COURSES
AND LEARNING OBJECTIVES OF THE
HONOURS PROGRAMMES

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Chapter 1: Honours Programmes of the University of Twente

Article 1.1: General description of the Honours programmes

The Honours programme offers outstanding students an additional opportunity to reflect on their study, to expand and immerse themselves substantively, to expand the framework within which they see their study and to further increase their level of academic and professional skills. The Honours programme offers the students a great deal of freedom to do all of that, which applies both for the choice of the tracks, but also for choices within modules. The goal of the Honours programme is to expand the academic level of the honours student to become a 'T-shaped academic' that rises above the standard Bachelor and Master level in terms of the interdisciplinary skills: being able to operationalize and translate conceptual and practical terms, questions and/or insights into disciplines or domains into other domains.

Article 1.2: General learning objectives of the Honours programmes

After successfully completing an Honours Programme, a student

1) has the skills to combine technical and social sciences (High Tech – Human Touch),
2) is educated in the skills of an academic engineer: research, design and organization,
3) has an entrepreneurial attitude, with respect for men and planet,
4) can apply knowledge in a multidisciplinary context,
5) can analyse complex technological, scientific and/or social situations and use this to identify the main causes of the problem, gather the required information, draw up an action plan and schedule the implementation of the action plan,
6) is able to define the boundaries of technological and scientific knowledge of a specific field and to determine the next steps of the research and/or the development,
7) has a strong and broad foundation to work in a multidisciplinary team,
8) can work independently on a scientific or technological problem,
9) can gather information from academic literature,
10) has command of analytical skills to describe the technological and social consequences of recent developments in their own field of study,
11) is able to draw conclusions about their own field of study from the point of view of a different academic discipline with a broad perspective,
12) and has command of communication skills in order to be able to share scientific, technological and/or social work with colleagues and non-specialists in the field, both in speaking and in writing.

Chapter 2: The Bachelor Honours educational programme

Article 2.1: General information

1) The Honours programme in the Bachelor's programme has a total study workload of 30 ECTS and consists of five tracks:
   - Shaping the Future,
   - Mathematics,
   - Processes of Change
   - Philosophy,
   - And Entrepreneurship & Business Development
2) Students choose one of the tracks and follow one module per quarter.

Article 2.2: Courses and learning objectives of the Shaping the Future track

1) The primary learning goals of the Shaping the future track are:
   a) The student has obtained insight into how scientific knowledge is developed and can apply both subject and cross-curricular knowledge and skills for setting up and contributing to scientific research and knowledge development.
   b) The student is familiar with the complexity of engineering in an interdisciplinary environment and has insight into how solutions may not only solve problems but may structurally change society and the world

c) The student will be able to identify current big societal problems and will approach the problem in a methodological way to find a solution.

2) The shaping the future track consists of the following modules:
   a) Origins (Course code 202001286)
   b) Manhattan Project (Course code 202001293)
   c) Innovation Project 1 (Course code 202000001)
   d) Innovation Project 2 (Course code 202000002)
   e) Flood Safety (Course code 202000003)
   f) Futures: Complex Problem Solving (Course code 202001322)
3) After the first module, "Origins", the student will be able to
   a) Create an overview on cosmology and the origins of major biological systems, and deepens his or her knowledge in a number of specific subjects of their interest.
   b) Write scientific essays, give presentations, find and evaluate scientific literature
   c) Understand the interplay of observation, measurement, technology, theory and critical reflection. Appreciates how difficult it is to come to a consistent interpretation of what is observed. Recognizes how ideology and general world view interfere with science and vice versa.
   d) Gain insight in personal development. Reflection on what the student is interested in, on his or her own academic development and critical thinking and link this with science and the most fundamental and confronting questions.
4) After the second module, "Manhattan Project", the student will be able to
   a) Formulate his or her own personal learning goals and pursue these.
   b) Deepen his or her understanding of the complex design of the Manhattan Project in a uni- and/or multidisciplinary context
5) After the third module, "Innovation Project 1", the student will be able to
   a) Carry out preliminary analysis and exploration of the problem (context, needs, stakeholders – target group, including literature)
   b) Based on this analysis, formulate recommendations to solve this problem, e.g.,
   c) Formulate design goals, construct and evaluate the design OR
   d) Provide written recommendations (depending on the problem and the preliminary analysis)
   e) Reflect on these recommendations with input of the stakeholders
6) After the fourth module, "Innovation Project 2", based on the preliminary analysis and exploration the student will be able to
   a) Formulate final design goals, construct and evaluate the design OR
   b) Provide final written recommendations (depending on the problem and the preliminary analysis)
   c) Present and reflect on these recommendations with input of the stakeholders
7) After the fifth module, "Flood Safety", the student will be able to
   a) Understand and explain a theory on cultural perspectives,
   b) Apply this theory in designing alternative flood policies for The Netherlands,
   c) Defend designs in debates, using insights in differences between perspectives.
8) After the sixth module, "Futures: Complex Problem Solving", the student will be able to
   a) Understand the complex and multidisciplinary character of climate change, identity, healthcare, higher education, labour and/or democracy & decision-making,
   b) Use scientific or design thinking to analyse (a part of) the/a future of (a part of) society and/or technology,
   c) Identify scientific or design problems in the future of one or more of the topics discussed,
   d) Contribute to solving these future problems using the skills and knowledge he or she has learned in the past modules,
   e) Reflect upon his or her contribution to the future.

Article 2.3: Courses and learning objectives of the Mathematics Track

1) The primary learning goal of the Mathematics Track is the following: The student can utilise knowledge and methods from subfields of mathematics in a modelling process that offers a solution for a technical or social problem.
2) The Mathematics track consists of the following modules:
   - A Linear Algebra and Coding Theory (Course code 202001279)
   - B Finding vs. Verifying (Course code 202001280)
   - C Geometry (Course code 202001284)
   - D Signals with Information (Course code 202001281)
   - E Complex Networks (Course code 202001282)
   - F Dynamic Systems (Course code 202001283)
3) After the first module, "Linear Algebra and Coding Theory", the student is able to
   a) understand the general basic theory about vector spaces and linear images,
   b) recognize the situations in which vector spaces can be used and the actual application of the theory
   c) understand the main problems in the coding theory,
   d) apply the theory of vector spaces in linear codes,
   e) draft linear codes that satisfy the given specifications and decoding these codes,
   f) recognize situations in which codes can be used.
4) After the second module, "Finding vs. Verifying, the student is able to
   a) understand the basic concepts from computability theory,
   b) understand the basic concepts from computational complexity, in particular time complexity and the notion of polynomial time,
   c) understand the P-vs-NP problem,
   d) and apply simple reductions.
5) After the third module, "Geometry", the student is able to
   a) understand the geometrical terminology in the different types and appearances of geometry
   b) have the competence to experience with figures and shapes making use of computer software (geometry packages), even in case the dimensions of the object is not restricted to the spatial world, and knows the applications of these in history as well as in modern times
   c) demonstrate logically thinking and clear reasoning along the line of ancient Greek mathematics
   d) have an overview of correspondence between geometry and other disciplines within mathematics
6) After the fourth module, "Signals with Information", the student is able to
   a) prove the efficiency of FFT and how it can be used to speed up multiplication of long integers,
   b) explain the use of linear algebra and FFT in JPEG and wavelet theory,
   c) model "information" and to prove basic theorems from the field of information theory,
   d) and prove and apply the Buckingham pi theorem.
7) After the fifth module, "Complex Networks", the student is able to
   a) recognize real-world networks and represents them as directed and undirected graphs,
   b) interpret empirical measurements on networks, such as degree distributions, graph distances and degree-degree dependencies,
   c) provide a mathematical formulation for network phenomena such as small-world networks, scale-free (power law) networks, friendship paradox, and the presence of the giant connected component,
   d) model networks with commonly used random graph models: Erdös-Rényi random graph, generalized random graphs, configuration model, and preferential attachment model,
   e) mathematically explain the phase transition in the Erdös-Rényi random graphs and emergence of the giant connected component,
   f) explain how scale-free networks can be modelled using: generalized random graphs,

configuration model, and preferential attachment model,
   g) explain the notion of centrality, such as Google PageRank, and compute centrality scores,
   h) and name several different topics and challenges in Network Science.
8) After the sixth module, "Dynamic Systems", the student is able to
   a) obtain knowledge about dynamical systems described by (systems of) non-linear differential equations, both discrete and continuous,
   b) analyse the several types of stability and non-stability (like periodicity),
   c) use the tools to investigate the stability, like nullclines, the basin of attraction, and linearization,
   d) understand the effect of parameter change on dynamical systems, and to obtain knowledge about sudden change in stability leading to bifurcations,
   e) and understand and obtain knowledge about chaos.

Article 2.4: Courses and learning objectives of the Processes of Change Track

1) The primary learning goal of the Processes of Change Track is the following: The student can analyse change processes from an interdisciplinary viewpoint of multiple disciplines, drawing on relevant theories. He/she can apply the analysis in concrete situations and play a leading role in this.
2) The Processes of Change track consists of the following modules:

A	Major Changes in Society	(Course code 202001304)
B	Change at the individual level	(Course code 202001306)
C	Institutions, Decision-Making Processes	(Course code 202001305)
D	Effective Leadership in Organizations	(Course code 202001307)
E	Consulting and Coaching	(Course code 202001308)
F	Learning-by-Doing	(Course code 202001309)

3) After the first module, "Major Changes in Society", the student is able to
   a. show a basic understanding of some major trends in society, their causes and the related problems,
   b. show a basic understanding of a number of ethical perspectives, including utilitarianism and the more specific concept of maximization of economic welfare, and the related debates,
   c. show he or she is capable of analysing the pros and cons of important policy alternatives, from the perspective of society as a whole,
   d. show one can be creative in the ways you deal with objective c;
   e. and make a first step towards improving the way in which he or she presents his or her views to an audience.
4) After the second module, "Change at the individual level", the student is able to
   a. apply the knowledge provided in the literature, before, during and after the (guest-) lectures, in order to legitimize your choices in a self-designed change intervention,
   b. receive feedback in a constructive way and adapt your change intervention technique, based on video-based expert advice and feedback on a rehearsal round so that his or her change intervention becomes more effective,
   c. give a group presentation (being his or her change intervention) to a particular audience in order to persuade this target group to change their individual behaviours with as a result a measurable positive change in their intention to change their behaviour,
   d. reflect on the effectiveness of his or her change intervention and pinpoint what went well and what he or she would do differently next time, based on one's own psychological Insights Discovery profile and your target group's responses.
5) After the third module, "Institutions, Decision-Making Processes", the student is able to
   a. deal with a problem which may have seemed too difficult at first sight,
   b. improve his or her capacity to think independently and be creative,
   c. know what the elements of a good theory are, and which methods can be used to construct a theory,
   d. formulate a theory concerning the prevalence of different types of organizations in

different sectors of society and/or different periods of time – without consulting scientific literature (except those approved by the teacher),
   e. possibly has learnt a number of other things, depending on the reactions of the teacher and students to the unpredictable way in which the group(s) dealt with formulating a theory.
6) After the fourth module, “Effective Leadership in Organizations”, the student is able to
   a. understand the theoretical foundations of effective leadership and leaders,
   b. recognize characteristics of effective leaders,
   c. comprehend dynamics of leadership and leaders' work related to context,
   d. apply extant leadership theories in a specific context,
   e. show detailed insights in specific context in which leadership has to be effective (e.g. healthcare),
   f. prepare and execute qualitative research (interviewing),
   g. develop further her/his personal and professional self-reflectivity as well as (leadership) competencies.
7) After the fifth module, “Consulting and Coaching”, the student will be able to
   a. develop in a group a strong consulting company philosophy, including mission, name and values, that is grounded in the prescribed course literature (and other literature the students found),
   b. interview potential clients about their needs through the use of open questions, as input for an oral pitch and written project proposal in order to try to acquire a consulting project,
   c. orally pitch their draft project proposal to a client so that he/she not only understands your approach but is also triggered by it,
   d. write a feasible, clear and convincing project proposal, based on the intake interview with a client, his or her pitch of the draft proposal and the application of relevant theoretical models and innovative consulting/coaching techniques (with a chance of "winning" the deal),
   e. reflect on their own development as a potential future consultant and/or coach, by acting as a consultant in a Harvard Business School Case discussion setting and making use of their own Insights Discovery personality profile, the reading materials and experiences in the guest lectures about different perspectives of consulting and coaching.
8) After the sixth module, “Learning-by-Doing”, the students will be able to
   a. show their ability in steering change processes at the societal, organizational, team and/or individual level by individually applying the insights and knowledge they have learned during the PoC track in one final "grand challenge": a change process where they take the task as a key change agent,
   b. show progress on their own personal development goals they worked on in conjunction with their personal UT coach,
   c. and clearly report, in an oral seminar presentation as well as in writing, the progress they have made, both as a change agent in a change process of their own choice as well as individually.

Article 2.5: Courses and learning objectives of the Philosophy Track

1) The primary learning goals of the Philosophy Track are the following: The student has the ability to 1) study primary philosophical sources, 2) apply the motifs, thinking styles and argument forms contained therein to current issues, 3) to form a balanced opinion and to present this opinion.
2) The Philosophy track consists of the following modules:

A.	What Is Philosophy?	(Course code 202001312)
B.	What Makes Us Human?	(Course code 202001301)
C.	Being Human: What Should We Do?	(Course code 202001302)
D.	Being Human: What May We Hope?	(Course code 202001303)
E.	Philosophy: Individual Written Synthesis 1	(Course code 202001313)
F.	Philosophy: Individual Written Synthesis 2	(Course code 202001314)

3) After the first module, “What Is Philosophy?”, the student will be able to
    a. identify philosophical questions,
    b. and to summarize and explain some of the main ideas of prominent philosophers from different periods.
4) After the second module, “What Makes Us Human?”, the student will be able to
    a. distinguish between different approaches to epistemology,
    b. summarize and explain a number of prominent positions in the Western canon,
    c. and apply different frameworks to analyse and evaluate current challenges.
5) After the third module, “Being Human: What Should We Do?”, the student will be able to
    a. distinguish between different ethical theories,
    b. summarize and explain a number of prominent positions in the Western canon,
    c. and apply different frameworks to analyse and evaluate current challenges.
6) After the fourth module, “Being Human: What May We Hope?”, the student will be able to
    a. distinguish between different approaches within political philosophy,
    b. summarize and explain a number of prominent positions in the Western canon,
    c. and apply different frameworks to analyse and evaluate current challenges.
7) After the fifth module, “Philosophy: Individual Written Synthesis 1”, the student will be able to
    a. apply insights from epistemology, ethics, and political philosophy to identify a fitting case or a knowledge gap in the current literature,
    b. identify relevant literature to address the identified challenge,
    c. and produce an outline for a philosophical research paper.
8) After the sixth module, “Philosophy: Individual Written Synthesis 2”, the students will be able to
    a. write an academic paper on a self-chosen subject, in which the student
        i. applies knowledge,
        ii. makes reflective use of academic literature,
        iii. and follows academic standards.
    b. present a philosophical paper to a philosophical-informed audience.

Article 2.6: Courses and learning objectives of the Entrepreneurship & Business Development track

1) The primary learning goal of the Entrepreneurship & Business Development ~~pilot~~ track is the following: The student will investigate how to best explore and exploit business opportunities, next to getting acquainted to and make use of the effectuation approach, a way of thinking that thrives in uncertain situations and helps its users to turn new circumstances into opportunities.
2) The Entrepreneurship & Business Development ~~pilot~~ track consists of the following modules:
    A. Entrepreneurship 1 (Course code 202001315)
    B. Entrepreneurship 2 (Course code 202001316)
    C. Setting-up a Business 1 (Course code 202001317)
    D. Setting-up a Business 2 (Course code 202001318)
    E. Business in Practise 1 (Course code 202001319)
    F. Business in Practise 2 (Course code 202001320)
3) After the first module, “Entrepreneurship 1’’, the student will be able to
    a. provide an understanding of and explain the principal characteristics of entrepreneurship and its domains in various contexts.
    b. explain the financial and ethical considerations associated with new venture creation.
    c. defend and create at least one new venture business model that addresses a significant problem.
4) After the second module, “Entrepreneurship 2’’, the student will be able to
    a. assess their own preparedness for entrepreneurship, also in identifying chances and risks.
    b. analyse the principal factors influencing the success of new ventures, including creativity and opportunity development.
    c. use their obtained insights to better judge their strengths and weaknesses as an

entrepreneur
   d. communicate and cooperate with outsiders and are open to their feedback for further development of their entrepreneurial ideas.
5) After the third module, "Setting-up a Business 1'', the student will be able to
   a. provide an understanding of and explain the principal characteristics of entrepreneurship and its domains in various contexts.
   b. explain the financial and ethical considerations associated with new venture creation.
   c. defend and create at least one new venture business model that addresses a significant problem.
   d. assess their own preparedness for entrepreneurship, also in identifying chances and risks.
   e. analyse the principal factors influencing the success of new ventures, including creativity and opportunity development.
   f. use their obtained insights to better judge their strengths and weaknesses as an entrepreneur
   g. communicate and cooperate with outsiders and are open to their feedback for further development of their entrepreneurial ideas.
6) After the fourth module, "Setting-up a Business 2'', the student will be able to
   a. provide an understanding of and explain the principal characteristics of entrepreneurship and its domains in various contexts.
   b. explain the financial and ethical considerations associated with new venture creation.
   c. defend and create at least one new venture business model that addresses a significant problem.
   d. assess their own preparedness for entrepreneurship, also in identifying chances and risks.
   e. analyse the principal factors influencing the success of new ventures, including creativity and opportunity development.
   f. use their obtained insights to better judge their strengths and weaknesses as an entrepreneur
   g. communicate and cooperate with outsiders and are open to their feedback for further development of their entrepreneurial ideas.
7) After the fifth module, "Business in Practise 1'', the student will be able to
   a. continue with Personal Entrepreneurial Development
   b. execute experiments to attract customers and evaluate which directions the business idea should be going.
   c. apply concepts of value and valuation.
   d. analyse different options in negotiations with potential investors.
8) After the sixth module, "Business in Practise 2'', the student will be able to
   a. show knowledge about negotiation tactics to establish contracts with suppliers and buyers
   b. explain the challenges associated with launching a new venture
   c. understand new venture's life cycle financial needs
   d. apply concepts of value and valuation
   e. analyse different options in negotiation with potential investors

Article 2.8: Plenary sessions

1) In the first five modules of the Honours programme all Honours students participate in a plenary session which is aimed to improve intracommunity bonding and knowledge exchange between the tracks.
2) The plenary sessions are organised by a committee consisting of Honours students and representatives from H.V. Ockham and the Honours office. Students in the organising committee will be able to
   a. further develop their organisational skills, learn to cope with the responsibility of organising events and deepen their understanding in the dynamics of teamwork
3) After completing five plenary sessions, participating students will be able to:

a. Analyse and solve societal and/or scientific problems in a multidisciplinary context beyond the knowledge and skills gained within their track
b. Become part of a broader Honours community in which dialogue, discussion and debate can take place so they can further expand their knowledge and understanding of the world around them

Article 2.9: Honours Individual Project and Custom Honours Project

1) The Honours Individual Project (HIP), 10EC
   a. Honours students following the Shaping the Future, Mathematics, Philosophy or Entrepreneurship and Business Development track have the possibility during the honours trajectory to execute the honours individual project (HIP) when they are going abroad or doing an internship in the first semester which makes it possible to continue the Honours track after return;
   b. The EC's of the HIP substitute the EC's of the two missing modules in the track;
   c. Students have to formulate individual learning goals in their HIP proposal which fit within the aims of the honours programme, track and the missing modules, this to be reviewed by the module teacher or track coordinator;
   d. For guidance, approval of proposals and organisation of the HIP a Committee will be installed, consisting of at least two Honours teachers;
   e. The HIP proposal must send to and approved by the Committee at the end of academic year before the start of the HIP;
2) The Custom Honours Project (CHP), 5 EC
   a. Is meant for exceptional circumstances, such as illnesses.
   b. Students may only follow this course with permission of the Honours Dean.
   c. This course may only be followed once.
   d. The EC's of the CHP substitute the EC's of the missing module in the track;
   e. Students have to formulate individual learning goals in their CHP proposal which fit within the aims of the Honours programme, track and the missing module, this to be reviewed by the module teacher or track coordinator;
   f. For guidance, approval of proposals and organisation of the CHP a Committee will be installed, consisting of at least one Honours teacher;

Chapter 3: The Master Honours educational programme

Article 3.1: General Information

The Honours programme in the Master's programme has a total study workload of 15 ECTS and consists of four tracks:

- Research Honours,
- Change Leaders,
- Design Honours,
- And Great Negotiators

Article 3.2: Courses and learning objectives of the Research Honours Track

1) The primary learning goal of the Research Honours Track is the following: The student has basic knowledge, skills and insight of a novice T-shaped researcher in the field of reporting, communication and research management.
2) The Research Honours Track consists of the following modules:
   i. Research Management and Academic Skills (Course code 201400532)
   ii. Research Honours Training and Project (Course code 201400533)
   iii. Communication, Innovation and Society (Course code 201600221)

3) After the first module, “Research Management and Academic Skills”, the student will be able to
    a. Acquire knowledge and understanding about basic research management skills, communication skills and writing skills for young researchers.
    b. Understand the role of science in universities and society as a whole.
    c. Understand and analyse how processes of science are organized.
    d. Reflect on and communicate about these processes of science and the broader role of researchers in society and their own possibilities to develop these basic research management skills, communication skills and writing skills.
4) After the second module, “Research Honours Training and Project”, the student will be able to
    a. Identify what basic research (management) skills, communication skills and writing skills are.
    b. Analyse their own skills with regard to these areas.
    c. Apply these insights so as to help improve their own research (management) skills, communication skills and writing skills.
5) After the third module, “Communication, Innovation and Society”, the student will be able to
    a. Show knowledge about:
        i. Theoretical concepts in science communication
        ii. Factors influencing the development of innovation
        iii. Communication strategies in science communication
        iv. Academic integrity
    b. Show insight in:
        i. The role of (new and emerging) science and technologies in current society
        ii. The role of communication when designing and implementing new technologies, such as nanotechnology, robotics, and ict
        iii. How to use communication strategies regarding these new technologies in practice
        iv. Responsible research and innovation
        v. Responsible conduct
    c. Use the following skills:
        i. Applying theoretical knowledge in a real situation
        ii. Reflecting on scientific literature
        iii. Writing a scientific paper
        iv. Reflecting on academic integrity and responsible conduct

Article 3.3: Courses and learning objectives of the Change Leaders Track

1) The primary learning goal of the Change Leaders Track is the following: The student can analyse change processes from an interdisciplinary viewpoint of multiple disciplines, drawing on relevant theories. He/she can apply the analysis in concrete situations and can play a leading role in this.
2) The Change Leaders Track consists of the following modules:
    A. Change leaders and management (Course code 201300278)
    B. Experiential Skills and Training (Course code 201400544)
    C. Project Execution and Coaching (Course code 201400560)
3) After the first module, “Change leaders and management”, the student will be able to
    a. Critically and concisely reflect on reading materials and oral presentations of lecturers and change practitioners who provide different theoretical and practical perspectives on Change Management and Leadership;
    b. Deliver high-quality work in constantly changing group compositions;
    c. Write a literature review about an interesting topic in the field of Change Leaders and Management with others in a self-chosen group.
4) After the second module, “Experiential Skills and Training”, the student will be able to
    a. Execute, with some guidance, a (change) project with a self-chosen target group and achieve clear and/or measurable professional results with it;
    b. Discuss his or her to-the-point and actionable personal-level learning goals with a

personal coach and adjust your own attitudes or behaviours accordingly during the execution of the project;
   c. Present his or her professional and personal Change Leaders reflections and learnings plus your own project's results both in written form and via an oral group presentation;
   d. Plan and manage both the individual project and coaching, and the collective organisation of a final Change Leaders seminar as well as a publishable, final Change Leaders cohort booklet.
5) After the third module, "Project Execution and Coaching", the student will be able to
   a. Execute, with some guidance, a (change) project with a self-chosen target group and achieve clear and/or measurable professional results with it;
   b. Discuss his or her to-the-point and actionable personal-level learning goals with a personal coach and adjust your own attitudes or behaviours accordingly during the execution of the project;
   c. Present his or her professional and personal Change Leaders reflections and learnings plus your own project's results both in written form and via an oral group presentation;
   d. Plan and manage both the individual project and coaching, and the collective organisation of a final Change Leaders seminar as well as a publishable, final Change Leaders cohort booklet.

Article 3.4: Courses and learning objectives of the Design Honours Track

1) The primary learning goal of the Design Honours Track is the following: The student has obtained the basic knowledge, skills and insight of a T-shaped designer. He or she is familiar with the design process, starting with an ill-defined problem and ending, after the requisite iterations, with the product or solution to the problem.
2) The Design Honours Track consists of one module:
   A. Design Honours Module (Course code 201700307)
3) After the module, "Design Honours Module", the student will be able to
   a. Learn skills, develop concepts, develop a mindset to include design as a powerful mechanism and use philosophy to drive research- and innovation processes.
   b. Deepen his or her design competences from 'basic product/application design' to designing for multi-stakeholder societal innovation and/or apply 'research by design' in academic research

Article 3.5: Courses and learning objectives of the Great Negotiators track

1) The focus and primary learning goal of the Great Negotiators track is the following: The students will be able to develop into Great Negotiators by empowering students through negotiation skills, strategic deal-making and conflict management.
2) The Great Negotiators track consists of three modules:
   a. Negotiation Introduction (Course code 202001510)
   b. Advanced Negotiations (Course code 202001525)
   c. Negotiation Excellence (Course code 202001526)
3) After completing all three modules, "Negotiation Introduction", "Advanced Negotiations" and "Negotiation Excellence", the student will be able to
   a. Research & Theory
      i. Apply existing negotiation theories to different scenarios from various disciplines to challenges in today's world;
      ii. Combine different theories to explain a single scenario;
      iii. Learn about latest research findings in negotiation;
      iv. Apply latest research findings in role-play simulations;
   b. Reflection - introspection
      i. Reflect on personal growth, based on experimental and cognitive learning processes;
      ii. Boost their confidence in their negotiation skills;

iii. Learn about own negotiation and conflict management style through self-assessment, class discussions, feedback from coaches and classmates;
iv. Learn to assess the opponent by reflecting on the process and outcome;
v. Understand the role of emotions, trust and power in negotiations;

c. Interrelation
i. Negotiate effectively in teams, alone and with multiple opponents;
ii. Effectively communicate amongst team members and resolve internal discussions;
iii. Understand the dynamics of each "stage" in the negotiation process;
iv. Understand how negotiation behaviour shapes long-term relationships;

d. Skills
i. Prepare efficiently for negotiations;
ii. Gather and share information properly;
iii. Create and claim value and reach mutually beneficial deals;
iv. Develop and apply skills that are beneficial in negotiations;
v. Resolve ineffective negotiations;
vi. Professionally deal with bargaining and conflict relationships;
vii. Know when to negotiate and when to walk away;
viii. Know the value of active listening;
ix. Effectively present proposals;
x. Conduct an effective debate and manage concessions;
xi. Predict the counterparts next move;
xii. Use and read body language;
xiii. Know how to combine integrative and distributive negotiation tactics;
xiv. Know why some negotiators succeed, while others keep failing.