1512

**Name**: Psychometrics and Decision Making

**Type**: Standard product

**Language**: Dutch

**Description**:

The majority of the course is about psychometrics, and in it, you will learn how the quality of psychological tests is assessed. The starting point is the assessment system of the COTAN (Committee for Test Affairs in the Netherlands). Based on this, you will learn what requirements a good test must meet, including various forms of validity and reliability, and what it means for the possibilities of use if a test does not meet some requirements. A fundamental principle of the COTAN is that a test is only good if empirical research shows that it is good. You will therefore often have to analyze data from a psychological test in the course to form an opinion about this. We will also cover research methods created for this purpose. These are factor analysis, reliability analysis, classical test theory and item response theory. Factor analysis is the basis of the CHC theory of intelligence and the 'Big Five' theory of personality, and we are going to find out exactly how that works. Finally, in the decision science section, we look at how psychologists can use test scores to make better decisions with individual clients. After following the course, you will be able to˗ Assess the validity and reliability of a psychological test˗ in case of insufficient validity or reliability, indicate how the test or research should be changed˗ Calculate how a given reliability affects individual scores or the results of group research˗ Calculating with the basic concepts of logistic item-response theory (IRT) and indicating how IRT differs from classical test theory and factor analysis. standardize a test and assess and use the standards˗ describe and apply decision models in the diagnostic process˗ identify relevant ethical issues regarding test use

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### **Research practical qualitative research**

**Code**: PB1612

**Name**: Research Practical Qualitative Research

**Type**: Standard product

**Language**: Dutch

**Description**:

Although most psychological research is quantitative in nature, the limitations of this method make it impossible to answer all research questions. Fortunately, there is also the complement of quantitative research: qualitative research. This course starts with the theory of qualitative research, focusing on the type of research questions that can be answered with qualitative and quantitative research, respectively. After this, students learn how to conduct qualitative research in practice, with a particular focus on the analysis of qualitative data. It then discusses observational research, which can be both quantitative and qualitative in nature and is used, for example, in clinical practice. Finally, cognitive interviews are introduced as a method to test whether participants interpret a questionnaire or other operationalization as intended by the researcher. Students gain experience in observing, semi-structured interviewing, analysing qualitative data and reporting. The course starts in theme 1 with the theoretical background of qualitative research. Theme 2 deals with the practice of qualitative research, conducting interviews and analysing transcripts. Theme 3 is a practice test in which you can practice analyzing and reporting qualitative data. Theme 4 is a sub-test in which a small-scale qualitative study is carried out and part of a scientific report is written. Theme 5 deals with the collection and scoring of observational data. And finally, theme 6 deals with cognitive interviewing. The assessment of this course consists of four parts:- an interview assignment in theme 4- an observation assignment in theme 5- a cognitive interview in theme 6- a CBI exam consisting of multiple choice questions. The score of all assignments with the exception of the cognitive interview together determine the final grade. All components (including the cognitive interview) must be at least sufficient and cannot be mutually compensated. All assignments are submitted at the end of the course and feedback is provided by means of an assessment rubric. Learning objectivesAfter completing this course, you will be able to:- explain how quantitative research and qualitative research differ from each other and what the similarities are- determine when a research question requires qualitative research and when it requires quantitative research- conduct in-depth interviews and transcribe- analyze qualitative data with ATLAS.ti and report in a scientific report- describe different forms of observation and in a given situation selecting and applying the most appropriate observation technique - investigating and improving the cognitive validity of a questionnaire using

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### **Research Practical Longitudinal Research**

**Code**: PB1722

**Name**: Research Practical Longitudinal Research

**Type**: Standard product

**Language**: Dutch

**Description**:

This course covers three forms of psychological models: moderation models, mediation models and multilevel models. A moderation model is used to study the conditional relationships between two variables. Mediation models are used to study the causal mechanism between two variables. In other words: which other variable mediates the relationship between the dependent and the independent variables? Unlike the previous two types of models, multilevel models are not made to investigate a special relationship between concepts. Multilevel models are designed to deal with a hierarchical structure within datasets. A multilevel model therefore takes into account not only the general relationship that can be found between two variables, but also the groups within which the individuals are clustered. The course builds on the knowledge from the previous practicals. Moderation, mediation and multilevel analysis are topics that are frequently used in practice, such as in bachelor's theses and theses. The course covers the theory behind these techniques and teaches you to perform the analyses independently. The emphasis in the course is on the practical applicability of these techniques. After completing the course, you should be able to independently perform an analysis and interpret the results. In addition, you will be able to understand scientific articles in which these techniques are used. The course ends with a presentation for two teachers. Learning objectivesAfter completing this course, you will be able to:• describe what longitudinal data are• identify criteria that apply to the assessment of causal relationships• formulate a research question for the models covered in this course• draw up a conceptual model for various complex types of problem statements involving three or more variables• perform a moderation analysis and correctly interpret the results• perform mediation analysis and correctly interpret its results• perform a multilevel analysis and interpret its results correctly• briefly and concisely explain orally the choices you have made in an analysis of the type of research as covered in this course• briefly and concisely report the results of an analysis of the type of research as covered in this course• write a summary of your research according to the APA guidelines.

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### **Proactivity at work: a psychological perspective**

**Code**: PB1802

**Name**: Proactivity at work: a psychological perspective

**Type**: Standard product

**Language**: Dutch

**Description**:

The dynamic work environments in today's organizations present employees with many challenges. These include the continuous development of competences and flexible handling of changing requirements as a result of technological and economic developments. Employees can adapt passively or actively influence these changes themselves. This course focuses on proactive behaviour: this is behaviour aimed at achieving future changes by taking the initiative with a good balance between the organisational goals and one's own personal ambitions as a goal. Based on insights from work and organizational psychology, we explore proactive behavior from different angles. The introductory course part discusses the concept of proactivity and associated psychological models, as well as scientific insights into proactive personality and related personality traits. We then pay attention to different forms of proactive behaviour. First, we deal with proactive behaviour that is focused on the person, the realisation of personal interests and the optimisation of the fit between the person and the work. From the person-environment fit models, various types of behaviour are discussed, such as actively shaping the work (job crafting), actively directing one's own career within and/or outside the organisation (career self-management), and looking for a new job (job search behaviour). Then we pay attention to proactive work behavior and contributing to the strategic direction of the organization (proactive strategic behavior). The dynamic environments in which organizations operate underline the importance of employees who think proactively with the organization and adopt an entrepreneurial attitude (which in practice is also called personal entrepreneurship or self-leadership). Themes include entrepreneurship and innovative behaviour. Finally, we look at the various environmental characteristics that promote or hinder proactive behavior among employees. Attention is paid to the role of the manager, and characteristics of the work (e.g. autonomy) and of the organization (e.g. learning climate and HRM). Insights into these determinants provide a solid starting point for the development of evidence-based interventions in organizations aimed at stimulating proactive behavior among employees. Learning objectivesThe course aims to introduce you to insights, models, theories and empirical research from work and organizational psychology (AOP) on proactive behavior of employees in contemporary work contexts. After taking this course, you will be able to:- explain theories, models, and concepts about proactive behavior in contemporary work contexts

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### **Humans and animals**

**Code**: PB1912

**Name**: While you're suckling

**Type**: Standard product

**Language**: Dutch

**Description**:

In our modern existence, our relationship with animals is diverse and complex. We keep animals as companions or as beasts of burden; We visit them at the zoo, keep them on farms and they are even on our plates. Increasingly, we also use animals to support us in a therapeutic context, in coaching, in education, or as visiting animals in nursing homes. However, the human-animal relationship is not limited to domesticated animals. Wild animals are increasingly returning to the Dutch landscape, a development that sometimes leads to tensions between humans and animals. Anthropozoology is the field of science that deals with the interaction between humans and animals. In this course, we consider the human-animal relationship from a psychological perspective. The course is divided into a number of themes that together offer a broad insight into anthropozoology. We start with the basis of anthropozoology: the historical background of the relationship between humans and animals. You will be introduced to the central concepts of the discipline and delve into the basic theoretical principles. Subsequently, on the basis of scientific literature, various themes within anthropology are investigated. We look at how attitudes towards animals are formed and what consequences they have. We pay attention to the human-animal relationship in daily life, in which the pet is central, but we also look at the relationship with animals in the wild. Attention is also paid to the use of animals in education and clinical practice. The course pays ample attention to social and ethical issues surrounding the human-animal relationship. You will also take a critical look at research within anthropozoology and learn how solid research into human-animal interactions is created. Learning objectivesAfter studying the course, you will be able to- describe the current state of affairs for anthropozoology- define the main theoretical frameworks and their application in different aspects of the human-animal relationship. to take a critical look at empirical research within anthropozoology and to identify important (methodological) challenges within existing research. to describe and assess ethical and social issues within anthropology- to form and argue his/her opinion (according to the standard of science) about a certain subfield of anthropology and to convey this argumentation in writing to fellow students. analyse relevant topics within anthropology on the basis of previously acquired skills in searching and organising information- Describe possible intervention strategies with animals and their evidence- To describe factors influencing the development of specific attitudes towards animals and to identify the consequences of these attitudes. The role of the

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### **Clinical Psychology 2**

**Code**: PB2002

**Name**: Clinical Psychology 2

**Type**: Standard product

**Language**: Dutch

**Description**:

How is the diagnosis of psychological complaints carried out in a scientifically sound manner? How is post-traumatic stress disorder treated in an evidence-based way? And what rules of conduct should a clinically working psychologist adhere to? These are just a few of the questions that will be addressed during the Clinical Psychology 2: Diagnostics and Therapy course. This course is a follow-up to Clinical Psychology 1, which describes theoretical frames of reference in clinical psychology, various mental disorders and the international classification of psychopathology according to DSM-5. Clinical Psychology 2 focuses on the diagnosis and treatment of psychopathology. The course is divided into three logically coherent parts. The first part mainly provides a framework. First of all, the general principles of psychodiagnostics and indication are discussed. We then shift the attention to different ways of 'looking' at diagnostics and treatment, and we consider the ethical guidelines and rules of conduct for the psychologist. The second part of the course focuses on diagnostics and treatment from different theoretical (treatment) approaches. In this part, we explain, among other things, how diagnostics and treatment take place from a cognitive-behavioral approach and from an interpersonal approach. The third and final part of the course focuses on the diagnosis and treatment of various forms of psychopathology. Various disorder groups from the DSM-5 are discussed, such as mood disorders, eating disorders and psychotic disorders. In addition, we pay attention to the diagnosis and treatment of suicidal behaviour. Learning objectivesAfter you have studied this course, you will be able to:- name the different steps, objectives and actions associated with the diagnostic cycle, and you can indicate how the diagnosis of psychological complaints is put into practice on the basis of the diagnostic cycle- indicate what indication means, name factors that can influence indication, and identify relevant points of attention in indication- indicate the differences between identify the disorder-specific and transdiagnostic approach and transdiagnostic factors and interventions- identify the rationale and characteristics of a number of commonly used treatment approaches, indicate how diagnostics, indication and treatment proceed from these approaches, and you can identify the relevant points of attention- for a wide range of mental disorders, identify the criteria, clinical presentations and assumed mechanisms, as well as the points of attention and you can indicate which methods and instruments contribute to the descriptive and explanatory diagnosis for these disorders for a wide range of pS

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### **Psychology of the elderly**

**Code**: PB2112

**Name**: Elderly Psychology

**Type**: Standard product

**Language**: Dutch

**Description**:

In recent decades, geriatric psychology has become an increasingly important area of interest within psychology. For future psychologists, it is a requirement to have general knowledge about the process of aging, for example what changes occur (physically, cognitively, mentally) with aging and what consequences this has for the individual, the environment, society as a whole and specifically for diagnostics and guidance/treatment of the elderly. How can a psychologist guide people with the specific challenges that play a role in the older population? This question is discussed extensively in the course. The course consists of a number of themes. First of all, as an introduction and basis, geriatric psychology in the Netherlands and psychological life course theories will be discussed. Subsequently, specific themes related to geriatric psychology will be discussed, such as health and prevention, work, life course themes (e.g. loss and mourning, quality of life) and domains of psychological functioning (e.g. mood, cognition, personality). Finally, it zooms in on psychological interventions (including mediative therapy, life-review, cognitive rehabilitation and informal care support). Learning objectivesThe aim of the course is to provide knowledge and insight into geriatric psychology and relevant themes for the elderly population. After studying the course, you will be able to:˗ Describe the aging process and its effect on health, well-being, social network and work in a global way˗ describe a number of psychological life course theories and indicate possible similarities and differences˗ recognize problems in different domains of psychological functioning (mood, cognition, personality and behavior), draw up a diagnostic model for this and describe (clinical) treatment options. Reproduce current theoretical frameworks around life course themes such as meaning, quality of life, mourning, end of life, sexuality and mental capacity on the basis of empirical research˗ recognizing the function and role as a psychologist around life-course themes such as meaning, quality of life, mourning, end of life, sexuality and mental capacity˗ Describe possible intervention strategies from a life course and clinical perspective for problems related to geriatric psychology˗ give your opinion about a certain area of geriatric psychology and convey this opinion in writing to others˗ be able to apply psychological life-course theories on the basis of a practical case and make a proposal of possible intervention strategies.

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### **Psychology of adolescence**

**Code**: PB2212

**Name**: Adolescent Psychology

**Type**: Standard product

**Language**: Dutch

**Description**:

The adolescence period is an important period in the development from child to adult. All kinds of radical developments take place in the physical, cognitive, social and moral domains: the body changes, thinking becomes more complex, social relationships take on a different meaning and the general principles about what is 'good or bad' are given a personal interpretation. It is the developmental task of the adolescent to integrate these domains with each other and thus to shape their own identity. In the course we will discuss the changes that take place during adolescence in these physical, cognitive, social and moral domains. By integrating developments in these domains, the young person polishes his or her own identity. This is often a process of trial and error in which behavior and emotions sometimes cross a line. The course also pays attention to where, how and why things can go wrong during adolescence, as well as to the availability and quality of prevention and treatment programs. Learning objectivesAfter completing this course, you will have gained knowledge in all these areas, or more specifically, you will be able to:- discuss the different theories of adolescence and explain differences and similarities between them- explain the physical and psychosexual development in adolescence and explain the relationship with functioning- describe the cognitive, emotional and moral development in adolescence from different angles and in relation to relevant contextual factors- describe the development of one's own identity and autonomy in adolescence- explain the relationship between the role of the family and peers and the psychosocial development of the adolescent- describe internalising and externalising disorders that may occur during the adolescent period- make a choice for an appropriate care process and substantiate it in the event of disruption of normal development in the various domains of development during adolescence - use the knowledge gained in previous learning objectives in the application of and reflection on the intervention cycle in relevant case studies.

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### **Psychology of Leadership and Organization**

**Code**: PB2312

**Name**: Psychology of Leadership and Organization

**Type**: Standard product

**Language**: Dutch

**Description**:

Organizations essentially consist of a partnership of people. Sometimes that cooperation goes smoothly, but often it doesn't. In organizational psychology, it is precisely this 'interplay' of organizational members that is investigated. Leadership plays an important role in this. After all, a manager wants to steer that cooperation between people in the right direction. In this course, we therefore study important organizational psychology themes, such as organizational culture, organizational change and group processes, from a leadership focus. How are organizations structured? What is the role of power and politics? How can you manage teams? What qualities does an effective manager have? Why are people inclined to resist change? These are some examples of questions that will be addressed. Five themes are covered in this course. In the first theme, we start from the organizational context and study the role of organizational structure, organizational culture, power and politics within it. In the second theme, we zoom in on the role of the manager and look at leadership behaviour, characteristics and adaptive leadership. The third theme focuses on managing individuals and groups. We study group processes, team effectiveness and leadership relationships. The fourth theme focuses on some current leadership styles from a focus on leadership in dynamic work contexts (namely participatory, charismatic, transformational and ethical leadership). The fifth and final theme focuses on leading change and innovation. We take a closer look at the process of change and innovation in organizations and investigate how leadership can facilitate this. Learning objectives (fill in if applicable)After following this course, you will be able to:˗ describe how organisations may differ in terms of structure and culture and assess the causes and consequences of this˗ describe how power and political behaviour develops and shows in organisations, and what the consequences of this are˗ explain how leadership is defined in the scientific literature and the different theoretical perspectives on leadership˗ explain how both the characteristics of the leader and the situation contribute to effective leadership˗ discuss how the relationship between manager and employee develops and can be facilitated˗ recognize patterns of social interaction in groups and teams and explain how to intervene in this with a view to increasing effectiveness. describe how participatory, charismatic, transformational and ethical leadership can be valuable in today's dynamic work contexts˗ explain how change takes place in organizations and how leadership can do this

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### **Introduction to conflict management and mediation**

**Code**: PB2412

**Name**: Introduction to conflict management and mediation

**Type**: Standard product

**Language**: Dutch

**Description**:

Conflicts occur everywhere, at work, in families, among friends and on the street. This course focuses on diagnosing and handling conflict. In a practical, the role of mediator is practiced. Learning objectivesAfter completing the course, you will be able to describe, apply and demonstrate your understanding of the following topics:- the definition of conflict, why it is useful to study conflict and manage effective conflict skills, how to understand destructive conflict as well as constructive and destructive behaviors when dealing with conflict beliefs, metaphors, narratives and perceptions about and of conflict, as well as the role of gender and culture in conflict- interests and goals of conflict parties- power in conflict- conflict styles and limitations of research on conflict styles- different emotions and their role/function in conflict, as well as ways of dealing with emotions in conflict- methods for analyzing conflict- interpersonal negotiation- mediation. In addition, you can:- formulate adequate personal learning goals about your own conversation skills (including ways to deal with emotions in conflict) and act as a mediator in line with the chapters of Bonenkamp (2017, pp. 181-183; 191-214) and Prein (2017, pp. 217-231) and the refresher course Conversation Skills- reflect in writing and critically on a concrete conflict situation on the basis of theories and models from Hocker et al. (2022)- reflect in writing and critically on their own conversation skills and acting as a mediator on the basis of the personal learning goals.

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### **eHealth: a health psychological perspective**

**Code**: PB2512

**Name**: eHealth: a health psychology perspective

**Type**: Standard product

**Language**: Dutch

**Description**:

It is impossible to imagine today's society without eHealth. Who hasn't searched the internet for information about certain conditions, done a self-test or used an app to count calories or steps? eHealth offers many advantages for both healthcare providers and patients. For example, the provision of care becomes more efficient through the use of ICT possibilities and eHealth offers potential care users the opportunity to gain more insight into their health status themselves. This course provides an overview of eHealth from a health-psychological perspective, looking at the possibilities eHealth offers in the development of health-psychological interventions for the prevention and detection of disorders. Attention is also paid to applications of eHealth in patient care. The course is part of the bound choice of the bachelor's programme Psychologie.De course eHealth consists of a general introduction to eHealth, providing an overview of the development of eHealth and the significance of eHealth within current healthcare, as well as a description of the main eHealth applications. Subsequently, specific eHealth applications within public and somatic health and within eMental-health will be discussed in more detail. The systematic development of eHealth is also discussed. There is also a theme dedicated to the systematic development and evaluation of eHealth, and what is important in the implementation of eHealth applications. Each theme is illustrated with different examples of eHealth applications in the form of websites, apps and videos. Learning objectivesAfter you have studied this course, you will be able to:- describe various important key concepts related to eHealth- identify the added value that eHealth can have for care and health, and what the commitment can mean for prevention, care, the healthcare professional, the client/patient and their relationship- identify different types of eHealth applications (looking at prevention levels and the fields of work in healthcare)- describe factors that are important in systematic development of eHealth applications- describe what is known about the (cost) effectiveness of eHealth applications and which factors are important for the (cost) effectiveness of such applications- describe the importance of a systematic preparation and implementation of implementation processes for large-scale implementation of eHealth applications and explain which factors can hinder and promote the implementation of eHealth applications- the identify ethical and legal aspects of eHealth and indicate how they can be taken into account in the development and implementation of eHealth applications- indicate how eHealth technology can be used for analysis and interpretation

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### **Sexology**

**Code**: PB2602

**Name**: Seksuologie

**Type**: Standard product

**Language**: Dutch

**Description**:

Sexology is the science of the physical, psychological, and social foundations of sexuality. This diversity is reflected in the wide range of topics in this course, including intimacy, sexual functioning, social influences on sexual behaviour, sexual preferences, prevention of STIs and sexual dysfunctions. You will gain insight into theory, research, assistance, information and prevention with regard to sexuality. In addition to the topics in the textbook, the online learning environment contains two extensive virtual practical cases on 'sexual care' and 'the prevention of STIs', in which your academic skills are trained. During the mandatory practical meeting, sexual counseling and communication about sexuality are central. Throughout the course, extensive attention is paid to your own attitude towards the different aspects of sexuality. Practical meetingA mandatory practical meeting is organized for this course. During the practical meeting, you must actively participate in group activities and group discussions. You will further examine your own norms, values and attitudes towards sexuality. Through role plays, you will become acquainted with the work of the sexologist. Learning objectivesAfter you have studied this course:- you will have knowledge of and insight into the current state of affairs within the field of sexology- you will be able to describe the most important theoretical frameworks within the field and apply them to everyday work situations within the framework of prevention, assistance and sexual disorders- you will have insight into the different phases of intervention mapping and they will know how to develop an STI prevention intervention in a planned manner- you will have insight into their own values and norms towards various expressions and aspects of sexuality- you can respectfully deal with and communicate about diversity in sexological behaviour- you have been introduced to taking a sexual history- you have some experience with entering into a counselling relationship with a client with a sexual problem- you can draw up a treatment plan for a client with a sexual problem- you can discuss a treatment plan with a client with a sexual problem- sexual problem.

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### **Health behaviour: interaction between individual and environment**

**Code**: PB2712

**Name**: Health behaviour: interaction between individual and environment

**Type**: Standard product

**Language**: Dutch

**Description**:

Our environment influences our health behaviour. The extent to which we exercise, our food choices, resisting unhealthy temptations but also our mental health are strongly influenced by physical, social, economic and political environmental factors. At the same time, the influence of the environment is not the same for everyone: the individual interacts with the environment. In research and health promotion, too, more and more attention is being paid to the influence of the environment on health behaviour instead of only focusing on individual sociocognitive determinants of behaviour. In an environment that tempts us to unhealthy habits, can the individual be expected to make a conscious choice for a healthy lifestyle? The individual has only limited energy and capacity to make healthy choices consciously and rationally. That is why the role of the environment in research into behavioural change is so important. The health psychologist of the future is challenged to have knowledge of the influence of the environment on health and behaviour, and to use this knowledge to make the healthy choice easier. The course gives you an overview of the empirical and theoretical insights regarding the interaction between personal and environmental factors in (health) behavior. The problems are outlined from a practice-relevant context in which a healthy lifestyle, physical, mental and social health are discussed. The course contains a practical assignment in which you become more aware of your own environmental factors to make the healthy choice easier for yourself. The course is an elective course within the psychology programme, but is also available to people who are not following the programme. This course is interesting for health psychologists who are involved in local health policy from the municipality or, for example, the GGD and/or work as a coach or trainers in their own practice, but also for scientists who are interested in new insights into health education and promotion. Learning ObjectivesAfter completing the course, you will be able to:- Explain the complex role of environmental factors on health behaviour from scientific models and theories- explain why environmental factors are important in relation to health behaviours- identify different types of environment and different levels of environment- Classify factors into different environmental types and levels- explain the interaction between environment and personal determinants of health behaviour- use interventions in the environment in a good way to promote healthy behaviour- evaluate the process/effects of (complex) environmental interventions taking into account the possibilities and limitations of the Develop recommendations for organisations on the promotion of healthy behaviour, taking into account the

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### **Introduction to the Scientific Method**

**Code**: PB2802

**Name**: Introduction to the Scientific Method

**Type**: Standard product

**Language**: Dutch

**Description**:

This course offers a first introduction to science, its methods and working methods. After all, psychology is a science and the bachelor's degree program in psychology is a scientific study. It is therefore good to become aware that you are not only training to become a psychologist, but also to become a 'basic scientist'. A basic scientist has an understanding of both the power and limitations of modern science. A basic scientist has a scientific thinking ability, attitude and skill. But what is science anyway? What does it mean to think and act scientifically? These are some of the key questions to which you will be able to formulate concrete answers after completing this course. The course consists of three themes: philosophy of science, scientific methods, and metascience. With the help of well-known works in the philosophy of science, by Karl Popper, Thomas Kuhn and Imre Lakatos, among others, the first theme takes a closer look at the question of what science is. However, we place the starting point of this search a little further back in history, by first discussing some developments that took place before and during the so-called scientific revolution. The second theme takes a closer look at important methods in science (e.g. the experiment) to assess hypotheses and theory. In addition, we will take a closer look at an important source of scientific explanations: correlations and causality, and the question of how the two can be distinguished. However, science is more than a knowledge factory; it is also the work of people. Science is done by people who are connected to each other in groups and institutions, where there are values and norms about how to do science. The study tasks in the third theme deal with aspects where things can go wrong with such human work, such as reasoning errors that can be made in the interpretation of research. In addition, we will take a closer look at how problems that sometimes arise during the research process have led to some (recent) changes in the way science is conducted. Learning objectivesAfter studying this course, you will be able to• explain what knowledge is and use Peirce's terminology to interpret some of the goals and characteristics of science• give a brief overview of the epistemological history in which the method of modern science is anchored• describe how the logical positivists and Karl Popper interpret the empirical method of science; you can also contrast logical positivism with Popper's falsificationism• explain how Thomas Kuhn's historical approach interprets the development of science(s); you can also contrast this approach with that of Karl Popper and explain to the logical positivists• how Imre Lakatos tried to interpret scientific development and how his approach incorporated elements of Karl Pop.

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### **Clinical Psychology 1a: Theoretical Approaches and Personality**

**Code**: PB3002

**Name**: Clinical Psychology 1a: Theoretical Approaches and Personality

**Type**: Standard product

**Language**: Dutch

**Description**:

The course Clinical Psychology 1a is an introduction to the field of clinical psychology. The most important subject within clinical psychology is deviant, maladaptive or 'abnormal' behaviour that is experienced as undesirable by individuals themselves and/or their environment. In this context, one also speaks of psychological, psychiatric or psychopathological disorders, or simply of psychopathology. These disorders arise from a combination of biological, psychological and social factors. The emphasis in this course is on the various theories about the origin and persistence of mental disorders, on their classification and diagnosis and on personality. Clinical Psychology 1a is a first introductory course to clinical psychology. In the psychopathology section, you will learn about the normal-abnormal continuum, the different approaches to psychopathology, the clinical classification of mental disorders and their diagnostics. The personality theories section focuses on personality. In it, you will learn different dimensional perspectives on personality. The material in the course is based on adult clients. The textbook (Clinical Psychology: Theories and Psychopathology by Van der Molen, Dehue, Thewissen, Gunther & Van Hooren, 2023) for this course consists of three parts. Part I and Part II form the subject matter for the exam. Part I contains a number of theoretical approaches to psychopathology. Part II is about classification and diagnostics in clinical psychology. Part III is not part of this course. The personality theory component is studied on the basis of five chapters that are included in the online learning environment (Brightspace) and is also learning material for the exam. In addition, the online learning environment contains tools to increase the accessibility of the textbook and processing assignments. Learning objectivesAfter you have completed the course Clinical Psychology 1a: theoretical approaches and personality, you will be able to:- describe and critically evaluate the three models in response to the question of the boundary between 'health' and 'disease'- describe and apply the six approaches for the onset and persistence of psychopathological disorders, reproduce different concepts within these six approaches and critically evaluate the six approaches- the use of the to argue scientific approaches in practice- to describe and criticize the DSM-5-TR as a classification system of psychopathological disorders- to describe and criticize the diagnostic method- to describe the theory of personality traits and the different concepts within this theory.

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### **Clinical Psychology 1b: Psychopathology**

**Code**: PB3102

**Name**: Clinical Psychology 1b: Psychopathology

**Type**: Standard product

**Language**: Dutch

**Description**:

The most important subject within clinical psychology is deviant, maladaptive or 'abnormal' behaviour that is experienced as undesirable by individuals themselves and/or their environment. In this context, it is also referred to as psychological, psychiatric or psychopathological disorders, or simply psychopathology. These conditions arise from a combination of biological, psychological and social factors. In the Clinical Psychology 1b course, you will be introduced to fifteen different manifestations of psychopathology and their (clinical) presentation in adulthood. The diagnostic criteria of the DSM-5-TR classification system serve as a starting point. The course covers the clinical picture and the main characteristics of each form, as well as epidemiological data, theoretical visions, cultural and gender-related aspects, common comorbidities and differential diagnostics and finally briefly the diagnostics and the most important forms of treatment. Course objectivesAfter you have studied the course Clinical Psychology 1b: Psychopathology, you will be expected to learn about the different manifestations of psychopathology:˗ reproduce the main symptoms described in the DSM-5-TR. identify the scientific state of affairs with regard to epidemiology and theoretical views˗ culture and gender-related aspects˗ describe the comorbidity and differential diagnostics˗ describe the methods of diagnosis and forms of treatment that are used˗ can make a proposal for the most appropriate DSM-5-TR classification on the basis of case studies.

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### **Behaviour and climate**

**Code**: PB3202

**Name**: Behaviour and climate

**Type**: Standard product

**Language**: Dutch

**Description**:

This course revolves around the role of psychology in preventing human-caused climate change and how human behavior plays a role in this. You will learn why climate psychology is becoming increasingly important and how psychological knowledge can be applied to contribute to tackling climate change. In this course, you will learn why understanding individual behaviour is essential in tackling climate change. You will also learn how psychological theories and models can be applied to explain and promote environmentally friendly behaviour. Learning objectivesAfter completing this course, you will be able to:- explain why psychology is important in preventing climate change and how human behaviour plays a role in this- apply psychological knowledge to tackle human-caused climate change- argue why understanding how individuals behave is important to tackle climate change- explain what 'climate-related behaviour' means, especially from a psychological perspective- applying the principles of behaviour change to climate-related behaviour- using your knowledge about behaviour change in a targeted way to influence environmentally friendly behaviour- explaining how the scientific approach to behaviour change in relation to climate-related behaviour differs from that in other application areas of psychology, such as health psychology.

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### **Cognition and artificial intelligence**

**Code**: PB3302

**Name**: Cognition and Artificial Intelligence

**Type**: Standard product

**Language**: Dutch

**Description**:

This course contains an introduction and more advanced deepening in cognitive science, a subject that is almost completely missing from the curriculum for the time being. Where other courses after Introduction to Psychology become increasingly specialized, the aim of this course is to broaden students' knowledge to include scientific fields that are in line with psychology, such as artificial intelligence. In this course, you will be introduced to various theoretical perspectives and cognitive models that (often implicitly) underlie the current view of man in psychology, such as connectionism, classical and modern robotics, dynamic systems theory, embodied cognition and predictive coding, in order to then initiate a wide range of critical discussions, and thereby make explicit the strengths and weaknesses of each approach. Attention is also paid to the more practical implications and applications that arise from this transdisciplinary field of science, such as human-A.I. interaction and the effects that this has on human behaviour. The overarching goal of this course is to broaden your knowledge to relevant fields within cognitive sciences and also to promote critical thinking skills and theoretical development. Learning objectivesAfter completing this course, you will be able to:• describe and compare the most important theories and concepts within cognitive science• critically reflect on the philosophical assumptions behind different theoretical approaches within cognitive science• analyze the mutual influence between AI and psychology.

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### **Capita selecta**

**Code**: PB950T

**Name**: Capita selecta

**Type**: Standard product

**Language**: Dutch

**Description**:

The Capita selecta course focuses on three themes, namely movement, music and creativity. For each theme, the application from the biological foundations is discussed. Learning objectives After studying this course, you will have knowledge about the possible effects of exercise and music interventions, and factors that play a role in the creation of these effects and/or mechanisms of action. In addition, you have knowledge about brain areas involved in music-induced emotions and creativity and the patient's perspective on therapy in which creative resources are used in a targeted way.

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### **Capita selecta**

**Code**: PB950U

**Name**: Capita selecta

**Type**: Standard product

**Language**: Dutch

**Description**:

The Capita selecta course focuses on three themes, namely movement, music and creativity. For each theme, the application from the biological foundations is discussed. Learning objectives After studying this course, you will have knowledge about the possible effects of exercise and music interventions, and factors that play a role in the creation of these effects and/or mechanisms of action. In addition, you have knowledge about brain areas involved in music-induced emotions and creativity and the patient's perspective on therapy in which creative resources are used in a targeted way.

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### **Capita selecta**

**Code**: PB950V

**Name**: Capita selecta

**Type**: Standard product

**Language**: Dutch

**Description**:

The Capita selecta course focuses on three themes, namely movement, music and creativity. For each theme, the application from the biological foundations is discussed. Learning objectives After studying this course, you will have knowledge about the possible effects of exercise and music interventions, and factors that play a role in the creation of these effects and/or mechanisms of action. In addition, you have knowledge about brain areas involved in music-induced emotions and creativity and the patient's perspective on therapy in which creative resources are used in a targeted way.

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### **Capita selecta**

**Code**: PB950W

**Name**: Capita selecta

**Type**: Standard product

**Language**: Dutch

**Description**:

The Capita selecta course focuses on three themes, namely movement, music and creativity. For each theme, the application from the biological foundations is discussed. Learning objectives After studying this course, you will have knowledge about the possible effects of exercise and music interventions, and factors that play a role in the creation of these effects and/or mechanisms of action. In addition, you have knowledge about brain areas involved in music-induced emotions and creativity and the patient's perspective on therapy in which creative resources are used in a targeted way.

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### **Capita selecta anthrozoology; meet the expert**

**Code**: PB950X

**Name**: Capita selecta anthrozoology; meet the expert

**Type**: Standard product

**Language**: Dutch

**Description**:

The Capita selecta course focuses on three themes, namely movement, music and creativity. For each theme, the application from the biological foundations is discussed. Learning objectives After studying this course, you will have knowledge about the possible effects of exercise and music interventions, and factors that play a role in the creation of these effects and/or mechanisms of action. In addition, you have knowledge about brain areas involved in music-induced emotions and creativity and the patient's perspective on therapy in which creative resources are used in a targeted way.

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### **Capita selecta anthrozoology; key texts in anthrozoology**

**Code**: PB950Y

**Name**: Capita selecta anthrozoology; key texts in anthrozoology

**Type**: Standard product

**Language**: Dutch

**Description**:

The Capita selecta course focuses on three themes, namely movement, music and creativity. For each theme, the application from the biological foundations is discussed. Learning objectives After studying this course, you will have knowledge about the possible effects of exercise and music interventions, and factors that play a role in the creation of these effects and/or mechanisms of action. In addition, you have knowledge about brain areas involved in music-induced emotions and creativity and the patient's perspective on therapy in which creative resources are used in a targeted way.

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### **Capita selecta anthrozoology; assignment**

**Code**: PB950Z

**Name**: Capita selecta anthrozoology; assignment

**Type**: Standard product

**Language**: Dutch

**Description**:

The Capita selecta course focuses on three themes, namely movement, music and creativity. For each theme, the application from the biological foundations is discussed. Learning objectives After studying this course, you will have knowledge about the possible effects of exercise and music interventions, and factors that play a role in the creation of these effects and/or mechanisms of action. In addition, you have knowledge about brain areas involved in music-induced emotions and creativity and the patient's perspective on therapy in which creative resources are used in a targeted way.

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### **Bachelorthesis**

**Code**: PB9916

**Name**: Bachelorthesis

**Type**: Standard product

**Language**: Dutch

**Description**:

In this practical, you study according to the instructions in the online learning environment. In the course menu, you will find eight themes that will lead you step by step to the final result. The course is supported by four (online) meetings, in which your supervisor guides you through the process. Kick-off meetingThe course starts with a kick-off meeting. In this session, the students and the supervisor get to know each other. We will discuss what is expected of you in the course and we will agree on when the next meetings will take place. The supervisor also gives an introduction to the research theme. Scientific frameworks, exploration and research questionNext, you will work on themes 1 and 2 in the online learning environment. Theme 1 discusses the scientific frameworks within which you conduct the research. Attention is also paid to scientific integrity. In theme 2 you will explore your research theme and make a problem sketch with a search plan for searching for literature. Your instructor will give you feedback on this search plan. From this search plan, you will delve further into the literature and formulate a central question with sub-questions or hypotheses. You will develop your research ideas into a poster that you will present in a pitch of no more than three minutes during the second meeting. Introduction and methodAfter the second meeting, you will actively work on writing the introduction (theme 3) and methods section (theme 4). You will delve further into the theory, psychological constructs and methodology of your research theme. You determine your research method and – if necessary – you find or develop appropriate measuring instruments to collect data. You also draw up your analysis plan. Pre-registration and implementationBefore you actually start conducting your research, you must first pre-register your research (theme 5). You base the pre-registration assignment on your elaboration of the introduction and methods. Your supervisor will give you feedback on the pre-registration assignment. In the third meeting, the pre-registration assignment is discussed centrally and you discuss the implementation of your research in advance. So after the third meeting you can actually start your research! Analysis, interpretation and reflectionAfter you have collected your data, you analyze the data according to the analysis plan and interpret the results (theme 6). During the fourth meeting, you will discuss the data with your supervisor and you can ask questions about the implementation of your analysis plan. You will also receive advice on how to write the results and discussion section. After analyzing the data and interpreting the results, you reflect on your findings in the discussion section (theme 7). Your supervisor will support you in writing the bachelor's thesis by providing feedback on your concept thesis twice. Peer reviewIf you want to use concept management

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### **Introduction to Anthrozoology**

**Code**: PC0710

**Name**: Introduction to Anthrozoology

**Type**: Simpel product

**Language**: English

**Description**:

Description In this module you will learn about:- the origins of Anthrozoology as a professional practice and as an academic discipline;- the (scientific) rationale for animal assisted interventions;- the organization of the professional and academic field, worldwide;- terms and definitions;- important issues in working with animals as a professional;- important issues in studying human-animal interactions.

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### **Introduction to Anthrozoology**

**Code**: PC0810

**Name**: Introduction to Anthrozoology

**Type**: Simpel product

**Language**: English

**Description**:

Description In this module you will learn about:- The diverse practical applications of Anthrozoology.- The kinds of scientific research that are executed to improve our understanding of animal assisted interventions.- Caveats in our knowledge that should receive attention from both academics and practitioners.- Animal welfare, and how it is and/or should be safeguarded in animal assisted interventions.- An interview with prof.dr. Aubrey Fine.

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### **Introduction to Anthrozoology**

**Code**: PC0910

**Name**: Introduction to Anthrozoology

**Type**: Simpel product

**Language**: English

**Description**:

Description In this module you will learn about:- The diverse practical applications of AAE.- Recent research into the effects and the proposed social and psychological mechanisms of AAE.- A keynote lecture by dr. Andrea Beetz (University of Rostock, University of Vienna).- Perspectives on the implementation of AAE in schools.

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### **Introduction to Anthrozoology**

**Code**: PC1010

**Name**: Introduction to Anthrozoology

**Type**: Simpel product

**Language**: English

**Description**:

Description In this module you will learn about:- The origins of and different directions in Ethology.- The contribution of Ethology to research and practice in the field of Human Animal Interactions.- Doing Ethology: ethograms and matrixes.- An Interview with prof.dr. Dennis Turner.

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### **Introduction to Anthrozoology**

**Code**: PC1110

**Name**: Introduction to Anthrozoology

**Type**: Simpel product

**Language**: English

**Description**:

Description In this module you will learn about:- The learning principles involved in training of dogs- The (scientific insight of the) risk of aversive training of dogs, especially in situations of animal- assisted interventions- The link between training methods and human-dog interactions- The link between training method and behavior of dogs- Differences in the behavior of dogs working in AAI compared to the behavior of pet dogs

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### **Introduction to Anthrozoology**

**Code**: PC1210

**Name**: Introduction to Anthrozoology

**Type**: Simpel product

**Language**: English

**Description**:

Description In this module you will learn about:- The One Health concept as a framework for AAI- Difficulties about measuring animal welfare in a scientifically sound way- How to recognize the welfare of dogs in AAI and how to improve it- The role of stress on welfare of dogs- Ethical issues relevant to AAI

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### **Introduction to Anthrozoology**

**Code**: PC1310

**Name**: Introduction to Anthrozoology

**Type**: Simpel product

**Language**: English

**Description**:

Description In this module you will learn about:the background of coaching with horses, which is different from therapy with horses. You will learn about horse&rsquo; s behavior and communication. Discussed is how to set up a program, to ensure a safe environment for equine as well as for the client and to safeguard the wellbeing of the animal as well as the other parties (client and coach).

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### **Introduction to Anthrozoology**

**Code**: PC1410

**Name**: Introduction to Anthrozoology

**Type**: Simpel product

**Language**: English

**Description**:

Description In this module you will meet:homeless people and their pets. We will discuss the meaning of pets for people, especially for homeless people and we will talk about the challenges for the wellbeing of homeless pet-owners and their animals. Ideas for resolving some of the problems will be discussed such as integrating the human-animal bond in community services and how to start those.

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### **Introduction to Anthrozoology**

**Code**: PC1510

**Name**: Introduction to Anthrozoology

**Type**: Simpel product

**Language**: English

**Description**:

Description In this module we will:address the lack of thorough evaluation of Animal Assisted Interventions and animal wellbeing in AAI in Research as well as in Practice as described in research articles. The module provides information about tools to evaluate practice and research and explains how to use them.

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### **Introduction to Anthrozoology**

**Code**: PC1610

**Name**: Introduction to Anthrozoology

**Type**: Simpel product

**Language**: not specified

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### **Developing and providing online and blended learning**

**Code**: PGAZ01

**Name**: Developing and providing online and blended learning

**Type**: Simpel product

**Language**: Dutch

**Description**:

Pets have become an integral part of the Dutch household. More than half of Dutch households have a pet. For many people, this pet is very important. It has several positive effects such as a reduced feeling of loneliness, anxiety and sadness. In short, the quality of life of people with a pet is often higher than that of people without a pet. Older people with a chronic illness can also benefit from their pet. However, in these situations, having a pet can cause problems in addition to the many positive effects. For caregivers and caregivers, having a pet can be stressful. For example, the caregiver may be afraid of the pet or the caregiver must also take care of the pet in addition to caring for his loved one. The conversation about the pet and its care can be a difficult topic of conversation between clients. nt and caregiver, which sometimes creates irresponsible situations. The Long-Term Care Act does not describe anything about pets and how to deal with them in a responsible manner. Course material The course material consists of articles and videos. The articles are offered as a pdf within the learning environment and can be downloaded. The videos' s will be available online.

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### **Internship Work and Organizational Psychology**

**Code**: PM0006

**Name**: Internship Work and Organizational Psychology

**Type**: Standard product

**Language**: Dutch

**Description**:

The internship is primarily a learning situation and in that sense differs from a full-fledged professional practice. Internship work is temporary and takes place under the supervision of an academically qualified psychologist or pedagogue. The condition is that knowledge and skills acquired during the training are applied in a theoretically and practically responsible manner during the internship. Four different types of internships are possible: an intervention internship, a diagnostics internship, a research internship or a practical internship. In some situations, it is possible to do the internship with the input of work experience. In an intervention internship, you make a substantial contribution to the development and/or implementation of an intervention that is applied in the organization where you are doing your internship. The development of intervention programmes is done in consultation with the institution offering the internship. In the diagnostic internship, you will learn to apply psychodiagnostic methods such as those discussed in the course Psychodiagnostic skills in the context of selection and assessment (conversation skills, tests and interviews). This form of internship is also necessary to meet the requirements for the Basic Endorsement for Psychodiagnostics (BAPD) of the NIP. A research internship offers you the opportunity to conduct research with an empirical component. This can be done at an external organization offering an internship or under the supervision of an OU teacher without being affiliated with an external organization. The research can be a preparation for the master's thesis, but it can also stand alone. The research internship can be an alternative for those students who are already very familiar with organizations in the field due to their profession. It is also an alternative for those who, due to specific circumstances, are unable to attend a few half-days a week in an organization offering an internship. The practical internship is the more traditional form of internship: you apply the acquired knowledge and insights in an appropriate work situation and thus become acquainted with organizations in the psychologist's field. The internship with the contribution of work experience is an internship for students who already work in a psychological setting at the level of a master psychologist. Learning objectivesDuring an internship, you perform activities that are characteristic of a professional psychologist. The specific learning objectives and personal goals differ per internship type and per student. General objectives of the internship are:- to be able to set personal internship goals that contribute to the achievement of the master qualifications- to be able to deepen acquired knowledge and insight depending on the chosen practical setting and the set personal and professional learning objectives- to be able to integrate the theoretical knowledge and insight from the psychology training and apply it in the chosen practical setting- to apply problem-solving abilities and relevant skills

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### **Open module**

**Code**: PM000R

**Name**: Open module

**Type**: Standard product

**Language**: Dutch

**Description**:

This integration course is intended for students who are rebooked from the discontinued programming of the master's programme to the new programming of the master's programme. This course can be used to eliminate the shortage of credits in the master's programme. This Open Module focuses on the subject of stigmatization. You will read literature on this subject and write a writing assignment about it. The writing assignment must focus on one of the four graduation variants. Clinical psychology students are writing an assignment about stigmatization of people with a mental illness. Health psychology students are writing an assignment about stigmatisation of people with HIV. Students of life-course psychology and students of work and organisational psychology are writing an assignment about stigmatisation of older employees. Learning objectives After studying this course, you will have knowledge about the concept of stigmatization and you will be aware of current scientific insights in this field of research. After completing the course, you will also have gained knowledge in one of the following three domains of stigma literature: stigmatisation of people with a mental illness, stigmatisation of people with HIV or stigmatisation of older employees.

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### **Open module**

**Code**: PM000S

**Name**: Open module

**Type**: Standard product

**Language**: Dutch

**Description**:

This integration course is intended for students who are rebooked from the discontinued programming of the master's programme to the new programming of the master's programme. This course can be used to eliminate the shortage of credits in the master's programme. This Open Module focuses on the subject of stigmatization. You will read literature on this subject and write a writing assignment about it. The writing assignment must focus on one of the four graduation variants. Clinical psychology students are writing an assignment about stigmatization of people with a mental illness. Health psychology students are writing an assignment about stigmatisation of people with HIV. Students of life-course psychology and students of work and organisational psychology are writing an assignment about stigmatisation of older employees. Learning objectives After studying this course, you will have knowledge about the concept of stigmatization and you will be aware of current scientific insights in this field of research. After completing the course, you will also have gained knowledge in one of the following three domains of stigma literature: stigmatisation of people with a mental illness, stigmatisation of people with HIV or stigmatisation of older employees.

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### **Open module**

**Code**: PM000T

**Name**: Open module

**Type**: Standard product

**Language**: Dutch

**Description**:

This integration course is intended for students who are rebooked from the discontinued programming of the master's programme to the new programming of the master's programme. This course can be used to eliminate the shortage of credits in the master's programme. This Open Module focuses on the subject of stigmatization. You will read literature on this subject and write a writing assignment about it. The writing assignment must focus on one of the four graduation variants. Clinical psychology students are writing an assignment about stigmatization of people with a mental illness. Health psychology students are writing an assignment about stigmatisation of people with HIV. Students of life-course psychology and students of work and organisational psychology are writing an assignment about stigmatisation of older employees. Learning objectives After studying this course, you will have knowledge about the concept of stigmatization and you will be aware of current scientific insights in this field of research. After completing the course, you will also have gained knowledge in one of the following three domains of stigma literature: stigmatisation of people with a mental illness, stigmatisation of people with HIV or stigmatisation of older employees.

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### **Open module**

**Code**: PM000U

**Name**: Open module

**Type**: Standard product

**Language**: Dutch

**Description**:

This integration course is intended for students who are rebooked from the discontinued programming of the master's programme to the new programming of the master's programme. This course can be used to eliminate the shortage of credits in the master's programme. This Open Module focuses on the subject of stigmatization. You will read literature on this subject and write a writing assignment about it. The writing assignment must focus on one of the four graduation variants. Clinical psychology students are writing an assignment about stigmatization of people with a mental illness. Health psychology students are writing an assignment about stigmatisation of people with HIV. Students of life-course psychology and students of work and organisational psychology are writing an assignment about stigmatisation of older employees. Learning objectives After studying this course, you will have knowledge about the concept of stigmatization and you will be aware of current scientific insights in this field of research. After completing the course, you will also have gained knowledge in one of the following three domains of stigma literature: stigmatisation of people with a mental illness, stigmatisation of people with HIV or stigmatisation of older employees.

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### **Open module**

**Code**: PM000V

**Name**: Open module

**Type**: Standard product

**Language**: Dutch

**Description**:

This integration course is intended for students who are rebooked from the discontinued programming of the master's programme to the new programming of the master's programme. This course can be used to eliminate the shortage of credits in the master's programme. This Open Module focuses on the subject of stigmatization. You will read literature on this subject and write a writing assignment about it. The writing assignment must focus on one of the four graduation variants. Clinical psychology students are writing an assignment about stigmatization of people with a mental illness. Health psychology students are writing an assignment about stigmatisation of people with HIV. Students of life-course psychology and students of work and organisational psychology are writing an assignment about stigmatisation of older employees. Learning objectives After studying this course, you will have knowledge about the concept of stigmatization and you will be aware of current scientific insights in this field of research. After completing the course, you will also have gained knowledge in one of the following three domains of stigma literature: stigmatisation of people with a mental illness, stigmatisation of people with HIV or stigmatisation of older employees.

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### **Open module**

**Code**: PM000W

**Name**: Open module

**Type**: Standard product

**Language**: Dutch

**Description**:

This integration course is intended for students who are rebooked from the discontinued programming of the master's programme to the new programming of the master's programme. This course can be used to eliminate the shortage of credits in the master's programme. This Open Module focuses on the subject of stigmatization. You will read literature on this subject and write a writing assignment about it. The writing assignment must focus on one of the four graduation variants. Clinical psychology students are writing an assignment about stigmatization of people with a mental illness. Health psychology students are writing an assignment about stigmatisation of people with HIV. Students of life-course psychology and students of work and organisational psychology are writing an assignment about stigmatisation of older employees. Learning objectives After studying this course, you will have knowledge about the concept of stigmatization and you will be aware of current scientific insights in this field of research. After completing the course, you will also have gained knowledge in one of the following three domains of stigma literature: stigmatisation of people with a mental illness, stigmatisation of people with HIV or stigmatisation of older employees.

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### **Open module**

**Code**: PM000X

**Name**: Open module

**Type**: Standard product

**Language**: Dutch

**Description**:

This integration course is intended for students who are rebooked from the discontinued programming of the master's programme to the new programming of the master's programme. This course can be used to eliminate the shortage of credits in the master's programme. This Open Module focuses on the subject of stigmatization. You will read literature on this subject and write a writing assignment about it. The writing assignment must focus on one of the four graduation variants. Clinical psychology students are writing an assignment about stigmatization of people with a mental illness. Health psychology students are writing an assignment about stigmatisation of people with HIV. Students of life-course psychology and students of work and organisational psychology are writing an assignment about stigmatisation of older employees. Learning objectives After studying this course, you will have knowledge about the concept of stigmatization and you will be aware of current scientific insights in this field of research. After completing the course, you will also have gained knowledge in one of the following three domains of stigma literature: stigmatisation of people with a mental illness, stigmatisation of people with HIV or stigmatisation of older employees.

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### **Open module**

**Code**: PM000Y

**Name**: Open module

**Type**: Standard product

**Language**: Dutch

**Description**:

This integration course is intended for students who are rebooked from the discontinued programming of the master's programme to the new programming of the master's programme. This course can be used to eliminate the shortage of credits in the master's programme. This Open Module focuses on the subject of stigmatization. You will read literature on this subject and write a writing assignment about it. The writing assignment must focus on one of the four graduation variants. Clinical psychology students are writing an assignment about stigmatization of people with a mental illness. Health psychology students are writing an assignment about stigmatisation of people with HIV. Students of life-course psychology and students of work and organisational psychology are writing an assignment about stigmatisation of older employees. Learning objectives After studying this course, you will have knowledge about the concept of stigmatization and you will be aware of current scientific insights in this field of research. After completing the course, you will also have gained knowledge in one of the following three domains of stigma literature: stigmatisation of people with a mental illness, stigmatisation of people with HIV or stigmatisation of older employees.

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### **Open module**

**Code**: PM000Z

**Name**: Open module

**Type**: Standard product

**Language**: Dutch

**Description**:

This integration course is intended for students who are rebooked from the discontinued programming of the master's programme to the new programming of the master's programme. This course can be used to eliminate the shortage of credits in the master's programme. This Open Module focuses on the subject of stigmatization. You will read literature on this subject and write a writing assignment about it. The writing assignment must focus on one of the four graduation variants. Clinical psychology students are writing an assignment about stigmatization of people with a mental illness. Health psychology students are writing an assignment about stigmatisation of people with HIV. Students of life-course psychology and students of work and organisational psychology are writing an assignment about stigmatisation of older employees. Learning objectives After studying this course, you will have knowledge about the concept of stigmatization and you will be aware of current scientific insights in this field of research. After completing the course, you will also have gained knowledge in one of the following three domains of stigma literature: stigmatisation of people with a mental illness, stigmatisation of people with HIV or stigmatisation of older employees.

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### **Psychodiagnostic skills in selection and assessment**

**Code**: PM0022

**Name**: Psychodiagnostic skills in selection and assessment

**Type**: Standard product

**Language**: Dutch

**Description**:

In the course Psychodiagnostic skills in selection and assessment, you will learn to perform diagnostic research in order to be able to answer selection or advice questions from clients in the A&O psychological setting. You go through all the steps of selection and assessment, starting with a job analysis. Based on scientific insights, you will learn to estimate when to use which instrument and how to combine instruments in an assessment centre, you will practice taking psychological tests and learn to analyse and assess them. In addition, you will practice in a compulsory practical with fellow students to take an assessment, interpret and report results in a responsible manner, both orally and in writing. Finally, in the role of assessment psychologist, you will learn to interpret results in a responsible manner and to translate them back to the client's questions by means of a written report according to the hypothesis-testing model, in accordance with the requirements of the NIP and the Basic Note on Psychodiagnostics (BAPD). The report is also the final assignment with which you demonstrate that you have the required professional diagnostic level, so that you can work responsibly within the A&O context. Learning objectivesAfter you have followed the course Psychodiagnostic skills in selection and assessment, you will be able to:- identify, describe and explain the most important quality requirements and professional ethical aspects in psychodiagnostics- name and describe the role of psychodiagnostics in A&O psychology- name and describe the measurement pretension, application and specific characteristics of the research instruments discussed in the course- the steps of the diagnostic process below identifying, describing and applying it to a current case:- formulating a diagnostic question in the field of A&O problems on the basis of intake information- operationalising a question by drawing up comprehensive hypotheses- choosing suitable psychodiagnostic means to test the hypotheses- administering, scoring and interpreting tests and questionnaires on the basis of information from the manual (measurement pretension, psychometric qualities, standardization and method of use)- integrate information together with the client and draw conclusions about the research results that are in line with the question and the hypotheses- provide the test results in a responsible, clear and compact manner to the client and the candidate (both oral and written report)- produce a diagnostic report in accordance with the requirements of the Basic Note on Psychodiagnostics (BAPD)- with the help of the NIP professional code reflect on professional ethical aspects of psychodiagnostic activities and interventions.

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### **Internship health psychology**

**Code**: PM0106

**Name**: Internship health psychology

**Type**: Standard product

**Language**: Dutch

**Description**:

The internship is primarily a learning situation and in that sense differs from a full-fledged professional practice. Internship work is temporary and takes place under the supervision of an academically qualified psychologist or pedagogue. The condition is that knowledge and skills acquired during the training are applied in a theoretically and practically responsible manner during the internship. Four different types of internships are possible: an intervention internship, a diagnostics internship, a research internship or a practical internship. In some situations, it is possible to do the internship with the input of work experience. In an intervention internship, you make a substantial contribution to the development and/or implementation of an intervention that is applied in the organization where you are doing your internship. The development of intervention programmes is done in consultation with the institution offering the internship. In the diagnostic internship, you will learn to apply psychodiagnostic methods such as those discussed in the course Psychodiagnostics in Health Psychology (conversation skills, tests and interviews). This form of internship is also necessary to meet the requirements for the Basic Endorsement for Psychodiagnostics (BAPD) of the NIP. A research internship offers you the opportunity to conduct research with an empirical component. This can be done at an external internship organization or under the supervision of an OU teacher without being affiliated with an external organization. The research can be a preparation for the master's thesis, but it can also stand alone. The research internship can be an alternative for those students who are already very familiar with organizations in the field due to their profession. It is also an alternative for those who, due to specific circumstances, are unable to attend a few half-days a week in an organization offering an internship. The practical internship is the more traditional form of internship: you apply the acquired knowledge and insights in an appropriate work situation and thus become acquainted with organizations in the psychologist's field. The internship with the contribution of work experience is an internship for students who already work in a psychological setting at the level of a master psychologist. Learning objectivesDuring an internship, you perform activities that are characteristic of a professional psychologist. The specific learning objectives and personal goals differ per internship type and per student. General objectives of the internship are:- to be able to set personal internship goals that contribute to achieving the master's qualifications- to be able to deepen the knowledge and insight gained depending on the chosen practical setting and the set personal and professional learning objectives- to be able to integrate the theoretical knowledge and insight from the psychology training and apply it in the chosen practical setting- to apply problem-solving abilities and relevant skills within a broader (or mult

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### **Psychodiagnostics in health psychology**

**Code**: PM0112

**Name**: Psychodiagnostics in Health Psychology

**Type**: Standard product

**Language**: Dutch

**Description**:

In the course you will be introduced to the diagnostic cycle, the different diagnostic methods and a number of commonly used Dutch-language tests. You will practice with the different steps from the diagnostic cycle, the methods and tests in the diagnostic examination and you will learn to determine for which clients and for which questions the different methods and tests can be used. You will also take tests with fellow students (and they with you) and learn to look critically at the meaning of the results. Finally, you will learn to interpret these results in a responsible manner and to translate them back to the client with a written report according to the hypothesis-testing model and in accordance with the requirements of the NIP and the BAPD. The latter also prepares you for a possible diagnostic internship in which you learn to work at the required professional diagnostic level and in a responsible manner within a clinical setting. Diagnostic tests are important for a health psychologist in various settings. For example, you can work as an independent coach, as a health psychologist in a rehabilitation center or as a practice nurse in a general practice. In these settings, you can use tests that help you to make a clear diagnosis together with the client/patient. This is possible, for example, in patients who are recovering after successful cancer treatment. These patients often have the fear that the cancer will come back after treatment. They can also suffer from worrying, fatigue and depressive symptoms. Tests can help to gain a better understanding of the severity of the complaints, appropriate treatment and where the focus should be in the treatment of the client/patient. Learning objectives After you have followed the course Psychodiagnostics in Health Psychology, you will be able to:- name and describe the most important quality requirements and professional ethical aspects in psychodiagnostics- name and describe the role of psychodiagnostics in the health psychology setting- name and describe the different steps of the diagnostic process- formulate a diagnostic question in the field of health psychology based on intake information- operationalising a question by drawing up comprehensive hypotheses- choosing suitable psychodiagnostic means to test the hypotheses- administering, scoring and interpreting tests and questionnaires on the basis of information from the manual (measurement pretension, psychometric qualities, standardisation and method of use)- integrating information and drawing conclusions from the research results that are in line with the question and the hypotheses- the test results on provide clear and responsible feedback to the client and the client (both orally and in writing) - produce a diagnostic report in accordance with the

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### **Internship clinical psychology**

**Code**: PM0206

**Name**: Stage Clinical Psychology

**Type**: Standard product

**Language**: Dutch

**Description**:

The internship is primarily a learning situation and in that sense differs from a full-fledged professional practice. Internship work is temporary and takes place under the supervision of an academically qualified psychologist or pedagogue. The condition is that knowledge and skills acquired during the training are applied in a theoretically and practically responsible manner during the internship. Four different types of internships are possible: an intervention internship, a diagnostics internship, a research internship or a practical internship. In some situations, it is possible to do the internship with the input of work experience. In an intervention internship, you make a substantial contribution to the development and/or implementation of an intervention that is applied in the organization where you are doing your internship. The development of intervention programmes is done in consultation with the institution offering the internship. In the diagnostic internship, you will learn to apply psychodiagnostic methods such as those discussed in the course Psychodiagnostics in clinical psychology (conversation skills, tests and interviews). This form of internship is also necessary to meet the requirements for the Basic Endorsement for Psychodiagnostics (BAPD) of the NIP. A research internship offers you the opportunity to conduct research with an empirical component. This can be done at an external organization offering an internship or under the supervision of an OU teacher without being affiliated with an external organization. The research can be a preparation for the master's thesis, but it can also stand alone. The research internship can be an alternative for those students who are already very familiar with organizations in the field due to their profession. It is also an alternative for those who, due to specific circumstances, are unable to attend a few half-days a week in an organization offering an internship. The practical internship is the more traditional form of internship: you apply the acquired knowledge and insights in an appropriate work situation and thus become acquainted with organizations in the psychologist's field. The internship with the contribution of work experience is an internship for students who already work in a psychological setting at the level of a master psychologist. Learning objectivesDuring an internship, you perform activities that are characteristic of a professional psychologist. The specific learning objectives and personal goals differ per internship type and per student. General objectives of the internship are:- to be able to set personal internship goals that contribute to achieving the master's qualifications- to be able to deepen the knowledge and insight gained depending on the chosen practical setting and the set personal and professional learning objectives- to be able to integrate the theoretical knowledge and insight from the psychology training and apply it in the chosen practical setting- to apply problem-solving abilities and relevant skills within a broader (or

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### **Psychodiagnostics in clinical psychology**

**Code**: PM0212

**Name**: Psychodiagnostics in Clinical Psychology

**Type**: Standard product

**Language**: Dutch

**Description**:

In the course you will be introduced to the diagnostic cycle, the different diagnostic methods and a number of commonly used Dutch-language tests. You will practice with the different steps of the diagnostic cycle, you will learn to determine for which clients and for which questions the different methods and tests can be used. You will also take tests with fellow students (and they with you) and learn to look critically at the meaning of the results. Finally, you will learn to interpret the results collected in this way in a responsible manner and to translate them back to the client in a written report according to the hypothesis-testing model and in accordance with the requirements of the NIP and the BAPD. The latter also prepares you for a possible diagnostic internship in which you learn to work at the required professional diagnostic level and in a responsible manner within a clinical setting. Diagnostic tests are important for a psychologist in various settings. In the case of requests for help such as those encountered by a psychologist in a clinical setting, a psychological examination, consisting of psychological tests, questionnaires and interviews, can be useful to make a clear diagnosis together with the client/patient. Tests can also help to gain a better understanding of the severity of the complaints, what an appropriate treatment may be and where the focus should be in the treatment of the client/patient. This is done with an insightful and stimulating method, in which the client is actively involved as the most important 'stakeholder'. As a psychologist, you are your client's interlocutor and you work together, at the same time the client is the object of research. This requires empathy and distance from both parties. Learning objectivesAfter you have completed the course Psychodiagnostics in Clinical Psychology, you will be able to:- name and describe the most important quality requirements and professional ethical aspects in psychodiagnostics- name and describe the role of psychodiagnostics in the clinical-psychological setting- name and describe the different steps of the diagnostic process- formulate a diagnostic question in the field of clinical psychology based on intake information- operationalise the question by drawing up comprehensive hypotheses- choose suitable psychodiagnostic means to test the hypotheses.- administer, score and interpret tests and questionnaires on the basis of information from the manual (measurement pretension, psychometric qualities, standardisation and method of use)- integrate information and draw conclusions from the research results that are in line with the question and the hypotheses- use the test results in a clear and responsible manner. feedback to the client and the client (both orally and in writing) - a diagnostic report

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### **Internship life course psychology**

**Code**: PM0306

**Name**: Life Course Psychology Internship

**Type**: Standard product

**Language**: Dutch

**Description**:

The internship is primarily a learning situation and in that sense differs from a full-fledged professional practice. Internship work is temporary and takes place under the supervision of an academically qualified psychologist or pedagogue. The condition is that knowledge and skills acquired during the training are applied in a theoretically and practically responsible manner during the internship. Four different types of internships are possible: an intervention internship, a diagnostics internship, a research internship or a practical internship. In some situations, it is possible to do the internship with the input of work experience. In an intervention internship, you make a substantial contribution to the development and/or implementation of an intervention that is applied in the organization where you are doing your internship. The development of intervention programmes is done in consultation with the institution offering the internship. In the diagnostic internship, you will learn to apply psychodiagnostic methods such as those discussed in the course Psychodiagnostics in life-course psychology (conversation skills, tests and interviews). This form of internship is also necessary to meet the requirements for the Basic Endorsement for Psychodiagnostics (BAPD) of the NIP. A research internship offers you the opportunity to conduct research with an empirical component. This can be done at an external internship organization or under the supervision of an OU teacher without being affiliated with an external organization. The research can be a preparation for the master's thesis, but it can also stand alone. The research internship can be an alternative for those students who are already very familiar with organizations in the field due to their profession. It is also an alternative for those who, due to specific circumstances, are unable to attend a few half-days a week in an organization offering an internship. The practical internship is the more traditional form of internship: you apply the acquired knowledge and insights in an appropriate work situation and thus become acquainted with organizations in the psychologist's field. The internship with the contribution of work experience is an internship for students who already work in a psychological setting at the level of a master psychologist. Learning objectivesDuring an internship, you perform activities that are characteristic of a professional psychologist. The specific learning objectives and personal goals differ per internship type and per student. General objectives of the internship are:- to be able to set personal internship goals that contribute to achieving the master's qualifications- to be able to deepen the knowledge and insight gained depending on the chosen practical setting and the set personal and professional learning objectives- to be able to integrate the theoretical knowledge and insight from the psychology training and apply it in the chosen practical setting;- to apply problem-solving abilities and relevant skills within a broader (or mullet

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### **Psychodiagnostics in life-course psychology**

**Code**: PM0312

**Name**: Psychodiagnostics in life course psychology

**Type**: Standard product

**Language**: Dutch

**Description**:

In the course you will be introduced to the diagnostic cycle, the different diagnostic methods and a number of commonly used Dutch-language tests. You will practice with the different steps of the diagnostic cycle, you will learn to determine for which clients and for which questions the different methods and tests can be used. You will also take tests with fellow students (and they with you) and learn to look critically at the meaning of the results. Finally, you will learn to interpret the results collected in this way in a responsible manner and to translate them back to the client with a written report according to the hypothesis testing model, and in accordance with the requirements of the NIP and the BAPD. The latter also prepares you for a possible diagnostic internship in which you learn to work at the required professional diagnostic level and in a responsible manner within a clinical setting. Diagnostic tests are important for a psychologist in various settings. In the case of requests for help such as those encountered by a psychologist in a clinical setting, a psychological examination, consisting of psychological tests, questionnaires and interviews can be useful to make a clear diagnosis together with the client/patient. Tests can also help to gain a better understanding of the severity of the complaints, what an appropriate treatment may be and where the focus should be in the treatment of the client/patient. This is done with an insightful and stimulating method, in which the client is actively involved as the most important 'stakeholder'. As a psychologist, you are your client's interlocutor and you work together, at the same time the client is the object of research. This requires empathy and distance from both parties. Learning objectivesAfter you have followed the course Psychodiagnostics in life-course psychology, you will be able to:- name and describe the most important quality requirements and professional ethical aspects in psychodiagnostics- name and describe the role of psychodiagnostics in the life-course psychology setting- name and describe the different steps of the diagnostic process- formulate a diagnostic question in the field of life-course psychology based on intake information- operationalise a question by drawing up comprehensive hypotheses- choose suitable psychodiagnostic means to test the hypotheses- administer, score and interpret tests and questionnaires on the basis of information from the manual (measurement pretension, psychometric qualities, standardisation and method of use)- integrate information and draw conclusions from the research results that are in line with the question and the hypotheses- the test results in a clear and Responsible feedback to the client and the client (both orally and in writing) - A diagnostic report

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### **Internship Clinical Child and Adolescent Psychology**

**Code**: PM0406

**Name**: Internship Clinical Child and Adolescent Psychology

**Type**: Standard product

**Language**: Dutch

**Description**:

The internship is primarily a learning situation and in that sense differs from a full-fledged professional practice. Internship work is temporary and takes place under the supervision of an academically qualified psychologist or pedagogue. The condition is that knowledge and skills acquired during the training are applied in a theoretically and practically responsible manner during the internship. Four different types of internships are possible: an intervention internship, a diagnostics internship, a research internship or a practical internship. In some situations, it is possible to do the internship with the input of work experience. In an intervention internship, you make a substantial contribution to the development and/or implementation of an intervention that is applied in the organization where you are doing your internship. The development of intervention programmes is done in consultation with the institution offering the internship. In the diagnostic internship, you will learn to apply psychodiagnostic methods such as those discussed in the course Psychodiagnostics in clinical child and adolescent psychology (conversation skills, tests and interviews). This form of internship is also necessary to meet the requirements for the Basic Endorsement for Psychodiagnostics (BAPD) of the NIP. A research internship offers you the opportunity to conduct research with an empirical component. This can be done at an external organization offering an internship or under the supervision of an OU teacher without being affiliated with an external organization. The research can be a preparation for the master's thesis, but it can also stand alone. The research internship can be an alternative for those students who are already very familiar with organizations in the field due to their profession. It is also an alternative for those who, due to specific circumstances, are unable to attend a few half-days a week in an organization offering an internship. The practical internship is the more traditional form of internship: you apply the acquired knowledge and insights in an appropriate work situation and thus become acquainted with organizations in the psychologist's field. The internship with the contribution of work experience is an internship for students who already work in a psychological setting at the level of a master psychologist. Learning objectivesDuring an internship, you perform activities that are characteristic of a professional psychologist. The specific learning objectives and personal goals differ per internship type and per student. General objectives of the internship are:- to be able to set personal internship goals that contribute to the achievement of the master qualifications- to be able to deepen acquired knowledge and insight depending on the chosen practical setting and the set personal and professional learning objectives- to be able to integrate the theoretical knowledge and insight from the psychology training and apply it in the chosen practical setting- to apply problem-solving abilities and relevant skills within

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### **Creative and innovative behavior in organizations**

**Code**: PM0412

**Name**: Creative and innovative behavior in organizations

**Type**: Standard product

**Language**: Dutch

**Description**:

Organizations must constantly adapt to developments such as digitization, robotization, globalization, flexibilization and the circular transition. Creativity and innovation are essential for organizations to keep up with this rapidly changing world. For example, the long-term success of companies is largely determined by the development and marketing of successful new products and services. At the same time, social innovations within organizations are of great importance to ensure that internal processes run smoothly and to guarantee the well-being of employees. To be able to innovate, organizations are ultimately dependent on their employees. It is therefore important to understand factors that influence creative and innovative behavior in organizations, in order to be able to influence them. This course addresses questions such as:• What role do creative and innovative behaviors play in the future of work?• How do individual employees come up with creative ideas and how do different working conditions influence the creative process?• How are team composition and social-psychological processes within teams related to creative and innovative outcomes?• What can organizations and employees in leadership positions do to encourage creative and innovative behavior among their employees?• What psychological and organizational factors should managers consider to ensure that employees successfully adapt to innovations within the organization? In this course, we approach these questions from the perspective of work and organizational psychology. Learning objectivesAfter completing the course, you will be able to:- describe important developments that play a role in the future of work and reason out their consequences for work design and employee skills.- identify different definitions and operationalizations of creativity and innovation and reflect on them based on scientific literature.- critically evaluate the creative and innovative potential based on scientific literature. Critically evaluate the innovative potential based on scientific literature on psychological and organizational factors that play a role in the implementation of innovations. - formulate proposals for improvement based on scientific literature on ways to promote creative and innovative behaviour in the workplace.- draw up an interview schedule (based on scientific literature) and carry it out in order to be able to carry out a critical analysis.

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### **Behavioural change in the workplace: Theory and practice**

**Code**: PM0512

**Name**: Behavioural change in the workplace: Theory and practice

**Type**: Standard product

**Language**: Dutch

**Description**:

Within Work and Organizational Psychology, interventions are regularly used to influence employee behavior. These include interventions to encourage employees to take control of changing (aspects of) their work (job crafting), interventions to encourage exercise or reduce sitting, and interventions to deal with work stress. You will learn how to develop an intervention to change employee behaviour in the workplace in a systematic, step-by-step and theoretically substantiated way. This method of developing interventions also provides a framework for evaluating (the quality of) existing interventions and adjusting them where necessary. For a successful intervention, it is not only important that it is theoretically well-founded, but also that it is implemented correctly. Therefore, this course also pays attention to psychological processes that play a role in the implementation of behavioural change interventions, and to the specific challenges associated with implementing interventions in organisations. Finally, attention is paid to the evaluation of implemented interventions: does this actually lead to behavioural change (impact evaluation)? And which processes are related to whether or not they are successful (process evaluation)? Learning objectives After completing this course, you will be able to:- evaluate an existing intervention related to behavioural change in the workplace based on the eight steps of the behavioural change wheel- evaluate whether and if so how, a) the self-determination theory, b) the theory of planned behaviour, c) the social cognitive theory and d) the COM-B model can be used to address given behavioural change issues in the workplace- analyse which psychological processes can be used to address given behavioural change issues in the workplace- can influence the implementation of a given behavioural change intervention in the workplace- analyse which challenges at the organisational level play a role in the implementation of a behavioural change intervention in the workplace- make a design for the process and effect evaluation of an (existing) intervention.

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### **Psychology of Sustainable Careers**

**Code**: PM0632

**Name**: Psychology of Sustainable Careers

**Type**: Standard product

**Language**: Dutch

**Description**:

Rapid and continuous changes in society and in our labour market, such as globalisation and digitalisation, mean that the careers of individuals have become more complex and dynamic. Career paths are much more open than they used to be. Moreover, individuals are supposed to continue to learn and develop themselves continuously and thus help shape their careers. Due to the increasing complexity, the classic idea of career success (e.g. focused exclusively on productivity) no longer suffices. That is why in this course we focus on sustainability of work and careers. We see sustainability as an integration of different characteristics, namely health, happiness and productivity. Various themes are discussed. We take a closer look at what a sustainable career can entail and the way in which a sustainable career takes shape. In addition, we deepen psychological theoretical frameworks to gain more insight into how a sustainable career unfolds. We then look at different dimensions of a sustainable career, paying attention to the personal dimension (which resources of individuals contribute to the sustainability of a career), the time dimension (which transitions are important for sustainability) and the context dimension (which factors at the level of the labour market and the job play a role in the feeling of sustainability). Each theme is dealt with on the basis of recent scientific insights, in which we also discuss possible interventions. In addition to the overarching scientific insights, some contemporary and relevant topics are also explored in more depth, such as the role of digitization for a sustainable career or experiencing a career shock. Throughout the course, we immediately apply the theoretical insights to practical cases and the student is invited to take a closer look at their own career. By focusing on theoretical reflection, we want to ensure that students can contribute to their (own) sustainable career from a scientific basis after the course. Learning objectivesAfter following this course, you will be able to:• define the concept of sustainable careers and identify and apply its indicators and dimensions• understand, explain and relate theoretical frameworks that underpin sustainable careers to (aspects of) careers• describe, analyse and evaluate personal aspects that are important in the pursuit of a sustainable career• name, describe, analyse the role of time for sustainable careers in different career cases and evaluate possible interventions• apply and evaluate contextual aspects that play a role in the experience of a sustainable career, both at the level of the individual, the job, and the work

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### **Clinical Psychology 3: Outpatient Practice**

**Code**: PM0812

**Name**: Clinical Psychology 3: Outpatient Practice

**Type**: Standard product

**Language**: Dutch

**Description**:

The previous courses Clinical Psychology 1a, 1b and 2 deal with the theory of types and approaches of psychopathology (1) and diagnostics and the treatment of disorders (2). The main goal of Clinical Psychology 3 is to translate theoretical knowledge into clinical practice, to stimulate the formation of a professional attitude and to encourage a meta-perspective on the entire care cycle. You will gain insight into the sectors within mental health care and the cooperation between them. The course consists of three themes: organization of care, psychological action, and scientific, socially responsible and ethical action. Organization of careIn this course component you will investigate the different sectors in which clinically oriented psychologists work and how these sectors are organized in the Netherlands, from generalist to highly specialized. In addition, basic competencies are discussed and the clinical care components (diagnostics, indication, treatment and prevention) are explained. Psychological actionThere are different perspectives on psycho(patho)logy. You will learn to compare these different visions and paradigms and will be challenged to develop your own perspective and an independent attitude. This attitude is reflected in the customization that is very important within mental health care. You will also study the role and importance of treatment protocols and there will also be a focus on transdiagnostics. Based on case studies, you will draw up a function and meaning analysis, and explain how specific cognitive behavioural interventions intervene in mechanisms that maintain psychological complaints. Acting scientifically and socially responsibleIt is important to have insight into the social and scientific context in which a (clinical) psychologist works. In this light, various concepts deserve attention: client perspective, diversity, directive practitionership, knowledge promotion, professional ethics and innovation. Finally, we will specifically discuss the guidance and treatment of clients with suicidal thoughts and suicidal behaviour. Learning objectivesAfter studying this course you will be able to:- identify differences between generalists and specialists- consider the professionalization models of generalist and specialist psychologists- name the generalist approach to diagnostics, indications, intervention and process control- describe the generalist approach to contextual diagnostics- consider the professional development of psychologists- describe the growth of clinical psychology- the role of professional associations for psychologists consider - name the role of the BIG Act - name the different sectors in which generalist-trained psychologists work<

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### **Psychopathology in children and adolescents**

**Code**: PM0922

**Name**: Psychopathology in children and adolescents

**Type**: Standard product

**Language**: Dutch

**Description**:

Mental disorders are common in children and adolescents. Almost one in five Dutch young people has a mental disorder and every year more than 170,000 young people come into contact with specialist youth mental health care. It is therefore important to recognize psychological complaints in time and to make the diagnosis carefully. It is then important to treat the psychological problems as well and as early as possible. Early interventions appear to have a major effect on later quality of life. This course addresses mental disorders in children and adolescents. In addition to the clinical picture and diagnostic criteria of the various disorders, the epidemiology and etiology of the disorders in question are discussed in more detail. Finally, the diagnostic process and treatment of these disorders are discussed in detail. Learning objectivesAfter completing the course, you will be able to describe the clinical picture, epidemiology, etiology, diagnostic criteria, diagnostic process and treatment of the following mental disorders in children and adolescents:- anxiety and obsessive-compulsive disorders- trauma and stressor-related disorders- mood disorders- behavioural disorders- ADHD- communication and learning disorders- autism spectrum disorders- eating disordersIn addition, you will be able to use case histories determine a diagnosis based on the DSM 5 and you can assess and argue which treatment(s) can be most effective.

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### **E-mental health interventies**

**Code**: PM1012

**Name**: E-mental health interventies

**Type**: Standard product

**Language**: Dutch

**Description**:

E-mental health applications are very diverse and are rapidly growing in number and popularity. Psychologists are therefore increasingly dealing with e-mental health in their work. Online treatment is mainly a different form of treatment and is not so much characterized by a different content. Therapists work from their own theoretical framework. However, working with e-mental health requires specific knowledge, skills and a certain attitude from a psychologist. Due to the COVID-19 pandemic, many psychologists were forced to switch to online assistance. At the moment, however, there is still a large gap between the implementation of e-mental health in clinical practice and what psychologists have learned in their training. Implementation of e-mental health has had varying success, partly due to the lack of knowledge, skills and experience among practitioners. Education in the field of online assistance is an important condition for the effective use of e-mental health and for successful adaptation and implementation in organizations. This course hopes to contribute to this. The course deals with the use of e-mental health applications in the field of psychotherapy, psychodiagnostics and research. Ethical issues and legislation are also discussed. Therapeutic approaches to online treatment are reviewed. In addition, attention is paid to the possible mechanisms of action in online treatment. Furthermore, the course focuses on online communication and the nature of the therapeutic relationship in online treatment. Finally, the various applications of e-mental health within clinical practice will be discussed, such as virtual reality exposure treatment, serious gaming and smartphone applications. Learning objectivesAfter completing the course 'E-mental health interventions' you will be able to:- mention the pros/cons and challenges/limitations of e-mental health interventions- name the relevant laws and regulations as well as the ethical guidelines for online assistance and apply them in examples and cases- describe the efficacy of online treatment for various mental disorders, age groups and therapeutic orientations- describe important developments in the field of social media. the field of clinical computer diagnostics- describe the application and added value of the Experience Sampling Method in the diagnostic process- give examples of general and disorder-specific mechanisms of action in online therapy, as well as name the preconditions and theoretical backgrounds thereof- describe the elements that contribute to a strong (online) therapeutic relationship- identify differences between face-to-face and online psychological care in the field of increased transparency and control for the client- applying online communication skills at a basic level-

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### **Life course psychology**

**Code**: PM1132

**Name**: Life Course Psychology

**Type**: Standard product

**Language**: Dutch

**Description**:

Life course psychology is a field that everyone has personal experience with. This makes it a unique discipline that touches the core of who we are with relevant theories and concepts. Life-course psychology focuses on human development that continues even after adolescence and sees this development as a lifelong process. Moreover, as people get older, it becomes increasingly clear that this development follows a pluriform pattern and is both multidimensional and multidirectional: every person walks their own unique life path. This course lays the theoretical foundation for the Master's in Life Course Psychology, where you will gain broad (theoretical) knowledge that forms the basis for the rest of the Master's programme. Within the module, attention is paid to normative developmental influences, together with social, cultural and historical influences and non-normative influences that give direction to the unique development of an individual, considered from young adulthood to old age. Based on the biopsychosocial model, the course pays attention to topics relevant to different phases in the life course. The starting point here is that people are not pre-programmed and play an active role in their own life course in every phase of life. It is studied how personal characteristics of the individual, partly from a positive psychological perspective, in interaction with the environment, play a role in development and (psychological) growth. Attention is also paid to how life events and associated transitions can provide room for personal growth. The course is relevant for psychologists who work in primary care, in a general hospital, but also in other (care) institutions, such as nursing or care homes. This course also offers starting points for (future) coaches, mentors, student psychologists, geriatric psychologists, confidential counsellors, career counsellors and divorce mediators. Learning objectivesAfter studying the course, you will be able to:• to identify, explain and apply different theoretical perspectives within life-course psychology to issues• describe the different types of research methods used within life-course psychology and identify methodological comments • interpreting, assessing and summarizing research literature and empirical research within the field of life course psychology• recognizing and assessing ethical issues within empirical research within the field of life course psychology • describe physical, cognitive, personal and social development in the various phases of life• identify diagnostic instruments and create a profile of personal psychological characteristics based on theory• identify and describe possible interventions that can be used in different stages of life.

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### **Positive psychology**

**Code**: PM1212

**Name**: Positive Psychology

**Type**: Standard product

**Language**: Dutch

**Description**:

Within psychology, attention to mental health focuses mainly on the prevention and treatment of (symptoms of) mental illness. However, according to more recent insights, mental health is more than the absence of mental illness and also includes aspects of well-being. The concept of mental health has a wide application and can be defined negatively and positively: we can be in good or bad mental health. Moreover, mental health is not just an aspect of our daily lives: it is an important concept in the political landscape and underpins policy-making with often far-reaching consequences for our future. Positive psychology is in line with the new developments, because it mainly focuses on the study of circumstances and psychological processes that contribute to the well-being and optimal functioning of individuals, groups, institutions and societies. This perspective therefore approaches mental health in terms of both emotional well-being and optimal psychological and social functioning. It can be used as a supplement to other developmental perspectives in dissecting various life-course issues. The goal of positive psychology is not to ignore the suffering that is inevitably part of life or to view it through rose-colored glasses. However, positive psychology also wants to study other aspects of human experience, such as the way in which people overcome setbacks, experience meaning and happiness, and establish healthy relationships with their environment. Interventions and forms of guidance based on positive psychology therefore focus primarily on promoting aspects of well-being and not so much on reducing psychopathology. This is valuable baggage for the life-course psychologist who, in addition to knowledge of mental disorders, also benefits from a broader approach to mental health. Learning objectivesIn this course, the current scientific knowledge about positive psychology is on the program, and research and practice are integrated.- You will study the core beliefs of positive psychology, and discover how this approach differs from other perspectives on mental health.- You will learn themes within positive psychology, such as happiness and quality of life, from a social and (cross-)cultural perspective.- You will gain insight into the latest (technological) developments in the field of measuring and promoting well-being, and the principles and considerations that play a role in this.- You will study the most important psychological theories, models and interventions for various sources of well-being and optimal functioning on the basis of the most recent scientific literature.- You will learn

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### **Coaching psychology: towards a positive psychological perspective**

**Code**: PM1312

**Name**: Coaching psychology: towards a positive psychological perspective

**Type**: Standard product

**Language**: Dutch

**Description**:

The term coaching is often used for various forms of professional psychological counseling. By definition, a coach works with people. (Positive) psychological knowledge is therefore indispensable in coaching practice to help the client in an effective and scientifically substantiated way. In this course, coaching is therefore approached from the perspective of psychological science and in particular from positive psychology. After all, positive psychology studies the optimal functioning of the individual. She focuses on those elements in life that lead to happiness, meaning and growth. By using scientific knowledge from positive psychology, with proven methods for promoting well-being, positive emotions, personal growth and strengths, coaching becomes more effective. Evidence-based working in coaching also means using knowledge from clinical psychology. After all, psychotherapy offers a range of concepts and techniques that can also be applied to coaching. However, coaching is more than just the application of a certain method or technique. At least as important are the quality of the relationship between coach and coachee, the professional competence of the coach and the ability to set the right goals. This course offers theoretical deepening in coaching theories and techniques. In addition, the course contains various practice-oriented assignments, practicing conversation skills by conducting a coaching conversation, as well as reflection on one's own functioning as a coach. The course consists of a number of themes. As an introduction, coaching is discussed from a psychological perspective and the relationship between psychological science and coaching becomes clear. In addition to research that focuses on the effectiveness of coaching, the focus is increasingly shifting to the question of what makes coaching effective. Theme 2 further explores this question and discusses some factors that contribute to the effectiveness of coaching, such as the importance of goal-oriented coaching and the coach-coachee relationship. In theme 3 you will be introduced to a number of approaches to coaching, namely behavioural and cognitive behavioural approaches, humanistic approaches, existential approaches and constructive approaches. Finally, you will be introduced to positive psychology and life-course coaching and the translation into coaching practice. Learning objectivesAfter you have completed this course, you will be able to:- describe characteristics of coaching, coaching psychology and coaching from positive psychology- explain and illustrate the most commonly used theoretical approaches (interventions) of coaching- describe and illustrate the principles of positive psychology and its role in coaching- indicate and illustrate how a coach can monitor and promote his professional quality, for example

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### **Health promotion: theory and application**

**Code**: PM1412

**Name**: Health Promotion: Theory and Application

**Type**: Standard product

**Language**: Dutch

**Description**:

You will learn to develop interventions in a systematic way to promote healthy behaviour with the aim of preventing health problems, such as cardiovascular disease and cancer, or limiting the consequences of diseases. All this with the ultimate goal of increasing people's quality of life. Recent insights from epidemiology, theories about the origin of behaviour and methods for behavioural change are discussed and a lot of attention is paid to the translation of these into practice, for example how we can make healthy living easier. The steps for planned health promotion are also discussed in detail, namely systematic analysis of health problems, intervention development and implementation, and research into the (cost) effectiveness of the interventions. The theory and application of intervention development, implementation and evaluation (the basis in the textbook Health Education and Behavioural Change: A Planned Approach) are covered in five themes in the online course environment. Theme 1 focuses on models for planned health promotion. These models provide a framework for analysing health problems in a planned way and for developing, implementing and evaluating a health psychological intervention for them. The four phases of planned intervention development form the basis of themes 2 to 5. Practical applications that are reviewed in the digital workbook are diabetes mellitus, Fetal Alcohol Spectrum Disorder (FASD), bullying and cardiovascular disease. Learning objectivesAfter you have completed the course, you will be able to:- describe and elaborate on parts of the theories and models that can be used in the framework model for planned health education and behavioural change and in the intervention cycle (e.g. the selection of change methodologies for behavioural determinants)- describe various analyses of the health problem and identify which aspects to take into account- commonly used health and epidemiological identify and correctly interpret measures- name and use commonly used databases with health information- identify, explain and select important behavioural explanation models and their underlying determinants for a problem behaviour and for changing that behaviour in the desired direction- explain what is meant by health goals, change goals, proximal programme goals and evaluation goals and define them yourself for a given health problem- name, explain and elaborate well-founded (based on theory and/or empirical evidence) methodologies and practical applications for behavioural change for a problem behaviour, which should be taken into account when introducing and applying health psychological interventions (central to this).

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### **Positive health: taking control**

**Code**: PM1512

**Name**: Positive health: self-management

**Type**: Standard product

**Language**: Dutch

**Description**:

The course starts with the theme of positive health. This theme gives an overview of what positive health exactly entails and you learn to think critically about the possibilities and limitations of positive health. You will also work with the My Positive Health conversation tool to experience it as a health psychologist and as a patient or client. In theme 2 you will learn more about positive health in individual professional practice. You will delve into the practical application of positive health within existing currents in individual care. Different methods, techniques and therapies for applying positive health in practice are discussed and compared with each other. Finally, you take a critical look at the experiences and challenges of care providers. After you have acquired a good basic knowledge, you will gain an in-depth insight into disease perception and phases of the adaptation process in (chronic) somatic disorders in theme 3. As a health psychologist, how can you guide people to learn to deal with their health complaints? You are also invited to experience for yourself how you can learn to live a value-oriented life (instead of suffering) from the struggle with discomfort. In theme 4 you will learn the basic skills of motivational interviewing (MGV), a technique that fits well with the client-centered approach to positive health and the promotion of a healthy lifestyle. From the self-determination theory and the self-regulating capacity, motivation, energy and vitality are discussed. After you have gone through the 4 substantive themes, you will have the opportunity to practice important basic skills and techniques that can be used to promote positive health. Participation in this face-to-face practical day is without obligation. You will conclude the course with a special obligation. You carry out a needs analysis together with a client and develop and implement a well-founded change plan aimed at strengthening the positive health of your client. Step by step you will work on a report, which forms the end product of this course. Learning objectivesAfter you have completed this course, you will be able to:- identify the pillars of positive health and apply the conversation tool of positive health in practice to a healthy lifestyle and dealing with a chronic condition- critically reflect on positive health and place it in a broader (international) framework- describe and critically approach different applications of positive health in individual professional practice - self-management techniques and Applying behavioral change techniques such as goal setting, commitment, implementation intentions, coping plans, acceptance and commitment therapy (ACT), and MGV in practice- Choosing appropriate techniques and tools for strengthening important d

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### **Psychological counselling in case of illness: from problem-oriented to solution-focused work**

**Code**: PM1602

**Name**: Psychological counselling in case of illness: from problem-oriented to solution-focused work

**Type**: Standard product

**Language**: Dutch

**Description**:

This course aims to treat the process that patients go through during an illness in a broad context: from the first symptoms of health complaints that someone experiences to the phase in which a patient learns to deal with his or her chronic illness or disability after treatment, and all phases in between. We look at which psychological processes a patient goes through, but especially what psychosocial guidance is needed to optimize the process of going through the disease process. We do not focus on the medical side of the treatment, but mainly on the health psychological and information and communication side of the process. The course emphasizes patients with chronic diseases (such as diabetes, osteoarthritis/rheumatism, CVD, COPD) and patients who suffer from permanent residual symptoms after a major illness and/or medical treatment (such as cancer and intensive care). The course is aimed at acquiring competencies that are necessary to be able to deal professionally with people with psychosocial problems related to somatic health complaints/disorders as a master in health psychology. As a health psychologist, you have various tools to be able to intervene in different phases and elements of illness experience and adaptation. The aim is to enable patients to deal optimally with a health problem and its consequences (tertiary prevention), or to enable them to recover optimally from it (curation and lifestyle medicine). Interventions are often used for this. In order to be able to develop and deploy these interventions properly, you will learn to systematically go through all phases of the intervention cycle (diagnosis, preparation, implementation, evaluation). Not only in the disease process of diagnosis and treatment, but also during aftercare and recovery. For example, many people still struggle with complaints long after treatment, for example they are tired or anxious about the return of the symptoms every day. Fortunately, many people are also mentally and emotionally stronger and more balanced than before their illness (based on feedback loops). The physical illness sometimes stimulates an inner search, in which insight and processing of emotions play an important role. This course offers knowledge and insights about psychosocial problems and resilience in somatic health complaints from the more traditional (problem-oriented) medical psychology as well as from the more solution-oriented approach with positive health as a starting point. Attention is also paid to new 'treatment/guidance perspectives' and perspectives aimed at optimising living with a chronic illness: think for example of the ICF framework of the WHO, the Acceptance and Commitment Therapy and innovative methods of remote care (telemonitoring, digital self-management tools).<br/

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### **The critical foundation: developmental psychopathology in the young child**

**Code**: PM1702

**Name**: The critical foundation: developmental psychopathology in the young child

**Type**: Standard product

**Language**: Dutch

**Description**:

The aim of this course is to give students insight into the deviant psychological development of young children. The course pays attention to the prenatal period up to the age of three. This stage of life is seen as a critical foundation in a child's life. The interaction between the child and its outside world, consisting of the family and the more distal context, as well as the accumulation of risk factors, are essential in understanding the development of an early (predisposition to) psychopathology. Risk factors that are paramount during this developmental phase are familial risk factors, deviant parent-child relationships, neurobiological risk factors and socio-cultural risk factors (e.g. poverty). The interaction between the child and his outside world and the accumulation of risk factors are discussed extensively in this course. A global overview of the topics covered by the study tasks are: - the importance of paying attention to the period from pregnancy to the age of three- intergenerational transmission of dysfunctional family patterns- the influence of parental psychopathology on young children- family functioning- deviant parent-child relationships- pregnancy and birth problems- socio-economic and cultural influences- the influence of culture on young children- developmental disorders- early (predisposition to) psychopathology- early diagnosis- early treatment. Learning objectivesAfter you have completed this course, you will be able to:- understand the interaction between family, child and environmental factors in the very earliest development- apply knowledge about interacting family, child and environmental factors to complex case material about babies and toddlers- family, child, environmental and other risk factors that contribute to and identify early abnormal psychological development- apply knowledge about family, child, environmental and other risk actors to complex case material about babies and toddlers- identify possible forms of early abnormal psychological development- identify possible forms of early abnormal psychological development in complex case material- describe the diagnostic classification system for early childhood- form and present a substantiated opinion about which form of early diagnosis should be used when for complex case material about babies and toddlers- the most important early childhood diagnosis Naming forms of treatment - being able to form and present a substantiated opinion about which form of early treatment should be used and when for complex case material in babies and toddlers.

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### **Psychodiagnostics in clinical child and adolescent psychology**

**Code**: PM1802

**Name**: Psychodiagnostics in clinical child and adolescent psychology

**Type**: Standard product

**Language**: Dutch

**Description**:

In this course you will be introduced to the diagnostic cycle, various diagnostic methods and a number of commonly used Dutch-language test instruments. The course consists of a theoretical part and a practical part. In the theory part, you will study literature on theoretical aspects of psychodiagnostics in children and adolescents. The theory is applied in the practical part. In this part, you will learn to use psychodiagnostic skills by performing all the steps of the diagnostic cycle (De Bruyn et al., 2003) with fellow students. This process starts with clarifying questions and problems of the child or young person and their system in an intake interview, after which hypotheses are formulated about the problems and tested with diagnostic instruments. Finally, you will learn to interpret the results collected in this way in a responsible manner, to integrate them and to provide feedback to the client and their system by means of a written report in accordance with the requirements of the NIP and the BAPD, and an interview. This makes this course a good preparation for a diagnostic internship. The practical also pays attention to reflecting on the role of psychologist in clinical child and adolescent psychology and the importance of studying the child in its context. Through the combination of theory and practice, you will further develop as a scientist-practitioner. Learning objectivesAfter following the course, you will be able to:- name and describe the most important quality requirements, theories and controversies in psychodiagnostics- name and describe the role of psychodiagnostics in the clinical setting with children and adolescents- name and describe the various steps and the usefulness and limitations of the diagnostic cycle and action-oriented diagnostics- a diagnostic question in the field of clinical child and adolescent psychology formulate on the basis of intake information- operationalise a question by drawing up comprehensive hypotheses- choose suitable psychodiagnostic means (observation, interview) and instruments (test, questionnaires) to test the hypotheses- administer, score and interpret tests and questionnaires in accordance with information from the test manual (measurement pretension, psychometric qualities, standardisation and method of use)- formulate an integrative picture based on the research results, which are in line with the question and the hypotheses- provide feedback on the test results to the client or the client system (both oral and written report) and be able to critically reflect on one's own actions in this regard- produce a diagnostic report in accordance with the requirements of the Basic Note on Psychodiagnostics- reflect on professional ethical aspects of psychodiagnostic activities and intervene with the help of the NIP professional code

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### **Psychological treatment in children and adolescents: science and practice**

**Code**: PM1902

**Name**: Psychological treatment in children and adolescents: science and practice

**Type**: Standard product

**Language**: Dutch

**Description**:

You will be introduced to treatment in clinical child and adolescent psychology. You will gain knowledge that is important for your future role as a professional in the field of child and youth work. In this course, you will be encouraged to further develop your scientist-practitioner attitude by integrating the knowledge from practice and science that you gain into this course and ultimately applying it to a case assignment. The intention is that in this course you learn to 'build a bridge' between science and the practical field, with the aim of achieving good cooperation (trajectory approach), in which different domains work according to the latest standards. The theoretical knowledge in this course is centered around common enrolment problems in child and adolescent psychology. Furthermore, the organization of youth care, working according to the latest JGZ guidelines (evidence-based practice), and applying instruments and methodologies that have been proven effective through scientific research (NJI intervention matrix) are central. You will also learn to critically reflect on the JGZ guidelines and ethical dilemmas surrounding treatment. You will eventually apply the knowledge in a case assignment. In this project, you show how you can deliver tailor-made solutions for children and their educators (in a fictitious situation) within a multidisciplinary network of professionals. In the case studies, you will practice to ensure that the treatment offer is as adequate as possible to meet the treatment needs of a child or young person and their 'system', and this according to the latest scientific insights. Learning objectivesAfter completion, you will be able to:- make a translation from scientific theory to practice and vice versa- demonstrate that you have insight into the working methods of multidisciplinary teams- contribute to the coordination of different treatments/forms of guidance (multidisciplinary work) and apply this to complex case material- reason from a systemic approach in which the child is central- assess treatment forms on the basis of case studies effectiveness based on scientific research- forming and presenting a substantiated opinion about an evidence-based treatment, applied to complex case material- making responsible ethical choices for treatment and guidance on the basis of a case offered- justifying an ethical choice in a debate against an opposing point of view.

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### **Clinical Psychology 4: From Science to Clinical Practice**

**Code**: PM2002

**Name**: Clinical Psychology 4: From Science to Clinical Practice

**Type**: Standard product

**Language**: Dutch

**Description**:

In this course, you will be prepared for your role as a future professional in the field of clinical psychology, with adults as a target group. This course concludes the Master's programme in Clinical Psychology. In addition to broadening knowledge, the course offers deepening by applying material that has been covered earlier in the curriculum in a concrete and more in-depth way and by reflecting on one's own functioning as a psychologist. In this course, you will learn to follow and value important and new insights from scientific research and to link this empirical knowledge to complex clinical practice. Reflection is an essential aspect of this course, because reflecting is an important competence in the daily practical work of the psychologist (including evaluating and critically reflecting on the treatment process and reflecting on one's own functioning during intervision). In this course, you will learn to critically reflect on the scientific basis for choices in practice (treatment plans) and on current developments in mental health care. You will also learn to critically evaluate your own future position in the field. A link is regularly made with ethical issues and professional and conduct codes for psychologists. The course thus contributes to the development of knowledge, skills and the attitude of a 'reflective scientist-practitioner' in the making. Learning objectivesAfter completing this course, you will be able to:- distinguish and compare commonly used psychological treatments in practice (CBT, schema therapy, ACT, person-centered experiential psychotherapy, psychodynamic psychotherapy and art therapy) on the basis of the therapy goals and mechanisms of action- identify the wishes/goals of the client on the basis of a case conceptualization and link them to the possibilities of various common psychological therapies treatments (CBT, schema therapy, ACT)- identify relevant CBT intervention techniques and describe their application for a case- explain what the transdiagnostic framework theoretically entails and explain how to work according to this framework in practice- describe the recovery-oriented vision of psychological problems- argue the use of experiential expertise in treatment- explain how a therapeutic relationship is established and contributes to the client's change process - to assess in a reasoned way when professional self-disclosure fits within the ethical frameworks - to reflect on the importance of self-care as a psychologist from an ethical perspective; and describe what this can look like in practice- look critically at research into the effectiveness of psychotherapy and distinguish specific and non-specific factors- reflect on your own patterns, blind spots and pitfalls in your work as a

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### **Master's thesis clinical child and adolescent psychology**

**Code**: PM9306

**Name**: Master's thesis clinical child and adolescent psychology

**Type**: Standard product

**Language**: Dutch

**Description**:

A master's thesis is a written paper produced independently by you in which an empirical research within the research field of psychology is reported. The master's thesis is produced as the conclusion of the master's programme in Psychology. With this master's thesis, you will demonstrate that you have mastered the skills of conducting scientific research in a psychological context. In the previous course Research Practicum thesis plan, you have drawn up and substantiated the objectives and research questions or hypotheses for the research. In addition, a thorough research design has been made of the graduation research that you want to carry out. The previous course results in an introduction and a general description of the method of research, or a thesis plan. During the thesis or master's thesis phase, you will further develop the method of research, actually implement the thesis plan and you will report on it scientifically. More specifically, you will perform the following tasks during the thesis or master's thesis phase:- further develop the research method- develop respondent information- submit an application to the ethics committee of the Open University, or the cETO- prepare for the graduation research- collect your research data- analyse the research data you have found- describe and interpret the results- discuss the results- report on your research.

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### **Research practical thesis plan**

**Code**: PM9514

**Name**: Research Practicum Thesis Plan

**Type**: Standard product

**Language**: Dutch

**Description**:

In the course Research Practicum Thesis Plan, you will make a plan for your graduation research step by step. The research practicum thesis plan must be completed with a pass before you can register for the follow-up Master's thesis course that belongs to your master's variant. The course provides a broad methodological basis for designing a research, as the first step of the graduation research. In various assignments, you will learn which methodological requirements a thesis plan and a graduation research must meet. You also think about the ethical and legal aspects of doing research. You will then systematically study scientific literature for your own thesis topic, formulate objectives and questions, choose a design for your research and work out the methods. At the end of the course, you will have a detailed plan for the implementation of the research. You will work on the assignments individually, under the supervision of a subject-specific lecturer (the thesis supervisor). You submit the assignments via the learning platform and coordinate further communication with your supervisor. A mandatory part is the pitch, which is a short presentation of your idea, research questions and hypotheses, plan and methods. Based on the feedback during this pitch, you will further develop your plan during a maximum of three feedback rounds. The total supervision time within this course is limited to a maximum of 20 hours of individual guidance. Communication is largely via e-mail and is maximized. – After you have processed the feedback from the supervisors on your research plan and the research plan has been approved, you can start with the follow-up course Masterthesis.Learning objectivesAfter you have completed this course:- you will be able to describe which scientific, legal and ethical criteria scientific research involving human subjects must meet- you will be able to assess research plans on the basis of scientific criteria- you will be able to formulate a researchable question on the basis of a literature study and formulate sub-questions or hypotheses that are embedded in psychological theory(s) and that are in line with current insights in the relevant research field- you can describe a research technical design for a research with a detailed description of the research methods to be used- you can write a research plan, in which the previously taken decisions with regard to the research are elaborated in a clear introduction, substantiated with literature, and an extensive methods section, provided with a bibliography.

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### **Empirical graduation research: thesis work and organizational psychology**

**Code**: PM9606

**Name**: Empirical graduation research: thesis work and organizational psychology

**Type**: Standard product

**Language**: Dutch

**Description**:

A thesis is a written paper produced by you independently in which an empirical research within the research field of psychology is reported. The thesis is being produced as the conclusion of the Master's programme in Psychology. With this thesis, you will demonstrate that you have the skills needed to conduct scientific research in a psychological context. The thesis phase is preceded by the course Research Practicum Thesis Plan. In this preliminary course, you have drawn up and substantiated the objectives and research questions or hypotheses for the research. In addition, a thorough research design has been made of the thesis research that you want to carry out. This preliminary course results in an introduction and a description of the method of research, or a thesis plan. During the thesis phase, you will actually implement this thesis plan and you will report on it scientifically. More specifically, you will perform the following tasks during the thesis phase:- submit an application to the ethics committee of the OU, or the cETO- collect and enter your research data- analyse the research data you have found- describe and interpret the results- discuss the results- present your scientific thesis plan or script research. After positive completion of your thesis plan or while conducting the thesis research, you should give an oral presentation about your thesis research. This will take place during the national thesis day. This presentation can be about your thesis plan, but also about the results of your research. You are free to choose which phase of your thesis research you want to present. The supporting information you need to carry out the thesis and your presentation can be found on the Thesis Web of the Psychology programme.

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### **Master's thesis work and organizational psychology**

**Code**: PM9616

**Name**: Master's thesis in Work and Organisational Psychology

**Type**: Standard product

**Language**: Dutch

**Description**:

A master's thesis or thesis is a written paper produced by you independently in which an empirical research within the research field of psychology is reported. The master's thesis is produced as the conclusion of the master's programme in Psychology. With this master's thesis, you will demonstrate that you have the skills needed to conduct scientific research in a psychological context. In the previous course Research Practicum thesis plan, you have drawn up and substantiated the objectives and research questions or hypotheses for the research. In addition, a thorough research design has been made of the graduation research that you want to carry out. The previous course results in an introduction and a general description of the method of research, or a thesis plan. During the thesis or master's thesis phase, you will further develop the method of research, actually implement the thesis plan and you will report on it scientifically. More specifically, you will perform the following tasks during the thesis or master's thesis phase:- further develop the research method- develop respondent information- submit an application to the ethics committee of the Open University, or the cETO- prepare you for the graduation research- collect your research data- analyse the research data you have found- describe and interpret your results- discuss your results- and report on your research.

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### **Empirical graduation research: thesis health psychology**

**Code**: PM9706

**Name**: Empirical graduation research: health psychology thesis

**Type**: Standard product

**Language**: Dutch

**Description**:

A thesis is a written paper produced by you independently in which an empirical research within the research field of psychology is reported. The thesis is being produced as the conclusion of the Master's programme in Psychology. With this thesis, you will demonstrate that you have the skills needed to conduct scientific research in a psychological context. The thesis phase is preceded by the course Research Practicum Thesis Plan. In this preliminary course, you have drawn up and substantiated the objectives and research questions or hypotheses for the research. In addition, a thorough research design has been made of the thesis research that you want to carry out. This preliminary course results in an introduction and a description of the method of research, or a thesis plan. During the thesis phase, you will actually implement this thesis plan and you will report on it scientifically. More specifically, you will perform the following tasks during the thesis phase:- submitting an application to the ethics committee of the OU, or the cETO, - collecting and entering your research data- analyzing the research data you found- describing and interpreting the results- discussing the results- presenting your scientific thesis plan or thesis research. After positive completion of your thesis plan or while conducting the thesis research, you must give an oral presentation about your thesis research. This will take place during the national thesis day. This presentation can be about your thesis plan, but also about the results of your research. You are free to choose which phase of your thesis research you want to present. The supporting information you need to carry out the thesis and your presentation can be found on the Thesis Web of the Psychology programme.

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### **Master's thesis in health psychology**

**Code**: PM9716

**Name**: Masterthesis health psychology

**Type**: Standard product

**Language**: Dutch

**Description**:

A master's thesis or thesis is a written paper produced by you independently in which you report on empirical research within the research field of psychology. You will produce the master's thesis at the end of the master's programme in Psychology. With this master's thesis, you will demonstrate that you have the skills needed to conduct scientific research in a psychological context. In the previous course Research Practicum thesis plan, you have drawn up and substantiated the objectives and research questions or hypotheses for the research. In addition, a thorough research design has been made of the graduation research that you want to carry out. The previous course results in an introduction and a general description of the method of research, or a thesis plan. During the thesis or master's thesis phase, you will further develop the method of research, actually implement the thesis plan and you will report on it scientifically. More specifically, you will perform the following tasks during the thesis or master's thesis phase:- further develop the method of research- develop respondent information- submit an application to the ethics committee of the Open University, or the cETO- prepare you for the graduation research- collect your research data- analyse research data you have found- describe and interpret the results- discuss the results- report on your research.

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### **Master's thesis clinical psychology**

**Code**: PM9816

**Name**: Master's Thesis in Clinical Psychology

**Type**: Standard product

**Language**: Dutch

**Description**:

A master's thesis or thesis is a written paper produced by you independently in which an empirical research within the research field of psychology is reported. The master's thesis is produced as the conclusion of the master's programme in Psychology. With this master's thesis, you will demonstrate that you have the skills needed to conduct scientific research in a psychological context. In the previous course Research Practicum thesis plan, you have drawn up and substantiated the objectives and research questions or hypotheses for the research. In addition, a thorough research design has been made of the graduation research that you want to carry out. The previous course results in an introduction and a general description of the method of research, or a thesis plan. During the thesis or master's thesis phase, you will further develop the method of research, actually implement the thesis plan and you will report on it scientifically. More specifically, you will perform the following tasks during the thesis or master's thesis phase:- further develop the research method- develop respondent information- submit an application to the ethics committee of the Open University, or the cETO- prepare for the graduation research- collect your research data- analyse the research data you have found- describe and interpret the results- discuss the results- report on your research.

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### **Master's thesis life course psychology**

**Code**: PM9916

**Name**: Master's thesis life course psychology

**Type**: Standard product

**Language**: Dutch

**Description**:

A master's thesis or thesis is a written paper produced by you independently in which an empirical research within the research field of psychology is reported. The master's thesis is produced as the conclusion of the master's programme in Psychology. With this master's thesis, you will demonstrate that you have the skills needed to conduct scientific research in a psychological context. In the previous course Research Practicum thesis plan, you have drawn up and substantiated the objectives and research questions or hypotheses for the research. In addition, a thorough research design has been made of the graduation research that you want to carry out. The previous course results in an introduction and a general description of the method of research, or a thesis plan. During the thesis or master's thesis phase, you will further develop the method of research, actually implement the thesis plan and you will report on it scientifically. More specifically, you will perform the following tasks during the thesis or master's thesis phase:- further develop the research method- develop respondent information- submit an application to the ethics committee of the Open University, or the cETO- prepare you for the graduation research- collect your research data- analyse the research data you have found- describe and interpret the results- discuss the results- report on your research.

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### **Pre-Master's in Work and Organisational Psychology**

**Code**: SMAPAO-2024-2025

**Name**: Premaster Work and Organizational Psychology

**Type**: Training

**Language**: Dutch

**Course** Content:

This pre-master includes a sophisticated mix of fixed and variable courses that connects to the corresponding master variant. The emphasis is on various research methods. In addition, you will deal with theoretical and practical issues and you will work on strengthening your skills in conversation and conflict management.

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### **Pre-Master's in Health Psychology**

**Code**: SMAPGZ-2024-2025

**Name**: Premaster Health Psychology

**Type**: Training

**Language**: Dutch

**Course** Content:

The pre-Master's programme in Health Psychology comprises a sophisticated mix of fixed and variable courses that are in line with the Master's programme in Health Psychology. The emphasis is on various research methods. In addition, you will deal with theoretical and practical issues and you will work on strengthening your skills in conversation and the development of interventions.

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### **Bridging Programme Clinical Psychology**

**Code**: SMAPKJ-2024-2025

**Name**: Bridging Programme Clinical Psychology

**Type**: Training

**Language**: Dutch

**Course** Content:

Your individual pre-master's programme will be determined by the Examination Committee (CvE). This involves looking at possible deficiencies. so that you have the knowledge and skills necessary for the master's programme. After completing the individual pre-master's programme and the master's programme in Clinical Child and Adolescent Psychology, you may be eligible for the Basic Endorsement in Psychodiagnostics (BAPD) of the Dutch Institute of Psychologists (NIP). You also meet the requirements of the ' Declaration of pre-education requirements for healthcare training'. You need this statement for the admission procedure for the post-master's programme as a healthcare psychologist (gz-psychologist; necessary for a BIG registration).

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### **Bridging Programme Clinical Psychology**

**Code**: SMAPKP-2024-2025

**Name**: Bridging Programme Clinical Psychology

**Type**: Training

**Language**: Dutch

**Course** Content:

Your individual pre-master's programme will be determined by the Examination Committee (CvE). This involves looking at possible deficiencies. so that you have the knowledge and skills necessary for the master's programme. After completing the individual pre-master's and the master's programme in Clinical Psychology, you may be eligible for the Basic Endorsement in Psychodiagnostics (BAPD) of the Dutch Institute of Psychologists (NIP). You also meet the requirements of the ' Declaration of pre-education requirements for healthcare training'. You need this statement for the admission procedure for the post-master's programme as a healthcare psychologist (gz-psychologist; necessary for a BIG registration).

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### **Pre-Master's in Life Course Psychology**

**Code**: SMAPLL-2024-2025

**Name**: Premaster Life Course Psychology

**Type**: Training

**Language**: Dutch

**Course** Content:

This pre-master's programme comprises a sophisticated mix of fixed and variable courses that is in line with the Master's programme in Life-course Psychology. The emphasis is on various research methods. In addition, you will deal with theoretical and practical issues and you will work on strengthening your skills in conversation and conflict management and developing interventions.

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## **Law**

### **Bachelor's degree in Law**

**Code**: BNR-2024-2025

**Name**: Bachelor of Law

**Type**: Training

**Language**: Dutch

**Course** Content:

The law is everywhere, both in public and private. life. As a lawyer, you make an important contribution to our justice system and thus to our civilisation, which makes the profession of lawyer a very responsible task. This programme covers all areas of law: private law, constitutional law, administrative law, criminal law, European and international law. You will learn to place the law in its social and historical context, to solve legal problems from the various areas of law and to formulate the answer in a legally correct way. StructureThe bachelor's programme is general and broad in scope. The propaedeutic year is your introduction, in the post-propaedeutic year you deepen your knowledge and insight. In the course Introduction to Law: Core of Law, you will gain all the necessary knowledge, insight and skills in the fundamental principles of law. You will then be introduced to the various areas of criminal law, private law, constitutional law, administrative law and European and international law. You will conclude the first year with the Legal Writing course. In the post-propaedeutic year, you can choose from three minors: The Safe City, The Entrepreneur and the Legal Advice Centre. In The Safe City, you write a detailed policy advice on a realistic case study on the theme of criminology, youth, organised crime, radicalisation and/or terrorism for the mayor of a city. The minor The Entrepreneur consists of the courses Insurance Law, Employment Contract Law, and Employment and Security. In the minor Legal Advice Centre, you put the theoretical knowledge you have gained into practice by participating in the Legal Advice Centre Heerlen where citizens can turn to for social-legal help. In the free space, you have the opportunity to take and submit courses or a minor from another faculty of the Open University. It is important that you develop your legal writing skills to an academic bachelor's level. We guide you through the writing skills line. The foundation for this is laid in the first-year courses Introduction to European Law and Legal Writing. In the post-propaedeutic year, this line is continued within the course Writing about fundamental rights. You will conclude the Bachelor's programme with the Bachelor's Essay and Togapracticum courses. In Bachelor's Essay, you write a scientific argument on a legal topic. In Togapracticum, you demonstrate during a moot court meeting that you have mastered the oral legal skills to a sufficient degree.

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### **Focus course International and European Law**

**Code**: FORIER-2024-2025

**Name**: Focus course International and European Law

**Type**: Training

**Language**: English

**Course** Content:

This programme consists of four courses from the Bachelor's programme in Law - Introduction to European Law- Introduction to International Law- International Law- European LawIn the course Introduction to European Law, you will become acquainted with the institutions and decision-making processes of the European Union, as well as with the history of European integration. In addition, you will learn how European Union law affects national law and the way in which legal protection is designed. Introduction to international law lays the foundation for the understanding of the international legal order, including its nature, development and characteristics. In addition, the most important international organisations are discussed and the impact and relationship between international and Dutch law is discussed. At the end of the course, you will know the sources and subjects of international law and you will be familiar with the international rules regarding the use of force and the possibilities of peaceful dispute resolution.   The English-language course International law and the European law course delve deeper into the knowledge you have gained in the introductory courses. You will learn how to apply international and European law in a specific case.

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### **Focus course Law for Notary Clerks - Notary Offices**

**Code**: FORRNN-2024-2025

**Name**: Focus course Law for Notary Clerks - Notary Offices

**Type**: Training

**Language**: Dutch

**Course** Content:

This programme consists of five courses from the Bachelor's programme in Law: - Introduction to Private Law- Liability Law- Contract Law- Corporate Law- Property Law In Introduction to Private Law, you will be introduced to property law. After an introduction to general concepts, you will delve deeper into topics associated with property law and contract law, such as property law, mortgage law, contract and tort. The Liability Law course focuses on the legal doctrine of tort. In the case of liability, the extent of the compensation must be determined. You will gain insight into the legal framework for determining the scope and learn how it is determined. Contract law is about the valid formation and content of an agreement. What are the grounds for declaring an agreement null and void and what are the consequences of non-performance of an obligation? In this course, you will apply contract law in various cases. Corporate law focuses on legal entities, their various forms and associated rights. In the Property Law course, you will study the interfaces between contract law and property law. You will learn about how agreements function as (valid) titles for the transfer of goods and how the (potential&euml; (le) the legal effects of contracts on the property position of third parties. You will also gain insight into the relationship between property law and contract law legal relationships.

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### **Focus course Law for Police and Security**

**Code**: FORRPB-2024-2025

**Name**: Focus course Law for Police and Security

**Type**: Training

**Language**: Dutch

**Course** Content:

This programme consists of four courses from the Bachelor's programme in Law:| - Introduction to Criminal Law- Introduction to Criminology- Substantive Criminal Law- Formal Criminal Law The course Introduction to Criminal Law provides an introduction to the field of criminal law and covers the basic principles of criminal (procedural) law. This includes topics such as investigation, prosecution and trial and the possible criminal sanctions.   In the course Introduction to Criminology you will be introduced to the most important criminological theory. n on the basis of current social problems surrounding safety. The course Substantive Criminal Law mainly revolves around the question of which behaviour is punishable and what punishment is punishable.   The Formal Criminal Law course focuses on the procedure. The starting point for the criminal proceedings is the indictment. What requirements must it meet? How does a Dutch court arrive at a proven verdict? This is a small selection of questions from the topics of this course. Part of the education is linked to a practical simulation of a Dutch criminal case; a so-called serious game. During the course of the serious game, you are assigned a different role (prosecutor, lawyer and judge) and you make different decisions based on that role. The aim of the serious game is to build a bridge between science and criminal law practice: scientific knowledge gained in the course of the course is applied directly and interactively in the game.

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### **Business Controller Training**

**Code**: JLTPEV

**Name**: Business Controller Education

**Type**: Standard product

**Language**: Dutch

**Course** Content:

Reijer Passchier opens the course with an introduction to the influence of digitization on the functioning of the democratic rule of law. Partly on the basis of his book Artifici&euml; Le Intelligence and the Rule of Law, he shows how digitalization is changing government and putting pressure on existing constitutional institutions and processes. He focuses on the so-called ' principle of legality': the principle that prescribes that the government is at all times bound by the laws that the government and the States General have made. Partly due to the emergence of open standards and discretionary space for civil servants since the 1960s, the principle of legality was already under pressure. With the digitization of government, the discretionary power of civil servants (' street-level bureaucrats') to public or private system operators (' system-level bureaucrats') or, in the case of AI, even to the systems themselves. The latter are actually interpreting the law more and more often. System administrators or systems themselves increasingly determine the meaning of laws and therefore also the way in which those laws are applied to citizens. Responsible use of this power requires multidisciplinary and iterative cooperation between politicians, lawyers, implementation experts, knowledge modellers and software developers. Only in dialogue with each other can these actors in the legislative process build a bridge between language and technology and ensure that the law literally ends up properly in systems. But how do you organize that? The traditional legislative process (in ICT terms a waterfall model) does not sufficiently safeguard the principle of legality. Only in a ' agile' legislative process, in which all disciplines take their role, the meaning and structure of laws can be adequately and justifiably converted into specifications for the ICT systems that are used in implementation. In recent years, a method has been developed to support this: Law Analysis. This method helps in the interpretation of legislation for an effective and explainable digitized application of the rules and in the cooperation that is needed between different disciplines. Frank Harmsen, Danielle Ausems and Mariette Lokin take over from Reijer to take the students step by step into the theory of Law Analysis, ge&iuml; illustrated by the concrete application in practice. On the basis of a case, they show how to carry out a legal analysis. They cover the analysis scheme (a kind of legal grammar) that is used, and give practical tips on how to bring a legal analysis to a successful conclusion<

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### **Master Data Protection and Privacy Law**

**Code**: MAGPR-2024-2025

**Name**: Master Data Protection and Privacy Law

**Type**: Training

**Language**: Dutch

**Course** Content:

The Master's in Data Protection and Privacy Law is in line with a rapidly changing world that requires a new kind of lawyer. Technological developments mean new legal questions. This programme offers you all the academic skills to interpret these issues. You will learn how data protection law relates to social and privacy law issues and you will delve into the relevant questions, problems, answers and solutions. IntentionalData protection and privacy law is pre-eminently multidisciplinary: it is a combination of European law, constitutional law and international law (fundamental rights), and also crosses private, criminal and administrative law. The master's programme offers in-depth knowledge of these areas of law and localises data protection and privacy law in all these areas of law. You will develop a thorough knowledge of data protection law. For example, by taking a closer look at the principles and principles of data protection law, the rights of the person whose personal data is processed and the legal requirements that data protection law imposes on the processing of personal data. But also how you can enforce these rights and obligations. The processing of personal data in online communication (e-Privacy) is also discussed, such as the rules for placing cookies, the ' tracking' of people via their mobile phones in public spaces and online direct marketing. You will also gain your elementary knowledge of, for example, different types of algorithms, artificial le intelligence and blockchain technology, so that you can then identify the privacy law bottlenecks and opportunities of deploying this new technology. n. In addition, attention is paid to the theoretical foundations and historical development of data protection and privacy law. In this way, you learn to reflect on the nature and importance of privacy and to interpret its function in a democratic constitutional state. If you want to know more about the content, request the study guide.

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### **Master's degree in Law**

**Code**: MAR-2024-2025

**Name**: Master of Laws

**Type**: Training

**Language**: Dutch

**Course** Content:

The master's programme offers you all the academic skills you need to continuously update your legal knowledge. The emphasis is on translating social issues, reflecting on the law, looking for questions, problems, answers and solutions. Because there is an increasing demand for specialized professionals, you can specialize in one of the five specializations: Private Law, Constitutional Law and Encyclopedia, Administrative Law, Criminal Law or International and European Law. In addition, it is possible to opt for a generic profile, in which you create a combination of courses yourself. Structure The programme consists of a compulsory part, possibly a bound elective and the graduation thesis. The courses you take depend on your specialization. In doing so, you must take into account the (professional) goal that you have in mind after the master's program. If you don't want to specialise yourself, you can opt for the generic master's programme. Your study advisor can help you with your choice. In total, you can choose 15 credits of the Master's programme from elective courses. For example, you can opt for the Master's course in Law Summer School in Europe. This is a collaboration between the law faculties of the German, Spanish and Dutch Open University that takes place alternately in one of these three countries. During &eacute; • In one week, you will engage in intensive discussions with an international group on various legal topics. Participating in a moot court if ' lawyer' is also part of this. The final piece of the master's program is the thesis. It is a treatise written by you on a subject of a legal nature based on a scientific question. If you want to know more about the content, request the study guide.

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### **Masterclass Milieu Law**

**Code**: MCMR

**Name**: Masterclass Milieu Law

**Type**: Standard product

**Language**: Dutch

**Course** Content:

During the Masterclass, various themes of environmental law will be discussed. You can think of the following themes:Environmental permit and general rules for establishmentsEnvironmental impact assessment as an environmental law instrumentZoning: spatial planning and environmental care, among others. the topics 'regulation of the environmental consequences of companies' will be discussed, with general rules (the Activities Decree) and permits (with a lot of attention to the IED and BAT).

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### **Masterclass Nature Conservation Law**

**Code**: MCNB

**Name**: Masterclass Nature Conservation Law

**Type**: Standard product

**Language**: Dutch

**Course** Content:

Nature conservation law occupies an important position in the realisation of a project. In nature conservation law, a distinction can be made between area protection (Nature Conservation Act 1998) and species protection (Flora and Fauna Act). The Nature Conservation Law Master Class examines the consequences of these protection regimes for the realisation of projects.

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### **Masterclass Spatial Planning and Construction Law**

**Code**: MCRO

**Name**: Masterclass Spatial Planning and Construction Law

**Type**: Standard product

**Language**: Dutch

**Course** Content:

During the Masterclass, various themes of Spatial Planning and Construction Law will be discussed. You can think of the following themes:Project decision-makingStructural vision as a steering instrumentZoning plan and area development

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### **Masterclass Wabo**

**Code**: MCWABO

**Name**: Masterclass Wabo

**Type**: Standard product

**Language**: Dutch

**Course** Content:

The Wabo is the common thread running through Environmental Law. The Wabo therefore connects the various parts of environmental law.

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### **Masterclass Water Law**

**Code**: MCWR

**Name**: Masterclass Waterrecht

**Type**: Standard product

**Language**: Dutch

**Course** Content:

During the Masterclass, various themes of water law will be discussed. You can think of the following themes:The water permitWater and municipalityWater and projects

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### **Minors in Law**

**Code**: MINORRW

**Name**: Minors in Law

**Type**: Training

**Language**: not specified

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### **Open Bachelor's programme in Law**

**Code**: OBAR-2024-2025

**Name**: Open Bachelor of Law

**Type**: Training

**Language**: Dutch

**Course** Content:

This programme is a combination of courses from the field of Law with a broadening of courses from one or two other scientific fields. There are various options in broadening packages. The combination of two or even three fields of study gives the programme a multidisciplinary character.

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### **The safe city**

**Code**: RB0006

**Name**: The safe city

**Type**: Standard product

**Language**: Dutch

**Description**:

The topics discussed are arranged around the themes of criminology, youth, organized crime, radicalization and terrorism. The assignment that has to be made for the exam consists of a detailed policy advice, in which all elements of the material offered are discussed. This assignment is prepared independently and presented in a final meeting, during which additional questions are answered orally. Learning objectivesAfter completing the minor 'The safe city', you will have achieved the following learning objectives (the relevant attainment targets are in brackets after each learning objective). You:- have a thorough knowledge of a number of selected themes around the theme of 'Security in the city', which concern international and European law, criminal and criminal procedure law and administrative law as well as criminology (knowledge and understanding);- are able to apply the knowledge gained to a case with different aspects (application of knowledge and understanding);- are able to form a well-founded opinion with regard to the selected themes and to put this opinion in writing and to bring it into the limelight orally (judgment and communication);- are able to 'critically reflect' on the theme of 'The safe city' (judgment).

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### **Introduction to constitutional law**

**Code**: RB0012

**Name**: Introduction to constitutional law

**Type**: Standard product

**Language**: Dutch

**Description**:

The course maps out the principles of Dutch constitutional law. You will acquire knowledge about and insight into the meaning of the concepts of the rule of law and democracy and the relationship between these concepts. In addition, the most important bodies at the state level, their mutual relationships, the provinces and municipalities, the relationship with the EU, fundamental rights and the role of the judge in constitutional law are discussed. You will also consider current constitutional issues such as new forms of democracy and European integration. In order to compare Dutch constitutional law in an international perspective, the main features of the English, French and German constitution are also discussed. Finally, ample attention is paid to the legal skills of reading legal texts and more specifically of searching for and reading parliamentary documents. More informationFor this course, you must have a self-purchased bundle of laws for the academic year (September to September) in which the education for this course is given. You can choose from the Collection of Dutch Legislation from Sdu publishers or the College Bundle from Wolters Kluwer publishers. You will use this bundle of laws continuously during your studies, so don't skimp on it! You should also bring this bundle with you to your exam. The use of collections from previous academic years or collections of laws from other publishers is at your own risk.

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### **Legal advice centre**

**Code**: RB0106

**Name**: Right Angle

**Type**: Standard product

**Language**: Dutch

**Description**:

The minor 'Legal Advice Centre' is a unique minor in the sense that you then immediately put the theoretical knowledge and skills (education) gained in part 1 into practice during part 2: physically participating in the Legal Advice Centre Heerlen where citizens can knock on the door for social-legal help. In part 1 of this minor, you will become acquainted with the objectives, tasks and target group of the Rechtswinkel Heerlen against the background of regulations and case law on access to justice in the Netherlands. You can place the phenomenon of legal advice centre within the existing organisation of legal aid in the Netherlands. In addition, you will become familiar with the legal and social discussion about access to justice. You will then gain theoretical knowledge of, be trained in, and practice various oral and written skills that are crucial for working in the Legal Advice Centre Heerlen. In terms of oral skills, this concerns conducting intake interviews, advisory interviews and negotiations. Written skills consist of drafting emails, legal advice letters, procedural documents, and other written documents. You will also become familiar with the legal content of the legal areas that are necessary to work as a legal aid provider in the Legal Advice Centre Heerlen. In addition, attention is paid to giving, receiving and processing feedback based on assessment forms and drawing up various reflection reports as a result of your exercise in oral skills. The study load of this part is 10 credits. During part 2, those learned and practiced oral and written skills and legal substantive knowledge are put into practice, because you assist litigants in the Rechtswinkel Heerlen with legal problems and disputes regarding social security law, consumer law, civil claims for compensation from injured parties (victims) in criminal cases, and tenancy law. The work in the Legal Advice Centre Heerlen is carried out in a front office, where you conduct intake and advice interviews with clients during physical consultation hours, for example, and a (digital) back office, where you investigate matters from a legal point of view and, for example, draw up written advice. You will be assisted, coached and ultimately assessed by professional professionals. The study load of this part is 5 credits. You are expected to be physically present at the Legal Advice Centre Heerlen for approximately 7 working days. The rest of the hours are spent working in the back office. Of course, you can work more days in the Rechtswinkel Heerlen and that is very welcome, but not mandatory. Course objectivesDuring the course, you will gain knowledge of the different definitions of the rule of law and you will be able to argue the extent to which access to justice

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### **Introduction to administrative law**

**Code**: RB0112

**Name**: Introduction to Administrative Law

**Type**: Standard product

**Language**: Dutch

**Description**:

The government plays an important role in the regulation of activities in society. Most people have to deal with government decisions and actions almost every day. A good example of this is the traffic rules on public roads. In addition, all kinds of activities require explicit permission from the government. You can think of organizing a neighborhood party, cutting down a tree or expanding your house. Other examples of government intervention are the collection of taxes and the provision of benefits and allowances. This course focuses on the question of how the government (administrative bodies) obtain the powers to regulate the above matters and which rules must be observed. The (main) rules of Dutch administrative law are laid down in the General Administrative Law Act (Awb). The study of this law is the core of this course. The course is structured around a number of key questions:- How does an administrative body obtain its powers?- Which procedural and substantive standards must the administration adhere to when exercising administrative powers and performing private-law legal acts and factual acts? - What are the different forms of administrative acts?- To what extent may the government use the private law route to promote a public-law interest?- How can an administrative body take enforcement action against a violation of a public-law standard?- What legal protection options does a citizen have in the event of (potentially) lawful or unlawful administrative acts? An important objective of the course is to provide insight into the application of administrative law in practice. For this purpose, the interpretation and application of the core concepts of the General Administrative Law Act in a number of other important administrative laws such as the Municipalities and Provinces Act are discussed.

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### **Introduction to criminal law**

**Code**: RB0124

**Name**: Introduction to criminal law

**Type**: Standard product

**Language**: Dutch

**Description**:

The investigation, prosecution and trial are discussed and of course also the course of events during the hearing. The roles that the various parties have within criminal procedural law, such as the suspect, the lawyer, the police, the public prosecutor and the judge, are examined in more detail. The questions of what rights a suspect has during criminal proceedings and what powers the investigating officers and judges have are central to this. You learn that criminal proceedings revolve around a number of questions that the judge must answer (these questions are called the judicial decision model). The answers to those questions determine the verdict. This way you will learn the difference between acquittal and dismissal of prosecution. The various forms of criminal liability (such as co-perpetration, incitement, commissioning, attempt and preparation) and the difference in punishability between intentional and non-intentional acts are also discussed. Furthermore, the sanctions that the court can impose are discussed. This course also makes a start on the development of an important skill for lawyers: the ability to analyse case law.

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### **Introduction to international law**

**Code**: RB0202

**Name**: Introduction to International Law

**Type**: Standard product

**Language**: Dutch

**Description**:

You only have to open the newspaper and it contains a subject of international law. You are confronted with it on a daily basis, but it is not always clear which rules the states must adhere to. Under what conditions can third states bomb Syria or intervene if a state does not arrest and/or try persons suspected of terrorism? After taking this course, you will be better able to answer these questions and have a better understanding of what is and is not allowed under international law. In this course, you will be introduced to various parts of international law and attention will be paid to the most important principles and players in international law. After taking this course, you will have a basic knowledge of the most important topics in this field. It is an introductory course with the aim of familiarizing you with the most important themes from this field. This course lays the foundation of your knowledge of international law, so that you can build on it in the International Law course. This means that in this course we will consider the basic topics of international law. For example, attention is paid to the difference between national law and international law, how international law affects the Dutch legal system, what the difference is between a one-tier and a dualistic system, who the most important players in international law are, what sources there are and under what conditions a state may defend itself against a violent attack. Attention is also paid to reading case law of international courts and finding international rules in treaty banks. Learning objectivesAfter following this course:- you will have acquired knowledge and insight into the nature, development and characteristics of the international legal order;- you will have knowledge of and insight into the impact of and the relationship between international law and Dutch law;- you will have knowledge of and insight into the most important international organisations, in particular the United Nations (UN);- you will know what the sources of international law are and you will be able to indicate the characteristics;- you will know who the subjects of international law are and you will know their characteristics;- you will have an understanding of and knowledge of the international rules regarding the use of force;- you will have an understanding of and knowledge of the manner and possibilities of peaceful dispute resolution in international law;- you will be able to international rules in the appropriate databases;- you will be able to solve a simple case of international law;- you will be able to understand the substance of the dispute, the judgment and the considerations of judges in the case law of the International Court of Justice.

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### **Introduction to private law**

**Code**: RB0204

**Name**: Introduction to private law

**Type**: Standard product

**Language**: Dutch

**Description**:

Private law regulates the relationships between citizens in which every citizen is involved almost daily. The course familiarises you with the main points of private law and, more specifically, with substantive private law, which regulates the content of relationships between citizens. These rules are included, except in separate laws, in the Civil Wetboek.De course covers only a part of that immense field, namely property law. Roughly speaking, this involves acts between people with legal consequences that can be expressed in money, such as claiming compensation for the damage you have suffered as a result of a traffic accident or transferring ownership of your home after you have sold it to someone else. The course covers: - some general concepts (e.g. what is a property right and what is a property) and distinctions (such as the distinction between movable property and immovable property); - doctrines of property law, such as the right of ownership, the transfer and the right of mortgage;- doctrines of contract law, such as the formation of an agreement (when is an agreement null and void or voidable), the dissolution of an agreement if it is not or not properly fulfilled and the liability of the perpetrator of an unlawful act. Attention is also paid to the skill of case solving.

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### **Introduction to European law**

**Code**: RB0302

**Name**: Introduction to European law

**Type**: Standard product

**Language**: Dutch

**Description**:

This course provides an overview of European Union law against the background of national law. Originally started as a group of six member states, the European Union has grown over time into a powerful bloc in the world. The entry into force of the Treaty of Lisbon has made the European Union more democratic, more efficient and more transparent. The European Union can be seen as an alliance of states and citizens with a common destiny. Of course, the 'pooling' of sovereignty has major consequences for the member states. In many areas, it is no longer possible to separate national law from European law. European law corrects national law and permeates everywhere. In an increasing number of areas, decisions are being taken jointly on the basis of European Union law. The resulting rules apply to national Member States, businesses and citizens. The significance of European law for national law is therefore enormous. Due to the impact of European law, the subject of this course has become indispensable to function successfully as a lawyer, in any workplace. In the course you also start with your writing skills. Course objectivesYou will be able to:- define the (core) concepts listed before the chapters to be studied;- present the history of European integration;- reflect the competences of the institutions of the European Union;- describe the decision-making processes used in the European Union;- deal with the way in which European Union law affects national law;- deal with the way in which legal protection is in the European Union;- deal with the four freedoms that have been laid down in the European Union;- write a short (contemplative) essay on a European legal question on the basis of a prescribed question, given sources and a learned step-by-step plan.

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### **Introduction to European law**

**Code**: RB0312

**Name**: Introduction to European law

**Type**: Standard product

**Language**: Dutch

**Description**:

This course provides an overview of European Union law against the background of national law. Originally started as a group of six member states, the European Union has grown over time into a powerful bloc in the world. The entry into force of the Treaty of Lisbon has made the European Union more democratic, more efficient and more transparent. The European Union can be seen as an alliance of states and citizens with a common destiny. Of course, the 'pooling' of sovereignty has major consequences for the member states. In many areas, it is no longer possible to separate national law from European law. European law corrects national law and permeates everywhere. In an increasing number of areas, decisions are being taken jointly on the basis of European Union law. The resulting rules apply to national Member States, businesses and citizens. The significance of European law for national law is therefore enormous. Due to the impact of European law, the subject of this course has become indispensable to function successfully as a lawyer, in any workplace. Course objectivesYou will be able to:- define the (core) concepts listed before the chapters to be studied;- present the history of European integration;- reflect the competences of the institutions of the European Union;- describe the decision-making processes used in the European Union;- deal with the way in which European Union law affects national law;- deal with the way in which legal protection is in the European Union;- to interpret the differences in the protection of fundamental rights between the ECHR and EU law;- to deal with the four freedoms laid down in the European Union;- to seek out and use European legislation.

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### **Legal history**

**Code**: RB0402

**Name**: Legal history

**Type**: Standard product

**Language**: Dutch

**Description**:

The announcement that the law does not fall from the sky can safely be regarded as a cliché. The sentence 'The law is a historical phenomenon' sounds very different, yet the meaning is the same. Both sentences lead to the conclusion that the law is constantly evolving. This means, in the first place, that there is an indissoluble link, an uninterrupted continuity or coherence between modern law and that of the past. It follows that only historical research can make us understand the law of our time. Or, to put it more sharply: a scientific practice of law presupposes an understanding of its historical practice. In the second place, recognizing law as a historical phenomenon inevitably leads to the conclusion that law is changing. A colourful range of social factors determines the rise, change and fall of legal institutions. Economic, political, ecclesiastical and ethical issues play a role in this. It is the task of the legal historian to uncover the historical connection between law and other social phenomena as much as possible and to explain the development of law from this. Learning objectivesThe learning objectives of this course focus on the Corpus iuris civilis. Which sources of Roman law have been brought together in the Corpus iuris civilis? How does this compilation function in the Middle Ages and modern times in legal education and as secondary law, the ius commune, and how does the Corpus iuris civilis relate to other sources of law in this period? In what way has the scholarly research of lawyers into the Corpus iuris civilis contributed to the modern codifications in France, Germany and the Netherlands?

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### **Philosophy of law**

**Code**: RB0522

**Name**: Rechtsfilosofie

**Type**: Standard product

**Language**: Dutch

**Description**:

This course has two general learning objectives. First of all, this course aims to make you think about law from a different perspective than you are used to by imparting your knowledge and understanding of a number of important legal philosophical issues and the ideas of well-known legal philosophers on them. Secondly, this course aims to teach you to independently form an opinion about legal philosophical issues and to articulate and argue them well. A number of specific learning objectives are related to the general learning objectives mentioned above. To achieve the first general learning objective, you will be taught to recognize philosophical problems in law, you will become acquainted with visions and views that well-known legal philosophers have on this subject and you will learn how these visions and views relate to each other. To achieve the second general learning objective, you will be taught to write down your own opinion on legal-philosophical issues in full sentences, in a structured and reasoned way. This means that this course focuses on three important legal skills, namely: judgment, writing skills and argumentation.

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### **Contract law**

**Code**: RB0602

**Name**: Contract law

**Type**: Standard product

**Language**: Dutch

**Description**:

People depend on cooperation. No economic activity is possible without agreements. The frequency with which agreements (these can also be contracts) are concluded in the course of trade makes contract law an essential part of our legal system. In the Contract Law course, we follow the buyer who enters into an agreement. Problems may arise when entering into the agreement; What you thought you were buying does not meet your expectations, you have erred or have been deceived by the other party. What legal options do you have to cancel the purchase? But even when the purchase is settled, a dispute can arise due to breach of contract and you want to undo the purchase. How such conflicts should be legally resolved is discussed in detail in the course. The theoretical insights gained are applied on the basis of case positions. Learning objectivesAfter studying the course, you will need to, among other things:- define the legal concepts of 'agreement' and 'obligation'; - distinguish the doctrines of contract law within the system of the law; - to elaborate a case position within contract law (in particular the purchase agreement) in a substantiated manner. In addition to the legal requirements, reasoned legal rules and points of view from case law and principles of contract law must also be incorporated;- explain how a legal act/agreement is concluded and what problems may arise in this regard, such as the defects of will (error, coercion, fraud and abuse of circumstances), legal incapacity and the unlawful agreement, as well as the inagreement of will and declaration of intent and the protection of legitimate expectations;- explain on what basis the obligation arises and what characteristics it has (interpretation, supplementary and derogatory effect of reasonableness and fairness);- explain the ways in which an obligation can be fulfilled and the consequences of non-performance of an obligation (action for performance, damages and rescission).

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### **Property law**

**Code**: RB0722

**Name**: Property law

**Type**: Standard product

**Language**: Dutch

**Description**:

Property law, together with the law of obligations, forms property law. Property law regulates the relationship between a person and a good. Goods are all active components that belong to a person's assets. This course deals with the principles of property law, the basic concepts (goods, goods and property rights), the way in which goods are acquired and lost and the other types of property law relationships. In the method of acquisition of goods, special attention is paid to the acquisition of goods by transfer. This is the transition from a good from the assets of one person to the assets of another person. The defects that may be attached to the transfer and the third-party protection provisions are also discussed. The special forms of transfer are also discussed (transfer subject to conditions, delivery in advance and retention of title). The property law doctrines deal successively with the right of ownership, the limited rights, the property law relationships of possession and ownership, the community of property and the right of recourse to goods. Assets in a debtor's assets can be used to provide security to creditors, for example by establishing a right of pledge or mortgage. The act of establishing these security rights, the execution and the priority arrangement are discussed in detail in the course. During the supervision of the course in the form of virtual classes, attention is paid to the theory and development in the judiciary. Furthermore, the theory is applied to property law cases, which increase in complexity in the course of the course. The mandatory judgments and current cases are used as an illustration of the study material.

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### **Civil procedural law**

**Code**: RB0812

**Name**: Civil Procedure

**Type**: Standard product

**Language**: Dutch

**Description**:

You have just bought a new car, a decent brand for a reasonable price. But it soon turns out that you have been cheated: the odometer has been tampered with and there are second-hand parts under the hood. The 'new' car turns out to be anything but new. You demand that the seller still fulfils his obligations or even pays damages. But: 'To have is to have, to get is the art.' The seller simply refuses to negotiate with you on this matter. You only see one way to solve this: litigation. Then a lot of rules have to be observed and that's where formal private law begins. The foregoing indicates the difference between substantive and formal private law. Substantive private law (see the courses Introduction to law: core of law (formerly Basic Law Course) or Introduction to Private Law) describes the rights you have, for example, as a buyer or as a landlord. Formal private law indicates how you can enforce those rights if necessary. You will find those rules in this course. The course Civil Procedural Law provides insight into the main features of civil procedural law against the background of substantive private law. This means that subjects such as: the measures to prevent proceedings, the commencement of civil proceedings, legal representation, the jurisdiction of the court, the methods of litigation, the legal remedies, the distinction between judgments and orders, the enforcement of judgments and deeds, and so on, are discussed. Moreover, after studying the course, you are supposed to have knowledge of important court decisions in the field of civil procedural law and that you can apply the knowledge you have gained to concrete cases. In addition to students in legal sciences, the course is of interest to people who have to deal with civil procedural law in practice, for example through the legal profession or the judiciary. Learning objectivesCivil procedural law contains rules that must be observed in order to be able to assert rights arising from substantive private law, if this has not proved possible amicably. During this course you will get to know these rules and learn to apply these rules to concrete cases.

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### **Corporate law**

**Code**: RB0912

**Name**: Corporate law

**Type**: Standard product

**Language**: Dutch

**Description**:

In law, every person is a person, but a legal person is not a person. That seems like a lame word game, but in reality there is a world of difference between persons and legal entities. A person of flesh and blood, like the greengrocer around the corner, is personally liable if he gets into debt. It does not matter whether these are private debts or debts for his greengrocer, unless he has placed his greengrocer's in a legal entity, for example a private limited company. This is different if he does not run the greengrocer on his own, but together with his wife in a general partnership. Although this is not a legal entity, you will learn in this course that this makes a difference for the creditors. It is therefore important whether it is a person or a legal entity. In daily life, every citizen has to deal with legal entities: almost everyone is a member of one or more associations and some are shareholders in a public limited company or private limited company. This course familiarizes you with various legal entities regulated in the Civil Code: association, cooperative, foundation, public limited company and private limited company. Such a legal entity seems to be only a legal invention, but it is apparently useful, because there are hundreds of thousands of private limited companies in the Dutch business community. Some advantages of a legal entity are obvious. Think of the continuity of the case: a natural person will die at some point, a legal person will not be bothered by this. In this course, you will learn exactly what a legal entity is and in what form it can occur. One form is more suitable for running a business than the other. For a multinational, for example, the public limited company is preferable to an association. However, the latter form is an excellent solution for a sports club, for example.

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### **European law**

**Code**: RB1032

**Name**: European law

**Type**: Standard product

**Language**: Dutch

**Description**:

This course focuses on the European area and substantive law, citizenship of the Union, fundamental rights and external policies, competition and state aid, and economic and monetary union. After the completion of the internal market has long been at the heart of the process of European integration, interest is now increasingly focused on the European area. In this European area, the citizens of the Union can move freely. Citizens of the Union can exercise their fundamental political, economic and social rights everywhere. In accordance with the values set out in Article 2 TEU, the process of European integration is not limited to socio-economic life, but has increasingly concerned social relations as a whole. In this course, importance is attached to the judgments of the Court of Justice of the European Union. In addition, in this course you start with dialogue skills. Dialogue skills are developed using the Dialogue to Synergize (D2S) method. In order to shape this in a good way, you will be assigned to a group of fellow students by the course team after registration, with whom you will practice the method on the basis of prescribed judgments. The dialogue skills group is required to meet at least four times (online), the meetings are planned in mutual consultation.

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### **Administrative law I**

**Code**: RB1112

**Name**: Administrative Law I

**Type**: Standard product

**Language**: Dutch

**Description**:

This course will introduce you in depth to substantive administrative law and the general rules that the government must observe when exercising various administrative powers. Attention is paid to, among other things, the actors in public law, the exercise of various administrative powers and the standards that must be observed on the basis of the statutory rules and general principles of good administration. Many general rules have now been codified in the General Administrative Law Act. However, several rules have not yet been included in this Act, although they are part of the general part of administrative law. In this course, the interpretation and application of the General Administrative Law Act occupies a prominent place, but it also deals with law that is not (yet) regulated in this Act. The intention is that you acquire both theoretical and practical insight into the material and learn to feel how administrative bodies apply administrative powers in a concrete case. The course covers a lot of case law and allows you to think about the interpretation and application of general administrative law on the basis of (practice-oriented) case positions.

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### **Liability law**

**Code**: RB1202

**Name**: Liability law

**Type**: Standard product

**Language**: Dutch

**Description**:

'Classic' liability law revolves around the question of when you can legally pass on damage suffered to someone else. This course focuses on the socially extremely important doctrine of tort. Anyone who does (or fails to do so) in violation of the law or the care that befits society commits an unlawful act and is in principle obliged to compensate the resulting damage. Once it has been established that there is liability, the question then arises as to how the extent of the compensation should be determined. The legal framework for determining the extent of the damage is also discussed in detail in the course.

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### **Substantive criminal law**

**Code**: RB1302

**Name**: Substantive criminal law

**Type**: Standard product

**Language**: Dutch

**Description**:

The course deals with substantive criminal law; the set of rules that indicate which behaviors are punishable and which sanctions can be imposed. A wide range of topics that raise questions in criminal cases will be discussed. This includes topics such as the general conditions of punishability, the objective and subjective elements, causality, participation, criminal attempt and preparation and the grounds for exemption from punishment. The various doctrines will be dealt with on the basis of the law and its interpretation by the Supreme Court. What exactly is intentional action? Are you also punishable if you kill someone by accident? How far does criminal liability go? Suppose a motorist hits someone, after which the victim dies during the emergency operation due to a medical error. Can the director be blamed for this under criminal law? The answers to these (and other) questions can be found in the law, but especially in judgments of the Supreme Court. This course pays attention to this, of course, but also discusses dissenting opinions. This gives you a complete picture of the views within this area of law.

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### **Formal criminal law**

**Code**: RB1422

**Name**: Formal criminal law

**Type**: Standard product

**Language**: Dutch

**Description**:

Criminal cases are often the subject of a lot of media attention. As a result, criminal procedural terminology is no stranger to us. But what exactly do these terms mean and is it true what is claimed in the media? It is often forgotten that the criminal process serves a twofold purpose: to ensure that the guilty are convicted and to prevent innocent people from being punished. In this course, we want to introduce you to the nuances of our criminal procedural law. The course Substantive Criminal Law is mainly about the question of which behaviour is punishable and when an offender is not punishable. In the Formal Criminal Law course, the emphasis is on the question of what may and sometimes must be done if the suspicion arises that a person has committed a criminal offence. You can think of questions such as: 'Under what conditions may a suspect be arrested and how long may he or she subsequently be detained?', 'When is the public prosecutor admissible in the prosecution?', 'What requirements must an indictment meet?', and 'Can statements made by the suspect automatically serve as evidence if he or she was not assisted by a defence counsel during the police interrogation?'. This is just a small selection of the topics of this course, in which a constant balancing of interests between instrumentality and legal protection plays a prominent role. Part of the education is linked to a practical simulation of a Dutch criminal case; a so-called serious game. In the serious game, the regular course of a criminal case is followed: from investigation, to prosecution to eventual trial. During the course of the serious game, you are assigned a different role (prosecutor, lawyer and judge) and you make different decisions based on that role. The aim of the serious game is to build a bridge between science and criminal law practice: scientific knowledge gained in the course of the course is applied directly and interactively in the game.

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### **Constitutional law**

**Code**: RB1602

**Name**: Constitutional law

**Type**: Standard product

**Language**: Dutch

**Description**:

The course discusses constitutional doctrines such as the principle of legality, division of power and the reasons for the distribution of power, judicial review and the form of government and form of government. You will also delve into the workings of parliamentary democracy, the legislative process and the themes of governance and justice. The tasks and powers of government bodies are discussed and the European law and international dimensions of constitutional law are discussed. The course provides insight into the interaction between constitutional law and politics, into the establishment of bodies and the attribution of powers to those bodies and into some special parts of public administration, such as the advisory system, the police, the defence and state emergency law. Important aspects of the judiciary and decentralisation are also discussed. The Charter for the Kingdom and especially the Constitution play a prominent role in all this. It also looks at the international and European dimensions and describes the impact of membership of the European Union on the room for manoeuvre of national bodies. For a complete picture of and insight into (the functioning of) Dutch constitutional law, the Bachelor's programme should also study the course Writing on fundamental rights.

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### **Fundamental rights**

**Code**: RB1702

**Name**: Fundamental rights

**Type**: Standard product

**Language**: Dutch

**Description**:

Are people with racist ideas also allowed to unite in a political party? Can the government require a foreign national living here to learn Dutch and reduce his social assistance benefit if he does not meet it? Does the fundamental right to assemble mean that prisoners should also be given the opportunity to do so? Can a Roman Catholic school refuse non-Catholic teachers? Is the addict who is staying here illegally also entitled to medical care? Fundamental rights, such as freedom of expression, freedom of assembly and freedom of religion and belief, play an important role in all these kinds of questions. This course deals with general fundamental rights doctrines and shows how fundamental rights function in Dutch society and how the courts think about clashes of fundamental rights. To make good use of the course, you need to be reasonably familiar with the different areas of law. You will learn to understand and formulate daily situations in terms of fundamental rights. After all, everyday practice raises questions that require a responsible solution. You will become familiar with reasoning from the perspective of fundamental rights and learn how to give a legally and socially acceptable answer. Fundamental rights (or human rights) set limits on the powers of the government to intervene in the sphere of freedom of the citizen. On the other hand, the various constitutional rights and treaty fundamental rights give direction to the actions of the government. This course aims to strengthen your writing skills by including a writing assignment about fundamental rights as an integral part. The emphasis in this assignment is on independently formulating a question and independently collecting and processing diverse and relevant source material. Although the requirements for the assignment are slightly less extensive, they correspond in content to the requirements for the Bachelor's essay in year 3. In other words: Writing about fundamental rights is an exercise with research and writing skills on the way to the conclusion of your bachelor's program.

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### **International Law**

**Code**: RB1812

**Name**: International Law

**Type**: Standard product

**Language**: English

**Description**:

This course will build on the knowledge acquired in Inleiding internationaal recht and study the core topics of international law in greater depth. The course will focus on foundational topics essential for understanding the structure of the international legal system. As such, you will study: - the nature and sources of international law, States and international organisations as legal persons;- the law of treaties;- State jurisdiction and the law on immunities;- State responsibility for wrongful acts;- international dispute settlement, and enforcement short of force;- the use of force and collective security through the United Nations. This course aims to increase your insight and understanding of how international law applies to specific scenarios. The exam will be set in English in line with the programme objectives for the Bachelor of Law at the Open Universiteit. Answers may be provided in English or Dutch.LeerdoelenOn the completion of the course, you should be able to:- demonstrate comprehensive and accurate knowledge and understanding of those aspects of public international law identified in the course and mandatory reading materials;- critically analyse, interpret, evaluate and synthesise international legal materials;- understand the nature of the international law system and identify its problems;- form a critical judgement on the topics studied in the course;- identify, analyse and reflect on sources of international law; - identify the subjects of international law and their rights and obligations; - assess the remedies available for violations of public international law;- understand and apply different means of dispute settlement and enforcement available in international law;- analyse and apply legal knowledge of the law relating to the use of force by States.

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### **Introduction to criminology**

**Code**: RB2002

**Name**: Introduction to criminology

**Type**: Standard product

**Language**: Dutch

**Description**:

Criminology is a multifaceted field of science. It is situated at the intersection of the legal sciences and the social sciences and studies crime and the social response to it. However, we can hardly speak of 'the' criminology, since the underlying principles of the various criminological schools are very diverse. In this way, criminology can be approached from a sociological, psychological, biological and legal angle. But a distinction can also be made into, for example, positivist, liberal or Marxist criminology. The object of study can be the offender, the victim, the type of offense or the legal system. The orientation can be international, regional, national or a particular urban area. This course starts with a historical overview of the development of the field. It then zooms in on a number of current movements that are illustrated as much as possible with examples from Dutch practice. The various methods of criminological research are discussed and the functioning and ethics of our criminal enforcement system are explicitly discussed. A number of current social problems in the field of security are discussed in their relation to the criminological domain and relatively new phenomena such as subversion are explained. The course provides you with a general overview of this field, highlighting as many facets of criminology as possible, both classical and modern as well as more critical approaches. This fills in part of the necessary context of their area of interest for (especially criminal) lawyers and gives all interested parties a helping hand to consider the phenomena of crime and crime prevention with a critical and nuanced view.

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### **Administrative law II**

**Code**: RB2112

**Name**: Administrative Law II

**Type**: Standard product

**Language**: Dutch

**Description**:

This course is divided into three parts:- administrative enforcement law;- legal protection against the government;- compensation in the event of unlawful and lawful government acts. The course covers a lot of case law and invites you to think about solutions. You will not only acquire legal knowledge, but also develop a sense of legal reasoning. The course provides an up-to-date description of administrative enforcement law, administrative procedural law and administrative compensation law. The course is designed in terms of content and education in such a way that you acquire both theoretical and practical insight into the operation of administrative enforcement law, administrative procedural law and administrative compensation law. On the basis of (practice-oriented) multiple-choice and open (case) questions, you will learn to think about the solution of the legal problems presented in the self-assessments. The course not only gives you legal knowledge, but also teaches you a 'feeling' for legal reasoning and teaches you to recognize and solve administrative (procedural) law problems.

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### **Deepening criminal (procedural) law**

**Code**: RB2412

**Name**: Deepening criminal (procedural) law

**Type**: Standard product

**Language**: Dutch

**Description**:

During the courses Substantive Criminal Law and Formal Criminal Law, criminal law and criminal procedure law were discussed in a broad sense. In this course, we build on this and focus on a number of specific themes that are relevant for a good understanding of both criminal and criminal procedure law and for legal practice. The relationship between criminal law and criminal procedure is central to this. The following topics are discussed:- the indictment and the doctrine of the foundation;- concurrence and the ne bis in idem principle;- special criminal law and legality;- functional forms of commission and participation; - the decision-making scheme of art. 348 and 350 of the Code of Criminal Procedure.Learning objectivesAfter studying the course, you will be able to:- place the themes selected in the course in the assessment scheme of the criminal court (knowledge and understanding);- apply the knowledge gained with regard to the above-mentioned themes within criminal law and criminal procedure to a case with different criminal and procedural aspects (application);- apply the relevant case law (national and European) to a concrete case (application);- forming a well-founded opinion with regard to the above themes and expressing this opinion in writing (forming an opinion).

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### **Bachelor's essay in public law**

**Code**: RB2512

**Name**: Public Law Bachelor's Essay

**Type**: Standard product

**Language**: Dutch

**Description**:

You can choose which area of law your Bachelor's essay will be about (administrative law, constitutional law, criminal law, empirical research in law, international or European law), but you must then choose a topic from a list of given topics. This list of topics can be found on the course site in the digital learning environment. This course brings together all the research and writing skills you have acquired during your bachelor's studies at the Open University. It is therefore an aptitude test in conducting scientific legal research and being able to publish your research results in an academic work at bachelor level. You will be guided step by step through this research and writing process on the basis of two submission assignments. The first submission assignment concerns the search and analysis of relevant scientific source material and the formulation of a problem on the basis of this. The second submission assignment concerns the preparation of a research plan. You will receive feedback from one of our subject matter expert teachers on both submission assignments. Finally, based on the feedback given, you will independently write your essay to complete this course.

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### **Employment contract law**

**Code**: RB2602

**Name**: Employment contract law

**Type**: Standard product

**Language**: Dutch

**Description**:

A large part of the working population in the Netherlands supports itself by working as an employee in the private sector on the basis of an employment contract. The statutory regulation of the employment contract is laid down in Title 10 of Book 7 of our Civil Code. The course is structured on the basis of themes, with theme 1 covering the various types of employment relationships (the employment contract, the temporary employment contract and the contract for services) and theme 2 the terms of employment (including the probationary period, wages and holidays and the non-competition clause). Theme 3 discusses who is liable when damage is caused to or by an employee and who must bear the damage in the mutual relationship between employer and employee. Themes 4 to 6 relate to the various methods of termination of an employment contract (including termination outside and during the probationary period, dissolution by the subdistrict court and summary dismissal). Finally, theme 7 focuses on the various organisations that operate in the field of international labour law.

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### **Insurance law**

**Code**: RB2702

**Name**: Insurance law

**Type**: Standard product

**Language**: Dutch

**Description**:

Almost everyone has to deal with it in daily life. Insurance is an important consumer product, as evidenced by the many advertising activities in this area. This not only results in nice slogans, such as 'Just call Apeldoorn', but it also means that the consumer protection built into the Civil Code can apply. Insurance is also very important for the business community, such as fire insurance, transport insurance or credit insurance. Many parties are often involved in insurance: the insurer, intermediaries, the insured and the person entitled to benefits. And if damage has been compensated, the insurer has claims against the person who caused the damage. The large number of people involved can quickly lead to just as many legal questions. For example, whether the insured has provided sufficient information to the insurer. Partly due to the large number of parties involved, insurance law is a specialism within private law. The course discusses both the foundations of insurance law and the role of the various parties in concluding and settling insurance contracts in detail. Insurance law is rich in case law, which is also evident from the course.

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### **Summer School Law in Europe**

**Code**: RB2802

**Name**: Summer School Law in Europe

**Type**: Standard product

**Language**: Dutch

**Description**:

The Summer School is a collaboration between the law faculties of the German FernUniversität (FernUni), the Spanish Universidad Nacional de Educación a Distancia (UNED), the Open University UK and the Dutch Open University. The Summer School takes place alternately in Germany, Spain, the United Kingdom or the Netherlands. The Summer School offers an excellent opportunity to engage in intensive discussion with an international group of fellow students for one week, especially on constitutional issues. Prior to this week, the students first prepare online. You will speak about law in English, you will discover remarkable differences between legal systems and you will become acquainted with cultural differences and differences in teaching styles between the participating countries. The teaching method is very interactive: you work in groups with students from different countries on various assignments and conclude them with presentations and discussions.

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### **Open module**

**Code**: RB2902

**Name**: Open module

**Type**: Standard product

**Language**: Dutch

**Description**:

The Open module offers you some flexibility to introduce an internship within the Bachelor's programme in Law, for example, provided that it meets the additional requirements (please contact the examiner). One of these requirements is that, for example, existing activities of a legal nature cannot be brought in as an internship. The flexibility of the Open module is further reflected in the possibility of agreeing on 'customization'. For example, even under strict conditions (including available expertise and quality requirements with regard to, among other things, scientificity) - a more personal interpretation is possible in the sense that a specific (sub)area of law that is not offered in the regular programme is further explored in this module. However, possibilities for this are very limited. Occasionally, it is conceivable, under certain conditions, that high-level legal-scientific activities may lead to their own interpretation under the aforementioned conditions.

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### **Introduction to comparative law**

**Code**: RB3002

**Name**: Introduction to comparative law

**Type**: Standard product

**Language**: Dutch

**Description**:

In the 21st century, some knowledge of other (foreign) legal systems is more important than ever for a lawyer. Comparing one's own law with that in other countries, systems or times can increase insight into one's own system, it can lead to knowledge and understanding of 'foreign' law, and comparative law can contribute to the development of new law. Comparative law is the examination of the differences and similarities between two or more legal systems or parts thereof. For example, the comparison of the family law of two countries; to the comparison of a more limited set of legal norms (the duties of parents towards their children) or to the comparison of certain legal concepts ('good faith'). One can also think of comparing a set of rules, for example the Dutch and Belgian rules on euthanasia, the comparison of constitutional courts or the ways in which the French and American judges motivate their sentences. The first four learning units focus on questions such as: 'Which legal systems do you want to include in your comparison?', 'How do you formulate a research question?' and 'What is the meaning of neutrality in comparative law research?'. Units 5-7 deal with special themes about comparative law.

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### **Introduction to law: core of the law**

**Code**: RB3422

**Name**: Introduction law: core of the law

**Type**: Standard product

**Language**: Dutch

**Description**:

The course focuses on the core elements of the study of Dutch law in nine learning units. You will become acquainted with sources of law, judicial law-making, fundamental rights, democracy and the rule of law and the role of the judge. The course also focuses on the structure and division of the legal order, discussing both the classic division into separate areas of law and the importance of the 'multi-layered legal order'. On the basis of case studies, case law and examples, you will build a solid theoretical basis for a further study of Dutch law. Learning objectivesAfter studying this course, you will be able to:- explain the main characteristics of sources of law;- describe the classic classifications of law and explain their value and shortcomings;- explain the concept of 'multi-layered legal order';- explain the characteristics and interrelationship between fundamental rights, democracy and the rule of law;- explain that the multi-layered legal order has both positive and negative consequences for the protection of the rule of law, democracy and the protection of fundamental rights;- explain the consequences of the multi-level legal order for priority rules, sources of law and methods of finding law;- distinguish different views on the role of the judge in relation to the legislator in a multi-layered legal order.

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### **Work and security**

**Code**: RB3602

**Name**: Work and security

**Type**: Standard product

**Language**: Dutch

**Description**:

The content of this course is aimed at familiarizing yourself with the system of social security and the associated legislation in general. You will become familiar with the operation of and embedding in the system and the relationships with employment law and tax law. You also place the doctrine in a legal-economic and historical perspective. Within this course, it is not the intention that you learn to apply the current regulations in the field of social security law at the implementation level. The material is offered 'timelessly' to illustrate existing systems. This is desirable because social security law is subject to constant changes at the implementation level, but also because at an academic level you are expected to be able to 'look beyond the implementation' and to gain insight into the functioning of the underlying structures and the interconnectedness with current political events. Learning objectivesAfter completing this course, you will have achieved the following learning objectives (the relevant attainment targets are in brackets after each learning objective). You:- have a thorough knowledge of social security law and its origins (knowledge and insight);- are able to apply the knowledge gained to a case with multiple aspects of social security law (application of knowledge and insight);- have become acquainted with case law of the Central Appeals Court and are able to apply this knowledge to a concrete case (application of knowledge and insight);- are aware of the theoretical foundations and principles of social security law and have insight into the impact of these principles in the practice of social security law (judgment);- in preparation for the exam with open questions, you have mastered the skill of 'solving a case', with a specific focus on solving a social security law case (communication);- you can 'critically reflect' on social security law in a future perspective (judgment).

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### **Law of persons and family law**

**Code**: RB3702

**Name**: Law of persons and family law

**Type**: Standard product

**Language**: Dutch

**Description**:

The aim of the course is to introduce you to the law of persons and family law, matrimonial property law and inheritance law, and to provide you with such an insight that you are able to select and organize the relevant data in a concrete case from a disordered set of facts, as it may occur in practice. formulate a clear problem statement and use it to arrive at a correct solution to the problem. The legal regulation of the law of persons and family law is included in Book 1 of the Civil Code. However, this national regulation cannot be separated from international and European treaties (ECHR and CRC) and case law in relation to Dutch law of persons and family law. In this context, topics are first discussed that give further substance to the purely personal relationships between, among others, parents and children and spouses/partners. This concerns topics such as person, place of residence, marriage, registered partnership, parentage/adoption, custody and access, but also adult protection will be discussed here. To a large extent, however, Book 1 of the Dutch Civil Code also covers property relationships based on these family relationships, including relationship property law and maintenance law. Relationship property law will be discussed in the light of both formal and informal forms of relationship. Attention will also be paid to Book 3 of the Civil Code. The legal regulation of inheritance law can be found in Book 4 of the Dutch Civil Code. Inheritance law covers both the general interest law and the testamentary inheritance law. Learning objectivesAfter completing the course, you will have achieved the following learning objectives: - You have elementary knowledge in the legal areas of personal and family law, relationship property law and inheritance law, and have learned to apply this knowledge in sub-topics both at an elementary level and in depth to case situations.- You can connect the rules of the various sub-areas of Dutch personal and family law and general private law.- You have knowledge of and basic insight into the relationship between national, European and international law in the field of personal and family law, non-solicitation property law and inheritance law.- You are able to select the legally relevant facts and actions from a complex of facts.- You are able to interpret legislation, regulations and case law and apply them in concrete situations.- You are able to form an opinion on a current legal theme or doctrine.- You are able to form an opinion on a current legal theme or doctrine.- You are able to information from legal sources.

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### **Bacheloressay privaatrecht**

**Code**: RB3812

**Name**: Bacheloressay privaatrecht

**Type**: Standard product

**Language**: Dutch

**Description**:

This course brings together all the research and writing skills you have acquired during your bachelor's studies at the Open University. It is therefore an aptitude test in conducting scientific legal research and being able to publish your research results in an academic work at bachelor level. You will be guided step by step through this research and writing process on the basis of three submission assignments. Each submission assignment concerns an important part of the process (searching for and analysing relevant scientific source material and formulating a problem on the basis of this, drawing up a research plan and writing the essay). More information about these submissions can be found on the course site. On the first two submission assignments, you will receive feedback from one of our content expert teachers. Moreover, giving feedback on the work of your fellow students is an important part of this course. By commenting on the work of others and discussing things like problems and research plans together, you are forced in a positive way to keep looking at your own work critically. After all, you will have to be able to explain to others why you have made certain choices in your research and you will have to be able to argue why you think the choices of others are good or less good.

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### **Legal Writing**

**Code**: RB3902

**Name**: Legal Writing

**Type**: Standard product

**Language**: Dutch

**Description**:

This course covers two things that are of great importance for the prospective lawyer to practice from an early stage. These are legal writing and legal judgment. These two go hand in hand: while writing, you learn to develop, formulate and adjust your opinion. Judges express it this way: you only notice whether a certain solution for a case is good or not when you 'get it written down' or not. Being able to write well is a prerequisite for becoming a good lawyer. Developing one's own legal judgement – a 'legal compass' or 'legal conscience' – is an equally important condition, which is also distinctive for the academic lawyer. In this course, you will learn to find and analyse relevant legal sources with regard to a case with a research question and to argue a legal-ethical point of view. In doing so, you will learn to apply the principle that the law aims to provide reasonable solutions to social issues. Learning objectivesAt the end of this course, you will be able to:- analyse a given legal case in a systematic way;- write a critical analysis of a court decision based on a given research question and case;- find given legal sources: regulations, court decisions and doctrine;- identify arguments in the legislative history of regulations, in court decisions and in doctrine;- distinguish facts and opinions in those sources and argue on the basis of this;- construct an argument logically;- use academic legal language;- use legal methods in that argumentation (grammatical, systematic, legal-historical, teleological interpretation and weighing of interests);- form your own ethical opinion about a reasonable arrangement/solution for a given legal issue and argue it in a legally relevant manner;- refer to sources according to the Guidelines for Legal Authors;- give feedback on other people's work on the basis of the assessment form and the checklist;- assess and process peer feedback on your own work.

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### **Supervision and investigation**

**Code**: RB4002

**Name**: Supervision and investigation

**Type**: Standard product

**Language**: Dutch

**Description**:

In recent decades, the method of enforcement in the public domain has changed drastically. New enforcement modalities have emerged (e.g. the administrative fine and the penalty order) and partly as a result of this, the distinction between criminal enforcement and administrative enforcement has become blurred. The minor Enforcement in the Public Domain aims to offer students an overview of the various forms of enforcement. This is done from an internal comparative law perspective and from the overarching 'ECHR perspective'. The Supervision and Investigation course is part of this minor. This course will focus on the different concepts as used in administrative law (supervision) and criminal law (investigation). Furthermore, the course discusses the powers that are vested in the various actors and guarantees for the (suspected) citizen in the exercise of those powers. In other words: who is allowed to do what within which jurisdiction? In theory, the distinction between supervision and investigation is simple. In practice, it appears that (administrative) supervision and (criminal) investigation are often in line with each other. Moreover, both powers are often exercised by one and the same official. There may be so-called transition of atmosphere or cumulation of atmosphere, in which the supervision merges into or coincides with the investigation. Both aspects will be discussed in more detail in this course. Learning objectivesAfter completing this course, the student will be able to:- explain the differences between administrative supervision and criminal investigation (knowledge and understanding);- identify and recognise the various actors and know which powers belong to which actor and what guarantees are associated with the exercise of those powers for the citizen (knowledge and understanding); - apply the knowledge gained and the acquired insight to a concrete case (application of knowledge and insight); - interpret the differences and similarities between the two areas of law from a national law perspective (internal comparative law, knowledge and understanding, application of knowledge and understanding); and- report and discuss the relevant legal questions (communication) in a group setting.

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### **Sanctioning in the public domain**

**Code**: RB4102

**Name**: Sanctioning in the public domain

**Type**: Standard product

**Language**: Dutch

**Description**:

In recent decades, the method of enforcement in the public domain has changed drastically. New enforcement modalities have emerged (e.g. the administrative fine and the penalty order) and partly as a result of this, the distinction between criminal enforcement and administrative enforcement has become blurred. The minor Enforcement in the Public Domain aims to offer students an overview of the various forms of enforcement. This is done from an internal comparative law perspective and from the overarching ECHR perspective. The course Sanctioning in the Public Domain is part of this minor. This course discusses the various enforcement and sanctioning processes in the individual areas of law and the question of how they relate to each other. The various sanctions that can be imposed in both areas of law (administrative law and criminal law) will be discussed in detail. Administrative law distinguishes between remedial sanctions (e.g. the order subject to administrative coercion and the order subject to a penalty) and punitive sanctions (e.g. the administrative fine). Traditionally, criminal law distinguishes between penalties (e.g. imprisonment and fines) and measures (e.g. compensation or deprivation of illegally obtained profits). Questions that are addressed in this context are whether that distinction still applies and whether the character of an administrative remedial sanction is the same as that of the criminal measure. A specific aspect that will be zoomed in on in the context of this course is the findings of fact that precede the imposition of sanctions: how is the assessment of the facts normed in criminal law and does administrative law deviate from this? Learning objectivesAfter completing this course, the student will be able to:- describe and distinguish the sanctions that can be imposed in the criminal and administrative enforcement process according to their nature (knowledge and understanding);- describe the enforcement and sanctioning processes in criminal law and administrative law and point out the differences between them (knowledge and understanding);- apply the knowledge gained and the insight gained to a concrete case (application of knowledge and insight);- interpret the differences and similarities between areas of law from a national law perspective (internal comparative law, knowledge and understanding, application of knowledge and understanding); and- report and discuss the relevant legal questions (communication) in a group setting.

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### **Enforcement in the perspective of the ECHR**

**Code**: RB4202

**Name**: Enforcement in the perspective of the ECHR

**Type**: Standard product

**Language**: Dutch

**Description**:

In recent decades, the method of enforcement in the public domain has changed drastically. New enforcement modalities have emerged (e.g. the administrative fine and the penalty order) and partly as a result of this, the distinction between criminal enforcement and administrative enforcement has become blurred. The minor Enforcement in the Public Domain aims to offer students an overview of the various forms of enforcement. This is done from an internal comparative law perspective and from the overarching 'ECHR perspective'. The course Enforcement in the perspective of the ECHR is part of this minor. In this course, what has been discussed in the courses Investigation and Supervision and Sanctioning in the Public Domain is viewed from the perspective of the ECHR. In this course, the following overarching questions will be addressed: What requirements does the ECHR impose on the procedure for imposing an administrative sanction? What requirements does the ECHR set for criminal prosecution? This course works with cases with overarching problems that occur in both administrative law enforcement and criminal investigation and prosecution. This may concern, for example, (unlawful) accumulation of sanctions (the ne bis in idem principle) or evidentiary issues in relation to the presumption of innocence and the nemo tenetur principle. Think of questions such as: Can an administrative body still impose an administrative sanction on the basis of facts from an official report while the citizen has been acquitted in criminal proceedings. The presumption of innocence, the ne bis in idem principle and a number of evidentiary doctrines play a role in this. Learning objectivesAfter completing this course, the student will be able to:- explain the differences between administrative supervision and criminal investigation and the associated powers and safeguards (knowledge and understanding);- describe and distinguish the sanctions that can be imposed in the criminal and administrative enforcement process according to their nature (knowledge and understanding);- describe the enforcement and sanctioning processes in criminal law and administrative law and point out the differences between them (knowledge and understanding);- apply the knowledge gained and the insight gained to a concrete case; (application of knowledge and understanding);- interpreting the differences and similarities between areas of law from a treaty-law (ECHR) perspective (knowledge and understanding, application of knowledge and understanding); and- to look beyond both areas of law and, on the basis of this, to draw up and present an advice in which it is examined which enforcement process can be used in a specific case and which treaty-law safeguards must be observed in this regard (knowledge and understanding, application of knowledge and i

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### **Law and technology**

**Code**: RB4302

**Name**: Law and Technology

**Type**: Standard product

**Language**: Dutch

**Description**:

In this course, students are introduced to various technological developments and tools that are relevant to the legal profession. The focus in this course is on the (possible) consequences of this technology for the functioning of our rule of law, the relationship to various (fundamental) rights (such as the prohibition of discrimination, privacy and copyright) and the impact on equality of opportunity. We use a multidisciplinary approach, so that these important issues are approached not only from a purely legal, but also from an ethical and philosophical perspective. Learning ObjectivesAfter completing this course:- does the student have an impression of legal technologies (by which we mean: technologies that (can) be used in legal (professional) practice and academia); the student has an idea of the (possible) impact of technologies on the functioning of democracy, the rule of law, fundamental rights and the institutions that must safeguard these values; - the student will be able to critically reflect on the impact of technology on the law and on the functioning of the law;- the student is able to apply the knowledge gained in authentic cases;- the student has a framework for using relevant tools (such as generative AI) in a scientific, legal and ethically responsible manner.

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**Capita selecta bachelor's programme in Law**

**Code**: RB940S

**Name**: Capita selecta bachelor's programme in Law

**Type**: Standard product

**Language**: Dutch

**Description**:

At the end of the bachelor's programme, before the start of the final assignments, we look at how many credits are required to arrive at the exact number of 180 credits required. An individual assignment is then compiled, under the name Capita selecta, varying in size from 0.1 EC to 4.9 EC, so that you eventually end up with the 180 credits required for the certificate. Registration for this course is only possible after consultation with the study advisor and approval from the education coordinator. It is allowed to follow an (extra) regular course instead of a capita selecta and to introduce this course into the training.

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### **Capita selecta bachelor's programme in Law**

**Code**: RB940T

**Name**: Capita selecta bachelor's programme in Law

**Type**: Standard product

**Language**: Dutch

**Description**:

At the end of the bachelor's programme, before the start of the final assignments, we look at how many credits are required to arrive at the exact number of 180 credits required. An individual assignment is then compiled, under the name Capita selecta, varying in size from 0.1 EC to 4.9 EC, so that you eventually end up with the 180 credits required for the certificate. Registration for this course is only possible after consultation with the study advisor and approval from the education coordinator. It is allowed to follow an (extra) regular course instead of a capita selecta and to introduce this course into the training.

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### **Capita selecta bachelor's programme in Law**

**Code**: RB940U

**Name**: Capita selecta bachelor's programme in Law

**Type**: Standard product

**Language**: Dutch

**Description**:

At the end of the bachelor's programme, before the start of the final assignments, we look at how many credits are required to arrive at the exact number of 180 credits required. An individual assignment is then compiled, under the name Capita selecta, varying in size from 0.1 EC to 4.9 EC, so that you eventually end up with the 180 credits required for the certificate. Registration for this course is only possible after consultation with the study advisor and approval from the education coordinator. It is allowed to follow an (extra) regular course instead of a capita selecta and to introduce this course into the training.

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### **Capita selecta bachelor's programme in Law**

**Code**: RB940V

**Name**: Capita selecta bachelor's programme in Law

**Type**: Standard product

**Language**: Dutch

**Description**:

At the end of the bachelor's programme, before the start of the final assignments, we look at how many credits are required to arrive at the exact number of 180 credits required. An individual assignment is then compiled, under the name Capita selecta, varying in size from 0.1 EC to 4.9 EC, so that you eventually end up with the 180 credits required for the certificate. Registration for this course is only possible after consultation with the study advisor and approval from the education coordinator. It is allowed to follow an (extra) regular course instead of a capita selecta and to introduce this course into the training.

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### **Capita selecta bachelor's programme in Law**

**Code**: RB940W

**Name**: Capita selecta bachelor's programme in Law

**Type**: Standard product

**Language**: Dutch

**Description**:

At the end of the bachelor's programme, before the start of the final assignments, we look at how many credits are required to arrive at the exact number of 180 credits required. An individual assignment is then compiled, under the name Capita selecta, varying in size from 0.1 EC to 4.9 EC, so that you eventually end up with the 180 credits required for the certificate. Registration for this course is only possible after consultation with the study advisor and approval from the education coordinator. It is allowed to follow an (extra) regular course instead of a capita selecta and to introduce this course into the training.

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### **Capita selecta bachelor's programme in Law**

**Code**: RB940X

**Name**: Capita selecta bachelor's programme in Law

**Type**: Standard product

**Language**: Dutch

**Description**:

At the end of the bachelor's programme, before the start of the final assignments, we look at how many credits are required to arrive at the exact number of 180 credits required. An individual assignment is then compiled, under the name Capita selecta, varying in size from 0.1 EC to 4.9 EC, so that you eventually end up with the 180 credits required for the certificate. Registration for this course is only possible after consultation with the study advisor and approval from the education coordinator. It is allowed to follow an (extra) regular course instead of a capita selecta and to introduce this course into the training.

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### **Capita selecta bachelor's programme in Law**

**Code**: RB940Y

**Name**: Capita selecta bachelor's programme in Law

**Type**: Standard product

**Language**: Dutch

**Description**:

At the end of the bachelor's programme, before the start of the final assignments, we look at how many credits are required to arrive at the exact number of 180 credits required. An individual assignment is then compiled, under the name Capita selecta, varying in size from 0.1 EC to 4.9 EC, so that you eventually end up with the 180 credits required for the certificate. Registration for this course is only possible after consultation with the study advisor and approval from the education coordinator. It is allowed to follow an (extra) regular course instead of a capita selecta and to introduce this course into the training.

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### **Capita selecta bachelor's programme in Law**

**Code**: RB940Z

**Name**: Capita selecta bachelor's programme in Law

**Type**: Standard product

**Language**: Dutch

**Description**:

At the end of the bachelor's programme, before the start of the final assignments, we look at how many credits are required to arrive at the exact number of 180 credits required. An individual assignment is then compiled, under the name Capita selecta, varying in size from 0.1 EC to 4.9 EC, so that you eventually end up with the 180 credits required for the certificate. Registration for this course is only possible after consultation with the study advisor and approval from the education coordinator. It is allowed to follow an (extra) regular course instead of a capita selecta and to introduce this course into the training.

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### **Capita selecta bachelor's programme in Law**

**Code**: RB950A

**Name**: Capita selecta bachelor's programme in Law

**Type**: Standard product

**Language**: Dutch

**Description**:

At the end of the bachelor's programme, before the start of the final assignments, we look at how many credits are required to arrive at the exact number of 180 credits required. An individual assignment is then compiled, under the name Capita selecta, varying in size from 0.1 EC to 4.9 EC, so that you eventually end up with the 180 credits required for the diploma. Registration for this course is only possible after consultation with the study advisor. It is allowed to follow an (extra) regular course instead of a capita selecta and to introduce this course into the training.

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### **Capita selecta bachelor's programme in Law**

**Code**: RB950B

**Name**: Capita selecta bachelor's programme in Law

**Type**: Standard product

**Language**: Dutch

**Description**:

At the end of the bachelor's programme, before the start of the final assignments, we look at how many credits are required to arrive at the exact number of 180 credits required. An individual assignment is then compiled, under the name Capita selecta, varying in size from 0.1 EC to 4.9 EC, so that you eventually end up with the 180 credits required for the diploma. Registration for this course is only possible after consultation with the study advisor. It is allowed to follow an (extra) regular course instead of a capita selecta and to introduce this course into the training.

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### **Capita selecta bachelor's programme in Law**

**Code**: RB950C

**Name**: Capita selecta bachelor's programme in Law

**Type**: Standard product

**Language**: Dutch

**Description**:

At the end of the bachelor's programme, before the start of the final assignments, we look at how many credits are required to arrive at the exact number of 180 credits required. An individual assignment is then compiled, under the name Capita selecta, varying in size from 0.1 EC to 4.9 EC, so that you eventually end up with the 180 credits required for the diploma. Registration for this course is only possible after consultation with the study advisor. It is allowed to follow an (extra) regular course instead of a capita selecta and to introduce this course into the training.

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### **Capita selecta bachelor's programme in Law**

**Code**: RB950D

**Name**: Capita selecta bachelor's programme in Law

**Type**: Standard product

**Language**: Dutch

**Description**:

At the end of the bachelor's programme, before the start of the final assignments, we look at how many credits are required to arrive at the exact number of 180 credits required. An individual assignment is then compiled, under the name Capita selecta, varying in size from 0.1 EC to 4.9 EC, so that you eventually end up with the 180 credits required for the diploma. Registration for this course is only possible after consultation with the study advisor. It is allowed to follow an (extra) regular course instead of a capita selecta and to introduce this course into the training.

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### **Capita selecta bachelor's programme in Law**

**Code**: RB950E

**Name**: Capita selecta bachelor's programme in Law

**Type**: Standard product

**Language**: Dutch

**Description**:

At the end of the bachelor's programme, before the start of the final assignments, we look at how many credits are required to arrive at the exact number of 180 credits required. An individual assignment is then compiled, under the name Capita selecta, varying in size from 0.1 EC to 4.9 EC, so that you eventually end up with the 180 credits required for the diploma. Registration for this course is only possible after consultation with the study advisor. It is allowed to follow an (extra) regular course instead of a capita selecta and to introduce this course into the training.

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### **Capita selecta bachelor's programme in Law**

**Code**: RB950F

**Name**: Capita selecta bachelor's programme in Law

**Type**: Standard product

**Language**: Dutch

**Description**:

At the end of the bachelor's programme, before the start of the final assignments, we look at how many credits are required to arrive at the exact number of 180 credits required. An individual assignment is then compiled, under the name Capita selecta, varying in size from 0.1 EC to 4.9 EC, so that you eventually end up with the 180 credits required for the diploma. Registration for this course is only possible after consultation with the study advisor. It is allowed to follow an (extra) regular course instead of a capita selecta and to introduce this course into the training.

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### **Capita selecta bachelor's programme in Law**

**Code**: RB950G

**Name**: Capita selecta bachelor's programme in Law

**Type**: Standard product

**Language**: Dutch

**Description**:

At the end of the bachelor's programme, before the start of the final assignments, we look at how many credits are required to arrive at the exact number of 180 credits required. An individual assignment is then compiled, under the name Capita selecta, varying in size from 0.1 EC to 4.9 EC, so that you eventually end up with the 180 credits required for the diploma. Registration for this course is only possible after consultation with the study advisor. It is allowed to follow an (extra) regular course instead of a capita selecta and to introduce this course into the training.

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### **Capita selecta bachelor's programme in Law**

**Code**: RB950H

**Name**: Capita selecta bachelor's programme in Law

**Type**: Standard product

**Language**: Dutch

**Description**:

At the end of the bachelor's programme, before the start of the final assignments, we look at how many credits are required to arrive at the exact number of 180 credits required. An individual assignment is then compiled, under the name Capita selecta, varying in size from 0.1 EC to 4.9 EC, so that you eventually end up with the 180 credits required for the diploma. Registration for this course is only possible after consultation with the study advisor. It is allowed to follow an (extra) regular course instead of a capita selecta and to introduce this course into the training.

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### **Capita selecta bachelor's programme in Law**

**Code**: RB950I

**Name**: Capita selecta bachelor's programme in Law

**Type**: Standard product

**Language**: Dutch

**Description**:

At the end of the bachelor's programme, before the start of the final assignments, we look at how many credits are required to arrive at the exact number of 180 credits required. An individual assignment is then compiled, under the name Capita selecta, varying in size from 0.1 EC to 4.9 EC, so that you eventually end up with the 180 credits required for the diploma. Registration for this course is only possible after consultation with the study advisor. It is allowed to follow an (extra) regular course instead of a capita selecta and to introduce this course into the training.

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### **Capita selecta bachelor's programme in Law**

**Code**: RB950J

**Name**: Capita selecta bachelor's programme in Law

**Type**: Standard product

**Language**: Dutch

**Description**:

At the end of the bachelor's programme, before the start of the final assignments, we look at how many credits are required to arrive at the exact number of 180 credits required. An individual assignment is then compiled, under the name Capita selecta, varying in size from 0.1 EC to 4.9 EC, so that you eventually end up with the 180 credits required for the diploma. Registration for this course is only possible after consultation with the study advisor. It is allowed to follow an (extra) regular course instead of a capita selecta and to introduce this course into the training.

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### **Capita selecta bachelor's programme in Law**

**Code**: RB950K

**Name**: Capita selecta bachelor's programme in Law

**Type**: Standard product

**Language**: Dutch

**Description**:

At the end of the bachelor's programme, before the start of the final assignments, we look at how many credits are required to arrive at the exact number of 180 credits required. An individual assignment is then compiled, under the name Capita selecta, varying in size from 0.1 EC to 4.9 EC, so that you eventually end up with the 180 credits required for the diploma. Registration for this course is only possible after consultation with the study advisor. It is allowed to follow an (extra) regular course instead of a capita selecta and to introduce this course into the training.

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### **Capita selecta bachelor's programme in Law**

**Code**: RB950L

**Name**: Capita selecta bachelor's programme in Law

**Type**: Standard product

**Language**: Dutch

**Description**:

At the end of the bachelor's programme, before the start of the final assignments, we look at how many credits are required to arrive at the exact number of 180 credits required. An individual assignment is then compiled, under the name Capita selecta, varying in size from 0.1 EC to 4.9 EC, so that you eventually end up with the 180 credits required for the diploma. Registration for this course is only possible after consultation with the study advisor. It is allowed to follow an (extra) regular course instead of a capita selecta and to introduce this course into the training.

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### **Capita selecta bachelor's programme in Law**

**Code**: RB950M

**Name**: Capita selecta bachelor's programme in Law

**Type**: Standard product

**Language**: Dutch

**Description**:

At the end of the bachelor's programme, before the start of the final assignments, we look at how many credits are required to arrive at the exact number of 180 credits required. An individual assignment is then compiled, under the name Capita selecta, varying in size from 0.1 EC to 4.9 EC, so that you eventually end up with the 180 credits required for the diploma. Registration for this course is only possible after consultation with the study advisor. It is allowed to follow an (extra) regular course instead of a capita selecta and to introduce this course into the training.

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### **Capita selecta bachelor's programme in Law**

**Code**: RB950N

**Name**: Capita selecta bachelor's programme in Law

**Type**: Standard product

**Language**: Dutch

**Description**:

At the end of the bachelor's programme, before the start of the final assignments, we look at how many credits are required to arrive at the exact number of 180 credits required. An individual assignment is then compiled, under the name Capita selecta, varying in size from 0.1 EC to 4.9 EC, so that you eventually end up with the 180 credits required for the diploma. Registration for this course is only possible after consultation with the study advisor. It is allowed to follow an (extra) regular course instead of a capita selecta and to introduce this course into the training.

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### **Capita selecta bachelor's programme in Law**

**Code**: RB950O

**Name**: Capita selecta bachelor's programme in Law

**Type**: Standard product

**Language**: Dutch

**Description**:

At the end of the bachelor's programme, before the start of the final assignments, we look at how many credits are required to arrive at the exact number of 180 credits required. An individual assignment is then compiled, under the name Capita selecta, varying in size from 0.1 EC to 4.9 EC, so that you eventually end up with the 180 credits required for the diploma. Registration for this course is only possible after consultation with the study advisor. It is allowed to follow an (extra) regular course instead of a capita selecta and to introduce this course into the training.

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### **Capita selecta bachelor's programme in Law**

**Code**: RB950P

**Name**: Capita selecta bachelor's programme in Law

**Type**: Standard product

**Language**: Dutch

**Description**:

At the end of the bachelor's programme, before the start of the final assignments, we look at how many credits are required to arrive at the exact number of 180 credits required. An individual assignment is then compiled, under the name Capita selecta, varying in size from 0.1 EC to 4.9 EC, so that you eventually end up with the 180 credits required for the diploma. Registration for this course is only possible after consultation with the study advisor. It is allowed to follow an (extra) regular course instead of a capita selecta and to introduce this course into the training.

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### **Capita selecta bachelor's programme in Law**

**Code**: RB950Q

**Name**: Capita selecta bachelor's programme in Law

**Type**: Standard product

**Language**: Dutch

**Description**:

At the end of the bachelor's programme, before the start of the final assignments, we look at how many credits are required to arrive at the exact number of 180 credits required. An individual assignment is then compiled, under the name Capita selecta, varying in size from 0.1 EC to 4.9 EC, so that you eventually end up with the 180 credits required for the diploma. Registration for this course is only possible after consultation with the study advisor. It is allowed to follow an (extra) regular course instead of a capita selecta and to introduce this course into the training.

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### **Capita selecta bachelor's programme in Law**

**Code**: RB950R

**Name**: Capita selecta bachelor's programme in Law

**Type**: Standard product

**Language**: Dutch

**Description**:

At the end of the bachelor's programme, before the start of the final assignments, we look at how many credits are required to arrive at the exact number of 180 credits required. An individual assignment is then compiled, under the name Capita selecta, varying in size from 0.1 EC to 4.9 EC, so that you eventually end up with the 180 credits required for the diploma. Registration for this course is only possible after consultation with the study advisor. It is allowed to follow an (extra) regular course instead of a capita selecta and to introduce this course into the training.

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### **Capita selecta bachelor's programme in Law**

**Code**: RB950S

**Name**: Capita selecta bachelor's programme in Law

**Type**: Standard product

**Language**: Dutch

**Description**:

At the end of the bachelor's programme, before the start of the final assignments, we look at how many credits are required to arrive at the exact number of 180 credits required. An individual assignment is then compiled, under the name Capita selecta, varying in size from 0.1 EC to 4.9 EC, so that you eventually end up with the 180 credits required for the diploma. Registration for this course is only possible after consultation with the study advisor. It is allowed to follow an (extra) regular course instead of a capita selecta and to introduce this course into the training.

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### **Capita selecta bachelor's programme in Law**

**Code**: RB950T

**Name**: Capita selecta bachelor's programme in Law

**Type**: Standard product

**Language**: Dutch

**Description**:

At the end of the bachelor's programme, before the start of the final assignments, we look at how many credits are required to arrive at the exact number of 180 credits required. An individual assignment is then compiled, under the name Capita selecta, varying in size from 0.1 EC to 4.9 EC, so that you eventually end up with the 180 credits required for the diploma. Registration for this course is only possible after consultation with the study advisor. It is allowed to follow an (extra) regular course instead of a capita selecta and to introduce this course into the training.

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### **Capita selecta bachelor's programme in Law**

**Code**: RB950U

**Name**: Capita selecta bachelor's programme in Law

**Type**: Standard product

**Language**: Dutch

**Description**:

At the end of the bachelor's programme, before the start of the final assignments, we look at how many credits are required to arrive at the exact number of 180 credits required. An individual assignment is then compiled, under the name Capita selecta, varying in size from 0.1 EC to 4.9 EC, so that you eventually end up with the 180 credits required for the diploma. Registration for this course is only possible after consultation with the study advisor. It is allowed to follow an (extra) regular course instead of a capita selecta and to introduce this course into the training.

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### **Capita selecta bachelor's programme in Law**

**Code**: RB950V

**Name**: Capita selecta bachelor's programme in Law

**Type**: Standard product

**Language**: Dutch

**Description**:

At the end of the bachelor's programme, before the start of the final assignments, we look at how many credits are required to arrive at the exact number of 180 credits required. An individual assignment is then compiled, under the name Capita selecta, varying in size from 0.1 EC to 4.9 EC, so that you eventually end up with the 180 credits required for the diploma. Registration for this course is only possible after consultation with the study advisor. It is allowed to follow an (extra) regular course instead of a capita selecta and to introduce this course into the training.

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### **Capita selecta bachelor's programme in Law**

**Code**: RB950W

**Name**: Capita selecta bachelor's programme in Law

**Type**: Standard product

**Language**: Dutch

**Description**:

At the end of the bachelor's programme, before the start of the final assignments, we look at how many credits are required to arrive at the exact number of 180 credits required. An individual assignment is then compiled, under the name Capita selecta, varying in size from 0.1 EC to 4.9 EC, so that you eventually end up with the 180 credits required for the diploma. Registration for this course is only possible after consultation with the study advisor. It is allowed to follow an (extra) regular course instead of a capita selecta and to introduce this course into the training.

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### **Capita selecta bachelor's programme in Law**

**Code**: RB950X

**Name**: Capita selecta bachelor's programme in Law

**Type**: Standard product

**Language**: Dutch

**Description**:

At the end of the bachelor's programme, before the start of the final assignments, we look at how many credits are required to arrive at the exact number of 180 credits required. An individual assignment is then compiled, under the name Capita selecta, varying in size from 0.1 EC to 4.9 EC, so that you eventually end up with the 180 credits required for the diploma. Registration for this course is only possible after consultation with the study advisor. It is allowed to follow an (extra) regular course instead of a capita selecta and to introduce this course into the training.

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### **Capita selecta bachelor's programme in Law**

**Code**: RB950Y

**Name**: Capita selecta bachelor's programme in Law

**Type**: Standard product

**Language**: Dutch

**Description**:

At the end of the bachelor's programme, before the start of the final assignments, we look at how many credits are required to arrive at the exact number of 180 credits required. An individual assignment is then compiled, under the name Capita selecta, varying in size from 0.1 EC to 4.9 EC, so that you eventually end up with the 180 credits required for the diploma. Registration for this course is only possible after consultation with the study advisor. It is allowed to follow an (extra) regular course instead of a capita selecta and to introduce this course into the training.

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### **Capita selecta bachelor's programme in Law**

**Code**: RB950Z

**Name**: Capita selecta bachelor's programme in Law

**Type**: Standard product

**Language**: Dutch

**Description**:

At the end of the bachelor's programme, before the start of the final assignments, we look at how many credits are required to arrive at the exact number of 180 credits required. An individual assignment is then compiled, under the name Capita selecta, varying in size from 0.1 EC to 4.9 EC, so that you eventually end up with the 180 credits required for the diploma. Registration for this course is only possible after consultation with the study advisor. It is allowed to follow an (extra) regular course instead of a capita selecta and to introduce this course into the training.

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### **Thesis Open Bachelor's Programme in Law**

**Code**: RB9804

**Name**: Thesis Open Bachelor's Programme in Law

**Type**: Standard product

**Language**: Dutch

**Description**:

By writing a thesis, you will gain experience in independently setting up and conducting scientific research and in presenting it in writing. More specifically, you will learn:- to creatively convert a thesis topic into a manageable problem statement;- to work on a task for a longer period of time;- to use previously acquired knowledge and skills to develop a problem statement;- to draw relevant information for the problem statement from various sources;- to select and organize this information;- to incorporate a complex set of data into a clear and systematic argument;- to draw your own conclusions and opinions formulate; - linking any recommendations to research results and placing these results in a broader context;- presenting the research in writing and orally. Learning objectivesBy writing a bachelor's thesis, you will gain experience in independently setting up and conducting scientific research and in presenting it in writing and orally.

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### **Togapracticum**

**Code**: RB9912

**Name**: Togapracticum

**Type**: Standard product

**Language**: Dutch

**Description**:

The Toga Practicum is made up of four parts. Part 1 of the practical is the written part of the integration assignment. You have to show that you can analyse two cases from different areas of law. A thorough study with consultation of literature and case law is necessary for this. The legal elaboration of the assignment in these two cases is assessed by subject matter experts and forms the written test of the course. Only when you have passed this written part of the course, you will be admitted to the second part of the course. For all assignments, a grade higher than 5.5 must be obtained. If you fail one or two of the assignments, you will be given one week to still get a pass. Part 2 consists of independently studying the theory book Legal Presentation. You will learn how to prepare for a plea according to a structured method. Also, you should study two online lectures that help with that. Part 3 is aimed at increasing your advocacy skills. Collaboration with fellow students is central to this practice. You will do a virtual internship at a virtual law firm. In the accompanying PV tool, you will learn the criteria for a good legal presentation, you will see examples of bad and good presentations for these criteria and you will get to work on providing a legal presentation yourself. The presentations you upload are provided with feedback by a number of fellow students and once by the teacher, after which you can refine your presentation and upload a new version that is reassessed. In this way, you will be prepared for your presentation during the final meeting. Part 4 is the final meeting where you have to present a plea on the basis of a pleadings drawn up by you and submit a reply or rejoinder to your opposing party. Your oral presentation will affect your final grade. The final meeting will take place in Heerlen and will be the conclusion of this practical and of your bachelor's studies.

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### **CPP Certified Software Architect**

**Code**: RC0111

**Name**: CPP Certified Software Architect

**Type**: Standard product

**Language**: Dutch

**Course** Content:

PART I: theoretical part (2.5 EC) The theoretical part focuses on knowledge of criminal law and criminal procedure and criminal law law. The student is expected to independently study the course material related to this part through a digitally supported learning process. The course material is designed in a way that is characteristic of the Open University, namely in the form of ' online activating education' and can be completed at the times and pace of the student's choice. The course material consists of an (electronic) workbook, a Code of Criminal Law and Criminal Procedure and an electronic learning environment where practice material is included. Through the electronic learning environment, the student can also get in touch with one of the supervisors and ask questions if desired. Moreover, within this electronic learning environment, it is possible for students to also have contact with each other via so-called ' discussion groups'. This part of the course is concluded with a written test. The test will be taken on a day and time that is determined in consultation. The first part covers the following topics:1. The material Principles of Criminal Law - Principles of Materials The substantive law concepts relevant to criminal law, including intent, guilt, unlawfulness, causality and complicity and complicity2. The criminal sanctions arsenal3. Formal criminal law- principles of criminal procedure- the preliminary criminal investigation: the various actors and phases- the investigation at the hearing: the actors and the chronology of the investigation- deliberation and decision; the system of 348 and 350 DCCP and the law of evidence4. The role of the expert in criminal proceedings - the concept of ' expert'- how and by whom the expert can be involved in the criminal proceedings- the requirements that are set for the expert and his statement PART II: practical part (1 EC)The second part of the training, which has a study load of 30 hours, is aimed at training skills in the field of reporting, language and the appearance at the hearing. Admission to the second part of the course is only possible if you have successfully completed the first part. This part of the training is no longer carried out by means of a digital learning environment but by means of an intensive two-day course with preliminary and intermediate assignments based on the expert report drawn up in Part I. Skills are trained in a small group under the guidance of experienced teachers. As a result of the dossier material made available digitally at the end of Part I, each

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### **Developing and providing online and blended learning**

**Code**: RC0313

**Name**: Developing and providing online and blended learning

**Type**: Simpel product

**Language**: not specified

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### **Developing and providing online and blended learning**

**Code**: RC0413

**Name**: Developing and providing online and blended learning

**Type**: Simpel product

**Language**: not specified

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### **Developing and providing online and blended learning**

**Code**: RC0513

**Name**: Developing and providing online and blended learning

**Type**: Simpel product

**Language**: not specified

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### **Developing and providing online and blended learning**

**Code**: RC0613

**Name**: Developing and providing online and blended learning

**Type**: Simpel product

**Language**: not specified

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### **Special Master's specialisation**

**Code**: RM0001

**Name**: Special Master's Specialisation

**Type**: Standard product

**Language**: Dutch

**Description**:

Due to changes in the curriculum from a few years ago, it is possible that at the end of the university master's programme you still have a shortage of credits of 2.5 EC (or less). It is of course allowed to follow an (extra) regular course for this and to introduce this course into the training. You can also fill such a shortfall with the intervention of the study advisor and the examiner of the course by means of this special master's specialization.

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### **Criminal law and human rights**

**Code**: RM0023

**Name**: Criminal Law and Human Rights

**Type**: Standard product

**Language**: Dutch

**Description**:

During this course, criminal law is viewed from the perspective of the protection of human rights and the importance and value of those human rights is discussed. During the course, a number of rights and guarantees are discussed, which are included in the European Convention for the Protection of Human Rights and Fundamental Freedoms (ECHR) and the Charter of Fundamental Rights of the European Union (Charter EU). In the first two teaching units, we discuss the significance of human rights in general and their value for criminal justice in particular. Because we limit ourselves to Europe in the course, attention will be paid to the ECHR and the EU Charter and the question of how these two human rights treaties relate to each other, what the scope of those treaty provisions is and how they affect the Dutch legal order. Units 3 to 8 then deal with specific rights, focusing mainly on the extent to which there are discrepancies between the way in which the European Court of Human Rights (ECtHR) and/or the Court of Justice of the European Union (CJEU) interpret them and the way in which those rights are interpreted in the Netherlands by the legislature and/or the Supreme Court (HR). The following human rights are discussed:- the prohibition of inhuman and degrading treatment;- the presumption of innocence;- the nemo-tenetur principle;- the right to liberty; - the right of defence; and - the right to an independent and impartial trial. Learning objectivesAfter completing this course, you will be able to:- outline the differences between the impact of the ECHR and EU criminal law; - to explain the scope and content of a number of principles and rights (the prohibition of torture, the presumption of innocence, the nemo-tenetur principle, the right to defence and the right to an independent and impartial trial) as included in the ECHR and the Charter of the EU (knowledge);- to apply the above-mentioned rights and principles to a criminal case (application);- to interpret the case-law of the ECtHR and the CJEU on the above-mentioned rights and principles understand and identify any differences between the ECtHR and the CJEU (understanding); - identify any discrepancies between the interpretation of the above-mentioned rights and principles at European and national level (insight);- test a judgment of the ECtHR, CJEU or a national court against the existing case law on the subject and report on this in writing in the form of a so-called annotation (judgment and communication).

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### **Organised crime and organised crime**

**Code**: RM0123

**Name**: Organised crime and organised crime

**Type**: Standard product

**Language**: Dutch

**Description**:

In this course, you will learn to place the different forms of organizational crime and organized crime within the criminological and criminal law domain. This course is divided into two parts. The first part focuses on organizational crime from a criminological perspective. We pay attention to definitions and the history of the concept of Organizational Crime or White Collar Crime, and two different approaches are examined: the offender-oriented approach and the offense-oriented approach. Opportunities for, and causes and prevention of organizational crime are discussed. We also discuss state crime and supranational crime. With the learning unit on organised crime, subversion and the fight against corruption, we are making the transition to the second part, which focuses on tackling organised crime from a criminal law perspective. The distinction with traditional crime is explained. Topics covered include the fight against corruption to guarantee an honest government and the instruments to tackle organised crime under criminal law. The focus of these instruments is on the criminalisation of participation in criminal organisations and money laundering, and on the confiscation of illegally obtained profits.

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### **Computer crime**

**Code**: RM0223

**Name**: Computer Crime

**Type**: Standard product

**Language**: Dutch

**Description**:

Society is digitizing at a rapid pace and so is crime. Criminals are increasingly using electronic means to commit certain offences (e.g. fraud with payment apps) and offences are committed in the digital domain (e.g. computer trespassing or fraud on online trading forums such as Marktplaats.nl). These developments lead to the question of whether old criminal offences are still sufficient and often lead to the emergence of new offences. In order to counterbalance these developments, traditional investigative methods and powers are not sufficient on the investigative side either. The Code of Criminal Procedure now includes quite a few 'digital' investigative powers. In this course, attention is first paid in a theoretical sense to the phenomenon of digitization and computer crime, and the related concepts of 'cyberspace', 'cybercrime' and 'cybersafety'. And then it focuses on the impact of the online world on the various aspects of criminal law, such as - the extension of criminal law to include specific criminal provisions relating to, among other things, computer trespassing (hacking), data damage or handling, online fraud, and online sexual offences;- the issue of jurisdiction in online crimes; and- the expansion of criminal procedural powers to detect online offences. Following the course does not require knowledge of digital technology, but an interest in the social and legal significance of digitization. The course is structured on the basis of the following themes:1. Framing of the course on the basis of the concepts of digitisation, crime, cyberspace, cybercrime and cybersecurity.2. Some of the offences in the digital domain 1: the offence of computer trespassing and offences relating to or directed against data, and online fraud. 3. Some offences in the digital domain 2: online sexual offences, such as sexting, sextortion, grooming and revenge.4. Jurisdiction and online offences.5. Digital investigation by means of special powers such as the requisition of data (art. 126na DCCP), the seizure and search of electronic data carriers (including art. 125i DCCP), and consulting online (open) sources (including on the basis of art. 3 of the Police Act). Learning ObjectivesAfter successfully completing this course, you will be able to:- reproduce the key concepts covered in the course (knowledge);- relate 'cybercrimes' to traditional offences (knowledge and understanding);- establish links between digital developments and developments in criminal justice (application of knowledge and understanding);- the requirements for the criminality of a number of offences relating to forms of computer crime

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### **Special Master's specialisation**

**Code**: RM0302

**Name**: Special Master's Specialisation

**Type**: Standard product

**Language**: Dutch

**Description**:

Due to changes in the curriculum a few years ago, it is possible that at the end of the university master's programme you still have a shortage of credits of 2.6 to 5 EC. It is of course allowed to follow an (extra) regular course for this and to introduce this course into the training. You can also fill such a shortfall with the intervention of the study advisor and the examiner of the course by means of this special master's specialization.

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### **Special Master's specialisation**

**Code**: RM0404

**Name**: Special Master's Specialisation

**Type**: Standard product

**Language**: Dutch

**Description**:

The Special Master's Specialisation offers some flexibility to enable a more personal interpretation within the Master's programme in Law, subject to strict conditions (including existing expertise and quality requirements with regard to, among other things, academics), in the sense that a specific (sub)field of law that is not offered in the regular programme is further explored in this module at university master's level. However, possibilities for this are very limited. Occasionally, it is conceivable, under certain conditions, that high-level legal-scientific activities may lead to their own interpretation under the aforementioned conditions.

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### **International criminal law**

**Code**: RM0603

**Name**: International criminal law

**Type**: Standard product

**Language**: Dutch

**Description**:

Can a lawyer successfully argue that the extradition of Job to the US should be refused because the US has the death penalty? Do you have to undergo alternative detention if you refuse to pay a fine for a traffic offence committed in Germany? These are examples of questions that will be addressed in this course. States are working together more and more intensively to combat crime. They help each other by, among other things, arresting wanted persons and sending them to the country of origin to stand trial there or by enforcing a judgment of the other state. Forms of legal assistance that are covered in the course are the extradition and extradition of suspects and convicts, the transfer of the prosecution to another state and the transfer of the enforcement of a judgment to another state. In the course, two legal systems are examined. First of all, cooperation with states with which the Netherlands has concluded a mutual legal assistance treaty will be discussed. On the other hand, there is cooperation between Member States of the European Union with its supra-state control through directives or regulations. The last learning unit is dedicated to the International Criminal Court. What is special here is that not only substantive law, but also formal law is regulated supra-state. The ICC, which is based in The Hague, deals with international crimes such as genocide and war crimes. Learning objectivesAfter completing this course:- you will have insight into what is meant by legal assistance in criminal cases;- you will have insight into the traditional legal assistance regulations as they apply in relation to the US;- you will have insight into the regulations within the European Union;- you will have insight into the differences between traditional legal assistance and the (within the EU, (modern) mutual recognition;- you will be able to apply the regulations to case studies;- you will have an understanding of Dutch jurisdiction law;- you will have an understanding of what is meant by international crimes and of the differences with humanitarian rights;- you will be able to critically consider regulations, depending on the degree of trust in the other state.

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### **Sanction law**

**Code**: RM0713

**Name**: Sanction law

**Type**: Standard product

**Language**: Dutch

**Description**:

This course deals with the development and application of the criminal sanction system. Attention is paid to the nature of the sanction system, the theoretical foundations of the sanctions, the division of responsibilities in the application of sanctions, the way in which the sanctions are enforced and the legal protection of the convicted person. On the basis of relevant publications, different views are placed side by side in the context of the various topics. An important topic is the legal position of prisoners in penitentiary institutions. In this area, a development can be seen that, certainly from 1945 onwards, is characterized by a change in starting points. For example, the government initially set itself the goal of promoting the resocialization of all prisoners, regardless of the person of the prisoner. In recent years, there has been a trend that shows that the resocialisation of prisoners is dependent on the extent to which those prisoners are motivated to work on this. The general resocialisation task of the government has therefore become a selective resocialisation task. Learning objectivesAfter studying this course, you will be able to:- show the theoretical foundations and the development of the various sanctions; - indicate how the various sanctions are to be implemented and who is responsible for their implementation; - to show how the ECHR affects the way in which sanctions are implemented; - explain how the legal protection of persons sentenced to custodial sentences takes shape and provide a critical consideration on the basis of a concrete judgment;- form a well-founded opinion with regard to the above themes and express this opinion in writing.

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### **Insolvency law**

**Code**: RM0813

**Name**: Insolvency Law

**Type**: Standard product

**Language**: Dutch

**Description**:

Insolvency law deals not only with bankruptcy (a judicial attachment of the entire assets of the debtor who has ceased to pay, with the intention of distributing them among his creditors), but also with the suspension of payments and, since 1 December 1998, the restructuring of debts of natural persons. Moreover, the regulation of the private composition that came into force in the Netherlands on 1 January 2021 with the Homologation of Private Composition Act (WHOA) is considered to be insolvency law. Debt restructuring for natural persons is not covered in this course. The area in which the bankruptcy trustee operates is littered with legal pitfalls. Numerous conflicting interests fight each other for precedence. What is part of the estate? What benefits the bank or the tax authorities? What belongs to the bankrupt himself? When are the directors of a bankrupt company liable in their private assets? Are employees of that company still entitled to wages and holiday pay? This list is just a selection of the questions that are discussed in this course. This variety of problems is characteristic of insolvency law. This multifaceted nature makes insolvency law both fascinating and complicated. The confrontation of all claims and rights must show which of the (often conflicting) interests of the various creditors is the strongest. In practice, not everyone can be paid for 100%, because usually the benefits are only a fraction of the debts. It will be clear that the task of the trustee, the person who, under the supervision of the examining magistrate, is charged with the management and liquidation of the bankrupt estate, is not easy. The same applies to an administrator in a suspension of payments or a debt restructuring for natural persons. A special arrangement applies under the WHOA, in the sense that an independent third party does not always have to be involved in the formation of an agreement under that Act. Learning objectivesAfter studying this course, you will have insight into the procedures surrounding private composition, bankruptcy and suspension of payments and you will be able to apply the relevant rules to concrete cases.

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### **Criminal evidence**

**Code**: RM0913

**Name**: Criminal evidence

**Type**: Standard product

**Language**: Dutch

**Description**:

The investigation in criminal cases is for the most part dominated by the evidence. During the preliminary investigation, the police and the judiciary are busy collecting facts that are necessary to determine whether a criminal offence has been committed and if so, which offence and by whom? During the investigation at the hearing, it is up to the criminal court to assess those facts. In addition, the criminal court can also conduct its own investigation. This may include, for example, the hearing of the suspect, witnesses and experts. The Code of Criminal Procedure has created and standardized powers that enable the police and the judiciary to collect facts. Furthermore, the Code of Criminal Procedure contains standards for the investigation at the hearing and the final judgment, so that the facts found are carefully valued – including with an eye for contradiction. Knowledge of evidence and the law of evidence is indispensable for the criminal lawyer. In addition, in this course we want to impress on you the fact that knowledge of the rules of evidence alone is insufficient for a good understanding of criminal evidence. For that reason, we will make excursions into legal psychology. In recent years, this discipline has led to criticism of the way in which lawyers deal with evidence in criminal cases. Not only would the police and the judiciary suffer from tunnel vision, but there was also the accusation of 'sleeping criminal judges'; judges who did not approach the evidence presented by the Public Prosecution Service at the hearing. Is the criticism from legal psychology (partly) justified? Is the assessment of evidence in criminal cases insufficiently standardized and does it offer too few safeguards to prevent miscarriages of justice in criminal cases, or is it not all that bad? To enable you to answer these and other questions, we will show you during this course through a range of topics how evidence in criminal cases is currently standardized. To this end, we will discuss the most important sources of evidence as permitted in Dutch evidentiary law and discuss the possibilities for parties to contradict the content of that evidence. Of course, the final piece of every sound judicial decision, the reasoning, is not missing either. At the end of the course, you can then make your own judgment about whether the criminal law of evidence is up to standard... or maybe (partially) not. Learning objectivesAfter completing the course, you will be able to:- present the principles of evidence and the law of evidence and the way in which they are expressed in Dutch law of evidence (knowledge and understanding);- apply the legal requirements and the requirements developed in case law with regard to evidence in criminal cases to a specific case (knowledge and application);- the various forms of standardization of the evidentiary judgment (legal evidence

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### **European competition law**

**Code**: RM1113

**Name**: European competition law

**Type**: Standard product

**Language**: Dutch

**Description**:

Undistorted conditions of competition are achieved not only through the harmonisation of national rules, but also through the rules of competition. In this course, you will be helped to find your way through the fundamentals and purpose of European competition law. The aim of this course is to gain insight into the workings of European competition law. You will gain knowledge of the principles of competition as an economic phenomenon and gain insight into the operation of the cartel prohibition and the prohibition of abuse of a dominant position. In addition, the operation of merger control is discussed. You will also gain insight into government intervention in competition and in public companies. You can apply the knowledge and insight to case positions. You will also write an essay on a ruling or dilemma in European competition law.

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### **Consumer law**

**Code**: RM1203

**Name**: Consumer law

**Type**: Standard product

**Language**: Dutch

**Description**:

Consumer law is a very important area of law and cannot be missed by today's privatist. It continues to evolve and is constantly subject to a large flow of new European legislative initiatives. It is therefore important to delve sufficiently into these initiatives and at the same time to consider the interaction with the existing rules in the Civil Code from a kind of helicopter view. The course introduces you to aspects of consumer protection. This is done on the basis of the Consumer Law Handbook. Teaching units are: 'consumer law in general', 'consumer and contract', 'consumer and general terms and conditions', 'consumer and unlawful act' and 'enforcement'. The content of the themes is in line with current events and the recent academic literature on consumer law. As a result, you become familiar with interesting discussions in this area, such as: how far should the protection of the consumer as a 'weak' party go? What is the use of information obligations? What are the peculiarities of online contracting by the consumer and why do additional rules apply compared to a purchase of a product in a store? How do the special rules on consumer law relate to rules from general contract law? All these types of questions bring the material to life and you reach sufficient depth. The examination takes place by means of a special obligation. You are expected to complete four elective assignments. You will be given a great deal of freedom to seek depth in a certain direction by formulating your own research questions. We do give you guidance and starting sources. Experience shows that every student has a special interest in any consumer law theme.

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### **Environmental law**

**Code**: RM1363

**Name**: Environmental Law

**Type**: Standard product

**Language**: Dutch

**Description**:

In this course, the most important national and international backgrounds, principles and instruments of part of Dutch environmental law are analysed. The emphasis is on the interrelationship of various parts and subsections of the Dutch Environment and Planning Act and European environmental law (in particular the Birds and Habitats Directives) and the interpretation and application of the most important instruments. In this context, the most important instruments for regulating activities in the physical living environment are discussed. This may include the environmental plan, various types of environmental permits, the associated procedural requirements, the (im)possibilities for enforcement action and legal protection. In addition to attention to the spatial planning and environmental aspects, extensive attention is paid to the (inter)national rules with regard to nature protection (species and area protection). In the context of this course, attention is also paid to other important new developments in the field, such as the clash between sustainability measures and nature conservation, climate adaptation and alternative approaches such as rights for nature. Any relevant (inter)national case law that appears during the course of the course will be discussed by the lecturer in a separate current affairs lecture.

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### **Special Master's specialisation**

**Code**: RM1803

**Name**: Special Master's Specialisation

**Type**: Standard product

**Language**: Dutch

**Description**:

The Special Master's Specialisation offers some flexibility to enable a more personal interpretation within the Master's programme in Law, subject to strict conditions (including existing expertise and quality requirements with regard to, among other things, academics), in the sense that a specific (sub)field of law that is not offered in the regular programme is further explored in this module at university master's level. However, possibilities for this are very limited. Occasionally, it is conceivable, under certain conditions, that high-level legal-scientific activities may lead to their own interpretation under the aforementioned conditions.

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### **Master's Summer School Law in Europe**

**Code**: RM1903

**Name**: Master's Summer School Law in Europe

**Type**: Standard product

**Language**: Dutch

**Description**:

The Summer School is a collaboration between the law faculties of the German FernUniversität, the Spanish Universidad Nacional de Educación a Distancia, the Open University UK and the Dutch Open University and takes place alternately in Germany, Spain, the United Kingdom or the Netherlands. The Summer School is an excellent opportunity for both students and teachers to discuss various legal topics during one week. By participating in the Summer School:- you will gain knowledge of Legal English;- you will become acquainted with other legal systems;- you will become acquainted with other learning environments and educational cultures;- you will have the opportunity to discuss various legal topics with (foreign) students and teachers for one week;- you will have the opportunity to apply previously acquired knowledge and skills;- you will be able to participate in the moot court as a 'lawyer', where you have to present a plea and submit a reply or rejoinder to your opposing party.

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### **European administrative law**

**Code**: RM2103

**Name**: European Administrative Law

**Type**: Standard product

**Language**: Dutch

**Description**:

Under the slogan 'Europe. Quite Important' started a campaign initiated by the Dutch government a few years ago to make citizens aware of the importance of the European Union. This slogan and campaign were not a success and, together with Brexit, are indicative of the misunderstanding of the importance of the European Union, especially for national administrative law. The Europeanisation of national administrative law is exercised not only by the principles and fundamental rights, but also by the specific regulations, such as on the granting of service authorisations (Services Directive), the public participation and legal protection of environmental decisions (Aarhus Directive), the decision-making and independence of the national regulator (Telecommunications Framework Directive) and the intrusiveness of judicial review in asylum cases (Procedures Directive). There are now even plans for a European General Administrative Law Act (Euro-Awb) and there is increasing attention for a dialogue (networking) between European and national judges and administrative bodies. Learning objectivesAfter completing this course, you will have achieved the following learning objectives: - Analysing and understanding the characteristics of the Europeanisation of national administrative law (knowledge, application and understanding);- Reflecting verbally and in writing on the mutual influence of EU law and national administrative law (judgement).

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### **Masterclass CW-RW 'The Future of Democracy'**

**Code**: RM2203

**Name**: Masterclass CW-RW 'The Future of Democracy'

**Type**: Standard product

**Language**: Dutch

**Description**:

In this course, extremely current challenges for the democratic rule of law are discussed. The themes are always chosen just before the start of the course on the basis of controversies and discussions that are topical at that time. The course uses reports, blogs, newspaper articles and scientific articles. To give you an idea: In recent years, part of the course has been about AI, Big Tech and the democratic rule of law based on the much-discussed book by Open University lecturer Reijer Passchier (Artificial intelligence and the rule of law, 2021). Those topics may return. Another part of the course dealt with themes such as the childcare benefits scandal, the decline of the rule of law in Poland, the fight against the corona pandemic, disinformation and elections for the House of Representatives. The course is about law and politics, but the texts have been chosen in such a way that they are easy to follow for Law students and Cultural Studies students. During the course, there is a weekly online discussion of the literature. The education is concluded with an (online or hybrid) conference by and for students, in which concept papers are discussed. The course is intended for students with an interest in current developments regarding the democratic rule of law, especially in the Netherlands. Students should also like debates and arguments rather than 'right' answers. Students have great freedom to choose the content and angle of their assignment, a paper. Historical and comparative analyses, as well as more legal analyses, are possible. Course objectivesAt the end of the course, you will be able to:- assess the quality of the arguments in a text on a theme from the course in the light of the existing literature;- participate at a high level in academic debates on the future of democratic legal orders, at European and national level.

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### **(Health)Care and law**

**Code**: RM2403

**Name**: (Health) Care and Law

**Type**: Standard product

**Language**: Dutch

**Description**:

In this master's course, you will become extensively acquainted with health law. As a separate area of law, health law is relatively young, dynamic and very extensive. It includes all legal rules that specifically relate to health care, but general rules, such as the rules of contract law (Book 6 of the Dutch Civil Code), are also relevant. Health law is regarded as a horizontal specialism because it consists of rules of an international treaty, constitutional, administrative, criminal and private law nature. This course covers numerous aspects of health law. For example, the rights and obligations of patients and healthcare providers will be discussed and you will learn what options patients have in the field of law enforcement. In addition, you will learn how the Dutch healthcare system is legally regulated. In this context, the nature and content of the four system laws are discussed: the Healthcare Insurance Act, the Long-Term Care Act, the Social Support Act and the Youth Act. Attention is also paid to market regulation and the legal aspects of the quality of care, and you will gain knowledge about a number of legal-ethical themes, such as the protection of unborn life, the end of life and forced care. Finally, a capita selecta learning unit discusses the legal aspects of some current themes, such as preventive healthcare, digitization and scarcity in healthcare. Learning objectivesAfter following this course, you will have a good basic knowledge of the legal aspects of healthcare and you will be able to place, deepen and analyse the themes dealt with in this course in a health law perspective.

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### **General**

**Code**: RM2503

**Name**: Terms and Conditions

**Type**: Standard product

**Language**: Dutch

**Description**:

The use of general terms and conditions is an integral part of legal practice. The theme is in motion and touches many practices. The legal regulations not only extend to general terms and conditions and consumers, but also have a direct impact in B2B relationships. Supreme Court judgments indicate that many facets must be taken into account. Nor can developments of the Community legislator (i.e. Europe) be ignored. The regulations in the Civil Code are complicated and diverse. This complexity is even greater when aspects of international law come into play in a specific case. This course has a practical approach. Not only is the legal framework outlined, but you also have to solve actual practical issues, draw up general terms and conditions and assess them. Basically, the course has a hands-on approach. Learning objectivesUpon completion, you will be able to place general terms and conditions in the context of a B2B and B2C environment and, in connection with this, make choices and considerations that are appropriate in a professional context when assessing and drawing them up. Course LevelAcademic Master's Course. Course materialThis course consists of:- the book: M.B.M. Loos, General Terms and Conditions, The Hague: Boom Juridische Uitgevers (most recent edition);- chapters from the book: R.H.C. Jongeneel & B. Wessels, General Terms and Conditions, Deventer: Wolters Kluwer (most recent edition);- various articles from the legal literature. This course has a practical approach. Not only is the legal framework outlined, but you also have to solve actual practical issues, draw up general terms and conditions and assess them. Basically, the course has a hands-on approach. Learning objectivesUpon completion, you will be able to place general terms and conditions in the context of a B2B and B2C environment and, in connection with this, make choices and considerations that are appropriate in a professional context when assessing and drawing them up.

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### **Drafting and Reviewing Contracts**

**Code**: RM2603

**Name**: Drafting and Reviewing Contracts

**Type**: Standard product

**Language**: Dutch

**Description**:

Lawyers who start working in practice after their studies are almost automatically expected to be able to draw up contracts and assess them. It is therefore often assumed that this skill is present in the lawyer, without specific attention being paid to it in the study. The knowledge acquired during the study on generic themes such as attributable shortcoming, force majeure, compensation, dissolution and termination of agreements does not in any way mean that it can be applied in practice, without also gaining insight into the tips and tricks that are inherent to the dynamics of legal practice. Normally, the lawyer finds his or her way through trial and error. These tips & tricks will be discussed in detail in this course. Other draft techniques will also be discussed in detail. This master's course focuses on contract law as it is applied in practice. Despite the fact that the course has a practical slant and you have to work 'hands-on', the theoretical background and substantiation will not be lacking. Learning objectivesAfter following the course, you will be able to place a contract in the context of a B2B environment and in connection with this, when assessing and drawing up it, make choices and considerations that are appropriate in a professional context.

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### **Constitutional law in motion**

**Code**: RM2703

**Name**: Constitutional Law in Motion

**Type**: Standard product

**Language**: Dutch

**Description**:

This course focuses on a reflection on the fundamental questions that underlie constitutional law. These include the relationship between the legislature and the courts, the meaning and scope of human rights (and in particular the freedom of citizens in relation to the state), the relationship between the Netherlands and the European Union and the influence of citizens on political decisions. Attention will not only be focused on the Netherlands, but also on the debate on these issues in other countries. These topics are academically interesting, but their concrete social importance is also evident. Many of these issues have a long history, but in social and political discussions it is clear that they have lost none of their significance. The course consists of a digital learning environment in which the e-workbook is included. In the e-workbook you will find references to literature and case law that you can consult under hyperlinks; Where that is not possible, you have to search for the texts yourself via the digital library or a university library in the country. There is no paper version of the e-workbook. Learning objectivesThe objective of this course is to provide in-depth insight into developments in constitutional law. This is not so much about positive constitutional law, but about reflections on the movements in constitutional issues. After completing the course, you should be able to: - compare different views on constitutional doctrines;- interpret the interconnectedness of national and international constitutional law;- recognize and interpret the relationship between the various constitutional issues.

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### **Protection of personal data in a criminal context**

**Code**: RM2803

**Name**: Protection of personal data in a criminal context

**Type**: Standard product

**Language**: Dutch

**Description**:

The advent of the General Data Protection Regulation (GDPR) has clearly put the right of everyone to know at least which of his or her data is known to all kinds of authorities on the map. At the same time, these authorities are more aware than ever of the fact that they must exercise a high degree of restraint and care when processing and sharing personal data. Criminal law enforcement also involves the large-scale processing and sharing of personal data. However, this is not governed by the GDPR, but by another EU directive: the Data Protection Directive by law enforcement (Directive 2016/680). As of 1 January 2019, this guideline has been incorporated into the Police Data Act and the Judicial and Criminal Records Act. The separate regime for data protection in the context of criminal procedure can be logically explained from the interest of preventing and detecting criminal offences and bringing those who are guilty of them to justice and punishing them. However, this does not mean that this purpose makes the processing and sharing of personal data in the criminal context unlimited. In this course, we will consider the limits of the possibility of processing and sharing personal data. Moreover, the use of new technologies and powers (e.g. the use of algorithms and the search of social media by the police) raises the question of the extent to which this is in line with the right to privacy and more specifically the right to data protection. In any case, the following topics will be discussed in turn:- criminal procedure and privacy;- legal system - the Police Data Act;- legal system - the Judicial and Criminal Data Act;- the use of personal data in investigations;- the use of personal data after investigation and trial. Learning objectivesAfter completing the course, you will have achieved the following learning objectives. You:- are aware of the importance of privacy protection and more specifically the protection of personal data in relation to other interests in the context of criminal proceedings and can also take a reasoned position in this regard;- know the data protection system based on the Police Data Act and the Judicial and Criminal Records Act and can also apply that system to a relevant case;- know in which cases and under what conditions personal data can be used in the context of the investigation, trial and punishment may be received and may be shared with other (non-judicial) authorities and can also apply that knowledge to a relevant case;- are able to make a reasoned decision on the basis of the knowledge about the protection of personal data and the possibilities of sharing that data by different authorities

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### **International human rights in the city**

**Code**: RM2903

**Name**: International human rights in the city

**Type**: Standard product

**Language**: Dutch

**Description**:

Human rights are often associated with the national government and international organizations. After all, the human rights treaties impose obligations on states and the national government is seen as the most important representative of the state. However, the municipality is also part of the state and must also adhere to international standards. Municipal legislation and policy must be in line with this. In 2013, this was recognised when the government emphasised in the National Action Plan on Human Rights that the various levels of government are responsible for the protection and promotion of human rights separately and in joint responsibility. This course focuses on this problem and explains and examines the role of the municipal government on the basis of a number of issues. First, an explanation is given about the current human rights system (civil and political rights) and the impact of human rights in the Dutch legal order and at the municipal level. In addition, some specific topics are discussed and a case from practice is highlighted, for example the right to housing and gentrification, domestic violence, migration and access to the city for people with disabilities.

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### **Social market economy and EU law**

**Code**: RM3003

**Name**: Social market economy and EU law

**Type**: Standard product

**Language**: Dutch

**Description**:

Article 3 of the Treaty on European Union states that the Union shall work for the sustainable development of Europe on the basis of, among other things, a social market economy. In this course, you will learn what a social market economy is, how the concept of a social market economy came about and what elements this model of society consists of. You will see that a lot of scientific work was done before it was introduced for the first time. We then discuss some other possible models of society and how they relate to each other. Then we will discuss some contemporary social issues, look at how and where they have their place in the model, what problems are at play and what possible solutions could be. Finally, you can delve into your own topic and develop, present and discuss it in the same way as an exam assignment. What are you going to change? As usual, you have to do a lot of individual (preparatory) work in the course. To deepen your own perspective and support your reflection on the topics, we will also work with small groups. We do this group work using the Dialogue to Synergize (D2S) method. This method works with four R's: direction, respect, reconciliation and realization. A number of interesting questions are central to this. How do you take control of conversations now? How do you show respect to each other in conversations? How do you steer towards reconciliation and use tension constructively? And how do you use new perspectives to achieve improvements? In this way, the subject you have chosen gets the necessary depth. Learning objectivesAfter completing this course, you will be able to: explain the original model of the social market economy, place/recognize the individual elements/principles in European society; to reflect critically on this on the basis of a number of other possible models of society that may be used, including the doughnut (economy); to take a position on the elements/principles of an SEA at EU level; to indicate how a lawyer can contribute to the developments of an SME at EU level; to work out a problem (legally) in cooperation, propose improvements to the situation and present and discuss them both in a paper and orally (in dialogue).

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### **Impact of European law in national legal systems**

**Code**: RM3113

**Name**: Impact of European law in national legal systems

**Type**: Standard product

**Language**: Dutch

**Description**:

This course focuses on the interconnectedness of European and national law in a shared legal order. Doctrines of legislation, implementation, legal protection and fundamental rights from a European perspective are discussed. What is the relationship between these doctrines and regulations, legal protection and fundamental rights at the national level? How are national regulations and legal protection affected? The case law of the Court of Justice of the European Union and the interaction with the ECHR play an important role. Points of attention in the course are more concrete: - the shared legal order: interconnectedness of European and national law;- the legislative process within the EU and the implementation of EU law in the national legal order;- the impact of EU law in national law;- legal protection and state liability; - the consequences of the impact of European law on the sovereignty and position of European states, including some comparative law aspects in this regard;- the interaction between the EU and the ECHR and the influence of the EU Charter of Fundamental Rights;- soft law and spontaneous harmonisation.

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### **Methodology of Law**

**Code**: RM3203

**Name**: Methodology of Law

**Type**: Standard product

**Language**: Dutch

**Description**:

The Methodology of Law course is compulsory for all master's students. The course aims to both provide a reflection on the nature of legal scholarship and to instruct in conducting legal research at master's level. In the first place, this course pays attention to the nature of legal science and positioning in relation to other disciplines with different research methods. In doing so, the possibilities that relevant social science disciplines can offer for the understanding and application of law are briefly considered. Secondly, a lot of attention is paid to the conduct of legal research. The quality of the argumentation plays a central role in this. In the master's phase, students should be able to give a normative opinion about the way in which a legal problem is regulated in law, or the way in which a judge, legislator or author has argued choices made. For the required critical eye, it is necessary to be able to 'switch' between how a certain issue has been assessed or regulated and how it should be (regulated). In order to arrive at a high-quality argumentation, a number of preconditions must be met, including: (legally) correct reasoning, thorough source research and the formulation of a well-defined and legally meaningful research question. All these skills are covered in this course. This course thus provides training in the research and writing skills required in the other master's courses, in particular thesis. This course consists of 40% of a general part and 60% of a specialization in the direction of the chosen graduation variant (Private Law, Administrative Law, Constitutional Law, Criminal Law and European and International Law). The course ends with a final assignment, which consists of a paper on a topic determined by the teachers. Learning objectivesThe two main objectives of this course are: - to offer a reflection on the methods of legal science, both of legal science in general and of the specific specialization area in particular; - instruct students in conducting legal research at master's level and reporting their own research in a final assignment. After studying this course, you will be able to:- reflect on the nature of legal science and explain its position in relation to other scientific fields;- distinguish between descriptive, normative and empirical legal science;- see the possibilities that relevant social sciences and humanities disciplines can offer for the understanding and application of law;- reflect on the specific nature of the thesis profile legal method(s) and techniques;- independent

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### **Contemporary issues in International Law**

**Code**: RM3303

**Name**: Contemporary issues in International Law

**Type**: Standard product

**Language**: English

**Description**:

International law is an exciting field with many different areas which all have their own set problems and complexities. Whereas the RB1812 course International Law aims to increase the knowledge and understanding of core international subjects, this is an advanced course that enhances your knowledge and understanding of selected topics that are relevant in today’s globalised world. Upon completion of this course, you will have been introduced and gained an understanding of five specialised topics: the law of armed conflict, human rights and refugee law, international criminal law, environmental law (including the marine environment), and international economic law. Apart from these five specialised topics, this course will include a topic on theory and international law. Such conceptual thinking will empower you to understand better the competing politics, actors and ideologies of the international legal order. LeerdoelenYou will prepare to meet the following objectives:- acquire thorough knowledge of the fundamental concepts and frameworks underlying international legal governance and its specialised regimes;- demonstrate in-depth knowledge and ability to engage with certain key aspects of the contemporary debates in international law; - gain the ability to engage with contemporary questions of international law within their factual and legal context;- demonstrate an ability to understand and analyse critically a wide variety of complex issues, drawing on a variety of materials;- develop expertise in conducting legal research using materials from a variety of national, regional and international sources;- engage accurately and coherently with the arguments and analysis of academic commentators;- write and present orally in a clear and structured way and put forward ideas in a scholarly manner; - demonstrate an ability to explore creatively complex issues in writting.

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### **Administrative (procedural) law in a changing legal order**

**Code**: RM3403

**Name**: Administrative (procedural) law in a changing legal order

**Type**: Standard product

**Language**: Dutch

**Description**:

An important goal of this course is to take some distance from the Awb law. The dynamics surrounding the General Administrative Law Act are so great that people sometimes forget that administrative law is about more than this - otherwise very important - law. The General Administrative Law Act is based on deeper foundations. This course aims to explore these fundamentals. The (legal) theory is not avoided here! It is also important that the General Administrative Law Act is always in addition to 'special' administrative law (e.g. environmental law, social security law). Developments in positive law are also discussed in this course. In recent years, there have been important developments with regard to various administrative law doctrines. In particular, the (construction of the) General Administrative Law Act has important consequences for legal practice. Substantive and procedural law topics relating to the General Administrative Law Act are therefore an important part of this course. Attention will be paid to, among other things, current social and administrative law developments and the consequences that these developments have for the administrative jurisdiction and the General Administrative Law Act. (Recent changes to) general administrative (procedural) law and administrative compensation law are also thoroughly discussed. Attention will be paid to the objectives of the General Administrative Law Act, the question of whether this law is able to achieve its objectives and the question of the legal protection of citizens against the government. Learning objectives- You will acquire in-depth knowledge of the general part of administrative law at the level of the academic debate, with particular attention to the foundations and principles, current developments in the sphere of legislation and case law as well as relevant international dimensions;- You will acquire a broad up-to-date knowledge of and insight into the most important administrative case law and (new) legislation;- You will learn to critically consider positive law, including from a legal-historical and legal-cultural perspective;- You will develop the ability to recognise different points of view in the literature and to be able to place them against a more theoretical background.

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### **Commercial law and IPR: commercial contracts in an international context**

**Code**: RM3703

**Name**: Commercial law and IPR: commercial contracts in an international context

**Type**: Standard product

**Language**: Dutch

**Description**:

The course provides (in-depth) knowledge of and insight into the field of IPR, commercial law and commercial contracts in an international context. It examines the relationship between national, European and international law in the field of IPR and commercial law. The course is broadly structured as follows. The Commercial Law component consists of five learning units in which important commercial contracts are central. The following topics are discussed: - commercial law in general (with attention to the special, independent nature of commercial law and uniform interpretation and application of international trade law regulations);- the contract of international sales (with attention to the Vienna Sales Convention and the Incoterms 2010 and 2020);- payment transactions and securities (with attention to documentary collection, letter credit, the bank guarantee and the surety);- transport law: international transport of goods by road and sea;- insurance and (international) trade: transport insurance and credit insurance. In (international) trade law, international regulations such as treaties are widely used. These international sources are amply covered in this course. The IPR component consists of four learning units. IPR stands for (rules of) private international law. In short, these are rules that are applied by the court seised in a dispute in order to determine the law on the basis of which a dispute must be resolved in which there are international connecting factors. During the course, a general insight is offered into the applicable legal regulations in the Civil Code (Book 10 of the Civil Code) as well as in the various treaties and European regulations. A slight emphasis is placed on the application of these rules in international trade contracts and international tort situations as well as the application of the rules applicable to the conferral of jurisdiction. Attention is also paid to rules of uniform private law (EPR). An important treaty in this area for Dutch practice is the Vienna Sales Convention.Learning objectivesAfter completing this course:- you will have demonstrable (in-depth) knowledge and insight in the field of IPR, commercial law and commercial contracts in an international context, based on the level of the master's degree in Dutch law, and you will have learned to apply this knowledge in depth to case positions on sub-topics;- you will have knowledge of and insight into the relationship between national, European and international law in the field of IPR and commercial law, enabling you to think beyond the boundaries of the areas of law and national law;- you will be able to provide creative solutions to identified problems at the level of a

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### **Citizens and government**

**Code**: RM3803

**Name**: Citizen and government

**Type**: Standard product

**Language**: Dutch

**Description**:

The course Citizen and Government is aimed at deepening the legal relationship between citizen and government across the boundaries of the areas of law. This course builds on the master's courses in Administrative (Procedural) Law in a Changing Legal Order and European Administrative Law. This course expresses that the legal relationship between citizen and government is not limited to constitutional and administrative law, but that this legal relationship is also shaped by private law and European law. This is also reflected in the courses Environmental Law and Dutch Migration Law. The first two weeks of education focus on the following questions: what is the distinction between public and private law and what are the standard conditions for private government action? In answering these questions, attention is paid to the following themes: the relationship between the state powers, the network society, legal political considerations, and that the application of the law by the administration and the courts is always a reasoned choice and that the interests of citizens must also be taken into account in that application. These themes are the common thread throughout the following education weeks. The first is in the education weeks three to five, which focus on the various legal ways to hold the government liable for the damage caused by both lawful and unlawful acts and which material criteria apply to this. Following the European Administrative Law course, the Europeanisation of government liability law will be discussed in education week six. This course will be concluded in week seven with the development that private law, in particular liability law, is increasingly being used by citizens to exert influence in the public domain. In the context of the relationship between the state powers, it is discussed that there is an emergence of public interest-related proceedings that have the common feature that the government is held accountable before the civil courts for failing government regulation with regard to, for example, environmental and security risks. Learning objectives After successful completion of the course, you should have knowledge and understanding of how the legal relationship between citizen and government is shaped by private law and European law in addition to constitutional and administrative law,- have knowledge and understanding of how public and private law relate to each other,- have knowledge and understanding of how to work in addition to the law, to give substance to the views on the relationship between state powers and judicial review- to have knowledge and understanding of how and under what conditions the government can use private law to achieve its policy goals.

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### **Fundamental rights in the 21st century**

**Code**: RM3903

**Name**: Fundamental Rights in the 21st Century

**Type**: Standard product

**Language**: Dutch

**Description**:

Human rights and the formulation of claims in terms of fundamental rights have become almost self-evident in the 21st century. Examples are the claims to an own identity (to be protected by law); the defenders of the position of animals who advocate for the recognition of animal rights(s) and the lawsuits about climate change, in which the right to life and to privacy played an important role. Despite the fact that human rights are part of almost all contemporary legal systems, their scope and limits are constantly the subject of public debate and judicial decisions. From a legal point of view, one can ask the following questions, for example: Can the government prohibit the wearing of the burqa in public spaces or is that in violation of the freedom of religion? Is there such a thing as a right to gender identity? Does burning a flag as a protest fall under freedom of speech? In a more philosophical sense, the phenomenon of human rights also raises intriguing questions. Are human rights truly universal? Is the increase in claims in terms of human rights a good development or is there a limit to this development? Human rights are therefore now an integral part of the curricula of Dutch universities. At the Open University, this is part of the bachelor's education, in particular in the compulsory (writing) course Writing about fundamental rights. While the latter course focuses primarily on developing students' writing skills on the basis of topics in the field of fundamental rights or human rights, the proposed master's course is intended to deepen the basic knowledge and provide more far-reaching insights into human rights/fundamental rights in public debate, legal and philosophical discourse. Course objectivesAfter completing this course: - you will have insight into the relationship between national law and international human rights treaties and you will be able to describe how this works out in (legal) practice (knowledge and understanding);- you will be able to give substantiated examples of the way in which fundamental rights play a role in (inter)national law and political discourse (application of knowledge and understanding); - you will be able to present different views on fundamental rights and you will be able to take a well-founded position in this regard (judgment, communication);- you will be able to critically read and analyse case law on fundamental rights from the perspectives discussed in the literature (judgement);- you will be able to use arguments, partly derived from the relevant literature, discuss fundamental law issues (judgment, communication);- you will be able to discuss findings of

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### **Comparative political constitutional law**

**Code**: RM4013

**Name**: Comparative Political Constitutional Law

**Type**: Standard product

**Language**: Dutch

**Description**:

In this course, we investigate themes in the field of political constitutional law: the part of constitutional law that has particular interfaces with politics. Consider, for example, the relationship between the government and parliament, the role of the judge in the state system, and the safeguarding of constitutional values in a constitution. In essence, it is about the organization, distribution, and limitation of (government) power. As the Founding Fathers of the United States said: 'People are not angels.' So when you give people power, the risk of abuse is always lurking. At the same time, a modern society cannot function without concentrations of power. Think especially of the need to have a government that provides security and social services. Concentrations of power are a necessary evil. Every modern society must therefore ask itself: how do we ensure that power over citizens is exercised not in the interest of a few, but with a view to the realisation of democratic and constitutional values? Not every society is equally successful in preventing abuse of power. And the question is to what extent constitutional law can contribute to this. After all, almost every country in the world has a constitution today. Yet authoritarianism is the order of the day. The presence of a constitution or other constitutional regulations is therefore no guarantee that constitutional principles will be observed. In this course, you will study political constitutional law in a comparative perspective on the basis of classical and modern texts. Learning objectivesAfter completing this course you will be able to:• explain what political constitutional law entails;• identify the most important issues surrounding political constitutional law;• describe the constitutional principles of a number of countries;• critically reflect on the functioning of political constitutional law;• critically reflect on current political events on the basis of political constitutional law;• explain the relationship between different state powers;• conduct a comparative law study of limited scope.

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### **The right to privacy in a historical, ethical, philosophical and human rights perspective**

**Code**: RM4103

**Name**: The right to privacy in a historical, ethical, philosophical and human rights perspective

**Type**: Standard product

**Language**: Dutch

**Description**:

This course focuses on the right to privacy. The origin, development and nature of privacy as an important value and fundamental right are covered in this course. Attention is also paid to ethical dilemmas and theories about privacy and competing values and interests. Learning objectivesAfter completing this course, you will be able to:- reflect on the nature and importance of privacy;- explain the place and function of privacy within the spectrum of fundamental rights; - to reproduce different (philosophical) views on the concept of privacy and to apply them in a concrete situation; - place privacy in a historical context; - to analyse various ethical aspects of privacy and privacy protection;- to interpret the function of privacy and the right to privacy in a democratic constitutional state; - independently determine one's own position on the privacy aspects of a given subject and substantiate this position with philosophical and/or ethical arguments; - to indicate the possibilities and limitations of legal science with regard to privacy protection, both in the vertical and horizontal dimensions; - to carry out research of limited scope with elements from different scientific disciplines and to report on this in a final assignment of approximately 2,000 words.

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### **Dutch migration law**

**Code**: RM4303

**Name**: Dutch migration law

**Type**: Standard product

**Language**: Dutch

**Description**:

Dutch migration law is the set of rules for admission to, stay in and departure from the Netherlands. However, the Netherlands is not completely free to decide for itself how it regulates the migration of foreign nationals. Various international and European treaties to which the Netherlands is committed, such as the Refugee Convention and the ECHR, affect the bandwidth that the Netherlands has in pursuing a Dutch migration policy. Intra-EU migration of Union citizens and their family members is largely determined by Union law. Since the Treaty of Amsterdam, Member States have also transferred competences to the EU with regard to the regulation of asylum and migration of third-country nationals to the EU. Migration law has therefore to a large extent also become EU law. Within this legal context and in a highly polarised climate in society and politics, the legislature, the administration and the courts must find a balance between the legal protection of migrants on the one hand and the interests of Dutch society as a whole on the other. In this course, we will explore this complex landscape. Migration law can be divided into a number of sub-areas: intra-EU migration of EU citizens, entry and short stays, regular migration of third-country nationals including labour migration and family reunification, and asylum migration. In this course, the substantive rules that apply with regard to these sub-areas are discussed. Furthermore, the procedure in these cases is examined. In each case, it is mapped out which sources of law are relevant, and how the different layers of law relate to each other. Finally, attention is paid to how the legal protection of migrants is arranged, how it relates to the principle of a restrictive admission policy and what role national and EU legal principles play in this. Learning objectives Migration law can be divided into a number of sub-areas. After completing this course, you will have achieved the following learning objectives for each of these sub-areas:- You have thorough knowledge of substantive and procedural migration law (knowledge and understanding);- You have knowledge of and insight into the way in which Union, European and international law affects national migration law (knowledge and understanding);- You have knowledge of and insight into the way in which legal protection of migrants is arranged and can apply this in a case (( (apply) knowledge and understanding);- You are able to solve a migration law case in a creative way using the various sources of law that apply in migration law at the level of a starting professional (applying knowledge and insight);- You are able to independently build a legal argument at the level of a starting professional (judgment).

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### **Principles of data protection law in a European law perspective**

**Code**: RM4403

**Name**: Principles of data protection law in a European law perspective

**Type**: Standard product

**Language**: Dutch

**Description**:

This course, together with the course Rights of Data Subjects, Enforcement and Supervision of Compliance with Data Protection Law, forms the foundation of the Master's in Data Protection and Privacy Law. This core course focuses on the principles and foundations of data protection law. First, the origins and development of the area of law are discussed, after which the scope of the data protection law rules from Europe is discussed. This concerns both territorial scope and material scope of application. We also address questions such as: What is (special) personal data? When is there processing of personal data that falls under the (U)GDPR and which processing falls outside of it? What is anonymisation and pseudonymisation and does it make a difference for the application of the regulations? The focus of this course is on the responsibilities of the controller. But what exactly is a controller and how does this role differ from just a processor of personal data? Once these roles are clear, a study of the principles and bases for processing in data protection law follows. For example, one of the core principles in data protection law is purpose limitation (personal data may only be collected for specified, explicit and legitimate purposes and may only be further processed in a manner compatible with those purposes). But what exactly does this mean and how tenable is such a principle in an age of working with large amounts of data, where the original purpose of the collection is abandoned in order to arrive at new insights? In addition, we will discuss the various bases for processing. For example, there is a lot of discussion about the content and scope of this. Consider, for example, the way in which the Dutch Data Protection Authority interprets the basis of 'legitimate interest', or how controllers in the online environment ask for permission for the processing of personal data. The various other obligations of lawful processing of personal data are also discussed, with attention being paid to the Data Protection Impact Assessment (DPIA), the obligation to register and the obligation to report data breaches. The last topic is the international transfer of personal data. Can a controller process personal data (or have it processed) in, for example, the United States, China or the United Kingdom? What are the possibilities and requirements that processing in such a 'third country' must meet? Was the European Commission right to take yet another adequacy decision for the United States or is it also doomed to fail? These and more questions are addressed in this course

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### **Rights of data subjects, enforcement and monitoring of compliance with data protection law**

**Code**: RM4503

**Name**: Rights of data subjects, enforcement and monitoring of compliance with data protection law

**Type**: Standard product

**Language**: Dutch

**Description**:

This course forms the second part of the core of data protection law in the Netherlands. It is therefore complementary to the course Principles of data protection law in a European law perspective, which concerns the first part of this core. The present course focuses on the various rights of data subjects, as well as the different ways of enforcing data protection law in the Netherlands. Data protection law is characterised by a system of legal protection, in which both administrative law and civil law have a role to play. In addition, enforcement through the supervision of the Dutch Data Protection Authority is an important pillar. All these elements are discussed in the course. It also focuses on theories from Empirical Legal Studies on enforcement. Thus, the course follows the following structure: 1. The rights of data subjects, such as: - the scope, limitations and exceptions to the rights of access, rectification, objection, restriction of processing, erasure and data portability; 2. Regulation, Supervision & Enforcement, such as:- the position of the data protection officer,- the role of codes of conduct,- the supervision of the Dutch Data Protection Authority,- theories about enforcement from empirical legal science (Empirical Legal Studies) and data protection law- private enforcement of data protection law through, for example, collective actions. Learning objectivesAfter completing the course, you will be able to:- interpret and apply legislation and relevant case law in the field of data protection law in the various sub-topics of the course, such as the rights of data subjects and the methods of enforcement of data protection law, in concrete situations;- explain the various rights of data subjects and explain and apply the scope and content of these rights in a concrete situation; - characterise the roles and tasks of the Data Protection Officer and the Dutch Data Protection Authority and reflect on these roles and tasks and apply their scope in a specific situation; - apply common theories on enforcement from empirical legal studies to the context of data protection law; - explain the different ways of enforcing data protection law and apply this knowledge in a specific situation; - to outline and reflect on the working methods of the Dutch Data Protection Authority and its limitations in practice; - to take a substantiated position in the debate on the various aspects of compensation for unlawful processing of personal data;- to form an opinion on the

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### **E-privacy**

**Code**: RM4603

**Name**: E-privacy

**Type**: Standard product

**Language**: Dutch

**Description**:

This course focuses on the rules regarding the processing of personal data in electronic communication. These rules are currently contained in Directive 2002/58/EC and the Telecommunications Act, but will be replaced by an ePrivacy Regulation in the future. The regulation aims to modernise the rules for traditional telecoms companies. The e-privacy regulations relate, among other things, to the conditions for the placement of cookies, direct marketing and the use of metadata for mobility and crowd measurement, for example, that are generated on the internet or via telephony, such as traffic and location data. All these aspects will be discussed in more detail in the course. The content of the course is divided into a study of the legal framework and its application and is then explained on the basis of specific case positions. The structure of the course will then be as follows:1. The legal framework:- Directive 2002/58 and its implementation in the Telecommunications Act.- Relationship between Directive 2002/58 and the GDPR.- The road to an e-privacy regulation.2. Application – case positions:- Direct marketing.- Cookie walls.- Bluetooth, Wi-Fi and other forms of tracking.- Traffic and location data.- Data retention.Learning objectivesAfter completing the course, you will be able to:- interpret legislation and relevant case law in the field of e-privacy law on the various sub-topics thereof and apply them in concrete situations;- the scope of application of the current, as well as the future, ePrivacy regulations; - explain the place and function of privacy, data protection and the secrecy of communications within the spectrum of telecommunications regulation;- explain the ways in which various (national) legal systems (and regulators within them) deal with the phenomenon of cookie walls and form an opinion on the legal tenability of this interpretation of the ePrivacy regulation;- outline the ways in which tracking via telecommunications means is used and the identify data protection law requirements and bottlenecks of their use and reflect on them in a specific situation;- explain the data protection law aspects of telemarketing regulations and apply these aspects in a specific situation; - analyse the development of e-privacy case law and legislation on data retention;- make a reasoned judgement on the use of personal data in the telecommunications context using (new) technologies on the basis of knowledge of e-privacy law, both in writing and orally after research undertaken in a group context.

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### **Mental (in)capacity in health care**

**Code**: RM4703

**Name**: Mental (in)capacity in healthcare

**Type**: Standard product

**Language**: Dutch

**Description**:

Mental capacity means that a person is unable to properly perceive his interests involved in the act on the basis of a mental or psychological disorder. As a result of the advancing ageing population, the increasing number of elderly people with dementia, the attention paid to the incapacitated patient in healthcare and the emphasis on informed consent and shared decision-making, the subject of mental incapacity is in the spotlight. Mental (in)capacity touches on important social and legal themes, such as the euthanasia issue, the making of wills and living wills, the representation of vulnerable persons, permission for medical treatment and forced care. This master's course offers insight and provides tools on how to deal with mental (in)capacity in healthcare and responds to the practical need for well-trained professionals. A special dimension of this course is that it is multidisciplinary and the theme of mental incapacity in healthcare is highlighted from both a legal and a psychological perspective. Learning objectivesAfter completing this course, you will be able to:- explain what is meant by the concepts of mental or psychological disorder, incapacity versus incapacity and good care;- indicate what is meant by the autonomy/right of self-determination of the patient and the provision of good care;- relate the patient's consent requirement, the healthcare provider's obligation to inform (informed consent) and shared decision making to the aspect of (in)capacity;- outline the influence of the UN Convention on the Rights of Persons with Disabilities (art. 12) and the ECHR (art. 6 and 8) with regard to the autonomy and the right to self-determination of the incapacitated person, especially with regard to care decisions;- indicate the importance of mental (in)capacity and mental disorder within the health law laws WGBO, Wvggz and WZD, and define what is meant by voluntary and involuntary care;- provide insight into how (in)capacity and mental health care representation of vulnerable persons works in (legal) practice.

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### **Protection of personal data in a private law context**

**Code**: RM4803

**Name**: Protection of personal data in a private law context

**Type**: Standard product

**Language**: Dutch

**Description**:

This course focuses on the use of personal data in a private law context. The focus is on three sub-areas: the employment relationship, health care and the financial sector. Can an employer ask his employee to take an alcohol, drug or corona test and submit the result? And is an employer allowed to keep track of what an employee types or otherwise monitor whether and how he or she works from home? How should we deal with new insurance products that offer lower premiums in exchange for data on, for example, a person's health or driving behaviour? These are all questions that you can think of in this course. This involves deepening data protection law on the basis of various topics, categorized by sector. This also offers the opportunity to look a little more closely at the requirements for conducting (medical) scientific research, the use of 'blacklists' in a (financial) sector and the various data protection law implications of the use of credit scores or the monitoring of employee behaviour by employers. Learning objectivesAfter completing this course, you will be able to:- interpret and apply legislation and relevant case law in concrete situations in the field of data protection law in the employment relationship or in a doctor-patient relationship; - to identify the various aspects related to the data protection law of conducting scientific research in a specific situation and to apply the (special) conditions for the processing of personal data to it;- to explain the requirements for the use of blacklists within a certain sector and to be able to explain whether they have been met in a case submitted;- the various data protection law bottlenecks in a case identify the use of credit scores in the financial sector and test the use of such processing in a specific situation against the applicable data protection law;- analyse the various privacy and data protection law aspects regarding the different ways of monitoring employees by employers.

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### **Data protection and new technologies**

**Code**: RM4903

**Name**: Data protection and new technologies

**Type**: Standard product

**Language**: Dutch

**Description**:

Although the use of technology is a common thread throughout the master's programme and, in particular, its legal consequences are covered in all courses, an independent course is offered in collaboration with the Faculty of Science (in particular Computer Science) in the field of new technologies and their impact on data protection law. The rapid development of new and existing information technologies, such as artificial intelligence, algorithms and blockchain technology, pose (new) challenges for data protection law. These new techniques and their challenges are central to this course. The aim of the course is not for lawyers to master these (complex) technologies themselves, but for them to have gained so much knowledge that they recognise the legal implications that may be associated with the use of these (new) technologies c.q. dat they can ask technicians the right questions in order to get a clear picture of those implications. A general classification of the various topics is as follows: - Algorithms- AI & Transparency- Profiling and automated decision-making - Security- Cryptography- Authentication and biometrics- The cloud- Blockchain technology- Privacy Enhancing Technologies (PETS)Learning objectivesAfter following the course:- You will have (basic) knowledge of algorithms and the way in which different forms of algorithms may affect data protection law and you will be able to overcome these bottlenecks. recognize in a concrete situation and apply it to it;- you have (basic) knowledge of, as well as basic insight into, AI technology and you are able to qualify the legal consequences in relation to data protection law of its use and apply it in a concrete situation;- you have (basic) knowledge of, as well as basic insight into, blockchain technology and you are able to understand the legal consequences of its use in relation to data protection law; to explain and apply in a concrete situation;- you have (basic) knowledge of, as well as basic insight into, different manifestations of autonomous systems and biometric recognition and you are able to recognize them in a concrete situation as well as to explain and apply the possible bottlenecks and opportunities for their use in relation to data protection law in a concrete situation;- you have knowledge of, as well as basic insight into various privacy enhancing technologies and you will be able to explain the importance of the use of such technologies in relation to data protection law and to recognize possible bottlenecks and opportunities for their use in relation to data protection law and apply them in a concrete situation;- you will be able to interpret legislation and relevant case law and apply it in concrete situations with

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### **Property law deepened (real estate)**

**Code**: RM5003

**Name**: Property law deepened (real estate)

**Type**: Standard product

**Language**: Dutch

**Description**:

In practice, property law issues arise mainly in financing constructions and large real estate projects. In this course, the property law system will be further explored on the basis of practical cases. Attention is paid to, among other things, property law issues that arise in making the built environment more sustainable, the system of land accounting in the Netherlands, the distinction between movable and immovable, cables and pipes, apartment law, mortgage law, attachment and execution. An in-depth discussion of the limited rights of enjoyment of leasehold, superficies and easements and the difference between and use of qualitative obligations and perpetual clauses are also discussed. The aim of the course is to delve deeper into and reflect on the Dutch property law system. In addition, extensive consideration will be given to the question of why certain choices have been made in this system, what alternatives would be and whether this is desirable. Topics that are under discussion in the literature will also be discussed. The purpose of this is that you gain insight into the discussions that exist, can analyze them and can form your own opinion. The course will pay attention to, among other things, property law issues that arise in making the built environment more sustainable.

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### **Privacy and data protection practical**

**Code**: RM5203

**Name**: Practicum privacy and data protection

**Type**: Standard product

**Language**: Dutch

**Description**:

The course applies the theory taught in other courses, with the aim of gaining insight into how privacy professionals can make use of the possibilities offered by privacy and data protection law in practice. On the basis of realistic and, if possible, up-to-date practical cases, various procedural and substantive aspects of this are discussed. For example, a case may concern someone who wants to remove certain search results concerning him from an internet search engine (Art. 17 GDPR) or objects to the recording of data concerning his payment morality by a financial service provider (Art. 21 GDPR). A case may also be about the possibilities and impossibilities of obtaining compensation for the material or immaterial damage that someone has suffered as a result of a violation of the law. Questions that may arise concern the weighing of the various individual and social interests, the evidentiary positions of the data subjects and controllers, the competent court and the time limits (Articles 34-35 of the GDPR), the representation and identification of the data subject (Article 11 of the GDPR), as well as the nature of the data to be deleted and their relevance or accuracy, the role of the applicant in public life and the extent to which the applicant has brought this role upon himself, etc. Learning objectivesOnce you have successfully completed this course, you will have a good and thorough understanding of how privacy and data protection law is applied in practice and what this means for the various legal entities and others, such as data subjects, controllers, processors, as well as judges, supervisors and legislators and regulators (etc.). Based on this, you can put yourself in the shoes of the legal positions of these legal subjects and others, and (re)produce and interpret the arguments and counter-arguments used by them. You are able to develop arguments through independent research in case law, literature and other sources and can express them orally and in writing. And you have an understanding of the strategic choices that are made to achieve the goals desired by legal subjects and/or others.

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### **Thesis Data Protection and Privacy Law**

**Code**: RM9816

**Name**: Thesis Data Protection and Privacy Law

**Type**: Standard product

**Language**: Dutch

**Description**:

This course is the final piece of your master's degree and by writing a thesis you will gain experience in independently setting up and conducting scientific research. Structure of the courseThis course consists of two parts. During the first part, you will be introduced to legal research and put it into practice by writing the research plan for your thesis. This part of the course includes a digital introductory meeting, aimed at conducting legal research in general and formulating a research question in particular. This is contained in a knowledge clip in the digital learning environment. During the second part, you will actually write your thesis under the supervision of a teacher. Your approved research proposal is the starting point. When the thesis is ready, a thesis final interview follows in which you defend the thesis in front of your supervisor and examiner. Learning objectivesBy writing a thesis, you gain experience in independently setting up and conducting scientific research and in presenting it in writing. More specifically, you will learn:- to formulate a scientific legal question;- to set up a study to answer the question in a responsible manner;- to collect, organize, analyze and evaluate the data relevant to this research;- to argue the answer found and, where necessary, to propose defensible solutions;- to design the design, execution and results of the research in a clear, verifiable and systematic manner in writing and to defend it orally in front of a subject matter expert.

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### **Thesis**

**Code**: RM9916

**Name**: Thesis

**Type**: Standard product

**Language**: Dutch

**Description**:

This course is the final piece of your master's degree and by writing a thesis you will gain experience in independently setting up and conducting scientific research. Structure of the courseThis course consists of two parts. During the first part, you will be introduced to legal research and put it into practice by writing the research plan for your thesis. This part of the course includes a digital introductory meeting, aimed at conducting legal research in general and formulating a research question in particular. This is contained in a knowledge clip in the digital learning environment. During the second part, you will actually write your thesis under the supervision of a teacher. Your approved research proposal is the starting point. When the thesis is ready, a thesis final interview follows in which you defend the thesis in front of your supervisor and examiner. Learning objectivesBy writing a thesis, you gain experience in independently setting up and conducting scientific research and in presenting it in writing. More specifically, you will learn:- to formulate a scientific legal question;- to set up a study to answer the question in a responsible manner;- to collect, organize, analyze and evaluate the data relevant to this research;- to argue the answer found and, where necessary, to propose defensible solutions;- to design the design, execution and results of the research in a clear, verifiable and systematic manner in writing and to defend it orally in front of a subject matter expert.

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### **Contract law**

**Code**: RS0002

**Name**: Contract law

**Type**: Standard product

**Language**: Dutch

**Description**:

People depend on cooperation. No economic activity is possible without agreements. The frequency with which agreements (these can also be contracts) are concluded in the course of trade makes contract law an essential part of our legal system. In this course, we follow the buyer who enters into an agreement. When entering into the agreement, problems may arise, what you thought you were buying does not meet your expectations, you have erred or have been deceived by the other party. What legal options do you have to cancel the purchase? But even when the purchase is settled, a dispute can arise due to breach of contract and you want to undo the purchase. How such conflicts should be legally resolved is discussed in detail in the course. The theoretical insights gained are applied on the basis of case positions. Learning objectivesAfter studying the course, you will need to, among other things:- define the legal concepts of 'agreement' and 'obligation'; - distinguish the doctrines of contract law within the system of the law; - to elaborate a case position within contract law (in particular the purchase agreement) in a substantiated manner. In addition to the legal requirements, reasoned legal rules and points of view from case law and principles of contract law must also be incorporated;- explain how a legal act/agreement is concluded and what problems may arise in this regard, such as the defects of will (error, coercion, fraud and abuse of circumstances), legal incapacity and the unlawful agreement, as well as the inagreement of will and declaration of intent and the protection of legitimate expectations;- explain on what basis the obligation arises and what characteristics it has (interpretation, supplementary and derogatory effect of reasonableness and fairness);- explain the ways in which an obligation can be fulfilled and the consequences of non-performance of an obligation (action for performance, damages and rescission).

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### **Property law**

**Code**: RS0122

**Name**: Property law

**Type**: Standard product

**Language**: Dutch

**Description**:

Property law, together with the law of obligations, forms property law. Property law regulates the relationship between a person and a good. Goods are all active components that belong to a person's assets. This course deals with the principles of property law, the basic concepts (goods, goods and property rights), the way in which goods are acquired and lost and the other types of property law relationships. In the method of acquisition of goods, special attention is paid to the acquisition of goods by transfer. This is the transition from a good from the assets of one person to the assets of another person. The defects that may be attached to the transfer and the third-party protection provisions are also discussed. The special forms of transfer are also discussed (transfer subject to conditions, delivery in advance and retention of title). In the case of the property relationship, the right of ownership, the limited rights, the property law doctrines of possession and ownership, the community of property and the right of recourse to goods are discussed in turn. Assets in a debtor's assets can be used to provide security to creditors, for example by establishing a right of pledge or mortgage. The act of establishing these security rights, the execution and the priority arrangement are discussed in detail in the course. During the supervision of the course in the form of virtual classes, attention is paid to the theory and development in the judiciary. Furthermore, the theory is applied to property law cases, which increase in complexity in the course of the course. The mandatory judgments and current cases are used as an illustration of the study material.

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### **Civil procedural law**

**Code**: RS0212

**Name**: Civil Procedure

**Type**: Standard product

**Language**: Dutch

**Description**:

You have just bought a new car, a decent brand for a reasonable price. But it soon turns out that you have been cheated: the odometer has been tampered with and there are second-hand parts under the hood. The 'new' car turns out to be anything but new. You demand that the seller still fulfils his obligations or even pays damages. But: 'To have is to have, to get is the art.' The seller simply refuses to negotiate with you on this matter. You only see one way to solve this: litigation. Then a lot of rules have to be observed and that's where formal private law begins. The foregoing indicates the difference between substantive and formal private law. Substantive private law (see the courses Introduction to law: core of law (formerly Basic Law Course) or Introduction to Private Law) describes the rights you have, for example, as a buyer or as a landlord. Formal private law indicates how you can enforce those rights if necessary. You will find those rules in this course. The course Civil Procedural Law provides insight into the main features of civil procedural law against the background of substantive private law. This means that subjects such as: the measures to prevent proceedings, the commencement of civil proceedings, legal representation, the jurisdiction of the court, the methods of litigation, the legal remedies, the distinction between judgments and orders, the enforcement of judgments and deeds, and so on, are discussed. Moreover, after studying the course, you are supposed to have knowledge of important court decisions in the field of civil procedural law and you can apply the knowledge you have gained to concrete cases. In addition to students in legal sciences, the course is of interest to people who have to deal with civil procedural law in practice, for example through the legal profession or the judiciary. Learning objectivesCivil procedural law contains rules that must be observed in order to be able to assert rights arising from substantive private law, if this has not proved possible amicably. During this course you will get to know these rules and learn to apply these rules to concrete cases.

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### **Corporate law**

**Code**: RS0312

**Name**: Corporate law

**Type**: Standard product

**Language**: Dutch

**Description**:

In law, every person is a person, but a legal person is not a person. That seems like a lame word game, but in reality there is a world of difference between persons and legal entities. A person of flesh and blood, like the greengrocer around the corner, is personally liable if he gets into debt. It does not matter whether these are private debts or debts for his greengrocer, unless he has placed his greengrocer's in a legal entity, for example a private limited company. This is different if he does not run the greengrocer on his own, but together with his wife in a general partnership. Although this is not a legal entity, you will learn in this course that this makes a difference for the creditors. It is therefore important whether it is a person or a legal entity. In daily life, every citizen has to deal with legal entities: almost everyone is a member of one or more associations and some are shareholders in a public limited company or private limited company. The Corporate Law course familiarises you with various legal entities regulated in the Dutch Civil Code: association, cooperative, foundation, public limited company and private limited company. Such a legal entity seems to be only a legal invention, but it is apparently useful, because there are hundreds of thousands of private limited companies in the Dutch business community. Some advantages of a legal entity are obvious. Think of the continuity of the case: a natural person will die at some point, a legal person will not be bothered by this. In this course, you will learn exactly what a legal entity is and in what form it can occur. One form is more suitable for running a business than the other. For a multinational, for example, the public limited company is preferable to an association. However, the latter form is an excellent solution for a sports club, for example.

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### **European law**

**Code**: RS0432

**Name**: European law

**Type**: Standard product

**Language**: Dutch

**Description**:

This course focuses on the European area and substantive law, citizenship of the Union, fundamental rights and external policies, competition and state aid, and economic and monetary union. After the completion of the internal market has long been at the heart of the process of European integration, interest is now increasingly focused on the European area. In this European area, the citizens of the Union can move freely. Citizens of the Union can exercise their fundamental political, economic and social rights everywhere. In accordance with the values set out in Article 2 TEU, the process of European integration is not limited to socio-economic life, but has increasingly concerned social relations as a whole. In the European Law course, importance is attached to the judgments of the Court of Justice of the European Union. In addition, in this course you start with dialogue skills. Dialogue skills are developed using the Dialogue to Synergize (D2S) method. In order to shape this in a good way, you will be assigned to a group of fellow students by the course team after registration, with whom you will practice the method on the basis of prescribed judgments. The dialogue skills group is required to meet at least four times (online), the meetings are planned in mutual consultation.

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### **Constitutional and Administrative Law I**

**Code**: RS0512

**Name**: Constitutional and Administrative Law I

**Type**: Standard product

**Language**: Dutch

**Description**:

The course Constitutional and Administrative Law I introduces you in depth to substantive administrative law and the general rules that the government must observe in the exercise of various administrative powers. Attention is paid to the actors in public law, the exercise of the various administrative powers and the standards that must be observed on the basis of the legal rules and general principles of good administration. Many of the general rules have now been codified in the General Administrative Law Act. However, several rules have not yet been included in this Act, although they are part of the general part of administrative law. In this course, the interpretation and application of the General Administrative Law Act occupies a prominent place, but it also deals with law that is not (yet) regulated in this Act. The intention is that you acquire both theoretical and practical insight into the material and learn to feel how administrative bodies exercise administrative powers in a concrete case. The course covers a lot of case law and allows you to think about the interpretation and application of general administrative law on the basis of (practice-oriented) case positions.

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### **Liability law**

**Code**: RS0602

**Name**: Liability law

**Type**: Standard product

**Language**: Dutch

**Description**:

'Classic' liability law revolves around the question of when you can legally pass on damage suffered to someone else. This course focuses on the socially extremely important doctrine of tort. Anyone who does (or fails to do so) in violation of the law or the care that befits society commits an unlawful act and is in principle obliged to compensate the resulting damage. Once it has been established that there is liability, the question then arises as to how the extent of the compensation should be determined. The legal framework for determining the extent of the damage is also discussed in detail in the course.

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### **Substantive criminal law**

**Code**: RS0702

**Name**: Substantive criminal law

**Type**: Standard product

**Language**: Dutch

**Description**:

The course deals with substantive criminal law; the set of rules that indicate which behaviors are punishable and which sanctions can be imposed. A wide range of topics that raise questions in criminal cases will be discussed. This includes topics such as the general conditions of punishability, the objective and subjective elements, causality, participation, criminal attempt and preparation and the grounds for exemption from punishment. The various doctrines will be dealt with on the basis of the law and its interpretation by the Supreme Court. What exactly is intentional action? Are you also punishable if you kill someone by accident? How far does criminal liability go? Suppose a motorist hits someone, after which the victim dies during the emergency operation due to a medical error. Can the director be blamed for this under criminal law? The answers to these (and other) questions can be found in the law, but especially in judgments of the Supreme Court. This course pays attention to this, of course, but also discusses dissenting opinions. This gives you a complete picture of the views within this area of law.

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### **Formal Criminal Law**

**Code**: RS0822

**Name**: Formal Criminal Law

**Type**: Standard product

**Language**: Dutch

**Description**:

Criminal cases are often the subject of a lot of media attention. As a result, criminal procedural terminology is no stranger to us. But what exactly do these terms mean and is it true what is claimed in the media? It is often forgotten that the criminal process serves a twofold purpose: to ensure that the guilty are convicted and to prevent innocent people from being punished. In this course, we want to introduce you to the nuances of our criminal procedural law. The course Substantive Criminal Law is mainly about the question of which behaviour is punishable and when an offender is not punishable. In the Formal Criminal Law course, the emphasis is on the question of what may and sometimes must be done if the suspicion arises that a person has committed a criminal offence. You can think of questions such as: 'Under what conditions may a suspect be arrested and how long may he or she subsequently be detained?', 'When is the public prosecutor admissible in the prosecution?', 'What requirements must an indictment meet?', and 'Can statements made by the suspect automatically serve as evidence if he or she was not assisted by a defence counsel during the police interrogation?'. This is just a small selection of the topics of this course, in which a constant balancing of interests between instrumentality and legal protection plays a prominent role. Part of the education is linked to a practical simulation of a Dutch criminal case; a so-called serious game. In the serious game, the regular course of a criminal case is followed: from investigation, to prosecution to eventual trial. During the course of the serious game, you are assigned a different role (prosecutor, lawyer and judge) and you make different decisions based on that role. The aim of the serious game is to build a bridge between science and criminal law practice: scientific knowledge gained in the course of the course is applied directly and interactively in the game.

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### **Constitutional law**

**Code**: RS0902

**Name**: Constitutional law

**Type**: Standard product

**Language**: Dutch

**Description**:

The course discusses constitutional doctrines such as the principle of legality, division of power and the reasons for the distribution of power, judicial review and the form of government and form of government. You will also delve into the workings of parliamentary democracy, the legislative process and the themes of governance and justice. The tasks and powers of government bodies are discussed and the European law and international dimensions of constitutional law are discussed. The course provides insight into the interaction between constitutional law and politics, into the establishment of bodies and the attribution of powers to those bodies and into some special parts of public administration, such as the advisory system, the police, the defence and state emergency law. Important aspects of the judiciary and decentralisation are also discussed. The Charter for the Kingdom and especially the Constitution play a prominent role in all this. It also looks at the international and European dimensions and describes the impact of membership of the European Union on the room for manoeuvre of national bodies.

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### **International law**

**Code**: RS1112

**Name**: International Law

**Type**: Standard product

**Language**: Dutch

**Description**:

International law is a fascinating field. You only have to open the newspaper or surf the internet and you will come across numerous international law topics. Some examples that you have been able to find in the media in recent years are: former President Trump who finally decided not to carry out an armed attack after Iran shot down an unmanned drone, or the captain of the rescue ship Seawatch 3 who was arrested after she and her crew had drowned people from the Mediterranean Sea. These are just two examples of recent political events that have a strong international law component. International law may seem like an abstract course, but it is also a concrete course because it relates to international law topics that you see in the media every day. The aim of this course is to introduce you to the most important topics from this extensive and interesting field and that at the end of this course you will not only have knowledge of the rules and the system behind the news items, but that you will also have gained sufficient knowledge and insight to independently solve international law cases.

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### **Bridging thesis public law**

**Code**: RS1312

**Name**: Bridging Thesis Public Law

**Type**: Standard product

**Language**: Dutch

**Description**:

This course is intended as a link between the (writing) skills that you have already acquired during your HBO education and the skills that you need to successfully complete the bridging program and be able to start the master's program. You can choose the area of law that your bridging thesis will be about (administrative law, constitutional law, criminal law, empirical research in law, international or European law), but you must then choose a topic from a list of given topics. This list of topics can be found on the course site. During this course, you will be guided step by step through the research and writing process on the basis of two submission assignments. The first submission assignment concerns the search and analysis of relevant scientific source material and the formulation of a problem on the basis of this. The second submission assignment concerns the preparation of a research plan. You will receive feedback from one of our subject matter expert teachers on both submission assignments. Finally, based on the feedback given, you will independently write your bridging thesis to complete this course.

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### **Administrative law II**

**Code**: RS1412

**Name**: Administrative Law II

**Type**: Standard product

**Language**: Dutch

**Description**:

The Administrative Law II course is divided into three parts:- Administrative Enforcement Law;- Legal Protection against the Government;- Compensation in the event of unlawful and lawful government acts. The course covers a lot of case law and invites you to think about solutions. You will not only acquire legal knowledge, but also develop a sense of legal reasoning. The course provides an up-to-date description of administrative enforcement law, administrative procedural law and administrative compensation law. The course is designed in terms of content and education in such a way that you acquire both theoretical and practical insight into the operation of administrative enforcement law, administrative procedural law and administrative compensation law. On the basis of (practice-oriented) multiple-choice and open (case) questions, you will learn to think about the solution of the legal problems presented in the self-assessments. The course not only gives you legal knowledge, but also teaches you a 'feeling' for legal reasoning and teaches you to recognize and solve administrative (procedural) law problems.

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### **Bridging thesis private law**

**Code**: RS1612

**Name**: Transition Thesis Private Law

**Type**: Standard product

**Language**: Dutch

**Description**:

This course is intended as a link between the (writing) skills that you have already acquired during your HBO education and the skills that you need to successfully complete the bridging program and be able to start the master's program. You can register for the course Bridging Thesis Private Law if you are taking this course as part of the OU bridging programme with civil effect and you were admitted after 1 April 2017. You must then complete your bridging thesis under private law. An overview of the private law topics you can choose from can be found in the list of topics on the course site. During this course, you will be guided step by step through the research and writing process on the basis of three submission assignments. Each submission assignment concerns an important part of the process (searching for and analysing relevant scientific source material and formulating a problem on the basis of this, drawing up a research plan and writing the bridging thesis). More information about these submissions can be found on the course site. On two of these submission assignments, you will receive feedback from one of our content expert teachers. Moreover, giving feedback on the work of your fellow students is an important part of this course. By commenting on the work of others and discussing things like problems and research plans together, you are forced in a positive way to keep looking at your own work critically. You will have to be able to explain to others why you have made certain choices in your research and you will have to be able to argue why you think the choices of others are good or less good.

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### **Writing about fundamental rights**

**Code**: RS1702

**Name**: Writing about fundamental rights

**Type**: Standard product

**Language**: Dutch

**Description**:

Are people with racist ideas also allowed to unite in a political party? Can the government require a foreign national living here to learn Dutch and reduce his social assistance benefit if he does not meet it? Does the fundamental right to assemble mean that prisoners should also be given the opportunity to do so? Can a Roman Catholic school refuse non-Catholic teachers? Is the addict who is staying here illegally also entitled to medical care? Fundamental rights, such as freedom of expression, freedom of assembly and freedom of religion, play an important role in all these kinds of questions. This course deals with general fundamental rights doctrines and shows how fundamental rights function in Dutch society and how the courts think about clashes of fundamental rights. To make good use of the course, you need to be reasonably familiar with the different areas of law. You will learn to understand and formulate daily situations in terms of fundamental rights. After all, everyday practice raises questions that require a responsible solution. You will become familiar with reasoning from the perspective of fundamental rights and learn how to give a legally and socially acceptable answer. Fundamental rights (or human rights) set limits on the powers of the government to intervene in the sphere of freedom of the citizen. On the other hand, the various constitutional rights and treaty fundamental rights give direction to the actions of the government. The course Writing about fundamental rights aims to strengthen the writing skills of students by including a writing assignment about fundamental rights as an integral part of the course. The emphasis in this assignment is on independently formulating a question and independently collecting and processing diverse and relevant source material. Although the requirements for the assignment are slightly less extensive, they correspond in content to the requirements for the bachelor's essay in year 3. In other words: Writing about fundamental rights is an exercise with research and writing skills on the way to the conclusion of the bachelor's programme.

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### **Capita selecta Switch zone Straight**

**Code**: RS950X

**Name**: Capita selecta Switch zone Straight

**Type**: Standard product

**Language**: Dutch

**Description**:

Bridging zone students who were admitted before 1 April 2017 and who are still short of credits after application of the transitional arrangement to reach a total number of 60 EC, must carry out an individual assignment. This assignment is compiled under the name Capita selecta. Registration for this course is only possible after consultation with the study advisor and approval from the education coordinator.

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### **Capita selecta Switch zone Straight**

**Code**: RS950Y

**Name**: Capita selecta Switch zone Straight

**Type**: Standard product

**Language**: Dutch

**Description**:

Bridging zone students who were admitted before 1 April 2017 and who are still short of credits after application of the transitional arrangement to reach a total number of 60 EC, must carry out an individual assignment. This assignment is compiled under the name Capita selecta. Registration for this course is only possible after consultation with the study advisor and approval from the education coordinator.

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### **Capita selecta Switch zone Straight**

**Code**: RS950Z

**Name**: Capita selecta Switch zone Straight

**Type**: Standard product

**Language**: Dutch

**Description**:

Bridging zone students who were admitted before 1 April 2017 and who are still short of credits after application of the transitional arrangement to reach a total number of 60 EC, must carry out an individual assignment. This assignment is compiled under the name Capita selecta. Registration for this course is only possible after consultation with the study advisor and approval from the education coordinator.

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### **OU - Law**

**Code**: SROU-2024-2025

**Name**: OU - Law

**Type**: Training

**Language**: not specified

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### **OU - Law Data Protection & Privacy Law**

**Code**: SROUGP-2024-2025

**Name**: OU - Law Data Protection & Privacy Law

**Type**: Training

**Language**: not specified

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### **OU - Law Private Law without civil effect**

**Code**: SROUV3-2024-2025

**Name**: OU - Law Private Law without Civil Effect

**Type**: Training

**Language**: not specified

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### **OU - Law Public Law without civil effect**

**Code**: SROUV4-2024-2025

**Name**: OU - Law Public Law without civil effect

**Type**: Training

**Language**: not specified

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### **UA - with civil effect**

**Code**: SRUA-2024-2025

**Name**: UA - with civil effect

**Type**: Training

**Language**: not specified

==================================================

### **UA - without civil effect**

**Code**: SRUAAF-2024-2025

**Name**: UA - without civil effect

**Type**: Training

**Language**: not specified

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### **UU - Law**

**Code**: SRUU-2024-2025

**Name**: UU - Law

**Type**: Training

**Language**: not specified

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### **VU University Amsterdam - Law**

**Code**: Srvu-2024-2025

**Name**: VU University of Applied Sciences

**Type**: Training

**Language**: not specified

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### **VU Amsterdam - Tax Law**

**Code**: SRVUF-2024-2025

**Name**: VU - Tax Law

**Type**: Training

**Language**: not specified

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### **Introduction to international law**

**Code**: US0911

**Name**: Introduction to International Law

**Type**: Standard product

**Language**: not specified

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