

HZ Explore

How to fill your elective space 2026–2027

DATE: 24 JUNE 2026



HZ EXPLORE GUIDE: HOW TO FILL YOUR ELECTIVE SPACE

HZ EXPLORE PROJECT GROUP

HZ Explore Project Group	
Project leader	Hanneke Wiltjer
Representative for the Department of Education, Research and Quality assurance	Kristie de Visser
Representative for the Health, Education and Wellbeing domain	Karen Boele
Representative for the Technology, Water and Environment domain	Margriet Langenberg
Representative for the Business, Vitality and Hospitality sector	Eva van Enckevort
Representative for HZ Community	Huub Jagers
Representative for Domain Offices	Loes de Jong

Adopted by CvB on 23 06 2026

Versie 1	23-6-26
Versie 2	13-7-26
Versie 3	1-9-26

Table of Contents

1	HZ EXPLORE PERSONAL DEVELOPMENT PROGRAMME	4
1.1	Implementing at HZ Explore	4
1.2	range of HZ activities	5
1.3	Requirements for Participation in HZ Explore	6
1.4	Activity costs.....	7
2	PROCESS: HZ EXPLORE	8
2.1	Making a choice.....	8
	Full-time students	8
	Part-time students.....	8
2.2	Registration and enrolment	9
2.3	Retakes	9
2.4	Submitting and finalising results	9
3	LEARNING OBJECTIVES FOR HZ EXPLORE	10
4	RANGE OF ACTIVITIES AT HZ.....	11
	Vitality & Wellbeing: Invest in yourself – body and mind	12
	Sustainability & Environment Make a difference for our planet	22
	Intercultural sensitivity Discover the world and yourself	29
	Creativity & Innovation Let your imagination run wild	35
	Culture & Heritage Discover the richness of art and history	41
	Social Impact: Are you committed to a better society.....	46
	Professional Development: Build your future.....	55
	Study path-independent route	64

1 HZ EXPLORE PERSONAL DEVELOPMENT PROGRAMME

At HZ, every Bachelor's and Associate Degree student is given HZ Explore elective space, where you work on your personal development through meeting people and building connections. Within the Bachelor's programmes, this accounts for 5 credits, and within the Associate Degree programmes, it accounts for 2.5 credits. You are responsible for checking how many credits you need to earn per academic year through HZ Explore; you can find this in the implementation regulations for your programme on the HZ website: [HZ Education and Examination Regulations · HZ](#).

Personal development involves developing your own identity, promoting your own well-being and working on new skills. Through this, you discover your talents and interests, and who you are and/or wish to be as a person in relation to yourself, others and the wider world.

By taking part in HZ Explore, you'll develop personal skills that will help you further – during your studies, on work placements and later in your career. The activities within HZ Explore are designed to help you meet people outside your own bubble – students from other disciplines, with different backgrounds and perspectives. Sometimes you'll recognise yourself in them; sometimes they'll challenge you. But in any case, these encounters will change the way you look at the world, at others, and at yourself.

By 'personal skills', we mean both interpersonal and intrapersonal skills. Interpersonal skills enable you to interact and communicate with other people and cultures. Intrapersonal skills focus on self-awareness and self-regulation, and influence your ability to take responsibility and adapt to new circumstances.

Personal skills form the basis of global citizenship. Strong interpersonal and intrapersonal skills are essential for actively contributing to society, both within and beyond national borders.

'A global citizen is open to and curious about diversity, embraces different worldviews, participates in society, believes in the value of cooperation and the active upholding of a democratic constitutional state. This outlook extends beyond the boundaries of one's own country and culture. Global citizens feel connected to the whole world and to all of humanity.'¹

The Inner Development Goals² are an international framework focused on self-development aimed at a sustainable future. These have therefore been taken as the basis for the learning objectives that are central to HZ Explore (see Chapter 3).

1.1 IMPLEMENTING AT HZ EXPLORE

To fill the HZ Explore elective space, HZ offers 44 activities worth 1.25 or 2.5 credits throughout the academic year. In all these activities, you will work on your personal development. Some activities are offered once a year, whilst others are offered twice a year. If you are a full-time student, you choose the activities you would like to take part in, in line with the number of credits you need to for HZ Explore (5 credits for a Bachelor's degree and 2.5 credits for an AD). For the range of activities on offer, see section 1.1.1, chapter 3; from 25 August 2026, you will also be able to find this information on the website.

¹ www.wereldburgerschap.nl

² [Inner Development Goals – Inner Growth for Outer Change](#)

If you are studying **part-time**, the structure of the HZ Explore component is organised slightly differently from that of the full-time programme. There are two formats, and you can check in the table below or with your lecturer to see which one applies to your degree programme:

1. Within your degree programme, some of the learning objectives from the HZ Explore breakdown (see Chapter 3) have been incorporated by your lecturers into the complex learning outcomes you are following. For bachelor's programmes, this involves four learning objectives, and for AD programmes, two learning objectives. You demonstrate these learning outcomes from your own programme, in consultation with your lecturer, through learning activities of your own choosing. You may make use of the range of 44 activities on offer, but you are also free to choose learning activities that suit your individual (work) situation.
2. Within your programme, HZ Explore is included as a separate course and is therefore not integrated into the core learning outcomes of your programme. In this case, as a student, you may choose a number of learning objectives yourself from the HZ Explore breakdown (see Chapter 3). For Bachelor's programmes, this involves four learning objectives, and for AD programmes, two learning objectives. You demonstrate these learning outcomes in consultation with your lecturer through learning activities of your own choosing. You may make use of the range of 44 activities on offer, but you are also free to choose learning activities that suit your individual (work) situation.

Course programmes part-time	Format
SW Ad	1
SW B	1
HBOV B BN2020	2
HBOV B BN2030 (FT and PT)	2
PEP Ad	1
PEDA B	1
Pabo B	1
BK Ad cohort 2024-2025 and before	2
BK B cohort 2024-2025 and before	2
TBK Ad cohort 2025-2026 and before	2
TBK B cohort 2025-2026 and before	2
ETE Ad	1

1.2 RANGE OF HZ ACTIVITIES

All 44 activities are linked to two learning objectives from the HZ Explore breakdown, which is based on the Inner Development Goals (see Chapter 3). The activities all offer opportunities for personal development, and we have subsequently divided them into seven categories:

Vitality & Well-being: *Invest in yourself – body and mind*

These activities help you find a healthy balance between your studies, sport and relaxation. You'll work on your physical fitness, learn to cope with stress and pressure to perform, and discover how to develop a sustainable,

energetic lifestyle. Whether you want to exercise in a relaxed atmosphere, boost your resilience, or simply learn to look after yourself better – here you'll find practical tools and a supportive community.

Sustainability & Environment *Make a difference for our planet*

Become part of the sustainability movement! These activities combine your passion for the environment with practical action. You can make your voice heard in the Scheldt Youth Parliament (Schelde Jongerenparlement), gain hands-on experience in nature conservation, or discover how waste can be turned into valuable products. Perfect for students who do not only want to learn about sustainability, but also want to get actively involved.

Intercultural sensitivity *Discover the world and yourself*

Broaden your horizons and develop your intercultural skills by connecting with fellow students from different cultures. Whether you want to discover the culture of Zeeland as an international student, learn about other countries through film and literature, or simply improve your English – these activities will help you become a true global citizen with respect for diversity.

Creativity & Innovation *Let your imagination run wild*

Here you can discover and develop your creative side, whatever your field of study. From prototyping and design thinking to artistic workshops and experimental cooking – these activities encourage you to think out-of-the-box. You'll learn new skills, work with your hands and perhaps even discover a new passion that will shape your future career.

Culture & Heritage *Discover the richness of art and history*

Immerse yourself in the cultural world around you. These activities bring you into contact with architecture, theatre, music and other art forms. You'll not only develop cultural knowledge, but also a deeper understanding of the world around you. Ideal for students who want to broaden their cultural horizons and discover new forms of expression.

Social Impact *Work towards a better society*

For students who want to make the world around them a better place. These activities give you the chance to turn your social commitment into concrete action. Whether you want to hone your debating skills, contribute to the Sustainable Development Goals or organise charity events – here you'll learn how to bring about positive change.

Professional Development: *Build your future*

Invest in yourself and your career with practical skills you can apply straight away. From optimising your LinkedIn profile to developing interview skills and discovering your own talents – these activities will help you lay a strong foundation for your professional future. You'll also learn how to build meaningful relationships and take control of your own career.

1.3 REQUIREMENTS FOR PARTICIPATION IN HZ EXPLORE

In the 26/27 academic year, there are no conditions for taking part in HZ Explore and/or participating in the 44 activities offered by HZ Explore. All activities are open to all students.

However, there is a maximum number of places per activity. This number varies by activity, and registration closes once an activity is full. Only for activities involving marketing a maximum number of places have been set per degree programme, as these activities focus on promotional tasks specific to each programme.

1.4 ACTIVITY COSTS

As HZ is keen to offer an accessible programme, there are enough free activities available to all students. In addition, there are four supplementary activities which, in some cases, involve costs, such as for a certificate of good conduct or for the purchase of materials required to carry out the activity. You may choose to take part in these activities on a voluntary basis. For these activities, see the tables (Chapter 4) for an explanation at the bottom of the subject entry, which provides a brief description of the course content.

2 PROCESS: HZ EXPLORE

Good information is important when making your choice. If necessary, you can receive guidance from your study coach. In this chapter, we explain the process, distinguishing between full-time and part-time students.

2.1 MAKING A CHOICE

Full-time students

The key information about the HZ Explore programme can be found in this document and on the HZ website www.explore.hz.nl. The HZ Explore webpage will go live on 25 August 2026, where you will be able to find all 44 activities.

Naturally, you'll want to find out about the various options available to you. You can do this in the following ways:

1. You can browse the HZ Explore webpage from 25 August 2026 or read through this guide. Both the webpage and the website feature the full range of activities and information on the registration procedures. You can also find contact details for lecturers, in case you have specific questions about a particular activity.
2. Attend a HZ Explore kick-off information session immediately after the summer break. You will receive an invitation for this, and it will be scheduled in your timetable. Here, you will receive information and have the opportunity to ask any questions you may have.
3. Reflect on your development and consider how you want to shape your personal development. What challenge do you want to take on?
4. Talk to your fellow students and, if necessary, your study career coach to see which activities suit your learning needs.

Please also read the information sent to you by email regarding registration periods and deadlines carefully so that you can organise your registration in good time.

Part-time students

For part-time students, it is important to check (with your lecturer(s)) which form of HZ Explore applies to your degree programme. The two options are described in section 1.1.2. In both cases, you should decide whether you wish to take part in the range of activities offered by HZ or would prefer to determine your own learning activities. If you would like to take part in the activities on offer, follow the orientation steps described above for full-time students. If you prefer to choose your own learning activities, follow these steps:

- Enrol in the study pathway-independent courses at the times and for the scope specified in the Study Regulations (IR) for your degree programme. AD students should enrol on HZX0045; Bachelor's students should enrol on HZX0045 and HZX0046 at the appropriate times. See also Chapter 4: Study Pathway-Independent Route.
- Go through the breakdown of HZ Explore (Chapter 3) and identify which learning objectives suit your personal development needs;
- Choose four learning objectives if you are on a four-year Bachelor's programme; choose two learning objectives if you are on an AD programme.
- Write down your proposal for how you intend to demonstrate these learning objectives on one A4 sheet and submit it to the HZ Explore tutor for your programme/domain for approval.

2.2 REGISTRATION AND ENROLMENT

Registration is only relevant for students who take part in the range of HZ activities, and does not apply to part-time students who demonstrate learning objectives independently of their study pathway.

- **Enrolment is open from 7 September to 13 September 2026. You enrol for the entire academic year, not on a semester-by-semester basis.**
 - Example: If your degree programme has allocated 2.5 credits for the 26/27 academic year, you can choose either two activities worth 1.25 credits each or one activity worth 2.5 credits.
- Visit the HZ Explore webpage (live from 25 August 2026);
- Find the activity or activities you'd like to take this academic year;
- 1. Where possible, undertake one activity per block or semester. If you undertake several activities side by side, this can cause problems with meetings that have to be attended at the same time and this can affect the extent to which you can successfully complete the activity(s);
- Click on the activity or activities and scroll down until the registration button appears;
- Click on the registration button and follow the steps to enrol in Osiris. **Places are limited.**

2.3 RETAKES

HZ Explore will launch in the 2026–2027 academic year. As usual, you can sit each assessment twice (two assessment attempts). If you have not passed either assessment attempt in that academic year, you will have two options in the following academic year:

You can sit the same test once or twice more. Whether you need to repeat the activity will depend on the test format and the feedback you received on your previous test results. If you are unsure about this, please contact the examiner for advice.

You can choose a different HZ Explore activity and sit the corresponding assessment (one or both assessment opportunities).

2.4 SUBMITTING AND FINALISING RESULTS

After completing an **HZ activity**, the examiner will enter and confirm your result in Osiris.

After completing **learning activities that are independent of your study pathway**, you will compile a portfolio demonstrating that you have achieved your chosen learning objectives. You must submit this portfolio to the lecturer who supervises the HZ Explore route within your programme/domain. The result will be entered and confirmed by the examiner in Osiris.

The result is assessed as 'pass' or 'fail'. You will therefore not receive a mark.

3 LEARNING OBJECTIVES FOR HZ EXPLORE³

 1 Being – Relationship to self	
1. Inner compass	The student contributes to societal impact by formulating personal goals and takes responsibility for their choices and actions in their implementation.
2. Integrity and authenticity	The student demonstrates awareness and acts with sincerity, honesty, and integrity.
3. Openness and curiosity	The student asks questions and is open to new experiences and feedback from others, even when these bring uncertainty or discomfort.
4. Self-awareness	The student reflects on their own behaviour in (complex) situations and identifies actions that contribute to regulating emotions or improving personal effectiveness.
 2 Thinking – Cognitive qualities and skills	
1. Critical thinking	The student evaluates viewpoints, facts, or plans by asking questions and comparing sources.
2. Complexity awareness and meaning-making	The student identifies connections and patterns in a problem or situation, explains these in a clear way, and works effectively with complex or systematic conditions or relationships.
3. Perspective taking skills	The student identifies differences between viewpoints and is open to insights from another perspective.
4. Long-term orientation and vision development	The student develops a personal vision on one or more societal themes and formulates personal commitments to contribute to these in the long term.
 3 Connecting – Caring for others and the world	
1. Appreciation and connection	The student connects with others and/or their context in a respectful and appreciative manner.
2. Humility	The student adapts to the needs of the situation or context and is open to new ideas and approaches.
3. Empathy and compassion	The student adopts an empathetic attitude towards themselves, others, and/or the context to act in a balanced and effective manner.
 4 Collaborating – Social skills	
1. Inclusive mindset and skills	The student embraces diversity and demonstrates this by communicating effectively and collaborating respectfully with people from different backgrounds or perspectives.
 5 Acting – Bringing out change	
1. Courage	The student respectfully shows the values they stand for, makes corresponding decisions, and acts decisively when necessary without violating others' rights.
2. Creativity	The student outlines and develops original and innovative ideas and solutions for challenges and problems, even when unconventional.
3. Optimism	The student develops healthy habits and routines for their physical, emotional, and mental health, thereby showing confidence in their ability to contribute successfully (self-efficacy) to meaningful change.
4. Perseverance	The student demonstrates determination and patience by consistently engaging in the learning process and effectively handling challenges, even when this does not immediately yield results.

³ This breakdown of learning objectives is central to HZ Explore and is based on the international framework Inner Development Goals. Two learning objectives are assessed in each activity.

4 RANGE OF ACTIVITIES AT HZ

The activities are organised by category. Each activity is linked to two HZ Explore learning objectives, which are ultimately assessed. The activities are worth either 1.25 or 2.5 credits in total and are offered alternately in semester 1 and/or semester 2. Each activity is assessed in an appropriate manner, and these assessments are also included in the tables.

Although the language of instruction is not always English (some activities are only in Dutch), all activities are listed below with an English explanation. Please be mindful of the box in the right upper corner to check the language of instruction.

Vitality & Wellbeing: Invest in yourself – body and mind

These activities help you find a healthy balance between your studies, sport and relaxation. You'll work on your physical fitness, learn to cope with stress and pressure to perform, and discover how to develop a sustainable, energetic lifestyle. Whether you want to exercise in a relaxed atmosphere, boost your resilience, or simply learn to look after yourself better – here you'll find practical tools and a supportive community.

Semester 2 (starting in block 3 and block 4)					
HZX0005		Title: Bootcamp			
Course information					
Number of credits: 1.25			Language of instruction: Dutch English		
Assessment criteria:					
Brief description of course content:					
By the end of the activity, you will be able to consciously work on your physical, mental and emotional vitality through targeted lifestyle choices. You will take part in six weeks of intensive bootcamp sessions, where you will push your limits and develop perseverance alongside fellow students. Through group discussions, you will meet others, share experiences and build mutual connections around themes such as energy, recovery and balance. You keep a personal log in which you reflect on your progress, obstacles and successes in relation to your lifestyle goals. Before starting, you analyse your own lifestyle and set specific development goals in the areas of optimism and resilience. During the programme, you learn to draw support from the group and discover how social connection contributes to sustainable behavioural change. In a concluding discussion, you evaluate your growth and translate your insights into lasting healthy routines in both your studies and daily life. SDGs: 3. Good health and well-being; 4. Quality education; 10. Reduced inequalities; 17. Partnerships for the goals -					
Learning outcomes of the course:					
1. Optimism (healthy lifestyle and mental resilience); The student develops healthy habits and routines for their physical, emotional and mental health, thereby demonstrating confidence in their ability to contribute successfully (self-efficacy) to meaningful change. - Has an understanding of their own physical, mental and emotional health and can identify which lifestyle factors influence this. - Consciously practises healthy habits (such as exercise, recovery and balance) and can explain why these contribute to personal wellbeing. - Can recognise positive changes in their own behaviour and reflect on these in relation to their personal goals. - Demonstrates how social interaction and support from others contribute to motivation and wellbeing. 2. Perseverance (persisting through physical and mental challenges); The student demonstrates determination and patience by consistently engaging in the learning process and effectively handling challenges, even when this does not immediately yield results. - Actively and consistently participates in the bootcamp activities, even when these are physically or mentally challenging. - Can describe how he/she deals with resistance, fatigue or setbacks during the programme. - Shows development in setting, adjusting and pursuing personal goals. - Reflects on their own perseverance and applies these experiences to future academic or lifestyle challenges.					
Assessment details					
Assessment code	Assessment format	Description	Weighting (%)	Minimum mark	Exam sessions (block codes)

EXAM (PT AND FT)	Portfolio	portfolio	100%	Pass	B3.08 B3.10 B4.08 B4.10
------------------	-----------	-----------	------	------	----------------------------

Semester 2 (starting in block 3 and block 4)					
HZX0007		Title: Resilience			
Course information					
Number of credits: 1.25			Language of instruction: English Dutch		
Assessment criteria:					
Brief description of course content: How can you contribute to resilience in your community? To answer this question, you'll spend seven weeks exploring your own resilience and developing an activity to help others discover theirs. This course focuses on mental, physical and social resilience. SDGs: 3. Good Health and Well-being; 5. Gender Equality; 10. Reduced Inequalities; 11. Sustainable Cities and Communities; 16. Peace, Justice and Strong Institutions; 17. Partnerships for the Goals;					
Course learning outcomes: The student demonstrates awareness of and acts with sincerity, honesty and integrity. → Personal integrity: developing personal awareness of one's own actions, their impact on others, and effectiveness in those actions with respect to setting and respecting personal boundaries and those of others. The student learns their own norms and values and, from this, builds or strengthens their own resilience. They then learn how to support and enhance resilience development in others. The student can define what resilience is. The student has the physical skills to assert boundaries and defend themselves. They have the mental skills to cope with setbacks. They also develop coaching and leadership skills to challenge others to improve their resilience skills. The student reflects on their own behaviour in (complex) situations and identifies actions that help regulate emotions or improve personal effectiveness. → Behaviour in potential (dangerous) conflict situations: de-escalation, preparation for such situations, managing the situations, and processing them afterwards (including emotional aspects). The student is able to recognise and acknowledge their own behaviour in relation to resilience. The student can identify and acknowledge their own behaviours and thoughts regarding emotion regulation and personal effectiveness. The student is able to apply these insights to develop a resilient mindset and behaviour.					
Assessment details					
Assessment code	Assessment format	Description	Weighting (%)	Minimum mark	Exam sessions (block codes)
EXAM (PT AND FT)	Portfolio	Portfolio	100%	Pass	B3.8 B3.10 B4.8 B4.10

Semester 2					
HZX0021		Title: Lifestyle and Health			
Course information					
Number of credits: 1.25			Language of instruction: Dutch		
Assessment criteria:					
Brief description of course content: "By the end of the activity, the student will be able to: • Assess their own health and evaluate and reflect on it with confidence and autonomy. The group acts as a supportive resource throughout the entire process. • To formulate one main objective to work towards over the half-year and to break this down into several sub-objectives. • Contribute actively and professionally to both the group’s development and individual progress. • To adopt an open and inquisitive attitude, creating space for reflection on emotions and behaviours, with the aim of regulating these and contributing positively to the group process. • To give a presentation at the end of the block on the process you have gone through and to bring it to a satisfactory conclusion. Do you want to work actively on your health and personal growth? During this activity, you’ll assess your lifestyle, set goals and develop yourself step by step, together with others. You’ll learn to reflect on behaviour and emotions and conclude the module with a pitch about your learning process. “You are not your behaviour, but you display behaviour – and you can change that.” SDGs: 3. Good health and well-being;					
Learning outcomes of the course: 1.3 Self-awareness: The student reflects on their own behaviour in (complex) situations and identifies actions that help to regulate emotions or improve personal effectiveness. 5.3 Optimism: The student develops healthy habits and routines for their own physical, emotional and mental health and, as a result, demonstrates confidence in their own ability to contribute successfully (self-efficacy) to meaningful change.					
Assessment details					
Assessment code	Assessment format	Description	Weighting (%)	Minimum mark	Exam sessions (block codes)
EXAM (PT AND FT)	Presentation (individual)	Presentation	100%	Pass	B4.7 B4.8

Semester 1 and Semester 2					
HZX0022		Title: Connecting through sport			
Course information					
Number of credits: 1.25			Language of instruction: Dutch		
Assessment criteria:					
Brief description of course content: By the end of the activity, you will be able to connect with others in an appreciative way and actively contribute to positive group dynamics. This activity focuses on meeting and connecting through sport, collaboration and reflection. You will take part in team-building activities, clinics and workshops in which you will learn to work together effectively, communicate openly and show respect for each other’s qualities. Through physical and mental challenges, you will experience how determination and patience are needed to achieve shared goals, even when results are not immediately visible. Moments of reflection help you gain insight into your own role, behaviour and development within a group. In this way, you consciously work towards learning objective 3.1 by connecting with others, and towards learning objective 5.4 by demonstrating consistent commitment and dealing effectively with challenges. SDGs: 3. Good health and well-being;					
Learning outcomes of the course: “After taking part in this activity, the student demonstrates an ability to connect with others and with the context in which they are working together in an appreciative manner (learning objective 3.1). The student actively participates in group activities, communicates openly and respectfully, and contributes to positive group dynamics. In reflections, the student can describe the role they have taken on within the team and how their interactions with others went. In addition, the student demonstrates determination and patience throughout the learning process (learning objective 5.4). The student consistently gives their all during physical and mental challenges, remains motivated in the face of setbacks, and applies strategies to cope with difficulties. In evaluations and reflections, the student can explain how they dealt with challenges and what personal development they underwent in the process, even when immediate results were not apparent."					
Assessment details					
Assessment code	Assessment format	Description	Weighting (%)	Minimum mark	Exam sessions (block codes)
EXAM (PT AND FT)	Assignment (group)	Group assignment	100%	Pass	B2.8 B2.10 B4.6 B4.8

Semester 1 and Semester 2					
HZX0023		Title: Coping with performance pressure			
Course information					
Number of credits: 1.25			Language of instruction: Dutch		
Assessment criteria:					
Brief description of course content: By the end of the activity, the student will be able to demonstrate, in a 5-minute pitch, how they cope with performance pressure and fear of failure, and what steps they have taken in their own personal development. During the sessions, students explore their personal triggers and patterns, select appropriate tools from approaches such as ACT and positive psychology, and practise new behaviours in academic and practical situations. In group sessions, students connect with their peers by sharing emotions, experiences and insights, thereby becoming aware of their own process and learning from the stories of others. In this way, students work on self-awareness by recognising behaviours, emotions and patterns and formulating targeted actions, as well as on optimism by developing healthy routines, taking on challenges and building confidence in their own abilities. Students present this development in a poster and pitch, focusing on their chosen goals, the steps they have taken and their personal growth.					
SDGs: 3. Good health and well-being; 4. Quality education;					
Learning outcomes of the course: 1.4 Self-awareness The student reflects on their own behaviour in (complex) situations and identifies actions that help regulate emotions or improve personal effectiveness. 2 Thinking – Cognitive qualities 5.3 Optimism The student develops healthy habits and routines for their own physical, emotional and mental health and, as a result, demonstrates confidence in their own ability to contribute successfully (self-efficacy) to meaningful change. The activity focuses on coping with performance pressure and fear of failure. Students work individually to explore tools from ACT and positive psychology that can support them in this. In addition, there are group sessions in which students share their emotions and experiences with one another. This helps them to become more aware of their own process and to learn from one another. They are also given the space to experiment with new behaviours. Self-awareness – putting it into practice The student can describe, in specific situations, what behaviour they exhibited and why. The student identifies the emotions involved and recognises patterns in their own reactions. The student consciously chooses and applies strategies (e.g. breathing exercises, taking a break, helpful thoughts) to regulate emotions. The student formulates actions that contribute to improving personal effectiveness and demonstrates that they put these into practice. The student can articulate the effect these actions had on their own functioning. Optimism – taking action The student can describe their own routines and habits that contribute to physical, emotional and mental health. The student actively applies these routines and demonstrates consistency in doing so. The student demonstrates confidence in their own abilities by taking on challenges and persevering in the face of setbacks. The student explains how their commitment contributes to positive change, either for themselves or in a given situation. Through their behaviour, the student demonstrates that they believe they can influence the achievement of meaningful goals"					
Assessment details					
Assessment code	Assessment format	Description	Weighting (%)	Minimum mark	Exam sessions (block codes)

EXAM (PT AND FT)	Presentation (individual)	Presentation	100%	Pass	B2.7; resits are by arrangement and will take place no later than B2.10. B4.5, resits are by appointment and will take place no later than in B4.8.
------------------	---------------------------	--------------	------	------	---

Semester 1 and Semester 2					
HZX0024		Title: Create your social environment			
Course information					
Number of credits: 1.25			Language of instruction: Dutch		
Assessment criteria:					
Brief description of course content: "By the end of this activity, the student will be able to actively build a social network for themselves and for others. Friendships often develop without us even realising it. You sit next to each other at school, play football for the same club or live on the same street. But friendship isn't always a given. You might change schools or move house. Friends might go off to study in another city. And suddenly, your circle of friends can look very different. In our society, people are increasingly less likely to live in the same place their whole lives. This requires us to become skilled at actively shaping social relationships. Esther Perel, a well-known expert in the field of friendship and relationships, says: 'We cannot choose our family. But we can choose our "village". And a village does not usually come about by itself. You have to build it.'"					
SDGs: 3. Good health and well-being					
Learning outcomes of the course: "Objective 3.1 Appreciation and connectedness: The student connects with others and/or the context in an appreciative manner. Learning outcome: Learning outcome: by the end of this activity, the student will have actively and appreciatively connected with fellow students within this activity and with peers outside it, using the knowledge, insights and teaching methods provided. Objective 5.3 Optimism: The student develops healthy habits and routines for their own physical, emotional and mental health and, as a result, demonstrates confidence in their own ability to contribute successfully (self-efficacy) to meaningful change. Learning outcome: By the end of this activity, the student will be able to make informed choices regarding personal social leadership.					
Assessment details					
Assessment code	Assessment format	Description	Weighting (%)	Minimum mark	Exam sessions (block codes)
EXAM (PT AND FT)	Assignment (group)	Group assignment	100%	Pass	B2.1 B2.4 B2.5 B4.1 B4.4 B4.5

Semester 1 and Semester 2					
HZX0038		Title: Cycling through Zeeland			
Course information					
Number of credits: 1.25			Language of instruction: Dutch English		
Assessment criteria:					
Brief description of course content:					
At the end of the activity, you will be able to make daily choices regarding mobility. The Cycling Through Zeeland programme is an experiential programme in which cycling is used as a means, not as an end. The programme is designed for a mixed group of students: those who can already cycle and those with little or no cycling experience. Cycling performance or technical skills are not learning objectives. Students learn by doing, experiencing and reflecting. Sustainability is addressed through daily choices relating to mobility, self-care and care for the living environment. SDGs: 3. Good Health and Well-being;					
Learning outcomes of the course:					
3.1 Appreciation and connection: The student connects with others and/or their context in a respectful and appreciative manner.					
5.3 Optimism: The student develops healthy habits and routines for their physical, emotional and mental health, thereby demonstrating confidence in their ability to contribute successfully (self-efficacy) to meaningful change.					
Upon completion of the programme, the student is able to describe experiences in which connection with others and/or the Zeeland context is evident. The student can also reflect on the effects of cycling and physical activity on their own physical, emotional and mental well-being. In addition, the student can demonstrate insight into their own routines, motivation and self-confidence in relation to mobility and physical activity.					
Assessment details					
Assessment code	Assessment format	Description	Weighting (%)	Minimum mark	Exam sessions (block codes)
EXAM (PT AND FT)	Group presentation	Presentation	100%	Pass	B2.8 B2.10 B4.7 B4.9

Semester 1 and Semester 2					
HZX0039		Title: Athletic development			
Course information					
Number of credits: 1.25			Language of instruction: Dutch English		
Assessment criteria:					
Brief description of course content:					
By the end of the activity, you will be able to actively participate in sport as a means of personal development, with meeting others and building connections at the heart of the experience. During independent sports sessions, you will take part weekly in a variety of HZ Sport activities, such as volleyball, yoga, futsal or circuit training, at least five of which will be new or less familiar to you. By taking part in these new sports, you develop an open and curious attitude and learn to consciously step out of your comfort zone. The repetition and commitment required demand perseverance and help you realise that growth takes time and patience. As many activities take place in groups, you meet fellow students and practise collaborating, communicating and supporting one another. During friendly matches, you reflect on your role within a team and on how you connect with others. In evaluation sessions, you consider your experiences, how you handle challenges, and your personal learning goals—such as self-confidence, social engagement and teamwork—which were chosen in the initial survey round. SDGs: 3. Good Health and Well-being;					
Learning outcomes of the course:					
5.1 The student demonstrates determination and patience by consistently taking part in sports activities during the sessions. The student continues to participate even when a sport feels difficult, uncomfortable or challenging, and reflects on how they cope with setbacks, learning experiences and the absence of immediate results. 5.3 The student develops healthy sporting habits and routines through weekly participation in sports activities and reflects on the effects of these on their own physical, mental and emotional health. The student demonstrates confidence in their own abilities by consciously making choices that contribute to well-being, personal growth and building connections with others in a sporting and social context.					
Assessment details					
Assessment code	Assessment format	Description	Weighting (%)	Minimum mark	Exam sessions (block codes)
EXAM (PT AND FT)	Presentation (group)	Presentation (group)	100%	Pass	B2.8 B2.10 B4.6 B4.8

Sustainability & Environment Make a difference for our planet

Become part of the sustainability movement! These activities combine your passion for the environment with practical action. You can make your voice heard in the Scheldt Youth Parliament (Schelde Jongerenparlement), gain hands-on experience in nature conservation, or discover how waste can be turned into valuable products. Perfect for students who do not only want to learn about sustainability, but also want to get actively involved.

Semester 1 and Semester 2					
HZX0027		Title: The Power of Nature			
Course information					
Number of credits: 2.5			Language of instruction: Dutch English		
Assessment criteria:					
Brief description of course content:					
Experience the power of nature for yourself! Buitenkans invites young people aged between 16 and 30 to experience for themselves what nature can do for them. Spending time outdoors brings a sense of calm, strengthens a sense of connection, and enhances mental resilience. In this nature programme, you will discover how nature contributes to your well-being and build a network. Armed with renewed energy, knowledge and skills, you will then contribute to nature in your own local area. Buitenkans is based on nature intelligence (NQ), nature connectedness, Nature-based Solutions (NbS), rewilding, and your personal goals as a young person. Together with your peers, you will take part in a three-day nature experience at a unique location in the heart of nature. Afterwards, you will have the opportunity to turn your green vision into action within an organisation or company. Throughout the programme, a coach will support you in setting goals, linking them to social initiatives, and reflecting on your progress. SDGs: 11. Sustainable Cities and Communities; 15. Life on Land; 13. Climate Action; 3. Good Health and Well-being; 17. Partnerships for the Goals;					
Learning outcomes of the course:					
1.1 Inner Compass: The student contributes to societal impact by setting personal goals and takes responsibility for their choices and actions in achieving them. 5.3 Optimism: The student develops healthy habits and routines for their physical, emotional and mental health, thereby demonstrating confidence in their ability to contribute successfully (self-efficacy) to meaningful change. By the end of Buitenkans (Nature Days), you, as a student, will be able to contribute to your own well-being and to the natural environment around you by connecting with nature.					
Assessment details					
Assessment code	Assessment format	Description	Weighting (%)	Minimum mark	Exam sessions (block codes)
EXAM (PT AND FT)	Portfolio	Portfolio	100%	Pass	B2.5 B2.7 B4.7 B4.9

Semester 1 and Semester 2					
HZX0028		Title: Going green			
Course information					
Number of credits: 1.25			Language of instruction: Dutch English		
Assessment criteria:					
Brief description of course content:					
At the end of the activity, you will be able to approach sustainability as a practical and multifaceted concept that is linked to everyday choices, systems and routines. In this programme, students are introduced to the different aspects of sustainability and the SDGs through a variety of activities (ranging from workshops to hands-on experiences). SDGs: 13. Climate Action;					
Learning outcomes of the course:					
1.3 Openness and curiosity: The student asks questions and is open to new experiences and feedback from others, even when these bring uncertainty or discomfort. 3.2 Humility: The student adapts to the needs of the situation or context and is open to new ideas and approaches. Upon completion of this programme, the student is able to explain what sustainability can mean in different contexts. The student can also observe and analyse how sustainable and non-sustainable choices are reflected in their own living environment. In addition, the student is able to reflect on different perspectives on sustainability and compare them side by side.					
Assessment details					
Assessment code	Assessment type	Description	Weighting (%)	Minimum mark	Exam sessions (block codes)
EXAM (PT AND FT)	Group presentation	Presentation	100%	Pass	B2.8 B2.10 B4.7 B4.9

Semester 1 and Semester 2					
HZX0029		Title: Clean-ups & Monitoring			
Course information					
Number of credits: 1.25			Language of instruction: Dutch English		
Assessment criteria:					
Brief description of course content: At the end of the activity, you will be able to carry out a clean-up campaign yourself and monitor the waste you collect. In the Clean-Ups & Monitoring programme, students work towards a cleaner and more liveable environment. Students learn how to organise their own clean-up campaign, how to monitor the waste they collect and why this is important, and gain more insight into the impact of waste and the positive actions they can take. SDGs: 14. Life Below Water; 15. Life on Land;					
Learning outcomes of the course: 1.1 Inner Compass: The student contributes to societal impact by setting personal goals and takes responsibility for their choices and actions in implementing them. 4.1 Inclusive mindset and skills: The student embraces diversity and demonstrates this by communicating effectively and collaborating respectfully with people from different backgrounds or perspectives. Upon completion of the programme, the student is able to carry out independent clean-up activities and to record and monitor waste. In addition, the student can reflect on their own choices and actions and collaborate with others during joint activities in a respectful and task-oriented manner, regardless of differences in motivation or background.					
Assessment details					
Assessment code	Assessment format	Description	Weighting (%)	Minimum mark	Exam sessions (block codes)
EXAM (PT AND FT)	Group presentation	Presentation	100%	Pass	B2.8 B2.10 B4.7 B4.9

Semester 1 and Semester 2					
HZX0030		Title: Voice of the Scheldt(s)? Discover the Scheldt			
Course information					
Number of credits: 2.5			Language of instruction: Dutch English		
Assessment criteria:					
Brief description of course content: At the end of the De Stem van de Schelde programme, you, as a student, will be able to consider matters from the perspective of the Scheldt's well-being and weigh up decisions in a way that keeps the river healthy. The Scheldt is vital for agriculture, tourism, fisheries, industry and shipping. As a Natura 2000 site, the Scheldt provides a crucial habitat for birds, fish and other wildlife. Water quality is under pressure due to the discharge of toxic substances, and with rising sea levels, we need to give the river more space. The interests surrounding the Scheldt are immense. Only by keeping it healthy can we preserve its value. In this programme, you explore the values of the Scheldt. Together with other young people, you connect with nature, particularly the Scheldt. By taking part in the Oosterschelde Game or the Scheldt Youth Parliament, you learn to act as a steward of the Scheldt. You learn to balance different interests when addressing issues relating to the Eastern and Western Scheldt. SDGs: 6. Clean Water and Sanitation; 13. Climate Action; 14. Life Below Water; 16. Peace, Justice and Strong Public Services; 11. Sustainable Cities and Communities;					
Learning outcomes of the course: 2.2 Complexity awareness and meaning-making: The student identifies connections and patterns in a problem or situation, explains these clearly, and works effectively with complex or systematic conditions or relationships. 5.1 Courage: The student respectfully demonstrates the values they uphold, makes decisions in line with these values, and acts decisively when necessary without infringing on others' rights. In the Stem van de Schelde programme, you learn about the numerous values associated with our Scheldt rivers and get to know its many stakeholders. By considering the Scheldt's interests, you learn how to make sound decisions within the complex web of interests surrounding the Scheldt.					
Assessment details					
Assessment code	Assessment format	Description	Weighting (%)	Minimum mark	Exam sessions (block codes)
EXAM (PT AND FT)	Practical Exercise	Practical exercise	100%	Pass	Subject to agreement No later than B4.10

Semester 1 and Semester 2					
HZX0031		Title: From idea to impact			
Course information					
Number of credits: 1.25			Language of instruction: Dutch English		
Assessment criteria:					
Brief description of course content:					
By the end of the activity, you will be able to consciously shape your own development and contribute to a climate adaptation challenge in Zeeland. Within HZ Explore, you work on a theme of your own choosing from the Delta Climate Centre through workshops, challenges, boot camps or your own initiatives. You set personal learning goals in advance relating to social impact and reflect throughout the process on your choices, collaboration and growth. By meeting and collaborating with students from different programmes, cultures and levels (such as Scalda and UCR), you connect your perspective with that of others. You will develop at least one original and creative solution with demonstrable relevance for practice, citizens, young people or education. This can be done individually or collaboratively. During coaching sessions and joint meetings, you give and receive feedback on learning goals, approach and progress, and demonstrate your personal development. The activity concludes with a plenary session in which you present your idea and its social value via a poster or pitch. In this way, you strengthen both your inner compass and your ability to bring about change in a creative way. SDGs: 6. Clean Water and Sanitation; 7. Affordable and Clean Energy; 11. Sustainable Cities and Communities; 12. Responsible Consumption and Production; 13. Climate Action; 14. Life Below Water; 15. Life on Land; 17. Partnerships to Achieve the Goals;					
Learning outcomes of the course:					
1.1 Inner compass: The student contributes to societal impact by formulating personal goals and takes responsibility for their choices and actions in their implementation. 5.2 Creativity: The student outlines and develops original and innovative ideas and solutions to challenges and problems, even when these are unconventional. The student formulates personal learning goals aimed at social impact, takes responsibility for their own learning process, and develops a creative, well-founded solution to a climate adaptation challenge, which they are able to explain and present.					
Assessment details					
Assessment code	Assessment format	Description	Weighting (%)	Minimum mark	Exam sessions (block codes)
EXAM (PT AND FT)	Presentation (group)	Poster presentation	100%	Pass	B2.7 B2.10 B4.7 B4.9

Semester 1 and Semester 2					
HZX0032		Title: Sustainable Fashion			
Course information					
Number of credits: 1.25			Language of instruction: Dutch English		
Assessment criteria:					
Brief description of course content:					
By end of the activity, you will be able to make conscious and responsible choices within the context of sustainable fashion, taking into account social, ecological and ethical impacts. In this programme, you explore the world behind clothing: from raw materials to retail, and from fast fashion to fair fashion. Through interactions with professionals, creative workshops and practice-oriented activities, you develop an awareness of your own values and consumption behaviour. You learn how your choices contribute to social impact and how you can take responsibility for this. By collaborating with fellow students and professionals from the fashion industry, you link theory to practice and learn to engage with fashion in a sustainable way. In doing so, you practise expressing and justifying your values and choices respectfully, in line with your role as a future professional. SDGs: 1. No Poverty; 8. Decent Work and Economic Growth; 10. Reduced Inequalities; 12. Responsible Consumption and Production; 9. Industry, Innovation and Infrastructure;					
Learning outcomes of the course:					
1.1 Inner compass: The student contributes to societal impact by formulating personal goals and takes responsibility for their choices and actions in implementing them. 5.2 Creativity: The student outlines and develops original and innovative ideas and solutions to challenges and , even when these are unconventional. After completing the activity, the student is able to identify the ecological and social impact of the clothing industry and set personal goals based on this. The student acts in accordance with their own values, takes responsibility for their choices, and makes decisions that contribute to socially responsible and sustainable behaviour.					
Assessment details					
Assessment code	Assessment type	Description	Weighting (%)	Minimum mark	Exam sessions (block codes)
EXAM (PT AND FT)	Group presentation	Presentation	100%	Pass	B2.7 B2.10 B4.7 B4.9

Intercultural sensitivity Discover the world and yourself

Broaden your horizons and develop your intercultural skills by connecting with fellow students from different cultures. Whether you want to discover the culture of Zeeland as an international student, learn about other countries through film and literature, or simply improve your English – these activities will help you become a true global citizen with respect for diversity.

Semesters 1 and 2					
HZX0002		Title: Meet Zeeland, meet each other			
Course information					
Number of credits: 2.5			Language of instruction: English		
Assessment criteria:					
Brief description of course content:					
By the end of the activity, students will be able to connect meaningfully with others by exploring Zeeland together with Dutch and international students. HZ is home to people from all over the world, and this activity gives students the chance to truly get to know one another, discover new perspectives, and experience Zeeland in ways they would never be able to on their own. In mixed-nationality groups, students take part in at least 10 activities that encourage them to see things from others’ perspectives, as they learn how others view local traditions, daily life and cultural differences. Working closely with peers from diverse backgrounds fosters an inclusive mindset, helping students to communicate openly, collaborate respectfully and appreciate the richness of different cultures. Dutch students introduce hidden gems and local customs, whilst international students offer fresh insights that help everyone see Zeeland through new eyes. Together, students build friendships, expand their global network and develop a deeper sense of belonging. Whether you are Dutch, international, or here on an exchange programme, this project is open to you. Join in, explore, connect, and make Zeeland feel a little more like home.					
SDGs					
4. Quality education; 10. Reduced inequalities; 11. Sustainable cities and communities					
Learning outcomes of the course:					
3.1 Appreciation and connection: the student connects with others and/or their context in a respectful and appreciative manner.					
4.1 Inclusive mindset and skills: The student embraces diversity and demonstrates this by communicating effectively and collaborating respectfully with people from different backgrounds and perspectives.					
"Through this activity, students grow by meeting one another, sharing experiences, and discovering Zeeland together. In these mixed-nationality groups, students learn to see the world through someone else’s eyes. By hearing different viewpoints and comparing cultural perspectives, they develop strong perspective-taking skills and become more open to insights they might not have considered before. At the same time, students strengthen an inclusive mindset by working closely with peers from a wide range of backgrounds. They learn how to communicate clearly across cultures, collaborate respectfully, and create a space where everyone feels welcome. Dutch students share local traditions and hidden gems, whilst international students bring fresh ideas that help the whole group experience Zeeland in a new way."					
Test details					
Test code	Assessment format	Description	Weighting (%)	Minimum mark	Exam sessions (block codes)
EXAM (PT AND FT)	Presentation (Group)	Presentation	100%	Pass	B2.8 B2.10 B4.8 B4.10

Semester 1 and Semester 2					
HZX0014		Title: Film course: discover the world of film			
Course information					
Number of credits: 1.25			Language: English		
Assessment criteria:					
Brief description of course content: An international art-house film course, discussing films that are either dubbed or subtitled in Dutch and/or English. Films have the power to educate and raise awareness of important social, political and environmental issues. Furthermore, films can spark conversations, challenge perspectives and inspire change by shedding light on topics that may be overlooked or misunderstood. SDGs: 16. Peace, justice and strong public services; 17. Partnerships for the goals; 11. Sustainable cities and communities;					
Learning outcomes of the course:					
2.3 Perspective-taking skills: The student identifies differences between viewpoints and is open to insights from another perspective.					
3.1 Appreciation and connection: The student connects with others and/or their context in a respectful and appreciative manner.					
By the end of the course, students will be able to: 1. Recognise and identify different points of view based on specific scenes from the films. 2. Explain how a different perspective presented in the film has broadened or challenged their own thinking. 3. Listen actively and respond to contributions from fellow students in dialogue. 4. Discuss differences in interpretation in a respectful and appreciative manner. 5. Relate the themes from the films to the social or personal context."					
Assessment details					
Assessment code	Assessment type	Description	Weighting (%)	Minimum mark	Exam sessions (block codes)
EXAM (PT AND FT)	Presentation (group)	Group presentation	100%	Pass	B2.6 B2.7 B2.10 B4.3 4.5

Semester 1 and Semester 2					
HZX0040		Title: Book Club: World Literature			
Course information					
Number of credits: 2.5			Language of instruction: English		
Assessment criteria:					
Brief description of course content: By the end of the course, students will be able to engage critically with world literature and communicate their insights clearly. In a book club format, students explore classical and contemporary works that have spread beyond their places of origin into the wider world. We read a number of books and discuss them in English to share our reading experiences of different human stories and cultural perspectives. Through discussion of themes linked to the Sustainable Development Goals, students reflect on global challenges from multiple viewpoints whilst developing empathy and intercultural awareness. Meeting peers from different study programmes fosters respectful dialogue, open-mindedness and effective collaboration across diverse backgrounds and perspectives. Through reflection and conversation, students strengthen their critical thinking, inclusive mindset and ability to articulate their own views whilst remaining receptive to those of others. SDGs: 4. Quality education Costs: If you wish to purchase a new physical copy of each book, the estimated maximum cost is 45 euros. However, you can always explore alternatives (with the lecturer) to significantly reduce the costs, such as: - Borrowing from friends or relatives; - Borrowing from the HZ library or Zeeuwse Bibliotheek (order well in advance); - Buying an e-book; - Buying second-hand.					
Learning outcomes of the course: By the end of the course, students will be able to: Demonstrate an inclusive mindset by engaging respectfully with diverse perspectives presented in literary texts and in peer discussions. Link literary themes to contemporary global issues and reflect on their relevance to society. (Learning objectives 2.3 and 4.1:) 2.3 Perspective-taking skills – The student identifies differences between viewpoints and is open to insights from another perspective. 4.1 Inclusive mindset and skills – The student embraces diversity and demonstrates this by communicating effectively and collaborating respectfully with people from different backgrounds or perspectives.					
Assessment details					
Assessment code	Assessment format	Description	Weighting (%)	Minimum mark	Exam sessions (block codes)
EXAM (PT AND FT)	Assignment	Reflection based on dialogue	100%	Satisfactor y	B2.8 B2.10 B4.8 B4.10

Semester 2					
HZX0042		Title: Book club: perspectives through fiction			
Course information					
Number of credits: 2.5			Language of instruction: English		
Assessment criteria:					
Brief description of course content:					
By the end of the activity, students will be able to engage critically with English-language fiction and communicate their insights clearly. In a book club format, students explore works from different genres, using literature as a gateway to diverse cultures, perspectives and human experience. Through discussion of themes linked to the Sustainable Development Goals, students reflect on global challenges from multiple viewpoints whilst developing empathy and intercultural awareness. Meeting peers from different degree programmes fosters respectful dialogue, open-mindedness and effective collaboration across diverse backgrounds and perspectives. Through reflection and conversation, students strengthen their critical thinking, inclusive mindset and ability to articulate their own views whilst remaining receptive to those of others.					
SDGs					
4. Quality education; 16. Peace, justice and strong institutions					
Costs: If you wish to purchase a new physical copy of each book, the estimated maximum cost is 45 euros. However, you can always explore alternatives (with the lecturer) to significantly reduce the costs, such as: - Borrowing from friends or relatives; - Borrowing from the HZ library or Zeeuwse Bibliotheek (order well in advance); - Buying an e-book; - Buying second-hand.					
Learning outcomes of the course:					
2.3 Perspective-taking skills – The student identifies differences between viewpoints and is open to insights from another perspective.					
4.1 Inclusive mindset and skills – The student embraces diversity and demonstrates this by communicating effectively and collaborating respectfully with people from different backgrounds or perspectives.					
By the end of the course, students will be able to:					
Demonstrate an inclusive mindset by engaging respectfully with diverse perspectives presented in literary texts and in peer discussions.					
Link literary themes to contemporary global issues and reflect on their relevance to society.					
Assessment details					
Assessment code	Assessment format	Description	Weighting (%)	Minimum mark	Exam sessions (block codes)
EXAM (PT AND FT)	Task	Group discussion	100%	Pass	B2.7 B2.10 B4.7 B4.10

Semester 1 (runs throughout the academic year)					
HZX0043		Title: Learn Dutch			
Course information					
Number of credits: 2.5			Language of instruction: English		
Assessment criteria:					
Brief description of course content:					
In this communicative course, you will learn Dutch as an absolute beginner, beginner or upper-beginner. By the end of the course, you will be able to use and understand Dutch in everyday situations. Level A1 and Level A2. SDGs: 4. Quality Education; 10. Reduced Inequalities;					
Learning outcomes of the course:					
1.3 Openness and curiosity: The student asks questions and is open to new experiences and feedback from others, even when these cause uncertainty or discomfort.					
5.4 Perseverance: The student demonstrates determination and patience by consistently engaging in the learning process and effectively handling challenges, even when this does not immediately yield results.					
Learning Outcome 1: Able to use (basic) Dutch in spoken language Learning Outcome 2: Able to understand (basic) Dutch Learning Outcome 3: Able to read (basic) Dutch					
Assessment details					
Assessment code	Assessment format	Description	Weighting (%)	Minimum mark	Exam sessions (block codes)
EXAM (PT AND FT)	Portfolio	Portfolio	100%	Pass	B4.8 B4.10

Creativity & Innovation Let your imagination run wild

Here you can discover and develop your creative side, whatever your field of study. From prototyping and design thinking to artistic workshops and experimental cooking – these activities encourage you to think outside the box. You'll learn new skills, work with your hands and perhaps even discover a new passion that you can take with you into your future career.

Semesters 1 and 2					
HZX0001		Title: The art of seeing opportunities			
Course information					
Number of credits: 1.25			Language of instruction: Dutch English		
Assessment criteria:					
Brief description of course content: By the end of the activity, you will be able to see the world from a new perspective and discover hidden opportunities that others overlook. By mindfully observing (not just looking, but truly seeing), you train your mind to notice details that others miss – an essential skill for innovation and entrepreneurship. You'll learn to translate these observations into concrete ideas and design creative solutions to real-world challenges that reflect who you are. Whether identifying gaps in daily routines or discovering the latest trends and developments, this activity gives you the tools to turn everyday insights into opportunities. How it works: You'll collect observations from daily life and collaborate online using a digital tool (such as Miro) to share insights, brainstorm and refine ideas together. Note: The language of instruction for meetings and explanations is English, but Dutch students are welcome to work and present in Dutch. SDGs 3. Good Health and Well-being; 8. Decent Work and Economic Growth; 9. Industry, Innovation and Infrastructure; 11. Sustainable Cities and Communities; 12. Responsible Consumption and Production;					
Learning outcomes of the course: 1.1 Inner Compass: The student contributes to societal impact by formulating personal goals and takes responsibility for their own choices and actions in implementing them. 2.1 Critical thinking: The student evaluates viewpoints, facts or plans by asking questions and comparing sources. You will develop the ability to ask questions, investigate trends and reflect on your findings in order to make sense of them. You will gain insight into potential challenges and problems and develop a sense of future opportunities to create value for yourself, others and society.					
Assessment details					
Assessment code	Assessment format	Description	Weighting (%)	Minimum mark	Exam sessions (block codes)
EXAM (PT AND FT)	Presentation (individual)	Presentation	100%	Pass	B2.7 B2.9 B2.10 B4.7 B4.9 B4.10

Semester 1					
HZX0004		Title: Content creator			
Course information					
Number of credits: 1.25			Language of instruction: Dutch		
Assessment criteria:					
Brief description of course content:					
"Do you want to help an organisation, charity, association or foundation create really engaging content? During HZ Explore Contentkanon, you'll work on creating content for a client of your own choosing. Where communication budgets are sometimes too limited to produce content that resonates with the target audience on a regular basis, you'll be the one making an impact. It's not just theory, but a truly hands-on experience. This requires you to be given – and to take – responsibility, so that you can devise, create, publish and monitor original and innovative content for your client. You arrange this client yourself: you manage the relationship and ensure that it results in a fruitful collaboration from which you learn and which enables your client to send appropriate messages to their target audience. Ultimately, it's not about the quantity of content, but about your development, your growth and making a social impact." SDGs 17. Partnerships for the Goals; 8. Decent Work and Economic Growth; 10. Reduced Inequalities;					
Learning outcomes of the course:					
Learning objectives 1.1 and 5.2					
1 Being – Relationship with the self; Inner compass The student contributes to social impact by setting personal goals and, in pursuing these, takes responsibility for their own choices and actions.					
5 Action – Bringing about change					
Creativity The student devises and develops original and innovative ideas and solutions to challenges and problems, even when these are unconventional."					
Assessment details					
Assessment code	Assessment format	Description	Weighting (%)	Minimum mark	Exam sessions (block codes)
EXAM (PT AND FT)	Oral exam	Oral exam	100%	Pass	B2.8 B2.9 B2.10

Semesters 1 and 2					
HZX0010		Title: Artlab: create your own art / Artlab: make your own art			
Course information					
Number of credits: 1.25			Language of instruction: Dutch English		
Assessment criteria:					
Brief description of course content: Students take part in art workshops such as drawing, painting and graffiti, during which they are given an explanation of the technique and the associated assignment. They then create their own artwork, after which they reflect on it together, engage in discussion and monitor their learning objectives. In addition, by taking a guided tour and completing the associated assignment, they discover and view art at HZ Learning objectives 1.3 Being – Relationship with the self Openness and eagerness to learn The student asks questions and is open to new experiences and feedback from others, even if these cause uncertainty or discomfort. 5.4 Action – Bringing about change Perseverance The student demonstrates determination and patience by consistently applying themselves throughout the learning process and dealing effectively with challenges, even when this does not yield immediate results By the end of the activities, you will be able to apply self-reflection to your own creations and attitude. You will understand that skills and knowledge can grow through commitment, dedication and perseverance. And, through a thirst for learning, you will know how to deal with uncertainty and discomfort by seeking new experiences and feedback. SDGs: 3. Good health and well-being; 4. Quality education;					
Learning outcomes of the course: "Learning outcomes linked to the activities: By the end of the activity, the student will have acquired the following skills The student can handle feedback from others, even when it is uncomfortable The student has developed the perseverance to deal with challenges that do not yield immediate results By the end of the activity, the student will have acquired the following knowledge The student has knowledge of techniques in the field of art-making and knows how to apply them The student understands that knowledge and perseverance lead to results The student has knowledge of art and the story behind it By the end of the activity, the student demonstrates the following attitude The student has an open attitude and is willing to learn The student takes on challenges and persists, even when it is difficult"					
Translated with DeepL.com (free version)					
Exam details					
Test code	Exam format	Description	Weighting (%)	Minimum mark	Exam sessions (block codes)
EXAM (PT AND FT)	Presentation (group)	Group presentation	100%	Pass	B2.8 B2.10 B4.5 B4.7

Semester 1 and Semester 2					
HZX0025		Title: Molecular cooking			
Course information					
Number of credits: 1.25			Language of instruction: Dutch English		
Assessment criteria:					
Brief description of course content:					
By the end of the activity, you will be able to collaborate creatively and systematically, explore new ideas, and connect with others through molecular cooking. Students delve into the world of creative cooking with a scientific approach and experiment with techniques such as foaming, gelling and spherification. Following a joint kick-off session, during which the assignment is explained and students get to know one another, they plan approximately four group sessions, for example at each other’s homes. During these sessions, each student prepares a dish, ensuring that everyone develops at least four different molecular dishes, preferably with a focus on using local and sustainable ingredients. Halfway through, there is a feedback session in which experiences and lessons learnt are shared. The activity concludes with a group dinner where students present their favourite dish. Assessment consists of a presentation on the chosen dish, the process, and the collaboration. This activity promotes personal development and global citizenship as students learn to plan, communicate, adapt to different contexts, and collaborate respectfully with people from diverse perspectives and backgrounds. SDGs: 12. Responsible Consumption and Production; 17. Partnerships for the Goals; Costs: An estimated maximum of 25 euros is required to purchase specific ingredients with which you can experiment. However, these ingredients are used not only for the experiment but also to prepare your own dinner.					
Learning outcomes of the course:					
3.2 The student adapts to the needs of the situation or context and is open to new ideas and approaches.					
4.1 The student embraces diversity and demonstrates this by communicating effectively and collaborating respectfully with people from different backgrounds or perspectives.					
Assessment details					
Assessment code	Assessment format	Description	Weighting (%)	Minimum mark	Exam sessions (block codes)
EXAM (PT AND FT)	Presentation (group)	Group presentation	100%	Pass	B2.7 B2.9 B4.7 B4.9

Semester 1 and Semester 2					
HZX0041		Title: Storytelling with board games			
Course information					
Number of credits: 1.25			Language of instruction: English		
Assessment criteria:					
Brief description of course content:					
By the end of the activity, the student will be able to analyse complex situations by identifying patterns, relationships and consequences within a collaborative tabletop role-playing campaign. The student will apply creative thinking to develop original characters and generate solutions to open-ended challenges, and evaluate group decisions by reflecting on their effectiveness and impact. Through creating shared narratives or visual artefacts, the student will synthesise experiences into clear and meaningful explanations. The activity supports personal development by enabling students to meet and connect with peers from different study programmes, strengthening communication, empathy and collaboration skills, whilst contributing to the goals of complexity awareness, forging meaning and creativity.					
SDGs					
4. Quality education; 5. Gender equality; 10. Reduced inequalities; 16. Peace, justice and strong institutions; 17. Partnerships for the goals					
Learning outcomes of the course:					
2.2 Awareness of complexity and meaning-making: The student identifies connections and patterns in a problem or situation, explains these clearly, and works effectively with complex or systematic conditions or relationships. 5.2 Creativity: The student outlines and develops original and innovative ideas and solutions to challenges and problems, even when these are unconventional. The learning outcomes of this activity focus on developing students’ ability to work with complexity and to think creatively in collaborative settings. By participating in a shared tabletop role-playing campaign, students learn to recognise and analyse patterns, relationships and consequences within complex situations, and to explain these in a clear and meaningful way. They develop creativity by generating original ideas, characters and solutions to open-ended challenges, often in response to uncertainty or limited information. Through collaboration with peers from different degree programmes, students strengthen their communication and interpersonal skills, learn to consider multiple perspectives, and reflect on how collective decisions shape outcomes. Together, these outcomes support students’ capacity to make sense of complex systems and to apply creative thinking in unfamiliar contexts.					
Assessment details					
Assessment code	Assessment format	Description	Weighting (%)	Minimum mark	Exam sessions (block codes)
EXAM (PT AND FT)	G-presentation	Presentation	100%	Pass	B2.8 B2.10 B4.8 B4.10

Culture & Heritage Discover the richness of art and history

Immerse yourself in the cultural world around you. These activities bring you into contact with architecture, theatre, music and other art forms. Not only will you develop cultural knowledge, but also a deeper understanding of the world around you. Ideal for students who wish to broaden their cultural horizons and discover new forms of expression.

Semesters 2					
HZX0011		Title: Discover the world of theatre			
Course information					
Number of credits: 1.25			Language of instruction: Dutch		
Assessment criteria:					
Brief description of course content: By the end of the activity, you will be able to engage in cultural experiences with an open mind and a desire to learn, discuss these with others, and recognise, explore and articulate different perspectives. During this activity, you will attend several theatre performances addressing social themes and take part in an in-depth programme featuring pre- and post-performance discussions, peer review sessions and a special activity, such as a behind-the-scenes tour or a meeting with a theatre maker. The activity centres on meeting and connecting: you'll share experiences, actively listen to other viewpoints and practise perspective-taking by putting yourself in others' shoes and interpreting cultural expressions. Through reflection and dialogue, you become more aware of your own assumptions and develop personally, learning to engage with a diversity of opinions, backgrounds and stories. This contributes to your development as a global citizen. SDGs: 4. Quality Education; 16. Peace, Justice and Strong Public Services;					
Learning outcomes of the course: "Learning objective 1: Openness and a thirst for knowledge: The student asks questions and is open to new experiences and feedback from others, even if these bring uncertainty or discomfort. Learning outcomes: • The student actively participates in cultural activities and is open to new and sometimes uncomfortable experiences. • The student asks questions during pre- and post-discussions and reflects on their own feelings, assumptions and reactions. • The student feels confident sharing personal insights and doubts during group discussions and peer supervision sessions. Learning objective 2: Perspective-taking skills: The student identifies differences between viewpoints and is open to insights from a different perspective. Learning outcomes: • The student identifies different perspectives and viewpoints that emerge in theatre performances and group discussions. • The student demonstrates an understanding of other viewpoints, even when these differ from their own. • The student is able to reflect on social issues from multiple angles and relate these to personal and social contexts."					
Assessment details					
Assessment code	Assessment format	Description	Weighting (%)	Minimum mark	Exam sessions (block codes)
EXAM (PT AND FT)	Presentation (group)	Presentation	100%	Pass	B2.8 B2.10 B4.4 B4.6

Semester 2					
HZX0012		Title: Zeeland culture			
Course information					
Number of credits: 1.25			Language of instruction: English		
Assessment criteria:					
Brief description of course content:					
By the end of the course, students will be able to engage with an open mind and curiosity in learning about Zeeland’s culture and history, and to reflect on this in relation to others.					
As part of the Zeeland Culture programme, students are introduced to Zeeland and Dutch culture, history and the local environment through a variety of activities. These activities take place both on the HZ campus and off-site, including at museums, various locations in Zeeland and natural areas.					
Through encounters, workshops and shared experiences, students become more familiar with the local environment and deepen their understanding by comparing each other’s cultures and backgrounds. Each component is supported by a comprehensive programme featuring conversations, reflection and discussion sessions. This creates space for personal development, an appreciation of cultural diversity and the strengthening of connections between students.					
SDGs:					
4. Quality Education, 11. Sustainable Cities and Communities, 17. Partnerships for the Goals					
Learning outcomes of the course:					
Learning Objective 1: Openness and Curiosity: The student asks questions and is open to new experiences and feedback from others, even when these bring uncertainty or discomfort.					
Learning Outcomes:					
• The student is open to new cultural experiences both within and outside HZ. • The student demonstrates curiosity about Zeeland and Dutch culture and history by actively participating in activities and conversations. • The student reflects on their own assumptions and cultural frames of reference in relation to new experiences.					
Learning Objective 2: Appreciation and Connection: The student connects with others and/or their context in a respectful and appreciative manner.					
Learning Outcomes:					
• The student shows appreciation for cultural differences and similarities between themselves and their fellow students. • The student engages in conversations about cultural backgrounds and experiences and listens actively to others. • The student experiences and expresses a sense of connection with fellow students and the local environment through shared activities and moments of reflection.					
Assessment details					
Assessment code	Assessment format	Description	Weighting (%)	Minimum mark	Exam sessions (block codes)
EXAM (PT AND FT)	Presentation (group)	Presentation	100%	Pass	B4.4 B4.6

Semester 2					
HZX0013		Title: Ukulele course			
Course information					
Number of credits: 1.25			Language of instruction: Dutch		
Assessment criteria:					
Brief description of course content: By the end of the course, you will be able to accompany yourself on the ukulele. During this 10-session course, you will learn the basics of playing the ukulele together as a group. You will learn chords and strumming patterns. You will also learn how to identify which chords to play to accompany a (children's) song effectively. We'll round off the course with a group performance where we can enjoy each other's progress! SDGs: 4. quality education					
Learning outcomes of the course: 4.1 Openness and eagerness to learn: The learner asks questions and is open to new experiences and feedback from others, even if these involve uncertainty or discomfort. 5.4 Students demonstrate determination and patience by consistently applying themselves throughout the learning process and dealing effectively with challenges, even when this does not yield immediate results.					
Assessment details					
Assessment code	Assessment type	Description	Weighting (%)	Minimum mark	Exam sessions (block codes)
EXAM (PT AND FT)	Presentation	Presentation	100%	Pass	B4.7 and B4.10

Semester 1 and Semester 2					
HZX0026		Title: Meeting and Connecting			
Course information					
Number of credits: 1.25			Language of instruction: Dutch		
Assessment criteria:					
Brief description of course content: "Students take part in activities such as a Student Music Night, a lecture on a social or cultural theme, a group walk and discussions. During reflection sessions, students reflect on their own experiences, values and views and learn to link these to broader social and cultural issues. Students develop communication skills and gain a greater awareness of their role within a diverse society, which contributes to the development of global citizenship.					
Learning objectives 2.1 Thinking – Cognitive qualities and skills, critical thinking The student evaluates viewpoints, facts or plans by asking questions and comparing sources 2.3 Thinking – Cognitive qualities and skills, perspective-taking skills The student identifies differences between viewpoints and is open to insights from a different perspective By the end of the activity, you will be able to actively participate in discussions and dialogues on social issues, recognising, articulating and connecting different perspectives. You will ask questions and be open to insights from a different perspective.					
SDGs: 1. No Poverty; 2. Zero Hunger; 3. Good Health and Well-being; 4. Quality Education; 5. Gender Equality; 6. Clean Water and Sanitation; 7. Affordable and Clean Energy; 8. Decent Work and Economic Growth; 9. Industry, Innovation and Infrastructure; 10. Reduced Inequalities; 11. Sustainable Cities and Communities;12. Responsible consumption and production; 13. Climate action; 14. Life below water; 15. Life on land; 16. Peace, justice and strong public services; 17. Partnerships for the goals;					
Learning outcomes of the course: "Learning outcomes linked to the activities: By the end of the activity, the student will have acquired the following skills The student will have learnt to engage in discussions, recognise different perspectives, articulate them and connect them with one another By the end of the activity, the student will have acquired the following knowledge The student has gained knowledge in the field of various themes and topics. By the end of the activity, the student will demonstrate the following attitude The student has an open attitude, asks questions and engages easily in conversation."					
Assessment details					
Assessment code	Assessment type	Description	Weighting (%)	Minimum mark	Exam sessions (block codes)
EXAM (PT AND FT)	Presentation (group)	Group presentation	100%	Pass	B2.8 B2.10 B4.5 B4.7

Social Impact: Are you committed to a better society

For students who want to improve the world around them. These activities give you the chance to turn your social commitment into concrete action. Whether you want to hone your debating skills, contribute to the Sustainable Development Goals or organise charity events – here you'll learn how to bring about positive change.

Semester 2					
HZX0003		Title: From idea to event			
Course information					
Number of credits: 1.25			Language of instruction: Dutch		
Assessment criteria:					
Brief description of course content:					
Do you want to make a difference to others whilst working on your own personal development? In HZ Explore From Idea to Event, you'll work with five other students to organise an event for a good cause. This could be a sports club, a charity or a social initiative that's important to you. You don't need to have a group already formed: everyone is welcome. It's not just theory, but doing, experiencing and reflecting. Together, you'll devise a meaningful event and make an impact on others and society. You'll consider the aim, the target audience and the message, and how to attract and engage people with your event. The focus isn't on how big or perfect the event is, but on your personal development. What role do you take on within the team? How do you work with others, and how do you connect with a target audience or external partner? You'll learn to work on a project basis: planning, collaborating, implementing and evaluating. Afterwards, you'll have a brief reflective discussion with a tutor. You won't receive a mark, but a pass/fail assessment and personal feedback. Develop yourself, work together and organise an event that makes a difference. SDGs 3. Good Health and Well-being; 10. Reduced Inequalities; 17. Partnerships for the Goals;					
Learning outcomes of the course:					
3.1 Appreciation and connection: students engage with others and/or the context in an appreciative manner. 4.1 Inclusive mindset and skills: The student embraces diversity and demonstrates this by communicating effectively and working respectfully with people from different backgrounds or with different perspectives. "Collaboration – social skills Whilst organising the event, you will work closely with fellow students, the chosen charity and possibly external partners (for example, in the form of sponsorship). This requires you to listen to different ideas and perspectives, coordinate efforts, reach compromises and collaborate constructively to achieve a shared outcome. In doing so, you will practise skills such as active listening, giving feedback and conversation techniques. This will help you learn to take different perspectives into account and to communicate in an open and respectful manner. During the assessment, you'll demonstrate how you've utilised diversity within your team (what role did you play and how did that go) and how you've contributed to positive collaboration and a positive atmosphere. Connecting – caring for others and the world As you are working on an event that serves a social purpose, you focus not only on the result but also on the significance of your efforts for others. You explore how your choices and actions contribute to a positive experience for the target group and to raising awareness of the chosen cause. During the assessment, you will demonstrate how you have connected with the target audience, the context and, where relevant, external partners. For example, by explaining how you organised the event, how you attracted visitors or how you collaborated with partners."					
Assessment details					
Assessment code	Assessment format	Description	Weighting (%)	Minimum mark	Exam sessions (block codes)
EXAM (PT AND FT)	Oral exam	Oral exam	100%	Pass	B3.9 B3.10 B4.6 B4.8

Semesters 1 and 2					
HZX0006		Title: People on the move: How citizens’ initiatives grow			
Course information					
Number of credits: 1.25			Language of instruction: Dutch		
Assessment criteria:					
Brief description of course content:					
"By the end of the activity, you will be able to consciously and actively contribute to a citizens’ initiative by getting involved in practice and learning from real people in real situations. Over the course of several weeks, you will work alongside committed citizens and initiative organisers, gaining first-hand experience of how people mobilise around social issues. By meeting people, listening and building relationships, you will develop an understanding of group dynamics, engagement and the power to bring about change. As you go along, you’ll explore the role you play, the impact of your actions and how you can bring others on board without taking over. Personal development is central: you’ll work on self-awareness, empathy, collaboration and the ability to take action." SDGs 3. Good health and well-being; 11. Sustainable cities and communities; 16. Peace, justice and strong public services					
Learning outcomes of the course:					
Self-awareness (Being) – The student reflects on their own behaviour in complex practical situations and identifies how they deal with it.					
Appreciation and connection (Relating) – The student engages with people and the context of the citizens’ initiative in an appreciative manner.					
Assessment details					
Assessment code	Assessment format	Description	Weighting (%)	Minimum mark	Exam sessions (block codes)
EXAM (PT AND FT)	G-Presentation	Presentation	100%	Pass	B2.9 B2.10 B4.9 B4.10

Semester 2					
HZX0015		Title: Four Freedoms			
Course information					
Number of credits: 1.25			Language of instruction: English Dutch		
Assessment criteria:					
Brief description of course content:					
In this programme, you will learn about the Four Freedoms through various activities such as films, museum visits and lectures. You will engage in dialogue on different (societal) themes and be provided with tools to facilitate these conversations. Learn about freedom of speech, freedom of religion, freedom from want and freedom from fear. What are the Four Freedoms, and why are they still so important today?					
SDGs:					
1. No Poverty, 2. Zero Hunger, 5. Gender Equality, 10. Reduced Inequalities, 16. Peace, Justice and Strong Institutions, 17. Partnerships for the Goals					
Course learning outcomes:					
2.4 Long-term orientation and vision development: The student develops a personal vision on one or more societal themes and formulates personal commitments to contribute to these in the long term.					
3.3 Empathy and compassion: The student adopts an empathetic attitude towards themselves, others and/or the context in order to act in a balanced and effective manner.					
By the end of this activity, a student will know what the Four Freedoms are, what each of these freedoms entails, how to engage in a dialogue about the themes, and will be able to apply this in practice, regardless of their personal views on the topic.					
Assessment details					
Assessment code	Assessment type	Description	Weighting (%)	Minimum mark	Exam sessions (block codes)
EXAM (PT AND FT)	Presentation (group)	Group presentation	100%	Pass	B4.5 B4.6

Semesters 1 and 2					
HZX0016		Title: Impact Teams			
Course information					
Number of credits: 1.25			Language of instruction: English Dutch		
Assessment criteria:					
Brief description of course content: At the end of the activity, you will be able to actively contribute to social impact by working with other students in an impact team on a theme linked to the Sustainable Development Goals (SDGs). You choose which theme you want to work on, and together with your impact team, you organise a campaign or activity. You set personal goals, work on developing your leadership skills, and take responsibility for the choices needed to make an impact. By organising an activity or campaign, you link theory to practice and contribute to positive change within or outside HZ. SDGs: 17. Partnerships for the Goals; 11. Sustainable Cities and Communities; 16. Peace, Justice and Strong Public Services; 15. Life on Land; 14. Life Below Water; 13. Climate Action; 12. Responsible Consumption and Production; 10. Reduced Inequalities; 9. Industry, Innovation and Infrastructure; 8. Decent Work and Economic Growth; 6. Clean Water and Sanitation; 7. Affordable and Clean Energy; 5. Gender Equality; 4. Quality Education; 3. Good Health and Well-being; 2. Zero Hunger; 1. No Poverty;					
Learning outcomes of the course: 1.1 Inner Compass: The student contributes to societal impact by formulating personal goals and takes responsibility for their choices and actions in implementing them. 4.1 Inclusive mindset and skills: The student embraces diversity and demonstrates this by communicating effectively and collaborating respectfully with people from different backgrounds or perspectives. 					

Semester 1 and Semester 2					
HZX0017		Title: Move Makers			
Course information					
Number of credits: 2.5			Language of instruction: English Dutch		
Assessment criteria:					
Brief description of course content: At the end of this activity, the student is able to design, organise and implement an inclusive and accessible physical activity programme for a vulnerable target group in the neighbourhood, drawing on their own strengths and working as part of a team. The student can translate social issues into concrete sport and physical activity interventions, plan purposefully, collaborate with relevant partners and team members, and reflect on the social and personal learning outcomes achieved. The student also demonstrates enterprising and responsible behaviour in creating a sustainable impact within the local community.					
SDGs: 10. Reduced Inequalities; 11. Sustainable Cities and Communities;					
Costs: To take part in this activity, you must be able to provide a VOG (Verklaring omtrent gedrag), as you will be working with vulnerable groups. A VOG costs around 35 euros and can be requested from your local council (de gemeente). If you already have a VOG, there are no further costs to take part in this activity.					
Learning outcomes of the course: 1.1 Inner Compass: The student contributes to societal impact by setting personal goals and takes responsibility for their choices and actions in implementing them. 4.1 Inclusive mindset and skills: The student embraces diversity and demonstrates this by communicating effectively and collaborating respectfully with people from different backgrounds or perspectives. The student analyses a social issue and, as part of a team, designs, organises, implements and evaluates an accessible, safe and inclusive sport or physical activity intervention for a vulnerable target group. In doing so, the student takes into account the characteristics of the target group, social impact and collaboration with relevant partners, and reflects substantively on their own professional actions and learning process.					
Assessment details					
Assessment code	Assessment format	Description	Weighting (%)	Minimum mark	Exam sessions (block codes)
EXAM (PT AND FT)	Presentation (group)	Group presentation	100%	Pass	B3.3 B3.5 B4.3 B4.5

Semester 1 and Semester 2					
HZX0033		Title: Nutrition & Nature			
Course information					
Number of credits: 1.25			Language of instruction: Dutch English		
Assessment criteria:					
Brief description of course content: At the end of the activity, you will be able to develop healthy habits and routines related to food and nature. Together with fellow students, you will take part in nature-based activities and work with food by participating in workshops. In doing so, you will contribute to meaningful change and a positive living environment. You learn about foraging, sourcing food from nature, and preparing healthy meals using local and seasonal produce. SDGs: 3. Good Health and Well-being; 15. Life on Land; 12. Responsible Consumption and Production;					
Learning outcomes of the course: 2.4 Long-term orientation and vision development: The student develops a personal vision on one or more societal themes and formulates personal commitments to contribute to these in the long term. 5.3 Optimism: The student develops healthy habits and routines for their physical, emotional and mental health, thereby demonstrating confidence in their ability to contribute successfully (self-efficacy) to meaningful change. The student develops a personal vision regarding the relationship between nature, food and sustainability. They are also able to reflect on their own eating and lifestyle habits, actively contribute to a healthy and sustainable living environment, and develop healthy routines that support physical, mental and emotional well-being.					
Assessment details					
Assessment code	Assessment format	Description	Weighting (%)	Minimum mark	Exam sessions (block codes)
EXAM (PT AND FT)	Group presentation	Presentation	100%	Pass	B2.8 B2.10 B4.7 B4.10

Semester 1 and Semester 2					
HZX0034		Title: The invaluable contribution of volunteers			
Course information					
Number of credits: 1.25			Language of instruction: Dutch English		
Assessment criteria:					
Brief description of course content: During the course of their voluntary work, students select one of the IDGs based on the theoretical background they are studying. SDGs: 3. Good health and well-being; 4. Quality education; 17. Partnerships for the goals; 10. Reduced inequalities; 12. Responsible consumption and production; 13. Climate action; 16. Peace, justice and strong institutions;					
Learning outcomes of the course: 1.1 Inner compass: The student contributes to societal impact by formulating personal goals and takes responsibility for their choices and actions in their implementation 2.4 Long-term orientation and vision development: The student develops a personal vision on one or more societal themes and formulates personal commitments to contribute to these in the long term. Developing a chosen IDG to a higher level.					
Assessment details					
Assessment code	Assessment format	Description	Weighting (%)	Minimum mark	Exam sessions (block codes)
EXAM (PT AND FT)	Criterion-based interview	Criterion-based interview	100%	Pass	B2.8 B2.10 B4.8 B4.10

Semester 1 and Semester 2					
HZX0044		Title: Educational innovators			
Course information					
Number of credits: 2.5			Language of instruction: English Dutch		
Assessment criteria:					
Brief description of course content:					
At the end of the activity, the student is able to assess viewpoints, facts and plans by asking targeted questions, comparing different sources and making well-founded choices, and to use this to sketch out and further develop original and innovative ideas. Within the Education Innovation Teams activity, students work in small multidisciplinary groups using the innovation team method to address current educational challenges presented by various programmes. Over the course of a semester, they collaboratively develop a concrete product, process or other solution that addresses the challenge, with a programme acting as the client where they will actually test their product. Guidance is provided by the Centre for Teaching & Learning, which supports students with both the content and process aspects of innovation. Through this, students learn to view education differently by consulting experts and the literature, making critical choices, and applying their valuable student perspective, whilst also being encouraged to think outside the box with the innovations they design. SDGs: 4. Quality Education;					
Learning outcomes of the course:					
2.1 Critical Thinking: The student evaluates viewpoints, facts or plans by asking questions and comparing sources. 5.2 Creativity: The student outlines and develops original and innovative ideas and solutions to challenges and problems, even when these are unconventional. Students - critically reflect on educational challenges by asking relevant questions, examining assumptions, and supporting viewpoints, plans, and facts with appropriate and diverse sources (teacher’s perspective, student’s perspective, programme’s perspective, literature); - design creative and innovative solutions that address the educational challenge, whilst also thinking outside existing frameworks; - develop ideas into a concrete and usable product, process or prototype that adds value for the client; - collaborate within an innovation team, including dividing roles, giving and receiving feedback, and making joint decisions; - provide recommendations to the programme regarding their product and how it can be further developed or utilised in the future.					
Exam details					
Assessment code	Assessment format	Description	Weighting (%)	Minimum mark	Exam sessions (block codes)
EXAM (PT AND FT)	Presentation (group)	Group presentation	100%	Pass	B2.8 B2.10 B4.8 B4.10

Professional Development: Build your future

Invest in yourself and your career with practical skills you can apply straight away. From optimising your LinkedIn profile to developing interview skills and discovering your own talents – these activities will help you lay a strong foundation for your professional future. You'll also learn how to build meaningful relationships and take control of your own career.

Start of semester 1; activities run throughout semesters 1 and 2					
HZX0008		Title: Student Ambassador			
Course information					
Number of credits: 1.25			Language of instruction: Dutch English		
Assessment criteria:					
Brief description of course content:					
By the end of the activity, the student will be able to inspire and inform prospective students about HZ and their programme during various recruitment activities. The student will take part in open days, shadowing days, study fairs and school presentations, and will develop promotional content for HZ's and the programme's social media channels.					
Year 1					
- The student presents confidently to a group, represents HZ in a professional and approachable manner, and applies various marketing and communication skills. - The student shares their personal story in an honest and authentic way. - By engaging empathetically and with genuine interest, the student helps prospective students find a suitable programme. - Meeting and connecting with prospective students contributes to the student's personal development and helps to create a fair and relatable image of HZ.					
SDG: 17. Partnerships for the Goals;					
Course learning outcomes:					
1.2 Integrity and authenticity: The student demonstrates awareness and acts with sincerity, honesty and integrity. 3.2 Humility: The student adapts to the needs of the situation or context and is open to new ideas and approaches.					
After completing the activity:					
- The student can describe and apply the role and responsibilities of a student ambassador. - The student understands the course selection and recruitment process, is familiar with the different target groups and their needs, and can address their questions, concerns and expectations. - The student shares their own student journey in an authentic and credible way with the target audience. - The student can explain the importance of integrity, authenticity, empathy and compassion when acting as a representative. - The student acts in a representative, professional, authentic and ethical manner as an ambassador for the university of applied sciences. - The student engages with the target audience with empathy, openness and genuine interest, providing honest and engaging information. They handle questions, doubts and opinions from others respectfully and carefully.					
Assessment details					
Assessment code	Assessment format	Description	Weighting (%)	Minimum mark	Exam sessions (block codes)
EXAM (PT AND FT)	Presentation (individual)	Vlog	100%	Pass	Due by B3.10 No later than B4.10

Start of Semester 1, running throughout Semesters 1 and 2					
HZX0009		Title: Senior Student Ambassador			
Course information					
Number of credits: 1.25			Language: Dutch English		
Assessment criteria:					
Brief description of course content:					
At the end of the activity, the student is able to engage in conversations with prospective students and inspire them during recruitment activities such as open days. In addition, the student learns to coach and guide student ambassadors from Package 1. - The student actively engages in conversation and communicates clearly, respectfully and inclusively with prospective students from diverse backgrounds, adapting their communication style to individual needs. - The student collaborates with first-year student ambassadors and supports them through coaching and guidance in their role as student ambassadors. - The student develops an empathetic attitude by talking to prospective students and helping them make informed choices. - Meeting and connecting with prospective students contributes to the student’s personal development and helps promote a positive image of HZ and its programmes.					
SDG: 17. Partnerships for the Goals;					
Learning outcomes of the course:					
1.2 Humility: The student adapts to the needs of the situation or context and is open to new ideas and approaches. 4.1 Inclusive mindset and skills: The student embraces diversity and demonstrates this by communicating effectively and collaborating respectfully with people from different backgrounds or perspectives.					
After completing the activity:					
- The student communicates effectively, respectfully and inclusively with a diverse range of prospective students, adapting their communication to suit different backgrounds and needs. - The student demonstrates an empathetic and compassionate attitude when interacting with prospective students by listening openly, showing genuine interest, and responding carefully to questions, concerns and opinions. - The student communicates effectively, respectfully and inclusively with first-year student ambassadors and collaborates with them by coaching and guiding them in their role as student ambassadors. - The student coaches first-year student ambassadors in a supportive and encouraging manner, providing constructive and respectful feedback that contributes to their development and self-confidence.					
Assessment details					
Assessment code	Assessment format	Description	Weighting (%)	Minimum mark	Exam sessions (block codes)
EXAM (PT AND FT)	Presentation (individual)	Vlog	100%	Pass	Due by B3.10 No later than B4.10

Start of Semester 1, running throughout Semesters 1 and 2					
HZX0018		Title: HZ Community Buddy			
Course information					
Number of credits: 2.5			Language of instruction: English Dutch		
Assessment criteria:					
Brief description of course content:					
By the end of the activity, you will be able to actively contribute to an inclusive and connected HZ community by meeting others, building connections and taking on responsibility in a role that suits you. Students choose one of two paths: As an HZ Community Buddy, you support events and theme days focused on mental health, diversity and loneliness, and contribute to major HZ activities such as the introduction week or HZ Explore. You also make friendly contact with fellow students, learn to recognise signs of distress, and offer a listening ear, forming an important link between students and available support. As a Buddy in the World Student Project, you guide international students through a ten-week programme in which they take part in sports and cultural activities, make new connections, and find their place in the Netherlands. Through these roles, you develop communication skills, empathy and a sense of social responsibility. You work on your personal growth by actively collaborating with a diverse range of students and contribute to pre-selected goals relating to connection, well-being and engagement within HZ. SDGs: 3. Good Health and Well-being; 4. Quality Education; 10. Reduced Inequalities; 17. Partnerships for the Goals;					
Course learning outcomes:					
Learning Objective 1.3: Openness and curiosity: The student asks questions and is open to new experiences and feedback from others, even when these bring uncertainty or discomfort. After taking part in the activity, the student can consciously reflect on their own actions when interacting with diverse students, such as during buddy conversations, group activities or events. They recognise situations in which emotions, tensions or uncertainty played a role and describe how these were managed. The student specifies which actions were taken or are needed to regulate emotions, such as setting boundaries, active listening, or seeking help. Based on this reflection, the student formulates areas for improvement to act more effectively in future encounters within the HZ community. Learning Objective 3.3: Empathy and compassion: The student adopts an empathetic attitude towards themselves, others and/or the context in order to act in a balanced and effective manner. During the activity, the student demonstrates an empathetic attitude by engaging openly and respectfully with fellow students from different backgrounds, with different needs and experiences, including international students. They are able to put themselves in others’ shoes, recognise signs of discomfort or a need for support, and adjust their actions accordingly. At the same time, the student is aware of their own boundaries and emotions and manages these carefully. Through this empathetic approach, the student contributes to a safe, inclusive and connected learning and living environment within HZ.					
Assessment details					
Assessment code	Assessment format	Description	Weighting (%)	Minimum mark	Exam sessions (block codes)
EXAM (PT AND FT)	Presentation (group)	Group presentation	100%	Pass	B4.5 B4.7

Semester 1 and Semester 2					
HZX0019		Title: Self-directed learning			
Course information					
Number of credits: 1.25			Language of instruction: Dutch		
Assessment criteria:					
Brief description of course content: "Students undertake various activities. All activities play a crucial role in the student’s personal growth, emotional intelligence and social interactions, which contribute to the competencies of a global citizen. Self-direction ensures that students take responsibility for their choices. It involves the realisation that actions have an impact – on the students themselves, on others or on the environment. This requires self-reflection, courage and, at times, the willingness to admit mistakes and learn from them. Learning objectives: Being – Relationship with the self 1.3 Openness and a thirst for learning. The student asks questions and is open to new experiences and feedback from others, even if these involve uncertainty or discomfort. 1.4 Self-awareness. The student reflects on their own behaviour in (complex) situations and identifies actions that help to regulate emotions or improve personal effectiveness By the end of the activities, the student is able to apply self-reflection to their own behaviour. The student understands which choices have an impact not only on themselves but also on others and the environment, and that they are responsible for the choices they make. SDGs: 3. Good health and well-being; 10. Reduced inequalities;					
Learning outcomes of the course: "Learning outcomes linked to the activities: By the end of the activity, the student will have acquired the following skills The student will have learnt to conduct themselves appropriately and will have experienced personal growth in the area of social interactions. By the end of the activity, the student will have acquired the following knowledge The student has gained knowledge in the areas of self-defence, motivation and perseverance, and as a result has greater resilience By the end of the activity, the student will demonstrate the following attitude The student has an open attitude, can handle feedback and is able to engage in self-reflection The student behaves in a socially responsible manner and takes responsibility where necessary."					
Assessment details					
Assessment code	Assessment type	Description	Weighting (%)	Minimum mark	Exam sessions (block codes)
EXAM (PT AND FT)	Presentation (group)	Group presentation	100%	Pass	B2.8 B2.10 B4.4 B4.6

Semester 1 and Semester 2					
HZX0020		Title: Debate Team			
Course information					
Number of credits: 2.5			Language of instruction: English Dutch		
Assessment criteria:					
Brief description of course content:					
In a world where social issues are becoming increasingly complex and positions can quickly harden, the ability to listen carefully, speak convincingly, and engage in constructive disagreement is essential. Debating is not an end in itself, but a skill that helps students think critically, weigh up perspectives, and clearly articulate their own values and arguments. Within HZ Explore, this programme gives students the opportunity to develop these skills outside the framework of the regular curriculum. Over two blocks (one semester), students work towards active participation in a Model United Nations (MUN) or – if this is not feasible – a local or regional debate competition. The programme combines personal learning goals, practical debating skills and teamwork, with a clear progression from individual presentations to structured, internationally oriented debating. SDGs: 4. Quality Education; 16. Peace, Justice and Strong Public Services; 17. Partnerships to Achieve the Goals;					
Learning outcomes of the course:					
1.3 Openness and curiosity: The student asks questions and is open to new experiences and feedback from others, even when these cause uncertainty or discomfort. 2.1 Critical thinking: The student evaluates viewpoints, facts or plans by asking questions and comparing sources. The student develops the ability to think critically and take well-considered positions by analysing arguments, comparing different perspectives, and articulating their own views with justification. The student strengthens their communication and collaboration skills in a variety of professional and social situations by presenting effectively, listening actively, and engaging constructively in dialogue with others.					
Assessment details					
Assessment code	Assessment format	Description	Weighting (%)	Minimum mark	Exam sessions (block codes)
EXAM (PT AND FT)	Assessment	Debate	100%	Pass	B2.8 B2.10 B4.8 B4.10

Semester 1 and Semester 2					
HZX0035		Title: What is money? How does Bitcoin work?			
Course information					
Number of credits: 1.25			Language of instruction: Dutch English		
Assessment criteria:					
Brief description of course content:					
At the end of the activity, the student is able to:					
1. Understand the impact of a monetary system on yourself and society. Do you spend today or save for tomorrow? Will you still be able to buy your own home in the future? 2. Assess future forms of ‘money’ such as CBDC, stablecoins and cryptocurrencies based on criteria such as durability, divisibility and robustness. Which type of money would you choose? 3. Handle Bitcoin responsibly. Is your Bitcoin stored on a trading platform, or do you manage the ‘seed phrase’ yourself? The session concludes with an attempt to mine Bitcoin yourself.					
SDGs:					
1. No Poverty					
Learning outcomes of the course:					
Learning Objective 2.3: Perspective-taking skills: The student identifies differences between viewpoints and is open to insights from another perspective.					
Learning Outcome: In the future, you will encounter one or more monetary systems that may replace the euro. You will be able to assess these systems based on objective criteria and determine your own preference. You will likely engage in discussions with people who, based on the same objective criteria, arrive at a different preference to your own.					
Learning Objective 5.2: Creativity: The student sketches out and develops original and innovative ideas and solutions to challenges and problems, even when these are unconventional.					
Learning Outcome: What form of money will we use in the future? CBDC, stablecoin, or Bitcoin? Each option has its advantages and disadvantages. Or perhaps we will return to the old, trusted forms of money from the past, such as gold and silver? Choose or create the form of money YOU want to use for your specific situation or community!					
Assessment details					
Assessment code	Assessment type	Description	Weighting (%)	Minimum mark	Exam sessions (block codes)
EXAM (PT AND FT)	Group presentation	Poster presentation	100%	Pass	B2.5 B2.7 B3.7 B3.10

Semester 1					
HZX0036		Title: Ready for the job market			
Course information					
Number of credits: 1.25			Language of instruction: Dutch		
Assessment criteria:					
Brief description of course content: At the end of the activity, students will be able to secure an internship or job in the current labour market, as they learn how best to prepare for entering that market. By learning from and applying theory on modern job applications (using LinkedIn, first impressions/personal branding, CVs, cover letters and job interviews, and professional communication), they acquire new knowledge and skills. The activity is designed to improve skills and knowledge through (peer) feedback. Feedback will take place both in class and in groups, allowing students to meet and learn from one another. SDGs: 4. Quality Education; 8. Decent Work and Economic Growth;					
Learning outcomes of the course: 1.3 Openness and curiosity: The student asks questions and is open to new experiences and feedback from others, even when these bring uncertainty or discomfort. 3.2 Humility: The student adapts to the needs of the situation or context and is open to new ideas and approaches. During the activity, students demonstrate development through baseline measurements. By the end of the activity, measurable improvement in their job application skills has been achieved.					
Assessment details					
Assessment code	Assessment format	Description	Weighting (%)	Minimum mark	Exam sessions (block codes)
EXAM (PT AND FT)	Presentation (individual)	Presentation	100%	Pass	B2.7 B2.10

Semester 1 and Semester 2					
HZX0037		Title: We explore together			
Course information					
Number of credits: 1.25			Language of instruction: Dutch English		
Assessment criteria:					
Brief description of course content: As a student, you will take part in various workshops and complete assignments to familiarise yourself with different (new) disciplines, with options including Chemistry, Engineering, Ecology and Data Science. Seek new experiences, learn about yourself and be inspired by new fields. Activities may include programming a self-driving robot, learning 3D printing, analysing water samples, 3D modelling, woodworking, or learning to weld. SDGs: 4. Quality Education; 9. Industry, Innovation and Infrastructure; 11. Sustainable Cities and Communities; 14. Life Below Water;					
Learning outcomes of the course: 1.3 Openness and Curiosity The student asks questions and is open to new experiences and feedback from others, even when this involves uncertainty or discomfort. 1.1 Inner Compass The student contributes to social impact by setting personal goals and takes responsibility for their own choices and actions in carrying them out.					
Assessment details					
Assessment code	Assessment format	Description	Weighting (%)	Minimum mark	Exam sessions (block codes)
EXAM (PT AND FT)	Presentation (individual)	Poster presentation	100%	Pass	B2.8 B4.10 B4.8 B4.10

Study path-independent route

If you are a part-time student and choose your own teaching and learning activities, you need to enrol on the courses listed below.

Semester 1 and Semester 2					
HZX0045		Title: Study-path-independent activity 1			
Course information					
Number of credits: 2.5			Language of instruction: English Dutch		
Assessment criteria:					
Brief description of course content: If you are studying part-time, the structure of the HZ Explore module is slightly different from that of the full-time programme. There are two formats, and you can check with your lecturer which one applies to your degree programme: 1. Within your degree programme, some of the learning objectives from the HZ Explore breakdown are incorporated into the complex learning outcomes you are working towards. For bachelor’s programmes, this involves four learning objectives, and for AD programmes, two learning objectives. You demonstrate these learning outcomes in consultation with your lecturer through learning activities of your own choosing. You may make use of the range of 44 activities on offer, but you are also free to choose learning activities that suit your individual (work) situation. 2. Within your programme, HZ Explore is included as a separate course and is therefore not integrated into the core learning outcomes of your programme. In this case, as a student, you may choose a number of learning objectives yourself from the HZ Explore breakdown. For Bachelor’s programmes, this involves four learning objectives, and for AD programmes, two learning objectives. You demonstrate these learning outcomes in consultation with your lecturer through self-selected learning activities. You may draw on the range of 44 activities, but you are also free to choose learning activities that suit your individual (work) situation.					
Learning outcomes of the course: Depending on the chosen learning objectives.					
Assessment details					
Assessment code	Assessment type	Description	Weighting (%)	Minimum mark	Exam sessions (block codes)
EXAM (DT)	Portfolio	Portfolio	100%	-	To be agreed, no later than B2.10

Semester 1 and Semester 2					
HZX0046		Title: Study pathway-independent activity 2			
Course information					
Number of credits: 2.5			Language of instruction: English Dutch		
Assessment criteria:					
Brief description of course content: If you are studying part-time, the structure of the HZ Explore module is slightly different from that of the full-time programme. There are two formats, and you can check with your lecturer which one applies to your degree programme: 1. Within your degree programme, some of the learning objectives from the HZ Explore breakdown are incorporated into the complex learning outcomes you are working towards. For bachelor’s programmes, this involves four learning objectives, and for AD programmes, two learning objectives. You demonstrate these learning outcomes in consultation with your lecturer through learning activities of your own choosing. You may make use of the range of 44 activities on offer, but you are also free to choose learning activities that suit your individual (work) situation. 2. Within your programme, HZ Explore is included as a separate course and is therefore not integrated into the core learning outcomes of your programme. In this case, as a student, you may choose a number of learning objectives yourself from the HZ Explore breakdown. For Bachelor’s programmes, this involves four learning objectives, and for AD programmes, two learning objectives. You demonstrate these learning outcomes in consultation with your lecturer through self-selected learning activities. You may draw on the range of 44 activities, but you are also free to choose learning activities that suit your individual (work) situation.					
Learning outcomes of the course: Depending on the chosen learning objectives					
Assessment details					
Assessment code	Assessment format	Description	Weighting (%)	Minimum mark	Exam sessions (block codes)
EXAM (DT)	Portfolio	Portfolio	100%	-	To be agreed, no later than B4.10