

Courses 2018-2019

Find courses and information from academic year 2018-2019.

- Aeronautical Engineering
- Business Studies & Finance
- Conservatorium - Pop Music
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- Leisure Management
- Mathematical Engineering
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- Medical Imaging and Radiotherapy
- Dental Hygiene
- Sports, Exercise and Health
- Teacher Training
- Tourism Management

Aeronautical Engineering

Location: Delft

Semester: Fall / Spring

Business Studies & Finance

Business and Finance

Year of study	2018-19
Term	Term 1 & 2
Inholland Faculty	Faculty of Business, Finance & Law
Course Title	Business & Finance
Course code	to be announced
Inholland location	Alkmaar, Haarlem
Cycle	first cycle
Number of ECTS	30
Language of instruction	English
Course content	<ol style="list-style-type: none">1. Open essay Future Proof Organisation2. Introduction Management & Cost Accounting3. Management & Cost Accounting 14. Business Communication Exchange 1<ol style="list-style-type: none">1. Dutch Language & Business Culture 1 (75%)2. Part Financial English Written (25%)5. Business Communication Exchange 2<ol style="list-style-type: none">1. Dutch Language & Business Culture 1 (75%)2. Financial English Written (25%)6. Introduction to International Commercial and European Law7. Management Studies

8. Macro Economics
9. International & Monetary Economics (Econ. Bank.& Int. Econ. Rel.)
10. Sustainability and Business Ethics
11. Databases
12. Project: Future proof organisation

Ad 1: You are invited to think about what it takes for a company to be future proof. A challenging question because every organisation in whatever part of the world will be interested in the answers you will come up with. Starting point for your research is a CEO of a company sharing his ideas and his feelings on what to do about being successful and preferably more successful in the future. The company the CEO works for is not doing that well, which is all the more reason for you to help create conditions to be more successful. Taking this company as a starting point, your challenge is to find out which conditions make a company future proof.

Ad 2: Introduction Management & Cost Accounting focuses on providing the proper (financial and non-financial) information to management in order to take the right decisions (within the strategic framework).

Ad 3: Management Accounting & Cost Accounting influences all layers of the organisation and also the continuity of the organisation itself. Management Accounting distinguishes itself from Financial Accounting because it is mostly unstructured/ad-hoc information which is not tied to any regulatory rules or legislation (as is the case for Financial Accounting).

Ad 4:

Dutch Language & Business Culture 1

In this course you will learn how to quickly find the meaning of Dutch words in your dictionary, using spelling-based techniques; use standard phrases and understand underlying social standards; have short conversations and understand and write basic texts.

Financial English Written 1

The module is intended for pre-work students, studying at intermediate level, who will need to use English to communicate effectively in the financial workplace. It develops the vocabulary, language, and skills that students need to use in a range of financial careers such as accounting, economics, auditing, tax, banking, insurance, trading, and statistics. The target language level is English Common European Framework (CEF) B2+.

Ad 5

Dutch Language & Business Culture 2

This course is a sequel to the course Dutch Language & Business Culture 1.

Financial English Written 2

This course is a sequel to the course Financial English Written 1.

Ad 6: The law of the European Union is growing in importance very rapidly. Since the conclusion of the Maastricht Treaty all nationals of the 27 member states are European citizens. They are no longer solely subject to their own national law systems, but their daily lives are more and more affected by all types of legislation produced by and all kinds of decisions made by the European Union. This course aims to give the student a basic knowledge of European Law by exploring the functioning of the unique creature that is the EU, the impact of its laws on states, citizens and companies.

This course does not only focus on the legal aspects of European law but also on the the legal aspects of doing business internationally. International business contracts are of vital importance for international business. International transactions differ fundamentally from domestic transactions. The law in this context is difficult to grasp and its sources are diverse.

Points to be covered:

- drafting and dealing with international agreements;
- formation and interpretation of international contracts;
- international treaty rules, remedies, legal aspects with regard to financial arrangements.

Selling goods abroad is one thing, but without international transportation nothing happens. Companies wishing to sell abroad must familiarize themselves with the basics of international transportation and the rules laid down in a number of international conventions dealing with transport by Sea, Air or Road. Fundamental concepts in transportation including "Passing Of Risk" and carriers liabilities will be discussed. You will also develop understanding of Incoterms, role and functions of the Bill of Lading, and carriers Liabilities.

Legal pitfalls of concluding international contracts and transportation and its basic rules are also part of the course.

Ad 7: Management studies offers you the framework of instruments you need to create conditions for an organisation to be successful. Besides introducing these instruments, you will learn how to use them in a coordinated way, meaning these instruments need to support each other to create the conditions that enable an organisation to be successful.

Ad 8: This course focuses on traditional Macro Economics, within an EU setting. Based on a good knowledge and understanding of macro-economic concepts such as main factors influencing GDP of a country, the business cycle, inflation, labour costs growth factors, key-elements of the Dutch economy in relation to other countries within the EU and the rest of the world will be explained. We will explore the influence of these macro-economic changes on business management.

Ad 9: This course explores the elements, which make up the monetary policy of any country. Basic theoretical concepts of monetary economy and policy are then explained, in

relation to current monetary policy within The Netherlands, and other EU countries. Topics like interest rates and inflation, exchange rates and factors causing international trade are applied to business practice. How should a company react to variations in any or all of the factors mentioned above?

Ad 10: This course focuses on a dimension of business that is receiving more and more attention and rightfully so. Sustainability defined as a policy meeting the needs of the present generation without compromising the ability of future generations to meet their own needs. In this course you will be confronted with the need to make choices that respect the interests of all stakeholders. This includes not only the traditional stakeholders such as owners and customers, but also the external parties in the outside world (you might even say the entire world). Given the overall theme of this period (Future proof management) students are confronted with the need to search for balanced solutions.

Ad 11: In this course students learn how to use databases. They will analyse processes and discover which process data are important. They learn to identify the relationship between process data and the way these data can be entered into an information system, allowing the system to generate relevant management information.

Ad 12: Having gained the necessary experience in your study on the conditions for organisational success, you and your Dutch fellow students will be offered the opportunity to use this experience on behalf of a quite different organisation looking for a brighter future. If some improvements are advisable, you will provide this advice to the management of your research-company.

Lecturer(s)	Contact Haarlem: Marco Mosselman, email: marco.mosselman@inholland.nl Contact Alkmaar: Marlies Springorum, email: marlies.springorum@inholland.nl
Learning outcomes	Competences to be developed in this semester relate to: Accounting, Management Accounting, Management and Accounting Information.
Mode of delivery, planned activities and teaching methods	Seminars, tutorials and consultancy hours
Prerequisites and co-requisites (if applicable)	In order to successfully take part of this programme students need a background in Finance. Students who follow a Management or Marketing course at their home university should not register for this programme.
Recommended or required reading and/or other	To be announced

learning
resources/tools

Assessment
methods and
criteria

Project assessments: written and oral
Courses: written assessments (exams, essays)

Entrepreneurship

Year of study	2018-19
Term	Term 1 & 2
Inholland Faculty	Faculty of Business, Finance & Law
Course Title	Entrepreneurships (Creating a company)
Course code	to be announced
Inholland location	Diemen
Cycle	first cycle
Number of ECTS	30
Language of instruction	English
Course content	Family Business, Business Dynamics, Scaling Up, Entrepreneurial Behaviour, Business Essential, Professional Development
Lecturer(s)	John van Latum, Erik Hendriks (contact person)
Learning outcomes	Able to solve challenges for growing companies with an entrepreneurial attitude.
Mode of delivery, planned activities and teaching methods	workshops, action learning, solving real live problems in cooperation with coaches from the business community
Prerequisites and co-requisites (if applicable)	Basic knowledge on business and a entrepreneurial spirit

Recommended or required reading and/or other learning resources/tools	Value proposition (Alexander Osterwolder) and Scaling Up (Verne Harnish)
Assessment methods and criteria	Reporting, Assessment and Case study exam

International Business Relations

Year of study	2018-19
Term	Fall semester (Term 1 & 2)
Inholland Faculty	Faculty of Business, Finance & Law
Course Title	International Business Relations
Course code	Unknown
Inholland location	Den Haag/The Hague
Cycle	first cycle
Number of ECTS	30
Language of instruction	English
Course content	<p>Part 1 (sept-nov)</p> <p>1. Value Creation and Competition (4 ECTS) You will start by studying business models and tools to analyze the external environment of companies. After this you will carry out empirical research into the business models of a (self-chosen) company that operate on a global scale. You will write a report based on the research and take a written exam.</p> <p>2. International Credit Risk Management (4 ECTS) We will teach you how companies, especially those that sell abroad, make sure that clients pay their bills (on time). All the steps in the credit management process will be discussed</p>

from accepting a new client, establishing payment conditions, to insuring credit risk and using a debt collection company. In the assessment you are going to analyze the problems of a fast growing company and advise them in your role as credit management consultant.

3. International Business Game (7 ECTS)

You will be one of the members of the management team of an international consumer electronics company. Your goal is to win the game. This means that you have to take smart decisions that allow you to reach your (financial) targets. Besides competing with the other companies in the game you will be confronted with major 'events'. This could be the opening up of a new market or another economic or political event. Assignments related to these events will allow you to score additional points. At the end of the game you will report the results of your main shareholders.

Part 2: (nov -jan)

4. Innovation (4 ECTS)

Innovation is a major driver of change in many industries and can destroy the business models of existing companies. Your goal will be to identify the major risks and opportunities created by business model innovation in an industry of your choice. You will do empirical (group) research, including expert interviews and give strategic advice in the form of a TEDX-style video presentation.

5. Trends in Global Business and Finance (3 ECTS)

6. Emerging Markets (4 ECTS)

The growth of the world economy was dominated by the industrialized countries since the Second World War. It brought the Western economies unparalleled prosperity. Many countries did not fully share this increase in wealth, yet invested extensively in their economies. Around the millennium new economies like Brazil, Russia, India, China, called the BRIC countries became increasingly important in the world economy. Other countries followed. These emerging markets change the balance of economic power in the world economy and shifts growth away from the industrialized countries. In this module Emerging markets are the topic of study with a special focus on the financial sector. You will be assessed in a written exam with open questions.

7. Sustainability (4 ECTS)

Companies must organize their business in a sustainable way. It is not just production, but the whole process of value creation. The term 'cradle to cradle' is used in this respect. In this module sustainable economic growth of companies is the topic of study.

Lecturer(s)

Coordinator/lecturer: Twan Franken (twan.franken@inholland.nl).

Other lecturers: Rob van Wordragen, Kitty Lau, Arthur van der Ham, Rene van der Linden

Learning outcomes

- Learning outcome 1 (Strategic Management):
Facilitate insight in the external environment of an organization and advise (line) management with the aim of making the correct business decisions.
Modules: Value Creation and Competition, Emerging Markets, Global Trends in

Business and Finance

- Learning outcome 3 (Performance Management):
Select applicable methods for analysis aimed at making the right management decisions for an organization.
Modules: International Business Game, Innovation, Sustainability
- Learning Outcome 4 (Governance, Risk, Compliance):
Give advice about the design of information systems and business processes of an organization aimed at managing risk.
Module: International Credit Risk Management
- Learning Outcome 5 (Finance):
Give advice about financial issues, taking into account fiscal aspects and financial risks. Module: International Credit Risk Management

Mode of delivery,
planned activities
and teaching
methods

- General: A study trip to Berlin is part of the programme as are guest lectures and company visits.
- Value Creation and Competition: (guest) lectures, self-study
- International Credit Risk Management: (guest) lectures, on-line Cashgame, self-study
- International Business Game: lectures, on-line Business game
- Innovation: lectures, group research
- Trends in Global Business and Finance: (guest) lectures, self-study
- Emerging Markets: lectures
- Sustainability: lectures

Prerequisites and
co-requisites (if
applicable)

Good command of the English language

Recommended or
required reading
and/or other
learning
resources/tools

Gassmann, e.a., The Business Model Navigator, FT Publishing 2014, ISBN 978-1-292-06581-6

Assessment methods and criteria	<ul style="list-style-type: none"> • Value Creation and Competition - written exam • International Credit Risk Management - written assignment +oral consultancy assignment • International Business Game - written assignments and oral presentation • Innovation - TEDx video • Trends in Global Business and Finance -written exam • Emerging Markets - written exam • Sustainability-oral and written assignments
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Management Studies

Year of study	2018-19
Term	Fall (Term 1 & 2)
Inholland Faculty	Faculty of Business, Finance & Law
Course Title	Management Studies
Course code	to be announced
Inholland location	Haarlem; Rotterdam
Cycle	first cycle
Number of ECTS	30
Language of instruction	English
Course content	<ol style="list-style-type: none"> 1. OE301Z: Operations Management (6 ECTS) 2. OE302: Corporate Responsibility (5 ECTS) 3. OE303: Information Management (5 ECTS) 4. OE305: Quality Assurance Business Product (5 ECTS) 5. OE32B: Introduction to European and international commercial law (5 ECTS) 6. OE710: Research Skills: Optimization of services (4 ECTS)
Lecturer(s)	Contact Haarlem: Marco Mosselman marco.mosselman@inholland.nl Contact Rotterdam: Irina Rasseino, irina.rasseino@inholland.nl
Learning outcomes	1. OE301Z: Operations Management (6 ECTS)

In Quality Management (OE301A) and QHSE management (OE301B) the student learns how to measure and improve the performance of organizations, people and processes. To do this, organizations use techniques and systems which are based on the PDCA cycle. In many cases it is a good idea for the organization to set up and maintain a certified quality system. As well as Quality Assurance, organizations have to deal with (statutory) requirements in the field of Working Conditions and the Environment. Management (continuous improvement) of these has much in common with quality management: risk avoidance and process management play a key role.

2. OE302: Corporate Responsibility (5 ECTS)

In this module you learn to put the theory around ethics and corporate responsibility into practice by carrying out an analysis of an existing organization and making related proposals for improvement. Students do a project which relates to a company of their choice. Foreign students will be offered an alternative organization in the form of a case study.

3. OE303: Information Management (5 ECTS)

The student learns how ICT can be applied in organizations. The main focus is to obtain insights into how data is recorded in organizations and converted into information for management.

4. OE305: Quality Assurance Business Product (5 ECTS)

In the business product the student analyses for an existing organization (case study), using the

EFQM (INK) model, the level of performance which must be delivered from the perspective of different stakeholders and to what extent the organization has already made this performance measurable in performance indicators. A proposal is made for the creation of a scorecard. The key (legal) risks for the factors Quality (clients), Health & Safety (employees) and the Environment (social) are identified and improvement and management measures are proposed. A recommendation is also made with regard to the desirability of certifying the various components and possible incorporation into a QSHE assurance system.

5. OE32B: Introduction to European and international commercial law (5 ECTS)

The law of the European Union is growing in importance very rapidly. Since the conclusion of the Maastricht Treaty all the nationals of the 27 member states are European citizens. They are no longer solely subject to their own national law systems, but their daily lives are more and more affected by all types of legislation produced by and all kinds of decisions made by the European Union. Therefore a course on European Law must certainly be part of any form of higher education. This course aims to give the student a basic knowledge of European Law by exploring the functioning of the unique creature that is the EU, the impact of its laws on states, citizens and companies.

This course does not only focus on the legal aspects of European law but also on the the legal aspects of doing business internationally. International business contracts are of vital importance for international business. International transactions differ fundamentally from domestic transactions. The law in this context is difficult to grasp and its sources are diverse.

Points to be covered:

- dealing with international agreements and the drafting;

- formation and interpretation of international contracts;
- international treaty rules, remedies, legal aspects with regard to financial arrangements.

6. OE710: Research Skills: Optimization of services (4 ECTS)

This course supports service optimization and has three subthemes:

- a. Mapping (profiling, segmenting) relevant internal and external groups (employees, management, clients, suppliers, competitors)
- b. Analyzing use of and satisfaction with policymaking, processes, systems, products and services
- c. Service improvement and development relevant to needs and requirements of internal and external groups

Mode of delivery,
planned activities
and teaching
methods

Seminars, Guest lectures. Workshops, Intervention Learning and Practicals

Prerequisites and
co-requisites (if
applicable)

Recommended or
required reading
and/or other
learning
resources/tools

To be announced

Assessment
methods and
criteria

Written exams and papers

Marketing in the Digital Age

Year of study	2018-19
Term	Spring (Term 3 & 4)
Inholland Faculty	Faculty of Business, Finance & Law
Course Title	Marketing in the Digital Age
Course code	to be announced
Inholland location	Alkmaar, Haarlem, Rotterdam
Cycle	first cycle
Number of ECTS	30
Language of instruction	English
Course content	<p>1. OE MA101 Marketing contexts (5 ECTS)</p> <p>Marketing is a broad concept and is relevant to virtually all organisations. Most people will be familiar with the distinction between B2C and B2B marketing. However, there are other variations or contexts. Marketing is used by retailers, not-for-profit organisations, multinationals, family-owned companies, governments, local authorities, cities, regions, etc. These contexts are likely to have specific characteristics, business models, ways of adding value within their marketing programmes. Students are to choose a particular context, write a report on trends and best practices within this context and organise a ‘master class’ on the context they selected.</p> <p>2. OE MA102 Customer Insight Tooling (6 ECTS)</p> <p>The focus is on generating, analysing and interpreting data, skills which are needed when making tactical and operational marketing decisions. Ever more ‘big data’ is available offline and online. Having access to relevant real-time information is a must for all companies. CRM is essential when storing and analysing data. Students will learn how to handle data-analysis tools for offline and online information sources including internal client sources, social media sources and internet sources. Obtaining a Google Analytics certificate is part of the course.</p> <p>3. OE MA103 Omnichannel Marketing (6 ECTS)</p> <p>During this module students are introduced to the philosophy of a customer centric organisation. Today’s markets are competitive and only customer-centric organisations can survive. Omnichannel marketing is a manner to really put customers centre stage. As it is up to consumers when they use which channels, organisations must ensure all channels make their unique contributions and reinforce each other. During the customer journey customers must always have one and the same experience whether they visit shops, social</p>

media or use any other channels. In omnichannel marketing all channels are used to serve customers in the best possible manner. Key pillars to support the customer experience are brand positioning, brand values and brand promise. In this module students will develop an omnichannel marketing plan for a real-life organisation and an implementation proposal.

4. OE MA104 Customer Behaviour (5 ECTS)

Starting from the disciplines of Psychology, Sociology and Neuromarketing,, students will study the behaviour of customers. For marketers it is very important to understand which factors influence the behaviour of (potential) clients. When you know what motivates (potential) customers to buy goods and services, you can provide them with the relevant information when they are about to make a decision.

5. OE MA105 Compulsory component (2 ECTS)

Students are invited to develop or broaden marketing competences (content and/or personal skills). Objective is integration of three competences, preferably applied to a real-life situation. Options include assignments submitted by companies, assignments acquired by students themselves or a Dutch Language and Culture course as offered by Inholland University of Applied Sciences.

6. OE 710 Optimisation of Quality of Services (Generic Research Skills) (4 ECTS)

This course supports service optimisation and has three subthemes:

- a. Mapping (profiling, segmenting) relevant internal and external groups (employees, management, clients, suppliers, competitors)
- b. Analysing use of and satisfaction with policymaking, processes, systems, products and services
- c. Service improvement and development relevant to needs and requirements of internal and external groups

7. OE MA106 Research Skills for Marketeers (2 ECTS)

Students will offer quantitative techniques which will help gain customer understanding and insights

Lecturer(s)	Marlies Springorum, email: Marlies.Springorum@inholland.nl; phone: +31611449813
Learning outcomes	The overall learning outcome for students is to develop insight into customers. How they behave. How they think. What motivates them. With the help of consumer insight students can make useful contributions to customer-centric organisations wishing to maximise customer relationships. Detailed learning outcomes are specified in the course guides
Mode of delivery, planned activities and teaching methods	Seminars, Guest lectures. Workshops, Intervention Learning and Practicals
Prerequisites and co-requisites (if applicable)	Basic knowledge of marketing
Recommended or required reading and/or other	Mandatory reading: Isabelle Szmigin & Maria Piacentini, Consumer Behaviour, Oxford University Press & Mike Hoogveld, the Excellent Customer Journey Experience; DMI-materials

learning
resources/tools

Assessment
methods and
criteria

Written assessments (exams, portfolios, reports) & Presentations

Conservatorium - Pop Music

Pop Music & Music Industry

Location: Haarlem
Date: Fall / Spring
ECTS: 30

E-music and the International Music Industry

Location: Haarlem
Date: Spring
ECTS: 30

Facility Management

Workplace and Real Estate Management

Year of study
2018-19
Term
Spring (Term 3 & 4)
Inholland Faculty
Faculty of Creative Business
Course Title
Workplace and Real estate management 1 and 2
Course code
1214WR311Z & 1214WR321Z
Inholland location
Diemen
Cycle
first cycle
Number of ECTS
30
Language of instruction
English

Course content

During the third academic year of the higher vocational training Facility Management Inholland (periods 3.3 and 3.4), the focus is on the topics housing and real estate management. Because of the awareness of the importance of environmental factors for the primary process as well as further developments in housing concepts, such as: location and the New Way of Working etc., the future facility manager should become proficient in the role of an advisor for appropriate accommodation for an organisation. The facility manager is increasingly responsible for the technical maintenance of buildings (architectural, mechanical and electro-technical) and the assets on site due to the fact that the primary process of the organisation must be supported and secured. As a functional and technical system, the building serves the objectives related to the primary process. Being a value object the building contributes to the (financial) health of the organisation.

In periods 3.3 and 3.4 the student will meet topics of interest to the realisation of an appropriate working environment for an organisation. Topics addressed in this context include: different workplace concepts; sustainable options within real estate and housing; models and measuring methods to identify the current housing situation as well as applicable laws and regulations with which the facility manager has to consider within his responsibility. There will also be attention to technical concepts and climate related aspects that are relevant within a building. The lecture series, financial management, deal with investment and operating methods in order to avoid negative financial consequences of housing and real estate related mapping decisions.

Lecturer(s)

Dirk.Zonneveld@inholland.nl, (+31621115491) and Jos.barnhoorn@inholland.nl

Learning outcomes

During the first period of the semester students will work in project teams delivering:

- A research proposal where field research is carried out and literature research is done on trends and developments in the housing education in the HBO and WO environments in the Netherlands. It also looks at the ecological context of a building in its surroundings.
- Execution of housing analysis (including baseline measurements as well as POE)
- Collection of operating data (use of CEN standardization)
- Obtain insight and technical information about technical requirements
- Obtain insight of valid laws and regulations within Workplace- and Real Estate Management. This is intended for the occupational health and safety requirements and occupancy permit.

During the second period students will work in project teams:

Students will write an opinion report with all the information from the substantive exploration. They will draw up a programme of requirements for a new housing concept. At the conclusion of the project a presentation has been given for the principal by the project group, in which visualisation is an important part (animation, mood board, scale model etc.). This presentation displays the creativity and the use of relevant data assessed.

Mode of delivery, planned activities and teaching methods

Theoretic and practical lectures. Coaching during the project and the poster sessions.

Prerequisites and co-requisites (if applicable)

Recommended or required reading and/or other learning resources/tools

Facility management and corporate Real Estate as Value Drivers Jensen and v.d. Voordt

Assessment methods and criteria

Case exam and project sustainable environment inside workplace and Real Estate management.

International Business Innovation Studies

International Business Innovation Studies

[Read more](#)

International Communication Management

Communicating the City

Year of study	2018-2019
Term	Term 3 & 4
Inholland Faculty	Creative Business
Course Title	Communicating the City
Course code	COMM2016
Inholland location	Amsterdam/Diemen term 3 & 4 (students from Rotterdam partners are also welcome)
Cycle	first cycle
Number of ECTS	30
Language of instruction	English
Course content	Communicating the City Nowadays, cities in the world are busy promoting themselves in various ways. For every city, it is important that stakeholders (visitors, tourists, business people) have enough relevant knowledge about the city and, preferably, also a positive image leading towards favorable decisions and behavior.

The exchange program '**Communicating the City**' of Inholland University of Applied Sciences focuses on this theme. You will learn about the ways cities are actively presenting and promoting themselves for a wide variety of target groups. The city of Amsterdam and surrounding cities are taken as examples. This implies that the program will include guest lectures and visits (town hall, cultural institutions, advertising agencies, Amsterdam Promotion, Utrecht Marketing.). This will serve as an inspiration for your project assignments, because, in a parallel way, you are challenged to develop a communication strategy for promoting a major city that will be assigned to you. So at the end of your semester you will be presenting your advice to the marketing department of a real city.

This semester we will be working together with the **University of Duisburg-Essen**. You will be working hands-on with fellow international and Dutch students and digitally with students from Germany. There will be a visit to Duisburg-Essen within the semester and the students from our partner University will visit Amsterdam.

The assignment will follow the systematic route of research/analysis - strategy development -creation - implementation. We call this: the Communication Cycle. The project will be supported by instructions, trainings, theory sessions, field trips and masterclasses.

The complete program is developed by and within the Communication Program of Inholland University and encompasses in total 30 credits (EC). The project will be 16 credits (EC) and the theory (5 EC), training (5 EC) and personal reflection (4 EC) on the project will complement the 30 credits.

A truly hands-on experience in a highly international study environment!

Lecturer(s)	Mr. Robin Löke, (Robin.Loke@inholland.nl)
Learning outcomes	Learning students how come up with the implementation of a communication strategy for a city, based on reseach, analysis and development.
Mode of delivery, planned activities and teaching methods	Project, courses, training and masterclasses.
Prerequisites and co-requisites (if applicable)	Knowledge of communication, marketing and PR principles.
Recommended or required reading and/or other learning resources/tools	Wish You Were Here - The Branding of Stockholm and Destinations, Evan Stubbs, second edition, 2012, EAN: 9781456414238
Assessment methods and criteria	Written work and presentations.

Law

Public Service in Law & Safety

Year of study	2018-19
Term	Term 1 & 2
Inholland Faculty	Faculty of Business, Finance & Law
Course Title	Public Service in Law and Safety
Course code	* will be announced later
Inholland location	Rotterdam
Cycle	first cycle
Number of ECTS	30
Language of instruction	English
Course content	<ul style="list-style-type: none">• Negotiations in International Relations and International Law (5 EC): negotiation skills training on the field of International Law within International Organisations;• Terrorism and Risk Analysis (5 EC): students will gain insight in actual threats and learn which strategies could be applied to prevent terrorism attacks;• Research Paper (10 EC): designing and conducting ethnographic research. Students develop a research strategy and conduct research on the field of terrorism;• Human Rights and Intercultural communication (5 EC): training in intercultural communication applied within the context of human rights addressing actual problems;• Integrity in Governmental Institutions (5 EC); students will learn how to identify and assess risks associated with public governance and public administration.
Lecturer(s)	Irina Rasseino, International Coordinator (Business, Finance and Law) : irina.rasseino@inholland.nl ; Jorn van Rij, Senior Lecturer : jorn.vanrij@inholland.nl
Learning outcomes	will be announced later
Mode of delivery, planned activities	Lectures, seminars, working in couples/small groups

and teaching
methods

Prerequisites and
co-requisites (if
applicable) Basic knowledge of theory and practice of law and legal systems

Recommended or
required reading
and/or other
learning
resources/tools will be announced later

Assessment
methods and
criteria written examination/written assignments/presentations/research project

Leisure Management

Concepting and Events

Year of study 2018-19

Term Term 1 & 2; Term 3 & 4

Inholland Faculty Faculty of Creative Business

Course Title Concepting & Events

Course code 2016 EXCE1A
2016 EXCE2A
(please note, this code may be subject to change)

Inholland location Diemen

Cycle first cycle

Number of ECTS 30

Language of instruction English

Course content During this minor, you will gain a lot of experience in professional events practice, via visits to the work field and collaboration with real clients. You will develop and discover your talents by tackling assignments which will also enable you to extend your network.

You will benefit from practical training on the use of design and editing software, after which you will find that you are able to create powerful visual communication tools.

The Concepting & Events minor will focus on leisure events more than on business events. You will find that there is no shortage of festivals and events in the Amsterdam metropolis. With this in mind, you will need to learn how to design strong concepts and experiences, which will enable you to stand out from others and benefit your stakeholders. Naturally, you will also experience what it is like to produce a professional event during this minor.

In the project (15 ECs = 420 hours; 20 hours per week), each project group which operates as an events agency, will have its own professional commissioning client. In the first few weeks, you will develop a strong event concept in co-creation with your stakeholders. Once the concept is strong enough, it will then be implemented.

You will be able to rely on the help of a consultant to achieve these goals.

What may be new to you is the Event Lab. You and your events agency will 'operate' from this lab for one full day a week. In the Event Lab, you will benefit from instructions, guest lectures and feedback from experts.

Besides the project, you will also work individually on a number of assignments for your portfolio (15 ECs = 420 hours; 20 hours per week). In these assignments, you will be able to develop your individual talents in experience design, marketing and event production. To do so you will work with strategic partners such as the Amsterdam Creative Industries Network, the Amsterdam Dance Event and the Amsterdam Light Festival.

The minor is based on a semester structure. As such, you will spend 20 consecutive weeks working on the various parts of the project and your portfolio.

Lecturer(s)

Philippa Collin philippa.collin@inholland.nl

Learning outcomes

You will learn and practice the appropriate steps required during event production. You will work through every stage of an event: from the assignment analysis, risk management, schedule and planning, via programming and staging, technical aspects, staff and logistics, to a logistics plan and evaluation.

To be able to develop a concept in the leisure industry and specifically in the events sector, you will need to be able to think both in and out the box and apply various creative techniques. You will learn how to organise a creative session with stakeholders and how to choose the techniques that will enable you to achieve a form of co-creation together with stakeholders and then pre-test it with potential customers. It is also important to know how a concept can be 'sold' to partners such as sponsors, in writing, verbally and visually.

Mode of delivery,
planned activities and
teaching methods

This course has a strongly practical character in which you will be challenged to spend plenty of time in the professional field working on authentic assignments.

Teaching methods include: lectures, interactive classes, guest lectures, workshops, training sessions, feedback sessions & consultancy, the Event

	Lab, working for a commissioning client from the professional field, practical assignments, pitches, presentations and visits to the field.
Prerequisites and co-requisites (if applicable)	The student needs to have successfully passed the first two years of a Leisure Management (or closely related) degree programme. Be aware that you will be working with a project group for an external commissioning client. This means that other students will be dependent on your serious commitment to the project and that you will need to be able to work collaboratively.
Recommended or required reading and/or other learning resources/tools	Bowdin, G., Allen, J., O'Toole, W., Harris, R. and McDonnell (2010) Events Management. Byttemier, I. (2011) Creativity Today, BIS Carnegie, D. (2006) How to win friends & influence people Dahlen, M. (2008) Creativity Unlimited - Thinking Inside the Box for Business Innovation Kuiper, G. & Smit, B. (2013) Imagineering. Innovation in the experience economy, CABI
Assessment methods and criteria	The minor is tested by the successful achievement of an event (group assignment) and a portfolio of exercises (individual assignment). There is no formal exam.

Mathematical Engineering

[Read more](#)

Media and Entertainment Management & International Music Management

Film Studies

Year of study
2018-19
Term
Spring (Term 3 & 4)
Inholland Faculty
Faculty of Creative Business
Course Title
Film Studies
Course code
unknown
Inholland location
Den Haag/The Hague
Cycle
first cycle

Number of ECTS

30

Language of instruction

English

Course content

“CINEMA is truth, 24 times-per-second”: Jean-Luc Godard, “CINEMA lies, 24 times-per-second”: Brian DePalma.

Film is magic, art, a craft & a business. Film is the origin of all moving imagery, and feature films remain a small, but very prestigious part of the audio-visual industry.

Even in the face of recent digital delivery disruptions, the feature film industry remains popular and profitable.

The objective of Film Studies is to support and facilitate you to become a Creative Producer of film. In other words:

- to be able to recognize quality, especially the quality and potential of a script, including how to assess and analyse screenplays;
- to be able to analyse the components of films, from the original concept to the logline, synopsis, scene structure, film treatment and dialogue versions;
- to be able to develop feasible and comprehensive film plans;
- to be able to present film plans;
- to be able to develop a distribution and marketing plan;
- to be able to sell a film.

You will learn all this primarily by ‘doing’. In the first term, each student is expected to write a short screenplay using classic story structure. And in the second term, a group of students will have to produce and create a short fiction film ending with an official premiere.

Supporting modules include:

- Film Art and History: To provide the student with insight into the historical context and cinematic resources as well as into current creative developments in the cinematic arts. Topics such as narrativity, editing and sound will be discussed.
- Distribution and Marketing: As keys to profitability, and thereby the success of the Producer, students will be supported to develop and present a feasible distribution and marketing plan.
- Academic Skills: Analytical Thinking and Writing.

Lecturer(s)

Mr. Mark Weistra, mark.weistra@inholland.nl

Learning outcomes

The formation of a production company and insight into the film branch. Produce a short film and develop a marketing communication plan for the self-produced film.

Mode of delivery, planned activities and teaching methods

face-to-face learning, group work and individually.

Prerequisites and co-requisites (if applicable)

Project management. You must be capable of working in a group and meeting weekly deadlines.

Writing skills. You must be capable of expressing yourself effectively in writing, and will be expected to meet high standards in terms of usage (spelling, grammar and style).

English. You must be proficient in reading English. Almost all of the literature used is in English.

Reading skills. You will be required to read a great deal of material.

Cultural awareness. You will be expected to be highly inquisitive about current social and cultural developments.

Recommended or required reading and/or other learning resources/tools

Liable to change in order to work with state-of the-art course material and supporting literature. Will be explained at the kick-off of the course.

Assessment methods and criteria

Film Production Dossier 10 EC

Film Art & Film History 5 EC

Scenario Pitch 5 EC

Distribution & Marketing Plan 5 EC

Academic Skills 5 EC

The Events Industry

Year of study	2018-19
Term	Fall (Term 1 & 2)
Inholland Faculty	Faculty of Creative Business
Course Title	The Events Industry
Course code	unknown
Inholland location	Haarlem
Cycle	first cycle
Number of ECTS	30
Language of instruction	English
Course content	<p>Hundreds of events are organised internationally every year: festivals, dance, cultural and brand events are attracting record crowds and are of huge economic value for cities in Europe and abroad.</p> <p>The module, The Events Industry provides you with the training required to become a professional in the field of international events. The curriculum is designed to facilitate</p>

collaboration within professional practice and this collaboration is an integral requirement for the completion of assignments.

Focus points will be, the five pillars of The Events Industry: Concepts & Strategy, Business-to-Business Events, Business-to-Consumer Events, Logistics & Venue Management and Events Production.

Group and individual activities include broad research into the international events industry, deep analysis of specific events, creative development of concepts, research into event marketing, completion of a strategic practical assignment for a (real) client and contributing to the Final Event Production.

Supporting courses include:

- Advanced Project Management for Events: Using advanced project management skills and individual skills, specifically for events;
- Media & Design: Using advanced options in programmes such as InDesign, Final Cut Pro and Photoshop, for enhanced and advanced design;
- Academic Skills: Analytical Thinking and Writing.

Student learning is supported through creative production, knowledge sharing through presentations, discussions and debate, and the development and implementation of a class event.

Lecturer(s)	Mr. Cees Rosman, cees.rosman@inholland.nl
Learning outcomes	The student can use project management techniques and management skills to organise events and develop their professional skills in partnership with industry. The student is proficient in the application of a range of logistical and (safety-related) technical concepts, as part of a production. On the basis of (desk and field) research, the student can form his/her own ideas and insights with regard to the events industry. In the context of pre-defined objectives, the student can develop a concept which is in line with market trends and which can be deployed across all media. Making use of creative techniques. The student can translate an events concept into a marketing strategy, including stakeholder, competitor and customer (target group) analysis based on market research, in order to achieve the (sales/management) objectives. The student demonstrates how to write a professional and persuasive plan and is able to persuade a client of the feasibility of a plan, proposal, result or recommendation.
Mode of delivery, planned activities and teaching methods	face-to-face learning, work in teams and individually.
Prerequisites and co-requisites (if applicable)	Prior knowledge and courses in event and project management are required.
Recommended or required reading and/or other	Liable to change in order to work with state-of the-art course material and supporting literature. Will be explained at the kick-off of the course.

learning
resources/tools

Assessment
methods and
criteria

Module Components
Learning Evidence File 10 EC
Final Event Production 7 EC
Individual Research 5 EC
Marketing Case Study 3 EC
Academic Skills 5 EC

ZV & AV

Year of study

2018-19

Term

Fall (Term 1 & 2)

Inholland Faculty

Faculty of Creative Business

Course Title

TV & AV

Course code

to be announced

Inholland location

Den Haag/The Hague

Cycle

first cycle

Number of ECTS

30

Language of
instruction

English

Course content

“We are in a dogfight for human attention”: Amy O’ Leary, chief-editor, Upworthy.
YouTube, Vice, online news services, vloggers, virtual and augmented reality- the video industry has been on the move for a while. Hence, creating and distributing professional AV content is no longer restricted to broadcasters, production companies and media companies. Online video content is manufactured by large and small companies or by individuals. Many thousands of AV productions are being produced and distributed daily, from news to informative programs and from drama to entertainment. The battle for viewers is in full swing. The boundaries between journalism and advertorial are completely different for a platform like Vice in comparison to the 'classic' news. What was once 'not done' in journalism is shifting and is continually under discussion.
The video production market seems to have endless possibilities. Moreover, they will only increase in the coming years. Distribution does not seem to be a bottleneck anymore: there

are hundreds, if not thousands, of channels. One thing remains the same: Making all those productions still offers many people employment as a producer, editor, program maker, director, in front of or behind the camera. More than ever employees in the AV sector are expected to be multi-deployable. The specialist is making way for the generalist. To allow viewers to watch your program or production, you need to know what you want to do and why. Therefore, any well-designed plan requires a lot of research; you need a rigorous analysis of both the viewer's market and the possibilities to 'market' the production. That is why, research - of the target group, the viewers, the market, the commercial possibilities and the way different distribution and communication platforms are used - is part of this minor. During this 20-week module, production teams will create a complex video production that can be launched on a linear or (non-linear) digital distribution channel. All aspects are discussed: from designing, the creative process of coming up with a total concept to designing and manufacturing program components. You will learn each step of a realistic assignment from the professional practice to the final presentation to the client, taken from the real life of a production company. The result is a professional and well-founded plan and a pilot broadcast realized in the studio.

Lecturer(s)	Mr. Rob Heukels, rob.heukels@inholland.nl
Learning outcomes	Develop a substantive, commercial and production plan on the basis of sound desk and field research for television series and or video programs. Substantively and technically designing a (semi) live multi-camera pilot broadcast including a number of (journalistic) program components.
Mode of delivery, planned activities and teaching methods	Face-to-face learning, work in teams as well as individually.
Prerequisites and co-requisites (if applicable)	-
Recommended or required reading and/or other learning resources/tools	Liable to change in order to work with state-of the-art course material and supporting literature. Will be explained at the kick-off of the course.
Assessment methods and criteria	Module components Business plan 8 EC Analysis and research file 4 EC Video production 7 EC Product launch 6 EC Academic Skills 5 EC

The Music Business

Year of study	2018-19
Term	Spring (Term 3 & 4)
Inholland Faculty	Faculty of Creative Business
Course Title	The Music Business
Course code	to be announced
Inholland location	Haarlem
Cycle	first cycle
Number of ECTS	30
Language of instruction	English
Course content	<p>Everyone with a mobile phone and a good internet connection has access to music 24 hours per day, 7 days per week. Today's consumers are willing to spend more on concert tickets in order to see their favourite acts perform, and the number of music festivals has also grown considerably. Brands are increasingly eager to associate themselves with established artists (e.g. Apple and U2) and more obscure artists find fame through the use of their songs in advertisements Television formats such as 'Idols', 'The Best Singer-Songwriter' and 'The Voice' are hugely popular and boast unprecedented national and international ratings. Music has also become an integral part of the gaming industry; 'Guitar Hero' or 'Grand Theft Auto' without music is unimaginable. The question is: how does this music actually reach the audience's listening ears?</p> <p>In the module, The Music Business, you will be exploring the roles of the various industry intermediaries by tracking cash flows from consumers to the relevant music rights holders. Examples of such intermediaries include: Artist Manager, A&R Manager, Label or Marketing Manager, Music Publisher, Sync Agent, Music Producer, Booking Agent, Tour Manager, Festival Programmer or Legal Consultant.</p> <p>Your newly acquired knowledge about Recorded Music, Music Publishing and Licensing, Live Performances and Touring, Artist Branding and Music Law will help you develop an effective earning model for today's international music business.</p> <p>Learning is supported by Creative workshops, business trips and guest lectures on the topics of Talent Scouting, Music Pitches and Negotiation Skills.</p>

Within this module there is a yearly International Exchange included with the famous Conservatory Berklee College of Music. Students and teachers of Berklee will take part in this minor during 1 week and it gives a selected group of 10 students from Inholland the opportunity to study 1 week at Berklee College of Music in Boston, U.S.

Lecturer(s)	Ms. Neeltje Mooring, neeltje.mooring@inholland.nl
Learning outcomes	<p>The understanding and application of copyright. The understanding and application of Music Industry terminology. The ability to establish a network / database for a concept / plan with third parties such as;</p> <p>concert promoters, record companies, music publishers, radio, TV, media partners, music venues and the like. The ability to provide a professional presentation of a concept and plan. The ability to formulate the different insights and interests and provide consulting to the different stakeholders involved. The ability to identify and create revenue models on the basis of knowledge and developments in MI and lastly the ability to recognize, analyze and create alternative business solutions.</p>
Mode of delivery, planned activities and teaching methods	face-to-face learning, group work and individually.
Prerequisites and co-requisites (if applicable)	-
Recommended or required reading and/or other learning resources/tools	Liable to change in order to work with state-of the-art course material and supporting literature. Will be explained at the kick-off of the course.
Assessment methods and criteria	<p>Music Business Portfolio 14 EC</p> <p>Copyright Law 5 EC</p> <p>Music Business Pitch 3 EC</p> <p>End Presentation 3 EC</p> <p>Academic Skills 5 EC</p>

Medical Imaging and Radiotherapy

Ultrasound

Faculty: Health, Sports and Social Work

Programme: Medical Imaging and Radiotherapy

Location: Haarlem

Course code	Course title and description	ECTS	Term	Prerequisites	Extra info
	<i>Erasmus Ultrasound</i>	20	3 (Jan – March)	3rd /4th year bachelor course in medical imaging or radiotherapy or nuclear medicine	<i>Erasmus Radiography Group</i>
Course content	<ul style="list-style-type: none">· basic scanning skills· ultrasound examination upper abdomen· duplex carotid arteries· topographic anatomy· image recognition· sonographic appearance common pathology· ultrasound physics				
Teaching methods	<p>Problem based learning (PBL) which requires participation in:</p> <ul style="list-style-type: none">· group meetings with problem tasks· lectures· role-play exercises and demonstrations· individual study· project and report writing in English· oral presentations of the report in English <p>Skills lab training</p> <ul style="list-style-type: none">· practical training on ultrasound equipment in the skills lab <p>Clinical outplacement (1 week max.)</p> <ul style="list-style-type: none">· attending to ultrasound examinations· performing basic examinations in radiology				
Level of course	Bachelor year 3 - 4				

Assessment methods	<ul style="list-style-type: none"> · attending to mandatory classes · all assignments are handed in · presentations · clinical placement · practical and theoretical (anatomy, physics, pathology) exams · portfolio assessment <p>All items will be assessed and have to be passed</p>
Contact person	Geert Plug, geert.plug@inholland.nl 0031- (0)615279617
Prerequisites	3rd /4th year bachelor course in medical imaging or radiotherapy
Objective of the course	<ul style="list-style-type: none"> · have understanding of the normal anatomy and physiology of the organs and vascular system in the upper abdomen · develop scanning skills in order to evaluate organs and vascular system in the upper abdomen by ultrasound and produce images of these · be able to perform a basic ultrasound-examination in a given case · recognize abnormal appearance of the organs and vascular system in the upper abdomen · have understanding of pathologic processes and their ultrasound appearances · apply knowledge of ultrasound physics in practical examination · further develop communicative en co-operative skills · has insight into the role of the ultrasound-technician in relation to general medical imaging
Special remarks	Course is only available for radiology students and radiation therapy students from institutes which are member of the Erasmus Radiography Group (ERG). Application only through ERG-coordinator of home-institute.
Recommended reading	Books / reader available at host institution.

Radiotherapy

Faculty: Health, Sports and Social Work

Programme: Medical Imaging and Radiotherapy

Location: Haarlem

Course code	Course title and description	ECTS	Term	Prerequisites	Extra info
	<i>Erasmus Radiotherapy</i>	20	3 (Jan – March)	<i>advanced experience in treatment planning</i>	<i>Erasmus Radiography Group</i>
Course content	<ul style="list-style-type: none">· Radiotherapy physics· Radiobiology in practice· Image recognition· Treatment Planning 3D to IMRT· IGRT· Essay special techniques· Practices in Treatment Planning, from 3D conformal Radiotherapy to IMRT of breast, pelvic and head and neck region· Practices in Radiotherapy Physics· Practices in IGRT techniques· Clinical outplacement (2–4 days)				
Teaching methods	<p>The following learning methods will be used which requires participation in:</p> <ul style="list-style-type: none">· Group meetings· Lectures· Skills training using with and without lecturer· Individual study· Project and report writing in English· Oral presentations of the report in English· Skillslab training - Practical training on Radiotherapy equipment in the skillslab on CMS treatment planning system and Theraview IGRT system· Clinical outplacement (max. 2 – 4 days) <p>Each student will complete a clinical placement, excursions and 10 weeks of practical placement in skills lab, including general Radiotherapy</p>				
Level of course	Bachelor year 3 – 4 (with practical and theoretical experience with RT)				
Assessment methods	<ul style="list-style-type: none">· Attending to mandatory classes with a satisfactory contribution· Practical examination by marked tasks· Produce an optimal 3 dimensional and IMRT isodose distribution· Evaluate all stages of / in the procedures· Clinical placement				

- Poster and presentation
 - Practical exam
- All items will be assessed and have to be passed

Contact person

Mirjam Soumokil - de Bree, email: mirjam.soumokil@inholland.nl
0031- (0)631006629

Prerequisites

It's preferable that the student has a basic knowledge of treatment planning and has trained skills in radiotherapy.

Objective of the course

Objectives

- To develop skills in producing an optimal 3 dimensional and IMRT dose distribution of breast, pelvic and head and neck region.
- To develop skills in Radiotherapy Physics treatment planning.
- To develop skills integrating Radiobiology in treatment planning.
- To evaluate the products as well as the process of preparation the treatment of these patients.
- To develop skills in IGRT techniques.
- Further develop communicative and co-operative skills.
- Has insight into the role of the Radiotherapy-technician in relation to the organization of a Radiotherapy department in the Netherlands.

Learning outcomes

- Be able to produce an optimal 3 D dose distribution.
- Be able to produce an IMRT dose distribution
- Be able to argue the choices you made.
- Be able to reflect on your products and your process.

Special remarks

Prior practical and theoretical experience with RT is necessary to complete the course.

Course is only available for radiation therapy students (and radiology students under restrictions) from institutes which are member of the Erasmus Radiography Group (ERG). Application only through ERG-coordinator of home-institute.

Recommended reading

Handed out:

- Study guide Radiotherapy
- Literature in the library Inholland University of Applied Sciences Haarlem

Dental Hygiene

Year of study 2018-19

Term Term 3 (February - April, introduction end of January)

Inholland Faculty Faculty of Health, Sports & Social Work

Course Title

1. Introduction
2. Dental Hygiene
3. Coaching/Internship
4. Preclinical skills 1

Course code

1. to be announced

Inholland location Amsterdam

Cycle Undergraduate

Number of ECTS Total: 15 EC

1. Introduction: 3 EC
2. Dental Hygiene: 8 EC
3. Coaching/Internship: 2 EC
4. Preclinical skills 1: 2 EC

Language of instruction English

Course content

1. Introduction
Activity 1.1 Inholland:
Meeting 1: Introduction Inholland
Meeting 2: Introduction OZW/ACTA
Activity 1.2 Introduction clinic:
Practical 2: Hygiene in clinic
Activity 1.3 Presentation Erasmus exchange students
2. Dental Hygiene:
Activity 2.1 Patient treatment:
Practical 1 - 2: Observation patient treatment
Practical 3-26: Patient treatment + Summative evaluation
Activity 2.2 Ergonomics:
Meeting 1: Ergonomics
3. Coaching/ Internship

Activity 3.1 Coaching:
Meeting 1 + 3 + 5: Coaching 1 + 2 + 3
Meeting 2 + 4: Individual meeting 1 + 2
Activity 3.2 Internship:
Meeting 1: Internship
4. Preclinical skills 1
Activity 4.1 Preclinical skills 1:
Meeting 1: Introduction Simodont
Practical 2-22: Preclinical skills 1: Simodont

Lecturer(s) Annemieke Paap: annemieke.paap@inholland.nl

Learning
outcomes

1. Introduction

Meeting 2: Introduction OZW/ ACTA

The student:

- is familiar with the building OZW and ACTA;
- is familiar with the purpose of the Practical Record Book and the benefits of self-reflection;
- knows how to access and negotiate around BB;
- can find required resources on BB.

Meeting 1: Instruction patient treatment

The student:

- knows how to work with the care plan during patient treatment;
- knows how to use NOCTP;
- knows how to use DPSI.

Practical 2: Hygiene in clinic

The student:

- knows the guidelines concerning personal hygiene at the dental hygiene education Amsterdam;
- can apply the hygiene guidelines and procedures during patient treatment.

Meeting 1 + 2: Presentation Erasmus exchange students

The student:

- meets the Dutch dental hygiene students;
- is capable to give information in English about his/ her country and education to foreign students.

2. Dental Hygiene

Practical 3-26: Patient treatment + Summative evaluation

The student:

- can treat a patient following the care plan under supervision of the teacher;

- can integrate his knowledge during patient treatment.

Meeting 1: Ergonomics

The student:

- learns how to sit correctly during patient treatment;
- can analyze his/ her own functioning during patient treatment concerning ergonomics;
- can make adjustments to improve his/ her ergonomics.

3. Coaching/ Internship

Meeting 1 + 3 + 5: Coaching 1 + 2 + 3

The student:

- can reflect on his/her own experiences and choices which have been made.

4. Preclinical skills 1

Meeting 1: Introduction Simodont

- The student is capable of evaluating their own performance, seeking feedback and implementing appropriate strategies for improvement.

Mode of delivery,
planned activities
and teaching
methods

1. Introduction: Face to face
2. Dental Hygiene: Face to face
3. Coaching/Internship: Face to face and Self study
4. Preclinical skills 1: Face to face and Self study

Prerequisites and
co-requisites (if
applicable)

To treat patients it is obligated by Dutch law to have a certificate of Hepatitis B including the titer. The titer (amount of antibodies) needs to be mentioned and it needs to be anti HbsAg > 100 IU / liter.

The certificate of Hepatitis B including the titer (anti HbsAg > 100 IU / liter) has to be sent to annemieke.paap@inholland.nl before starting the exchange.

Recommended or
required reading
and/or other
learning
resources/tools

Clothing for the clinic

- White clothing must be worn at the clinic. The white clothes are, long white trousers combined with a white jacket. The jacket needs to have short sleeves, this ensures a proper hand hygiene. Long sleeves of own clothing must be rolled up under the sleeves of the jacket.
- Own clothing (shawl or cardigan) is not worn over the jacket. It is neither allowed to wear any long chains or other jewelry over the clinical clothing.
- If you are wearing a headscarf, it must be worn in the clinic in such a way that the material of the headscarf does not contact the patient or patient's material. The eyes and the face must be properly visible.
- The jacket, trousers (and headscarf) must be replaced daily. If during the activities the clothing and/or the headscarf are visibly polluted, they must be immediately replaced by clean clothing.

- The jacket, trousers (and headscarf), if any, must be washed at 60 °C.

Shoes for the clinic

Shoes must be of a closed model and of white in color. The material must be immune to cleaning and disinfecting means (soap, chloride & alcohol). In case of visible contamination the shoes must be cleaned. Plastic slippers over the shoes do not yield any contribution to infection prevention.

NOTE: In case you do not have white clinic clothes, shoes and socks please buy them before your exchange is starting. At the Faculty we do not have the possibility to lend clothes.

Assessment methods and criteria

1. Introduction:

1.1 Inholland: -

1.2 Introduction clinic (see 3.1)

1.3 Presentation Erasmus exchange students: -

2. Dental Hygiene

2.1 Patient treatment: Summative evaluation, Practical Record Book

2.2 Ergonomics: assignment, is part Coaching program

3. Coaching/ Internship

3.1 Coaching: Exam (presentation)

The exam consists of a presentation about your learning experience during the Erasmus exchange program.

In the presentation you reflect on the international exchange.

Do this using the following points:

- o Describe the essential learning experiences from this period:
 - Concerning the aspects of the profession.
 - Concerning social-cultural aspects of learning and treating patients in a foreign country.
 - Concerning the education (working with competences, reflection).
- o Describe what this international exchange did to you personally; what did you get from it; how it has affected you.
- o Describe what aspect you take with you:
 - for your personal development in the future;
 - for your personal development as a dental hygienist in the future.

Include the assignments below in your presentation:

- Hygiene in clinic
- Ergonomics
- Internship

4. Preclinical skills 1

4.1 Preclinical skills 1 (preparation): Practical exam

The exam is based on the test in which you make the preparation of a 'cross' with direct view. You make this test five times in 45 minutes.

Sports, Exercise and Health

Nutrition Exchange semester

Year of study	2018-19
Term	Term 3 & 4
Inholland Faculty	Faculty of Health, Sports & Social Work
Course Title	Nutrition semester
Course code	unknown
Inholland location	Haarlem
Cycle	first cycle
Number of ECTS	30
Language of instruction	English
Course content	During this semester various aspects of nutrition and/or health will be taught. For instance basic nutrition, nutrition across lifespan, nutrition and chronic diseases, nutrition policy, physical activity and obesity. The student will practice with coaching and consulting an individual client in changing his/her lifestyle, with a main focus on nutrition. Furthermore, the student will develop a group intervention to promote healthy food and lifestyle
Lecturer(s)	Kristiaan Zwemmer: Kristiaan.Zwemmer@Inholland.nl
Learning outcomes	<p>Nutrition 1: 5 EC</p> <p>During this course students will learn about nutrients, nutrition and health, nutrition and obesity, energy demand and requirements, digestion, physiology, healthy nutrition, nutrition and physical activity. We also pay attention to subjects that are relevant to specific age groups; nutrition across lifespan with regards to, children, adolescents, elderly etcetera. Specific nutritional themes for these groups will be discussed in relation to healthy nutrition.</p> <p>Nutrition 2: 3 EC</p> <p>During this course students will learn about the different policy strategies in Europe in relation to nutrition and healthy lifestyle. In small groups students will find out how</p>

	<p>governments try to cope with the problem of overweight and obesity. Students also learn about nutrition and chronic diseases e.g. obesity, diabetes, cancer, etcetera.</p> <p>Individual consultation: 10 EC</p> <p>During this course students will learn how to coach an individual client on nutrition, physical activity and healthy lifestyle in general. Skills like performing an intake, testing and counseling (incl. motivational interviewing) will be practiced in a practical and theoretical way. Students will be offered basic knowledge of concepts related to sports and nutrition, diets and nutritional assessment, evidence based practice.</p> <p>Nutrition intervention plan: 10 EC</p> <p>During this course students will learn how to develop, execute and evaluate a nutrition intervention plan for a specific target group. Skills with regard to physical activity, nutrition and assessment, and research will be offered in a practical and theoretical way.</p> <p>Nutrition Electives: 2 EC</p> <p>Electives will contribute to the development of competences that are useful for completing the programme, for example cultural and language competences.</p>
Mode of delivery, planned activities and teaching methods	<p>Several teaching methods such as projects, theoretical and practical lessons will be offered. There will be;</p> <ul style="list-style-type: none"> • Lectures • Seminars • Practical workshops • Independent study • Skill training • Presentations • Project hours • Etcetera
Prerequisites and co-requisites (if applicable)	<p>The course will be available in the second semester from February 2019 till July 2019. Target groups for participation in the Nutrition semester are:</p> <ul style="list-style-type: none"> • Students from universities participating in the PALC consortium (Lithuania, Portugal, Denmark, United Kingdom, The Netherlands and Italy); • Students from other sports and health related bachelor programmes from Universities in The Netherlands and abroad.
Recommended or required reading and/or other learning resources/tools	<p>The final literature list that will be used during the semester will be available at the start of the Nutrition semester.</p> <p>The Science of Nutrition (2010). J.L. Thompson, M.M. Manore, L.A. Vaughan. Pearson Education (US), second edition.</p>
Assessment methods and criteria	<p>There are several assessment methods:</p> <ul style="list-style-type: none"> • Case study • Report • Presentation

- Practical assessment
- Multiple choice assessment
- Reflection assignments

Teacher Training

IDEA: Full Colour

Year of study	2018-19
Term	Term 3 & 4
Inholland Faculty	Faculty of Education & Innovation
Course Title	IDEA: Full Colour
Course code	
Inholland location	Den Haag/The Hague & Haarlem
Cycle	first cycle
Number of ECTS	30
Language of instruction	English

Course content	<p>The Netherlands, due to its small size, is traditionally an internationally oriented country. English is taught at all primary schools in the Netherlands, of which more and more start in grade 1. The population at many schools is diverse, especially in the inner cities. Children originate from many different countries, cultures and religious backgrounds. They all have different abilities, talents and learning styles. Still, they're in one class, at one school. In this minor you are going to design and organise a 'Full Colour' project on internationalisation and diversity at a primary school in the Netherlands. The big IDEA on which your design is based is:</p> <ul style="list-style-type: none"> • Inclusive • Dual-lingual • Education and • Assessment • Inclusive <p>Your project will focus on diversity. People are different in many ways and children need to learn about these differences. Yet everyone wants to belong and participate, at classroom level, in society and internationally. In Full Colour everyone is included.</p> <p>Dual-lingual In order to participate at an international level, you need to speak more languages than just your mother tongue. The Full Colour project that you will organise will be in English, which for most of the Dutch children is their second (or third) language. Levels of English may vary significantly between pupils, which calls for differentiation to make sure, again, that everyone is included.</p> <p>Assessment A project like Full Colour is hard to assess. What are the goals of your project and how do you know if they have been met? How do you assess cooperation? How do you measure involvement?</p> <p>Formative assessment has proved to have a positive influence on learning. Quality feedback during the learning process turns out to be more effective than getting a grade at the end of it.</p> <p>Full Colour can take on many forms. You choose an overall topic and the subjects involved in consultation with the school. Use your collective creativity to challenge the children and let them show their true colours!</p>
Lecturer(s)	Ya'acova Nieuwstraten

Learning
outcomes

You're working on the competencies of:

- Pedagogies
- Instructional design and research
- Collaboration and communication

General objectives:

- You can work with an open interest in personal or national values, standards, ways of life and language of others.
- You will be working on understanding, respect and empathy for different national, cultural, social, religious and ethnic backgrounds.
- You are aware of the relativity of your own standards, values, beliefs and the ability to see other cultures from the perspective of those other cultures;
- You will have the opportunity to grow in 'global thinking' and approach issues from different perspectives.
- You develop international and cross-cultural knowledge, skills and attitudes of students by internationalisation in the field of IDEA (Inclusive, Dual-lingual Education and Assessment).
- You will do design-oriented research in which you connect theoretical findings about IDEA with practical research data, resulting in an innovative sustainable educational design.
- You can communicate adequately in English about research and project with your fellow students.
- You can determine the initial situation of the school and the children with regard to IDEA and set goals within the children's zone of proximal development.
- You can give the children adequate language support during the project.
- You can design and apply formative assessment within the project.

Mode of
delivery,
planned
activities and
teaching
methods

Structure

The minor consists of two parts (both 15 EC), adding up to 30 EC's in one semester from February until June.

Term A: context analysis, in-depth research and design sketch

Term B: design, implementation and presentation/evaluation

Working on IDEA: Full Colour

In order to design a full colour project adapted to the goals of your school of practice and to the needs of the children, you need to find out what the design requirements would be. Therefore you start with an thoroughly executed context analysis and you will engage in topics like inclusive education, assessments, dual-lingual education and design based research.

Term A.

In groups consisting of Dutch and international students, the three themes of IDEA will be divided. Group 1 explores inclusive education, group 2 researches dual-lingual education and group 3 investigates assessment. The chosen theme will be analysed in the Dutch educational system and will be compared to their European counterparts.

After collecting your data, each group presents their findings to the other two. The design requirements

found for each of the three themes are essential for the follow-up: the design of a Full Colour project.

This design plan is your product of assessment in term A.

Term B.

In this term you design and carry out the Full Colour project at a Dutch primary school, based on the

design requirements found in term A. You write a script in which the initial situation, learning outcomes, content, organisation, assessment and evaluation are described. The results will be presented in a multimedia presentation and are reflected upon in a report.

One day a week there is face-to-face contact with peers and teachers. This will be either in Haarlem or in The Hague.

One day per week you visit a primary school to do research and to teach.

On the other days there will be contact by distance and on demand.

Prerequisites
and co-
requisites (if
applicable)

Propeduse required of a bachelor of education

Recommended
or required
reading and/or
other learning
resources/tools

Inclusion:

- Abram, I. B. H.. The Arena model for intercultural learning. consulted 20062017 from <http://stichtingleren.nl/stichtingleren/downloads/Arena%20model%20engels.pdf>
- Leeuwen, B. v. (SLO), Thijs, A. (SLO) en Zandbergen, M. (z.d.). Inclusive education in The Netherlands. Consulted 05032017 from <http://downloads.slo.nl/Repository/inclusive-education-in-the-netherlands.pdf>
- Tomlinson, C. A. (2001). How to differentiate instruction in mixed-ability classrooms. Consulted 05032017 from http://westenglish.weebly.com/uploads/3/1/1/3/3113826/differentiated_instruction_tomlison_book.pdf
- Gedge, N. (2016). Inclusion for primary school teachers. Digital book version: https://www.amazon.com/Inclusion-Primary-Teachers-Outstanding-Teaching-ebook/dp/B01FA851W8/ref=sr_1_12?s=digital-text&ie=UTF8&qid=1490597315&sr=1-12&keywords=primary+school+teaching#reader_B01FA851W8

Dual-lingual education

- Pavesi, M. et al. (2001). Teaching through a foreign language. A guide for teachers and schools to using foreign languages in content teaching. TIE-CLIL Project Publications.
- Calabrese, I & Rampone, S. (2007). Cross-curricular resources for young learners. Oxford: Oxford University Press.

Assessment

- Black, P., & Wiliam, D. (1998). Assessment and Classroom Learning. *Assessment in Education: Principles, Policy & Practice*, 5(1), 7-74. doi: 10.1080/0969595980050102
- Hattie, J., & Timperley, H. (2007). The Power of Feedback. *Review of Educational Research*, 77(1), 81–112. doi:10.3102/003465430298487
- OECD/CERI (2008). *Assessment for Learning: Formative Assessment*. <http://www.oecd.org/site/educeri21st/40600533.pdf>
- O'Farrell, C. () *Enhancing Student Learning through Assessment: A toolkit approach*. Dublin Institute of Technology
- Shute, V. J. (2008). Focus on Formative Feedback. *Review of Educational Research*, 78(1), 153–189. doi:10.3102/0034654307313795
- Gardner, J. (2014) *Assessment for Learning: a practical guide*. The Northern Ireland Curriculum.

Assessment methods and criteria

- Context analysis (6 EC's): Written report, 100% Grade [10-100], End of 3rd term
- Design plan (4 EC's): Written report, 100% Grade [10-100], End of 3rd term
- Practice (5 EC's): Assessment of practice, 100% Grade [10-100], End of 3rd term
- Educational project design on IDEA (6 EC's): Script of project, 100% Grade [10-100], Half way 4th term
- Practice and execution of the designed project (5 EC's): Assessment of practice and project, 100% Grade [10-100], End of 4th term
- Presentation and evaluation (4 EC's): Presentation and Written evaluation, 100% Grade [10-100], End of 4th term

Tourism Management

Destination Management

Year of study 2018-19

Term Term 1 & 2;

Inholland Faculty Creative Business

Course Title Destination Management 1 and Destination Management 2

Course code to be announced

Inholland location	Diemen
Cycle	first cycle
Number of ECTS	30
Language of instruction	English
Course content	<p>How can a destination manage its resources and stakeholders to become more competitive in the long term? Which are the hottest destinations and how can a destination attract more tourists in a sustainable way? How does a tourism destination deal with too many or too few tourists while keeping its stakeholders happy? And what happens when disaster strikes? Destinations are the most tangible element of the tourism product. Understanding how they function, helping them plan for the future and solving the complex challenges in this competitive field are key skills of the tourist manager of the future.</p> <p>Content</p> <p>DM Part 1 (DM1): You will explore how Destination Management Organisations (DMOs) develop a series of activities and you will do this for your destination in collaboration with an external client. Based on current Destination Management theories and literature, your project group will analyse a destination, conduct a competitor analysis, and create a set of events and activities to attract visitors to the destination. Lectures focus on Destination Management, Marketing, Research and the use of the latest Technology trends to communicate the destination to the visitors. The assessment has three parts: a group project, an individual case exam and an individual knowledge test. Theory is presented in class and supported with a series of online web lectures and relevant contemporary academic literature.</p> <p>DM Part 2 (DM2): You will conduct research at a (national/international) destination and develop a five year strategic plan. Sustainable long term growth must be balanced with relevant financial interests being met from various stakeholders, and marketing issues. Lectures focus on Planning, Destination Brand and Image, Sustainable Tourism, Urban Tourism, Stakeholders and Niche Tourism. There are specialized workshops on research to support your (international) research trip. Your assessment is in three forms: firstly a group project, secondly an individual case exam and thirdly, an individual assignment in which you will create a tourism brand for a small scale destination of your choice.</p> <p>Assignments</p> <p>Part 1: Conduct an analysis of a destination, based on a competitor analysis, propose a set of activities and compile them into an overview to attract a specific target groups to the destination.</p> <p>Part 2: conduct research at a (national/international) destination to create a relevant strategic plan to enhance and strengthen tourism at the destination and developing tourism in a positive way for the long term. You will visit the destination to conduct field research, to observe and collect primary data from relevant tourism stakeholders and visitors.</p> <p>Additional information</p> <p>Commissioning clients are local or national tourism organisations such as Amsterdam Marketing, The Polish Tourism Board, The Belgium Tourism Board or regional or international destination management organisations.</p> <p>As a third year tourism student, you are given full responsibility to plan and arrange your research trip with your project group. In recent years, Destination Management Students have travelled on research trips to: Birmingham, Bordeaux, Cologne, Dusseldorf, Edinburgh,</p>

Gdansk, Hainault, Hamburg, Krakow, Liverpool, Liege, Lille, Naples, Porto, Setubal, Tallinn, Turin, Wroclaw, and many more.

Be prepared to take initiative in planning and arranging your international research trip while you learn about the challenges facing tourism destinations. You will need to be financially accountable for planning and executing the research trip.

The course is in English and all course material, content and exams are in English. During DM1, you are usually allocated to a project group in order to meet new students. In DM2, you will have some input in proposing who is in your research group with you.

Research Trips

In DM1 there is a 3-5 day research trip to visit a Destination (approximately € 200-400). This is a required part of the course and attendance

Lecturer(s)

Zac Woolfitt (Zac.Woolfitt@inholland.nl) Tourism and Recreation Management, Amsterdam/Diemen +31 (0) 610 441 829 

Learning outcomes

- Apply academic tourism models, theories (tourism, urban, cultural) to evaluate the competitiveness and sustainability of a tourism destination.
- Formulate appropriate research questions that will lead to insight into the relevant issues of their destination.
- Create a 1 minute video pitch of appropriate quality to present key research finding to the client.
- Create an original and appropriate set of activities/event calendar based on stakeholder needs (variety of locations/venues/ targeting potential target groups, planned across the year). Design, plan and budget a proposed event calendar for a destination to increase to enhance competitiveness of a destination.
- Define and explain specific types of tourism (including Urban, UNESCO, Cultural, Dark and Eco) and apply them to a destination
- Conduct an analysis of incoming tourism and tourism types to a destination
- Describe the current and historical activities, roles and functions of a Destination Management Organisation (DMO or equivalent) of a destination
- Explain how technology can impact a destination and Destination Management Organisations, to formulate advice based on best practices
- Function and interact successfully and professionally as part of a multicultural and diverse project group to complete the project on time
- Describe and outline a disaster management plan for a destination.
- Use the concepts of Authenticity for tourism, and apply these to develop tourism activities at a destination.
- Conduct an internal and external analysis of a destination, integrate a confrontation matrix leading to a specific strategy outlined in SMART formulated goals.
- Identify, categorise and evaluate stakeholders at a destination.
- Create a digital mood board to for a destination targeted to a specific product/target group.
- Outline how different (mobile) technologies can enhance the visitor experience at a destination
- Collect and compile data on the current state of tourism at a destination (including trends) to determine impacts of tourism at that destination.
- Design an appropriate approach to visitor management at a destination.
- Research and define different types of tourism products at a destination

- Research and explain existing tourism policy documents for a destination.
- Analyse, compare and evaluate current destination brands.
- Describe the 'character' of a destination based on relevant tourism frameworks.
- Consult and discuss branding concept ideas with the destination stakeholders.
- Design a suitable logo, brand and slogan for a destination.
- Present a branding strategy in a professional and finished format.

Mode of delivery,
planned activities
and teaching
methods

Lectures, workshops, tutorials, study trips, on-line supporting web lectures, interactive classroom sessions.

Prerequisites and
co-requisites (if
applicable)

Year 3 English level, knowledge of tourism.

Recommended or
required reading
and/or other
learning
resources/tools

Required

- Inholland Desk Research Handbook 2017-2018
- Joosten, M. & Bras, K. (2009). 2008-2009 Writing guide for graduation reports. Diemen: Inholland
- Ritchie, J. R. B. & Crouch, G. I. (2003). The competitive destination: a sustainable tourism perspective. Wallingford, UK: CABI Publishing. (Later versions of this book also o.k.)
- Saunders, M., Lewis, P. & Thornhill, A. (2017) Methods and techniques of research. Oxford: Pearson

Assessment
methods and
criteria

DM1:

1. Group research project report and final presentation (5 EC)
2. Individual Case Exam, open book, written exam, relating tourism theories and models to a tourism destination case (5 EC)
3. Individual knowledge text, multiple choice 70-100 questions, testing knowledge of tourism models and destination theory.(5EC)

DM2

1. Group research project report and final research defence(5 EC)
2. Individual Case Exam, open book, written exam, relating tourism theories and models to a tourism destination case (5 EC)
3. Individual assignment, branding a small scale destination, 20 page report based on primary research data collected by student from the research destination (5 EC).

Green Adventures

Year of study	2018-19
Term	Term 1 & 2
Inholland Faculty	Faculty of Creative Business
Course Title	Green Adventures
Course code	1214QEGA1A , 1214QGRA1A , 1214RGRA1A , 1241QEGA2A, 1241QGRA2A, 1241RGRA2A
Inholland location	Haarlem
Cycle	first cycle
Number of ECTS	30
Language of instruction	English
Course content	<p>Green Adventures 1:</p> <p>In terms of popular participation, and in some aspects of practice, adventure and tourism are inextricably linked. And there are sound reasons for those links to strengthen in the future! Adventure Tourism provides an incisive and comprehensive examination of theoretical and applied aspects of adventures in relation to tourism. The course is developed for those who wish to experience the adventure tourism field. The focus of this course is to highlight all kinds of different activities and all kinds of related aspects of Adventure Tourism, emphasis is placed on practical aspects in the adventure sector.</p> <p>Green Adventures 2:</p> <p>In this course, the landscape moves into the frontline. In order to analyze and value nature the positive impact of tourism on the environment is the main subject. Excursions and fieldwork will teach you to develop sustainable nature based tourism products. The experiences and observations in natural areas will be the input for innovation and development design based research. The experience of a fieldwork in Georgia will offer you new perspectives and provide input for innovation and sustainable tourism products.</p>
Lecturer(s)	Green Adventures 1: Ferdinand Postma - Ferdinand.postma@inholland.nl Green Adventures 2: Hetty Versnel - Hetty.versnel@inholland.nl
Learning outcomes	A: Green Adventures 1

- Project: designing an incentive adventure package for a commissioning client and three days of fieldwork, mainly focused on group dynamics and organisation of adventure trips. There is project consultation
- Lectures about adventure management: These lectures are focused on organizing adventures, first aid, risk management, extreme adventures, supply and demand of adventures and trends in adventure tourism.
- Workshops about leadership and group dynamics: These workshops will deal with everything related to group dynamics, like motivation, leadership, power division in groups, problem solving and decision making in adventure tourism.
- Discussion sessions about the business of Adventure Tourism: These workshops are based on cases and discussions. The discussions will be led by a discussion leader (one or more students). The cases are based on practical situations. The discussions will be based on theory and statements.

B: Green Adventures 2

- The design-based research is for two different commissioning clients, firstly the Park Management of National Park Zuidkennemerland in the Netherlands and the National Park of Tbilisi in Georgia.
- Lectures will provide the structure needed to analyse the positive impact of tourism. The importance of the economic input in rural areas, as well as the tourism policy and marketing of nature-based products are inspiring subjects which will be handled by guest lectures.
- The workshops and weekly excursions give opportunity to observe and measure the prototypes. Students will be challenged to offer creative options to the National Parks in the Netherlands as well as in **Georgia**.

Mode of delivery,
planned activities
and teaching
methods

Project based learning, lectures, workshops and discussion groups.

Planned activities also include the following excursions:

Fieldtrip of four days to Belgium (approximately €150 – €200)

Georgia Fieldwork (approximately €750) & 5 daytrips to National Parks in the Netherlands each €10

Prerequisites and
co-requisites (if
applicable)

Recommended or
required reading
and/or other
learning
resources/tools

GA1 students are required to buy the book [Adventure Tourism - Operations and Leadership](#)

Assessment
methods and
criteria

Green Adventures 1

- Written exam (adventure management, group dynamics and leadership) 5 EC
- Project (designing an adventure trip) 5 EC

- Assignments (with a focus on practical issues of organizing trips) 5 EC

Green Adventures 2

- Written Exam (DPSIR & Digital Reader) 5 EC
- Project: Written report & Presentation 5 EC
- Fieldwork & Lessons learned report 5 EC

Tourist Experiences

Year of study 2018-19

Term Term 3 & 4

Inholland Faculty Faculty of Creative Business

Course Title Tourist Experiences

Course code 1216TD1WEZ Tourist Experiences

Inholland location Rotterdam

Cycle first cycle

Number of ECTS 30

Language of
instruction English

Course content Step into the world of experiences in tourism!
As the world has become smaller, new tourist destinations are opening up rapidly. Places that used to be hardly visible are now competing to attract visitors from all over the world. The central focus of this minor is how to manage these tourist destinations and create an image of authenticity and uniqueness. Destination management can play a vital role in the successful development of tourism in emerging destinations. Aspects like planning, policymaking and marketing are truly responsible for the growth and attractiveness of such a destination. However, creativity is essential to make a difference. Therefore, tourist places are thriving to stand out by creating memorable experiences for tourists. Storytelling is a tool for really transmitting the specific sense of place and defining the atmospheric feel to a certain destination. If tourism is the performance, the destination is the stage. This course will explore areas for growth in the tourism industry from an experience perspective. The course exists of two parts with different courses:

Part 1 (15 EC): Experience Research

Experience in Tourism
Destination Management
Tourism Policy Making
Travel Geography

Part 2 (15 EC): Experience Marketing & Foreign Fieldtrip

Experience in Practice
Storytelling
Destinations in Media
Global Communications

Lecturer(s) Bianca Kluin

Learning outcomes The main objectives of this course are:

1. Redefine the ideas of the experience economy and apply them to the field of tourism.
2. Study tourist destinations in detail and learn about their distinctive nature and competitiveness.
3. Become an expert in policy and planning strategies for tourist destinations at different levels of policymaking.
4. Create a travel experience program for a defined segment of the market and design a marketing plan for this program.

Mode of delivery,
planned activities
and teaching
methods

The course exists of two parts with different courses:

Part 1 (15 EC): Experience Research

Experience in Tourism
Destination Management
Tourism Policy Making
Travel Geography

Part 2 (15 EC): Experience Marketing & Foreign Fieldtrip

Experience in Practice
Storytelling
Destinations in Media
Global Communications

Traditional and interactive class room lectures and practical workshops in the English language, including a multiple day fieldtrip, day excursions, guest lectures, company visits. For 3rd year bachelor students in a 4 year bachelor's degree program, or 3rd or 2nd year students taking a 3 year bachelor's degree program.

Prerequisites and
co-requisites (if
applicable)

The course is suitable for undergraduate students in the 3rd year of their studies. This course is designed to fit students who have a background in tourism, leisure management or a closely related field. Students must have a good level of English, at least level B2 of CEFR, which must be proved by a letter of recommendation from a teacher at their home university. Students can only subscribe for the program if they attend both part 1 as well as part 2 of the program. Moreover, participation in both foreign as well as the domestic fieldtrips is obligatory.

Recommended or
required reading
and/or other
learning
resources/tools

- Boswijk, A., Peelen, E. & Olthof, S., Economy of experiences, Pearson Education Benelux (2012)
- Pike, S. Destination marketing; an integrated marketing communication approach, Routledge (2012)
- Fletcher, J., Tourism principles and practice, Pearson Education (2013)

Assessment
methods and
criteria

This minor will contain the following tests for each period:

Part 1

5 EC Experience Research Report

5 EC Knowledge Exam

5 EC Individual Portfolio

Part 2

5 EC Experience Marketing Plan

5 EC Knowledge Exam

5 EC Individual Portfolio

The above tests will all be graded by using a grade on 10 point scale (1 being the lowest, 10 the highest grade).