

Academic Guide Exchange

International Public Policy & Leadership

Inbound Exchange Students

2024-2025



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THE HAGUE

UNIVERSITY OF
APPLIED SCIENCES

Academic Guide Exchange

International Public Policy & Leadership

Faculty Public Management, Law and Safety

NOTE: this academic guide is still subject to change.

For example: the course/module descriptions for semester 2 (spring term) will be updated in due time.

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Disclaimer

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Foreword

The International Public Policy & Leadership (IPPL) programme is one of six programmes of the Faculty of Public Management, Law & Safety.

In making the decision to study here, you will choose to be part of a dynamic and multicultural community where personal growth and intellectual stimulation are prioritized. In this faculty, we teach our students to be analytical, to question, to engage in 'out of the box' thinking, to ask challenging questions and to use their imagination in solving real world problems.

If this sounds exciting to you, then you will definitely thrive in The Hague, International city of Peace and Justice. Your time with us could build and transform your capacity as an individual so that when you return to your home country you will be better equipped to make a difference in society.

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Your Exchange Programme at IPPL

International Public Policy and Leadership is a Public Administration programme, focusing on the public and not for profit sector. Are you interested in how governments, NGOs and influential organizations around the world tackle problems such as climate change, economic disparity and human rights? Are you interested in being a changemaker with a deep understanding of “wicked” problems and the world’s most intractable issues in order to effect positive, lasting change? Then International Public Policy and Leadership is the programme for you.

The world is changing at an ever-quickening pace. We need game-changers who can think on their feet and expertly unravel the big issues. We will teach you the tools of the trade, whether it be drafting policy briefs and issue papers, developing impact campaigns, producing documentaries, grant-writing or pitching a grassroots advocacy project, just to name a few.

We have many key international organizations and NGOs at our doorstep (in The Hague, the City of Peace and Justice), which means you can ‘hit the ground running’ and apply your new hands-on skills in the field. You will be in the heart of a rich international community - both in the city and the diverse classroom.

We have structured our programme on the 5 professional tasks that form the basis skills and knowledge set for each professional in the Public and not for profit field: Advising, Advocacy, Evaluating, Project Based Working and Organising and Management. These professional tasks are taught each semester in the first two years. The focus and theme will differ in each semester. In year 3 we offer minors on Public Policy and Globalisation, Governance and Development (semester 1) and Peace Practitioner and European Challenges in semester 2.

We offer a truly international classroom, in which we make use of the diversity in the classroom and stimulate interaction and discussion in a safe- but challenging- environment. We teach in smaller groups. We are an applied programme, meaning that students are expected to apply skills and knowledge from day one and will start working on real life problems from day one.

This guide lists the courses open to Exchange students at IPPL. The programme offers a wide range of courses. Almost all regular courses offered in year 1, year 2, and year 3 of our four-year programme are open to Exchange students. Exchange students participate in classes with regular IPPL students.

IPPL is a fulltime English stream programme. All courses are taught in English.

Guidelines for selecting your Exchange

In selecting courses for your Exchange program, please note the following guidelines and conditions:

- Exchange students can study at IPPL for one semester, or for a full year. A full year is 60 ECTS (credits), a semester corresponds with 30 ECTS.
- Due to the nature of the program (and for logistical reasons), you can only choose courses from one particular year of the IPPL-program. The courses are listed per year, please select your program from either year 1, year 2 or year 3.
- For years 1 and 2 the courses only take place during the semester indicated. Courses of semester 1 cannot be taken in semester 2 and vice versa.
- In practice, you select one semester of a particular year. For convenience the Exchange Semesters have been numbered A-F in the overviews below. For your Exchange, you select one particular IPPL Exchange Semester. The courses offered in this semester are your Exchange program at IPPL.
- In case you stay for one year, you may select one semester from a particular year (e.g. IPPL year 2), and one semester from another year (e.g. year 3). Again, it is not possible to take courses from different years within one semester in years 1 and 2.

Please note: a subject choice form listing courses from both years 1 and 2 cannot be accepted!

Courses Overview Year 1

IPPL has recently finalized the dynamic process of curriculum redesign. Please note the information below is **subject to change**.

Courses	Code	Sem 1	Term	Sem 2	Term	ECTS
Evaluating 1: Interpreting Information	IPPL-FT1EVAL1-23	•	1			5
Advising on Policy 1: Understanding Global Challenges	IPPL-FT1ADVI1-23	•	1			5
Organising & Managing 1: Overview of Organizations	IPPL-FT1OM1-23	•	2			5
Introduction to International Public Policy and Leadership	IPPL-FT1IPPL-23	•	2			4
Advocacy 1: Global Challenges and their Stakeholders	IPPL-FT1ADVO1-23	•	2			5
Project-based working 1: Understanding Projects	IPPL-FT1PBW1-23	•	1+2			5
Project-based working 2: Resources & Assignments	IPPL-FT1PBW2-23			•	3+4	5
Evaluating 2: Using Data	IPPL-FT1EVAL2-23			•	3	6
Advocacy 2: The EU and National, Regional and Local Interests	IPPL-FT1ADVO2-23			•	4	5
Organising & Managing 2: Allocation & Policy in practice	IPPL-FT1OM2-23			•	3	5
Advising on Policy 2: Political Economy and Policy-making	IPPL-FT1ADVI2-23			•	4	6

Semesters are divided up in terms:

- Term 1: End August – mid-November
- Term 2: Mid-November – early February
- Term 3: Early February – mid-April
- Term 4: Mid-April – mid-July

Courses Overview Year 2

IPPL has recently finalized the dynamic process of curriculum redesign. Please note the information below is **subject to change**.

Courses	Code	Sem 1	Term	Sem 2	Term	ECTS
Advocacy 3: Planning and persuasion	IPPL-FT2ADVO3-23	•	2			5
Evaluating 3: Performance measurement / Cost-benefit analysis	IPPL-FT2EVAL3-23	•	1			6
Project-based Working 3: Project management and conference proposal	IPPL-FT2PBW3-23	•	2			5
Advising on Policy 3: Examining Policy Implementation Challenges	IPPL-FT2ADVI3-23	•	1			6
Organising and Managing 3: Financial management	IPPL-FT2OM3-23	•	2			6
Advising 4: Urban Governance Lab - Delivering Policy	IPPL-FT2ADVI4-23			•	3	6
Advocacy 4: Negotiation, Mediation and Conflict Resolution	IPPL-FT2ADVO4-23			•	4	5
Evaluating 4: Data analysis	IPPL-FT2EVAL4-23			•	3+4	5
Organising and Managing 4: In control of organisational change	IPPL-FT2OM4-23			•	3	6
Project-Based Working 4: Conference project plan, pitch, event and evaluation*	IPPL-FT2PBW4-23			•	3+4	6

* This course has a requirement: Students must have completed Project-Based Working 3

Semesters are divided up in terms:

- Term 1: End August – mid-November
- Term 2: Mid-November – early February
- Term 3: Early February – mid-April
- Term 4: Mid-April – mid-July

Courses Overview Year 3

IPPL has recently finalized the dynamic process of curriculum redesign. Please note the information below is **subject to change**.

Courses	Code	Sem 1	Term	Sem 2	Term	ECTS
Making Peace not War: Sustainable Peace and Conflict Resolution	IPM-HMVT22-MPNW	•	1			15
Globalisation, Governance and Development	IPM-HMVT20-GGD	•	1			15
Evaluating Development Projects, Programmes and Policies	IPPL-EDPPP-24	•	2			15
Advocating a More Just and Peaceful World	IPPL-HMVT24-PJHR			•	3	15
Advising for Human Rights Projects, Programmes and Policies	IPPL-FT3HRPP-24			•	4	15
Challenges to European Governance	IPPL-FT3EU1-24			•	3	15
European Policy-making in Practice	IPPL-FT3EU2-24			•	4	15

Semesters are divided up in terms:

- Term 1: End August – mid-November
- Term 2: Mid-November – early February
- Term 3: Early February – mid-April
- Term 4: Mid-April – mid-July

Year 1, Semester 1 – Course descriptions

Evaluating 1: Interpreting Information Back to main table	
Credits	5 ECTS
Code	IPPL-FT1EVAL1-23
Entry requirements	None
Semester	1, term 1
Method	Lectures and workshops
Lecturer(s)	A Longman, K.L. Vrijburg, L. Huizinga, R. Varjavandi
Learning outcomes	<p>By the end of this course, students should be able to:</p> <ol style="list-style-type: none"> 1. Interpret and explain qualitative and quantitative data; 2. Know how to find, identify, and select quality academic, professional, and popular information and literature; 3. Classify information based on the quality of its argumentation; 4. Describe how different ways of presenting information can influence the meaning that information is given; 5. Understand and can discuss the process of conducting a policy evaluation.
Recommended or required reading/tools	<p>Bardach, E. S., & Patashnik, E. M. (2019). <i>A practical guide for policy analysis - International student edition: The eightfold path to more effective problem solving</i> (6th ed.). Sage.</p> <p>Verhoeven, N. (2019). <i>Doing research: The hows and whys of applied research</i> (6th ed.). Boom.*</p> <p>Molen, H. T., Ackermann, M., Osseweijer, E. M., Schmidt, H. G., Wal, E. V., Boer, B. B., & Polak, M. G. (2022). <i>Academic writing skills: Digital skills training in academic writing for psychology, pedagogy and education, and social sciences</i> (3rd ed.). Boom.*</p> <p>* Students are required to purchase the physical book including digital license.</p> <p>Recommended: Salkind, N. J., & Frey, B. B. (2020). <i>Statistics for people who (Think they) hate statistics</i> (7th ed.). Sage.</p>
Assessment methods	Evaluation portfolio (70%) + Individual assignment (30%)
Level	First year (for regular bachelor student)
Course content	We receive thousands of individual pieces of information on a daily basis. But how do we start to make sense of it? Is it possible to cut through the noise and see through the bluster? How do we know what information we should take seriously, use in our professional life, or just ignore?

In a world of ever increasing polarisation and rhetoric, understanding the quality of information and approaching public policy with an evidence-based approach is of continued importance. To be able to expertly evaluate policy decisions students need to have three core skills: policy evaluation skills; research skills; and critical thinking skills. When working in public policy it is vital that you understand information and are able to use it effectively and correctly to increase the chance of successful policy advice, implementation, and evaluation.

The Evaluating courses are designed to ensure you learn to evaluate information in order to utilise it efficiently and ethically. Students will familiarise themselves with the various types of information and learn to critically assess their origin and relevance. The student will also learn to independently search for various data/information based upon different purposes. Furthermore, they will learn to which data can be used for what, and when certain data choices are appropriate. Through focusing on current information and data (sources), the student will be taught to critically look at the information being presented not only in relation to their study career, but also in their day to day life. By the end of this course students would have taken the first steps to be policy evaluation experts.

Advising on Policy 1: Understanding Global Challenges

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Credits	5 ECTS
Code	IPPL-FT1ADVI1-23
Entry requirements	None
Semester	1, term 1
Method	Lectures and workshops
Lecturer(s)	R. Audenaerde, M. Villalba Ferreira
Learning outcomes	By the end of this course, students should be able to: <ol style="list-style-type: none"> 1. Analyse a simple policy problem of their choice, by drawing a problem tree and explaining it textually in a concise and clear way; 2. Explain how different actors frame a slightly more complex policy problem, and how those frames relate to their interests and ideologies.
Recommended or required reading/tools	<p>Birkland, Th. (2020). <i>An introduction to the policy process. Theories, concepts, and models of public policy making</i>. Fifth edition. New York: Routledge. (Just the sections about causal stories and causal schemes / problem trees. Those sections will be placed on BrightSpace).</p> <p>Stone, D. (2012). <i>Policy paradox. The art of political decision-making</i>. Third edition. London: W.W. Norton & Co. (Chapters 1 to 10)</p>
Assessment methods	Individual assignment (50%) + Group assignment (50%)
Level	First year (for regular bachelor student)

Course content	<p>In your village there may be a lack of recreational facilities for youth. In your city there might be issues with poverty. In your country, a war may be raging. In the whole world, people must cope with climate change.</p> <p>All these issues are examples of policy problems. Policy problems are decided upon by ministers, mayors, managers and other leaders. Generally, those leaders are no experts. Therefore, they need to be advised: someone needs to tell them what to do and how.</p> <p>In your later professional career, you may very well act as their advisor. To enable you to play that role, you will be taught four Advising courses. This course is the first one in that series. A good advisor always starts by answering this question: 'What is the problem?'</p> <p>In this first Advising course you will develop a set of skills that enable you to well answer that question. You will acquire those skills through a combination of lectures, workshops, self-study (reading), individual and group work, and consultation sessions that provide you with feedback.</p>
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Organising & Managing 1: Overview of organizations	
Credits	5 ECTS
Code	IPPL-FT1OM1-23
Entry requirements	None
Semester	1, term 2
Method	Lectures and workshops
Lecturer(s)	L. Zarrou, H. Lara, W. De Boer, R. Varjavandi
Learning outcomes	<p>By the end of this course, students should be able to:</p> <ol style="list-style-type: none"> 1. Understand the key terms and concepts with regard to individual behavioural differences; 2. Understand the key terms and concepts with regard to motivating employees; 3. Understand the key terms and concepts with regard to developing and leading teams; 4. Understand the key terms and concepts with regard to organizational culture and change; 5. Explain key terms and concepts with regards to rudimentary organizational design; 6. Describe how organizations apply key terms and concepts in their own environment and context.
Recommended or required reading/tools	Pearce, J.L. and Sowa, J.E. (2018). Organizational behavior: Real research for public and nonprofit managers. Irvine, California: Melvin & Leigh Publishers

Assessment methods	Written exam (40%) + Assignment (60%)
Level	First year (for regular bachelor student)
Course content	<p>Organizational behaviour is the central theme of this course. First, we will start with an understanding of leadership, management, their corresponding competencies, and the ethical foundations in organizational behaviour.</p> <p>Secondly, we will focus on individual differences by discussing the bases of personality, personality and behaviour, work-related attitudes and emotions at work. Thirdly, we will dive into motivating employees, motivational processes, satisfying human needs, designing jobs, influencing performance expectations and ensuring equity will be outlined respectively. Fourthly, the topic of developing and leading teams will be addressed. Attention will be paid to the basic features of groups and teams, stages of team development, types of work related teams, core influences on team effectiveness and potential team dysfunctions.</p> <p>Finally, we will elaborate on cultivating organizational culture. To that end the following issues will be covered: dynamics of organizational culture, types of organizational culture, ethical behaviour and organizational culture, fostering cultural diversity, the socialization of new employees and competencies needed to guide organizational change.</p>

Introduction to International Public Policy and Leadership		Back to main table
Credits	4 ECTS	
Code	IPPL-FT1IPPL-23	
Entry requirements	None	
Semester	1, term 2	
Method	Lectures and workshops	
Lecturer(s)	A. Longman, S. Atangana Bekono	
Learning outcomes	<p>By the end of this course, students should be able to:</p> <ol style="list-style-type: none"> 1. Define and apply foundational concepts of public administration, law, and policy; 2. Explain and apply the different stages of the policy cycle; 3. Describe the professional tasks of a(n international) public manager; 4. Apply their knowledge of the field of public administration to a professional product. 	
Recommended or required reading/tools	Bromell, D. (2022). <i>The art and craft of policy advising: A practical guide (2nd ed.)</i> . Springer Nature. https://doi.org/10.1007/978-3-030-99562-1 *	

Önder, M., Nyadera, I. N., & Islam, M. N. (2022). *The Palgrave handbook of comparative public administration: Concepts and cases*. Palgrave Macmillan. <https://doi.org/10.1007/978-981-19-1208-5>*

McCormick, J., Hague, R., & Harrop, M. (2019). *Comparative government and politics: An introduction (11th ed.)*. Bloomsbury.

Theodoulou, S. Z., & Roy, R. K. (2016). *Public administration: A very short introduction*. Oxford University Press.

Assessment methods	
Level	First year (for regular bachelor student)
Course content	<p>In this course students will gain a foundational knowledge of (international) public administration. They will learn and apply the core concepts of the field which will form their central vocabulary during their studies and into their professional life. Students will be provided with an overview of the International Public Policy and Leadership programme, understand how they will be educated to become public leadership professionals.</p> <p>After learning the core concepts of the field students will gain more knowledge of what life as a public manager entails through the five professional tasks of the International Public Policy and Leadership programme: advising, advocacy, evaluating, organising and managing, and project-based working. Through introductory seminars and guest lectures from professionals in the field, students will achieve a deeper understanding of the core of the professional tasks that form IPPL. The introduction course will close with a simulation day where students will apply what they have learned and create their first professional product.</p>

Advocacy 1: Global Challenges and their Stakeholders

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Credits	5 ECTS
Code	IPPL-FT1ADVO1-23
Entry requirements	None
Semester	1, term 2
Method	Lectures and workshops
Lecturer(s)	S. Atangana Bekono, I. Spronk
Learning outcomes	<p>By the end of this course, students should be able to:</p> <ol style="list-style-type: none"> 1. Explain main trends and events in IR; 2. Explain how geopolitics enables or limits policy development; 3. Decide, based on a stakeholder analysis, which national actors and international organizations are relevant stakeholders in an (international) issue;

	<ol style="list-style-type: none"> 4. Map out the stakeholder’s arena(s) in which they find themselves and analyses their interests and boundaries; 5. Use the guiding power of language to place the interests to be represented on the agenda and/or to influence the decision-making form.
Recommended or required reading/tools	Mingst, K.A. (2021). Essentials of international relations. New York: W.W. Norton & Co, 9th edition. ISBN: 978-0-393-87217-0
Assessment methods	Digital exam + Stakeholder analysis + Presentation
Level	First year (for regular bachelor student)
Course content	<p>During Advising 1, you will have started looking into how to advise politicians or civil servants on complex issues and policy problems and how they impact people’s lives on a daily basis by creating a problem tree.</p> <p>In today’s globalised world a lot of these complex issues transcend borders and cannot be seen separately from one another. Where Advising 1 focuses on determining what the problem is, Advocacy 1 focuses on providing you with a deeper understanding of the global context in which these issues exist. During the first part of this course we will therefore look behind the headlines we read in the paper or the news items we see on tv and answer questions such as: What is the world stage of international politics? How do power and influence determine the actions of states and other actors in international politics? What role do intergovernmental and non-governmental organisations play in international politics?</p> <p>The second part of this course will focus on the impact global issues have on local communities. Small, locally-operating NGOs are vital to creating changes in the world and achieving the Sustainable Development Goals. How do these small organizations operate on a local scale, yet in an international, even global context? How does something theoretical like the globally-decided SDGs translate to a local scale?</p> <p>You will take a closer look at a locally-operating NGO, to analyse the context in which it works. No one operates within a vacuum, so to achieve anything, you need to understand their partners, competitors, parties with conflicting interests, the political climate, and more. To do this, you will learn how to make a stakeholder analysis, using your newly acquired knowledge on international relations and politics.</p>

Project-based working 1: Understanding Projects[Back to main table](#)

Credits	5 ECTS
Code	IPPL-FT1PBW1-24
Entry requirements	None
Semester	1, term 1 + 2
Method	Workshops
Lecturer(s)	D.L. Bremner, K. Vrijburg, S. Atangana Bekono
Learning outcomes	<p>By the end of this course, students should be able to:</p> <ol style="list-style-type: none"> 1. Write a goal-oriented project plan (in order to create a video) based on a format provided by the lecturers taking into account easily accessible resources, organization and planning; 2. Distinguish between the various roles and tasks in a project group and describes his/her contribution to the project based on his/her role. This contribution must be proportionate to the contribution of other project group members; 3. Execute the project based on the project plan, and achieves the result of the project within the set deadlines; 4. Conclude the project by presenting their video to both their peers and lecturers and thereby handing over responsibilities to the owners (lecturers); 5. Operate based on a team contract provided by the lecturers and describes what went well and what requires improvement at the end of the project; 6. Describe his/her personality type and attitude based on DISC-test and describes how this had an impact on carrying out the project.
Recommended or required reading/tools	Grit R., Project Management: A Practical Approach, (2019), 5th edition, Noordhoff Uitgevers
Assessment methods	Project plan (30%) + Project result (30%) + Presentation (30%) + Individual reflection (10%)
Level	First year (for regular bachelor student)
Course content	<p>In year 1 and 2 of the programme you will be introduced to the professional task project-based working. In practice this means that every semester you will work on a project together with your peers. You will be able to execute the project based on the knowledge and theory that will be provided to you by your lecturers during classes. You will learn what project-based working entails, how to successfully complete a project and how to work in groups.</p> <p>In semester 1 you will be given an assignment by your lecturers (to make a video about an institution/organization that you have visited). You must make this video according to the principles of project management and based on a project plan. In semester 1 the project plan must consist of a description of the goal and result of the project. In addition, you must address certain elements of Grit's</p>

project management toolkit (organization & planning). Besides drafting and executing this project plan you and your group will also reflect on your group work and on the results of a personality test you take in the beginning of the course.

In semester 2 the aspect of an *external* client will be introduced. Furthermore, in this semester we will add complexity of this professional task by introducing the other aspects of Grit's toolkit (budgeting, risk analysis, quality management).

Year 1, Semester 2 – Course descriptions

Project-based working 2: Resources & Assignments		Back to main table
Credits	5 ECTS	
Code	IPPL-FT1PBW2-23	
Entry requirements	None	
Semester	2, term 3 + 4	
Method	Lectures, COIL, seminars, etc.	
Lecturer(s)	D. Bremner, H. Lara	
Learning outcomes	<p>By the end of this course, students should be able to:</p> <ol style="list-style-type: none"> 1. Draw up a project plan considering the client's needs, as well as the internal and external environment; 2. Report on the progress of the project to the client, having monitored for quality control and deals positively with the client feedback; 3. Achieve the desired result according to the project plan and client needs; 4. Complete the project and communicates it by means of a final presentation and final report, including reflection; 5. Work effectively in a diverse and accountable project team. 	
Recommended or required reading/tools	Grit R., Project Management: A Practical Approach, (2019), 5th edition, Noordhoff Uitgevers	
Assessment methods	Presentation (30%) + Assignment (70%)	
Level	First year (regular bachelor student)	
Course content	<p>In year 1 and 2 of the programme you will be introduced to the professional task project-based working. In practice this means that every semester you will work on a project together with your peers. You will be able to execute the project based on the knowledge and theory that will be provided to you by your lecturers during classes. You will learn what project-based working entails, how to successfully complete a project and how to work in groups.</p> <p>In semester 2 you will be given an assignment by an external commissioner. You must carry out this assignment according to the principles of project management and based on a project plan. In semester 2 the project plan must consist of a description of the goal and result of the project. In addition, you must address all elements of Grit's project management toolkit (budgeting, quality management, organization & planning). Besides drafting and executing this project plan you and your group will also reflect on your group work and on the results of a personality test you take in the beginning of the course.</p>	

Evaluating 2: Using Data		Back to main table
Credits	6 ECTS	
Code	IPPL-FT1EVAL2-23	
Entry requirements	None	
Semester	2, term 3	
Method	Working group, workshops	
Lecturer(s)	K.L. Vrijburg, A. R. Longman, L. Zarrou, H. Rambaran	
Learning outcomes	<p>By the end of this course, students should be able to:</p> <ol style="list-style-type: none"> 1. Conduct basic quantitative and qualitative analyses using existing data to answer a simple, societally relevant research question; 2. Find, identify, and select quality academic, professional, and popular information and literature to answer a simple societally relevant question; 3. Use audience specific argumentation and tone; 4. Present information visually and verbally in a way which is clear, effective, and purposeful; 5. Execute a simple policy evaluation based on a given evaluation question. 	
Recommended or required reading/tools	<p>Bardach, E. S., & Patashnik, E. M. (2019). <i>A practical guide for policy analysis - International student edition: The eightfold path to more effective problem solving</i> (6th ed.). Sage.</p> <p>Verhoeven, N. (2019). <i>Doing research: The hows and whys of applied research</i> (6th ed.).</p> <p>Boom.* Molen, H. T., Ackermann, M., Osseweijer, E. M., Schmidt, H. G., Wal, E. V., Boer, B. B., & Polak, M. G.(2022).</p> <p><i>Academic writing skills: Digital skills training in academic writing for psychology, pedagogy and education, and social sciences</i> (3rd ed.).</p> <p>Boom.* *Students are required to purchase the physical book including digital license.</p> <p>Recommended: Salkind, N. J., & Frey, B. B. (2020). <i>Statistics for people who (Think they) hate statistics</i> (7th Ed.). Sage.</p>	
Assessment methods	Portfolio (70%) + Individual assignment (30%)	
Level	First year (for regular bachelor student)	
Course content	It is of high importance that people working in public administration not only to know how to interpret and find data but also be able to effectively use the data themselves for various purposes. Questions which students will be able to answer by the end of this course include: how can we use existing information to answer	

	<p>societal questions? What information do we need and how can we collect it? What can I do to make sure that my research can be understood by citizens, academics, and public-policy experts?</p> <p>With this in mind, in this course students will learn to conduct basic analyses – using both quantitative and qualitative data - in order to answer (research) questions related to public policy. Students will also learn how to effectively communicate (their) results taking into account different audiences and purposes. This includes oral, written, and visual techniques. At the end of this course, the student will also be able to conduct a simple policy evaluation.</p>
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Advocacy 2: The EU and National, Regional and Local Interests	
Back to main table	
Credits	5 ECTS
Code	IPPL-FT1ADVO2-23
Entry requirements	None
Semester	2, term 4
Method	Lectures, working groups
Lecturer(s)	S. Atangana Bekono, I. Spronk
Learning outcomes	<p>By the end of this course, students should be able to:</p> <ol style="list-style-type: none"> 1. Understand the governance and legislative processes of the European Union; 2. Explain the roles and functions of the European Commission, European Parliament, Council of Ministers and European Council and how they contribute to the governance and decision-making processes of the European Union; 3. Formulate a position paper outlining their stance on proposed EU tax policy, supported by evidence and analysis of its social and economic implications; 4. Effectively advocate for their position applying negotiation techniques and strategies; 5. Engage in simulated negotiation exercises where they actively participate in role-playing scenarios, demonstrating their understanding of negotiation principles such as active listening, problem-solving, and compromise; 6. Consider ethical dilemmas before the negotiations start and handle them properly during the negotiating process. This might involve considerations of fairness, equity and honesty.
Recommended or required reading/tools	<p>McCormick, J. (2022) European Union Politics. 3rd ed. Bloomsbury Academic, London.</p> <p>Fisher, R., Ury, W.L., and Patton, B. (2011) Getting to yes. 3rd ed. Penguin Books.</p>
Assessment methods	Exam (25%) + Written assignment (25%) + Oral exam (50%)

Level	First year (for regular bachelor student)
Course content	<p>This course on the EU is designed to provide students with a foundational understanding of the European Union (EU), its main institutions, and the processes by which decisions are made.</p> <p>In today's interconnected world, the European Union plays a crucial role in shaping not only the political landscape of Europe but also influencing global affairs. Throughout this course, students will delve into the core institutions of the European Union, including the European Commission, the European Parliament, the Council of the European Union, and the European Council. They will learn about their respective roles, functions, and how these institutions interact to formulate policies and legislation that impact millions of people across member states.</p> <p>Moreover, students will explore the decision-making processes within the EU, examining key concepts such as the ordinary legislative procedure, the role of lobbying and interest groups, as well as the principles of consensus-building and negotiation that underpin EU governance.</p> <p>As a culmination of their learning experience, students will engage in a multi-day simulation where they will have the opportunity to put their newfound knowledge into practice. In this simulation, students will represent either a member state in the Council of Ministers or a faction within the European Parliament and advocate for their interests while navigating the legislative process and participating in negotiations with fellow classmates.</p> <p>This hands-on experience will not only sharpen their negotiation skills but also deepen their understanding of how decisions are made within the EU framework.</p> <p>By the end of this course, students will have gained a solid understanding of the EU's institutional framework and decision-making mechanisms, empowering them to engage more effectively with European politics and policies.</p>

Organising & Managing 2: Allocation & Policy in practice		Back to main table
Credits	5 ECTS	
Code	IPPL-FT1OM2-23	
Entry requirements	None	
Semester	2, term 3	
Method	Lectures	
Lecturer(s)	H. Lara, C. Matsushita, R. Varjavandi	
Learning outcomes	<p>By the end of this course, students should be able to:</p> <ol style="list-style-type: none"> 1. Apply research and analytical skills in the analysis, discussion, and development of a solution to a policy problem; 	

	<ol style="list-style-type: none"> 2. Describe and apply the connections between problem solving, decision making, and allocation of resources to the context of developing project design, fund development, and grant writing skills; 3. Describe, design and prepare, and communicate through written communication and a verbal pitch, an implementation plan for their developed solution, taking into account the contexts of organizational mission and vision, structure, staffing, logistics, and available but limited resources; 4. Apply the basic components of fundraising, drafting grant applications, and developing and understanding project budgets; 5. Apply a moral compass in organizing and managing, and is able to weigh different public values and community interests while doing so.
Recommended or required reading/tools	<p>Mandatory course readings will be provided through Brightspace, and availability will be announced as well through course announcements.</p> <p>Students should do the required reading BEFORE seminar sessions. Assigned readings provide foundational information for concepts and skills being taught in the course, and provide material for classroom discussions. It is not possible to fully engage in the full content of the course without doing assigned readings.</p>
Assessment methods	Portfolio (40%) + Presentation (60%)
Level	First year (for regular bachelor student)
Course content	<p>This course will focus on helping students understand how priorities are made by decision makers, policymakers, and funders/donors. The course will go over a number of wicked problems faced by the global south, in particular those related to achieving the Sustainable Development Goals; we will look at various approaches organizations use to contribute to achieving the goals of the SDG Agenda.</p> <p>Students will learn about grant writing and making pitches to help you build support for creative problem solving approaches. Students will need to practice and apply their research and reasoning skills to define a specific problem of their choosing, develop a solution, and then pitch their solution in a 'mock' situation.</p>

Advising on Policy 2: Political Economy and Policy Making		Back to main table
Credits	6 ECTS	
Code	IPPL-FT1ADVI2-24	
Entry requirements	None	
Semester	2, term 4	
Method	Lecturing, working group	
Lecturer(s)	A. Longman, R. Crijns, L. Huizinga	

Learning outcomes	<p>By the end of this course, students should be able to:</p> <ol style="list-style-type: none"> 1. Explain the most important macroeconomic concepts; 2. Explain the evolution of (international) political economy and its most important concepts; 3. Explain the (intended) effects of specific monetary and fiscal policies on the economy; 4. Describe potential frictions between economic rationality and ethical policy decisions; 5. Perform a policy analysis in which they identify what the consequences of an economic policy in a country would be in terms of macroeconomic indicators. 6. Formulate a concrete policy advice based on a performed economic analysis.
Recommended or required reading/tools	<p>Allen, R. C. (2011). <i>Global economic history: A very short introduction</i>. Oxford University Press.</p> <p>*Bromell, D. (2022). <i>The art and craft of policy advising: A practical guide</i> (2nd ed.). Springer Nature. https://doi.org/10.1007/978-3-030-99562-1</p> <p>Case, K. E., Fair, R. C., & Oster, S. E. (2019). <i>Principles of economics (Global Edition)</i> (11th ed.). Pearson.</p> <p>* Available digitally via Springer Link Additional readings will be made available on Brightspace.</p>
Assessment methods	<p>Written Exam (40%) + Group policy advice (40%) + Individual ethical reflection (40%)</p>
Level	<p>First year (for regular bachelor student)</p>
Course content	<p>James Carville, political strategist for Bill Clinton, famously said “it’s the economy, stupid.” Economics is central to all policy decisions and almost all policy announcements – whether economic, social, health, defence, environmental etc – are framed by their impact on the economy (“increasing the number of free childcare will allow more parents to work and boost the economy”).</p> <p>However, Carville was wrong: what he should have said is “it’s the political economy, stupid.”</p> <p>Political economy is the study of the relationship between government and citizen by understanding the impact of governmental policies on the economy and those who interact with it. Think about how the COVID-19 pandemic, a global health crisis, was largely defined as much in economic terms (lost productivity, growth, increased unemployment, the cost of toilet paper) as it was by health outcomes.</p> <p>Our starting point will be understanding the basics of macroeconomics. There is considerable debate over what governments can (and should) do in managing their national economy. In macroeconomics, we focus on two policy instruments: fiscal policy and monetary policy and how these policies try to manage three central concerns: output, unemployment, and growth.</p>

Economic theory sees the world in terms of efficient economic outcomes. What happens when we add social and ethical considerations into the mix? What if efficiency is as important as fairness, well-being, or equality? What is the role of governments and markets when efficiency is less important than sustainability? How could different moral convictions reshape economies?

In this course, students will use their understanding of macroeconomics to analyse the economic health of a country and define the most pressing economic challenge(s) facing a particular country. Based on this diagnosis, students will then be asked to complete an analysis of the economic policies which are in place and provide clear policy recommendations on what should and could be done to ensure macroeconomic stability whilst also considering the societal and ethical implications of this policy.

Year 2, Semester 1 – Course descriptions

Advocacy 3: Planning and Persuasion Back to main table	
Credits	5 ECTS
Code	IPPL-FT2ADVO3-23
Entry requirements	TBA
Semester	1, term 2
Method	Lectures, seminars, workshops
Lecturer(s)	J. Smits-Kilgus, I. Spronk, R. Audenarde
Learning outcomes	<p>By the end of this course, students should be able to:</p> <ol style="list-style-type: none"> 1. Experiment with various elements of persuasive communication (speech, feature piece,) to demonstrate fluency and technical accuracy in persuasive written and oral argumentation in the context of advocacy; 2. Demonstrate ability to use persuasive communication to influence decision-making; 3. Demonstrate how they weigh the different moral interests in advocacy efforts.
Recommended or required reading/tools	<p>Lehrman, R. <i>The Political Speechwriter's Companion: A Guide for Writers and Speakers 2nd Edition</i>, CQ Press, 2019. (Recommended)</p> <p>Luntz, F. <i>Words That Work: It's Not What You Say, It's What People Hear</i>. Hyperion, 2008.</p> <p>Zinsser, W. <i>On Writing Well</i>. INGP, 2016.</p> <p>Other materials will be made available on Brightspace.</p> <p><i>Literature for ethics component of Advocacy 3</i></p> <p>Keown, D. (2020). <i>Buddhist ethics. A very short introduction</i>. Second edition. Oxford : Oxford University Press. Mandatory reading for the group of students that will hold a presentation on Buddhist ethics. Recommended reading for the other students.</p> <p>Ramadan, T. (2008). Islamic ethics: sources, methodology and application. In Bahera, A., & Alali, K., <i>Islamic bioethics: current issues and challenges</i>. London: World Scientific. Mandatory reading for all students. Downloadable for free from https://www.worldscientific.com/doi/pdf/10.1142/9781783267507_0001.</p> <p>Sachedina, A. (2022). <i>Islamic ethics. Fundamental aspects of human conduct</i>. Oxford : Oxford University Press. Recommended reading for those who want to go the extra mile, not mandatory.</p> <p>Sandel, M. (2010). <i>Justice. What's the right thing to do</i>. New York : Farrar, Straus and Giroux. Covers the four main streams of Western ethics: libertarianism, utilitarianism, Kant, virtue ethics. Can be used for four sessions. Mandatory reading for all students. Instead of reading the book, students can watch the</p>

videos of the lectures on Justice that Sandel held at Harvard, to be found on YouTube.

Yu, K.-P., Tao, J. & Ivanhoe, P. (ed.) (2010). *Taking Confucian ethics seriously. Contemporary theories and application*. Albany (NY) : State University of New York Press. Mandatory reading for the group of students that will hold a presentation on Confucian ethics. Recommended reading for other students.

Assessment methods	Portfolio (2 parts: feature piece and self-reflection) + Oral speech
Level	Second year (for regular bachelor student)
Course content	<p>Effective communication is crucial skill for any public policy professional. No matter your future job title, whether you work for an advocacy or trade organization, as a political operative, a representative of government, as a communications professional, as an employee of a non-profit – you will be expected to be able to communicate effectively in both speech and writing in order to influence decision making. Being effective is not only getting the most important people within your target audience to listen, but being persuasive enough to move those people to act in order to move a policy agenda forward.</p> <p>People aren't born effective communicators; it is a skill that is honed and developed over years of intensive practice. In this class, your journey starts. You will actively participate in weekly writing ateliers, oratorical skills workshops and lectures and seminars on the role of ethics in advocacy and communication. The three assignments – writing and delivering a speech, writing a feature piece for publication, and writing a critical self-reflection applying the ethical concepts in this course – will lay the groundwork for you as an effective communicator that will enable you to realize the change you want to see in this world.</p>

Evaluating 3: Performance Measurement / Cost-Benefit Analysis		Back to main table
Credits	6 ECTS	
Code	IPPL-FT2EVAL3-23	
Entry requirements	TBA	
Semester	1, term 1	
Method	Lectures, workshops	
Lecturer(s)	R. Crijns	
Learning outcomes	<p>By the end of this course, students should be able to:</p> <ol style="list-style-type: none"> 1. Explain the principles of cost-benefit analysis in the public sector; 2. Discuss the measuring of costs and benefits and nonmarket valuation of public projects. The student applies concepts related to performance management/measurement to the chosen case study; 3. Execute practical research on a performance management/measurement system; 	

	4. Design recommendations on a performance management/measurement system based on the research outcome.
Recommended or required reading/tools	Van Dooren, Bouckaert and Halligan (2015). <i>Performance Management in the Public Sector: Second edition</i> , Routledge, ISBN: 978-0-415-73810-1. Literature cost-benefit analysis: to be announced.
Assessment methods	Individual assignment + Exam
Level	Second year (for regular bachelor student)
Course content	<p>Is it possible to envisage management in the public sector without due regard to the pursuit of results and the measurement of performance? We discuss the many meanings of the word “performance” and how it has become one of the main but contested agendas in public administration. What is performance management and what is it not? The subsequent stages of deciding what to measure, identifying indicators, analysing, reporting and safeguarding quality are discussed in detail. We deal with the use of performance information. Three modes of use are distinguished: learning, steering and control, and accountability.</p> <p>At the end of the course, students will have developed a strong understanding of the challenges and obstacles of performance management in the public sector. In particular, students will have gained knowledge of the basic circumstances that are needed for successful performance management and are aware of obstacles. They will be able to identify core elements in a practical setting. Students will have applied this knowledge to a case of their own choosing. Students will have researched the case, evaluated the case by making use of theoretical approaches and given recommendations based on the outcome of that research.</p> <p>Moreover, we will deal with cost-benefit analysis (CBA). The CBA methodology is specifically designed for the evaluation of public projects, and the project outcome is always evaluated on the basis of public interest. Costs and benefits are measured in terms of social utility gains and losses rather than cash or revenue flows, and external costs and benefits are included in the overall evaluation of a project. We will discuss the CBA methodology as well as CBA evaluation studies.</p>

Project-based Working 3: Project Management and Conference Project Proposal	
	Back to main table
Credits	5 ECTS
Code	IPPL-FT2PBW3-23
Entry requirements	TBA
Semester	1, term 2
Method	Lectures, workshops
Lecturer(s)	A. Pearce, K. Vrijburg

Learning outcomes	<p>By the end of this course, students should be able to:</p> <ol style="list-style-type: none"> 1. Develop and present a goal-oriented project plan and project proposal in order to create an international conference using the format provided by the lecturers taking into account easily accessible resources of practical theory; 2. Collaboratively distinguish the various roles and tasks in a diverse and international project group and describe his/her role and contribution to the project and project team; 3. Organise a project, stakeholder analysis, planning and scheduling a project, fundraising, collaborating and communicating effectively in a team and making use of (desk) research with a preselected theme in order to select a variety of sources, taking into account multiple international perspectives; 4. Work effectively and professionally in a diverse and international project team and self-manage progress both individually and collectively; 5. Use a moral compass and weigh various public values and interests when carrying out a project through the use of agreed upon group values.
Recommended or required reading/tools	Grit R., <i>Project Management: A Practical Approach</i> , (2019), 5th edition, Noordhoff Uitgevers
Assessment methods	Group assignment + Presentations
Level	Second year (for regular bachelor student)
Course content	<p>This course offers both theoretical and practical approaches to projects. The primary focus is on the more practical aspects of the successful completion of projects. For this reason, this course puts particular emphasis on the importance of careful preparation of a project plan and cooperation within the project team.</p> <p>This course is the first part of a of larger “project-based working 3 and 4 conference track.” In the Project Management part, students will focus on developing skills and deepening their knowledge regarding a project-based approach to assignments and project management. In the follow-up, Project Based Working 4 in the following semester, the entire IPM Year 2 have to devise one proposed Project Plan for the organisation of a Conference deriving from the various Project Plans made by the class in the Project Management course.</p> <p>The content, theme and program for the Conference and final decisions will be made and an Executive Conference Project Plan Project will be finalised by the entire class in the second semester. The conference itself will take also take place near the end of the second semester.</p>

Advising on Policy 3: Examining Policy Implementation Challenges

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Credits	6 ECTS
Code	IPPL-FT2ADVI3-23
Entry requirements	TBA
Semester	1, term 1
Method	Interactive lectures, seminars and consultations
Lecturer(s)	C. Matsushita, R. Audenarde
Learning outcomes	<p>By the end of this course, students should be able to:</p> <ol style="list-style-type: none"> 1. Accurately describe how international law and multilateral organizations came to exist to promote certain rules, principles and values; 2. Correctly explain international human rights frameworks and mechanisms that impose obligations on States; 3. Correctly examine legal, political and social challenges to the national implementation of international obligations in a given country; 4. Clearly illustrate the interplay of civil society, government, and regional and international organizations in the implementation of international human rights obligations; 5. Formulate policy advice appropriate for the recipient entity; 6. Succinctly express their views on the contemporary discourse on human rights, such as universality and sustainability.
Recommended or required reading/tools	<p>Lowe, V. (2015). <i>International law: A very short introduction</i>. Oxford University Press.</p> <p>Clapham, A. (2015). <i>Human Rights: A Very Short Introduction</i> (2nd edn). Oxford University Press.</p> <p>HERINGA, A. W. (2021). <i>Constitutions compared (6th ed.): An introduction to comparative constitutional law</i>. ELEVEN INTERNATIONAL PUBL.</p> <p>Any other materials that will be assigned by the lecturers.</p>
Assessment methods	Written exam + Portfolio (written assignment) + Presentation
Level	Second year (for regular bachelor student)
Course content	<p>The students will learn the interplay between international legal obligations in the field of human rights and the national legal, administrative and social contexts. A professional in the field of international public management needs to understand this interplay in a way a lawyer or a national public manager does not do. The students will examine how the national contexts pose challenges to the implementation of international obligations deriving from human rights treaties.</p> <p>The students will assess these challenges faced by a Member State of the United Nations and formulate different perspectives from a youth NGO, national human rights commission, international NGO and regional and international</p>

intergovernmental organisation. Students provide policy advice in the form of mock recommendations based on these perspectives. The assessment also gives students an opportunity to reflect on their learning in the module, and how it helps shape their vision as future international public policy professionals.

Organising and Managing 3: Financial management

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Credits	6 ECTS
Code	IPPL-FT2OM3-23
Entry requirements	TBA
Semester	1, term 2
Method	Lectures, workshops
Lecturer(s)	R. Crijns
Learning outcomes	By the end of this course, students should be able to: <ol style="list-style-type: none"> 1. Draw up an operating (income) budget and a cashflow budget; 2. Draw up an investment budget and a financing budget; 3. Carry out a financial ratio analysis and assess the financial health of an organization; 4. Calculate costs and apply cost allocation methods; 5. Carry out a break-even analysis and a budget variance analysis.
Recommended or required reading/tools	Van Dooren, Bouckaert and Halligan (2015). <i>Performance Management in the Public Sector: Second edition</i> , Routledge, ISBN: 978-0-415-73810-1. Literature cost-benefit analysis: to be decided.
Assessment methods	Exams
Level	Second year (for regular bachelor student)
Course content	The following topics will be examined: <ul style="list-style-type: none"> • Income statement: what are revenues and expenses and structure of income statement; • Cashflow statement: what are receivings and expenditures; • Balance sheet: debit and credit and basic structure. Horizontal and vertical form and common balance sheet items; • Business plan: investment plan and financing plan, income and cash flow budget; • Ratio analysis: liquidity ratios, solvency ratios, profitability ratios, activity ratios and assessing ratios; • Costs: fixed and variable costs, direct and indirect costs, cost classification by type, sunk costs and opportunity cost; • Cost allocation: the surcharge method, the cost center method, activity based costing; • Break-even analysis: break-even point and operating leverage; • Budget variance: efficiency variances, price variances, capacity usage variances.

Year 2, Semester 2 – Course descriptions

Advising 4: Urban Governance Lab - Delivering Policy Back to main table	
Credits	6 ECTS
Code	IPPL-FT2ADVI4-23
Entry requirements	TBA
Semester	2, term 3
Method	Lectures and workshops
Lecturer(s)	M. Villalba
Learning outcomes	<p>By the end of this course, students should be able to:</p> <ol style="list-style-type: none"> 1. Identify the most pressing urban challenges in a chosen municipality; 2. Analyze the causes of the most pressing urban challenges; 3. Investigate relevant literature and best practices of urban leadership and governance; 4. Apply urban theories, data and best practices to identify policy alternatives; 5. Apply stakeholder and community engagement tools in a particular urban context; 6. Draft a policy implementation document based on community input, institutional analysis and resource limitations; 7. Present findings in a convincing and engaging manner.
Recommended or required reading/tools	<p>Birkland, Th. (2020). <i>An introduction to the policy process. Theories, concepts, and models of public policy making</i>. Fifth edition. New York: Routledge.</p> <p>Stone, D. (2012). <i>Policy paradox. The art of political decision-making</i>. Third edition. London: W.W. Norton & Co.</p> <p>Esmann Andersen, S. and Ellerup Nielsen, A. (2009) "The City at Stake: 'Stakeholder Mapping' The City", <i>Culture Unbound</i>, 1(2), pp. 305–329. doi: 10.3384/cu.2000.1525.09119305.</p> <p>Other relevant academic papers, news articles and videos will be posted via Brightspace.</p>
Assessment methods	Policy advice report + Pitch presentation
Level	Second year (for regular bachelor student)
Course content	<p>Urban Governance Lab-Delivering Policy is a course designed to provide students with the tools to deliver a comprehensive policy advice in an urban context. Students will identify and analyze urban problems of municipalities in Netherlands and abroad. They will also learn about best practices in urban studies and how to adapt them to the particular context of a given client/municipality. The problem analysis and solution delivery will not be based only on desk research but also on empirical research collected via interviews to various stakeholders.</p>

Advocacy 4: Negotiation, Mediation and Conflict Resolution

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Credits	5 ECTS
Code	IPPL-FT2ADVO4-23
Entry requirements	
Semester	2, term 4
Method	Lectures and workshops
Lecturer(s)	D. Bremner, C. Matsushita
Learning outcomes	<p>By the end of this course, students should be able to:</p> <ol style="list-style-type: none"> 1. Identify and describe the main principles, tools and techniques of facilitation, principled negotiation and mediation; 2. Apply principles, tools and techniques of facilitation in a dialogue/meeting; 3. Apply principles, tools and techniques of principled negotiation and mediation in a conflict setting; 4. Reflect critically on their own attitudes and behaviours.
Recommended or required reading/tools	<p>Rosenberg, M. B. (2015). <i>Nonviolent communication: A language of life</i>. PuddleDancer Press.</p> <p>Kaner, S. (2014). <i>Facilitator's Guide to participatory decision-making, 3rd Edition</i>. John Wiley & Sons.</p> <p>Fisher, R., Ury, W., & Patton, B. (2012). <i>Getting to yes: Negotiating an agreement without giving in</i>. Random House.</p> <p>Goldberg, S. B., Brett, J. M., Brenneer, B., & Rogers, N. H. (2017). <i>How mediation works: Theory, research, and Practice</i>. Emerald Publishing.</p> <p>United Nations. (n.d.). <i>United Nations guidance for effective mediation department of political and peacebuilding affairs</i>. United Nations. https://dppa.un.org/en/united-nations-guidance-effective-mediation</p> <p>Other reading assigned by lecturers</p>
Assessment methods	Written assignments + Role play/Presentation assessment
Level	Second year (for regular bachelor student)
Course content	The final module in the professional tasks Advocacy trajectory looks at advocacy skills and frameworks that are 'process' oriented. Whereas many advocacy frameworks focus on advocating for certain parties or stakeholders, and others focus on advocating for specific outcomes or policy strategies, process advocacy looks at solving difficult social problems by using cooperative and collaborative processes. These problem-solving processes include facilitation, principled negotiation, and transformative mediation. The course will present these themes as theoretical frameworks, but then focus on developing and practicing them as

professional and life skills. In this module, students will learn theoretical foundations, skills to utilise tools and techniques and put them into practice through role-plays based on real and hypothetical scenarios.

Evaluating 4: Data Analysis		Back to main table
Credits	5 ECTS	
Code	IPPL-FT2EVAL4-23	
Entry requirements	TBA	
Semester	2, term 3 + 4	
Method	Lectures, workshops	
Lecturer(s)	R. Crijns	
Learning outcomes	<p>By the end of this course, students should be able to:</p> <ol style="list-style-type: none"> 1. Draw up relevant graphs and charts using spreadsheet programs; 2. Explain the key features of inferential statistics and to apply statistical estimation; 3. Carry out hypothesis testing and to perform the relevant statistical tests; 4. Calculate probability intervals, to perform the Z-test and to examine the results; 5. Calculate different relation coefficients and to examine the results. 	
Recommended or required reading/tools	<p>We use several GraspLe modules for this course (free available for students).</p> <p>Optional: <i>Statistics for People Who (Think They) Hate Statistics</i>, 2019, Salkind, N. J., & Frey, B. B. (pdf. free available for students).</p>	
Assessment methods	Individual assignment + Exam	
Level	Second year (for regular bachelor student)	
Course content	<p>Various graphs and charts will be discussed such as the bar graph, histogram, pie chart, line graph and scatterplot, and when to select which graph. Key features of inferential statistics will be explained: population, sample, sampling distribution, standard deviation of a sample, standard error and central limit theorem.</p> <p>Furthermore, the following concepts of statistical estimation will be explored: point versus interval estimates, confidence intervals for the mean and the student's t-distribution. Moreover, we examine concepts related to statistical testing so as: type I and type II errors and P-value and P-value calculations. Choosing a suitable statistical test is key in this respect. The following statistical tests will be discussed: t-test 1 sample, t-test 2 sample, F-test and the use of F-table, ANOVA and ANOVA calculations. Concerning Z-scores we will address the following issues: value to probability and probability to value, the use of the Z-table and calculating probability intervals. Additionally, the road from z-score to z-test will be outlined as well as how to calculate confidence intervals using z-distribution.</p>	

Last, a few relations for interval/ratio level and nominal/ordinal level will be examined. The following relations will be reviewed: Pearson's r , chi-squared and Cramer's V .

Organising and Managing 4: In control of organisational change

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Credits	6 ECTS
Code	IPPL-FT2OM4-23
Entry requirements	TBA
Semester	2, term 3
Method	Lectures, workshops
Lecturer(s)	H. Lara
Learning outcomes	<p>By the end of this course, students should be able to:</p> <ol style="list-style-type: none"> 1. Apply research and analytical skills in the analysis, discussion, and development of an understanding of an organizational problem of a real life organization; 2. Formulate improvements to an organizational problem in a real life organization and provide them with a plan to realistically implement those recommendations; 3. Apply a moral compass in organizing and managing, and is able to weigh different public values, community, and personal interests while doing so in a real life setting.
Recommended or required reading/tools	<p><i>Van Dooren, W., Bouckaert, G., and Halligan, J. (2015). Performance Management in the Public Sector (2nd edition). New York, New York: Routledge</i></p> <p>Additional sources provided by lecturers (articles, readings, videos, etc.) via Brightspace.</p> <p>Students should do the required reading and review of audio/visual materials BEFORE seminar sessions. Assigned readings and audio/visual materials provide foundational information for concepts and skills being taught in the course, and provide material for classroom discussions. It is not possible to fully engage in the full content of the course without doing assigned readings/audio/visual materials.</p>
Assessment methods	Exam + Portfolio
Level	Second year (for regular bachelor student)
Course content	This course will focus on helping students understand how to assess how an organization is structured, if its performing efficiently, if its struggling, and what problems it might have. Additionally, the course will help students understand how organizations deal with change and learn about how performance management tools can help assess if an organization is doing what it said it would do. The course will allow students to apply these concepts while working with 2 real life organizations.

Project-Based Working 4: Conference Project Plan, Pitch, Event and Evaluation

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Credits	6 ECTS
Code	IPPL-FT2PBW4-23
Entry requirement	Must have completed Project-based Working 3: Project management and conference proposal.
Semester	2, term 3 + 4
Method	Lectures, seminars
Lecturer(s)	A. Pearce
Learning outcomes	<p>By the end of this course, students should be able to:</p> <ol style="list-style-type: none"> 1. Develop and present a goal-oriented project-plan and project proposal, following the provided format by the lecturers. They will consider easily accessible resources of practical theory to create an international conference; 2. Collaboratively distinguish the various roles and tasks within a project group. Students will describe their own role and contribution to the project and project team, utilizing the Belbin Team Roles test; 3. Demonstrate the ability to organise a project, including stakeholder analysis, planning and scheduling, fundraising, effective collaboration, and communication within a team. They will employ (desk) research with a preselected theme to select a variety of sources, considering multiple international perspectives; 4. Effectively and professionally work within a diverse and international project team and manage progress both individually and collectively; 5. Utilise a moral compass to weigh various public values and interests when carrying out a project, based on agreed-upon group values.
Recommended or required reading/tools	Grit R., <i>Project Management: A Practical Approach</i> , (2019), 5th edition, Noordhoff Uitgevers
Assessment methods	Presentation + Individual assignment + Group assignment
Level	Second year (for regular bachelor student)
Course content	<p>The project organisation will then need to devise one Executive Project Plan deriving from the various Project Plans made by the different groups in the first semester and pitch this in order to obtain funding for this project. In other words: final decisions will be made on the conference content and an Executive Conference Project Plan will be finalised by the entire class. This final Project Plan will also be pitched (by means of a professional presentation, made and given by students) to potential sponsors/ commissioners of the event.</p> <p>Additionally, students need to set up their project organisation, make decisions on division of (management) positions in the Organisational Chart, the division of tasks and labour and start with the preparations for the actual Conference. Finally, the entire IPPL Year 2 organisation will be responsible (under tutor supervision) for the organisation and execution of the IPM Conference towards</p>

the end of the second semester. After the conference, students are required to evaluate the event and their individual roles in the organisation leading up to the conference.

Year 3, Semester 1 – Course descriptions

Making Peace not War: Sustainable Peace and Conflict Resolution		Back to main table
Credits	15 ECTS	
Code	IPM-HMVT22-MPNW	
Entry requirements	TBA	
Semester	1, term 1	
Method	TBA	
Lecturer(s)	C. Tremblay	
Learning outcomes	<p>By the end of the course, students will be able to:</p> <ol style="list-style-type: none"> 1. Describe the process through which violent conflict erupts; 2. Differentiate between the political, social, economic and ethical dilemmas that arise with the outbreak of conflict; 3. Identify the potential and actual tools available to the international community to construct regimes of sustainable peace; 4. Examine the role of a wide variety of actors in peacebuilding; 5. Establish whether or not the international community has the potential to adequately respond to war; 6. Evaluate post conflict situations in light of existing or proposed measures to strengthen peacebuilding efforts in war-torn regions. 	
Recommended or required reading/tools	<p>J. Koops, N. MacQueen, T. Tardy and P. Williams, <i>The Oxford Handbook of United Nations Peacekeeping Operations</i> (Oxford: Oxford University Press, 2015/2017)</p> <p>J. Ferejohn and F. McCall Rosenbluth, <i>Forged Through Fire, War Peace and the Democratic Bargain</i> (New York, USA: Norton & Company, 2017)</p>	
Assessment methods	Portfolio (60%) + Multiple choice exam (20%) + Group assignment (20%)	
Level	Third year (for regular bachelor student)	
Course content	<p>In 2018, there were more than 200 on-going violent conflicts around the globe. Across the twentieth century over 123 million people were killed as a direct result of conflict within or between states. In this minor, students will learn about the opportunities and challenges of international interventions to ‘save humanity’, that have often resulted in only temporarily ending war, or have exacerbated on-going conflicts.</p> <p>This minor looks at the root causes of conflict, including socio-economic deprivation, famine, and the struggle to control natural resources. Secondly, the minor examines the responses to conflict, with a particular focus on how the international community has responded to war, mass atrocities and genocide. Thirdly, the minor introduces crucial institutions in peacebuilding such as the United Nations and NATO, but also small and medium states and the lesser known local actors, indigenous groups, women, civil society and the youth.</p>	

This multidisciplinary minor is offered by the Lectoraat (Research group) on United Nations Studies in Peace and Justice (led by Prof. dr. Alanna O'Malley), which is positioned halfway between The Hague University of Applied Sciences and Leiden University. Lecturers from various backgrounds, such as political science, law, history, security studies and anthropology work together. Multiple experts from the professional practice, such as the Dutch military, international organisations, non-governmental and research institutions, share insights from practice with students and engage you to contribute with your ideas to peacebuilding solutions!

To pass the minor, students need to show their solutions to make peace instead of war. They participate in seminars, submit an individual research essay, join group role plays, visit and reflect on external United Nations-related events, and translate insights from the literature and the guest speakers to practice by various means. Registration is open for all students with a good command of English from all programmes of The Hague University of Applied Sciences.

Globalization, Governance and Development

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Credits	15 ECTS
Code	IPM-HMVT20-GGD
Entry requirements	Background knowledge of mainstream theories of international relations and politics, understanding of main policy debates regarding international development.
Semester	1, term 1
Method	TBA
Lecturer(s)	A. Longman, M. Villalba Ferreira
Learning outcomes	<p>By the end of the course, students will be able to:</p> <ol style="list-style-type: none"> 1. Describe the meaning of the course's three key terms – Globalisation, Governance and Development – in terms of theories as well as historical origins, drivers and current trends; 2. Identify governance arrangements at different levels (e.g., local, national, regional, international) and explain how they relate to selected development problems or issues; 3. Identify key demographic, economic, political, and socio-cultural characteristics of the four regions studied in the course (Southwest Asia and North Africa, Sub-Saharan Africa, Latin America, and Asia and the Pacific); 4. Recognise the role of IGOs and (I)NGOs and understand how international development projects are often designed, funded, and monitored; 5. Carry out desk-research to explore the functioning of international institutions and the current economic, political, and socio-cultural situation in countries of the 'global south';

	6. Use research findings as input to develop and deliver a set of professional products.
Recommended or required reading/tools	TBA
Assessment methods	Written examination (30%) + Portfolio (40%) + Final report (30%)
Level	Third year (for regular bachelor student)
Course content	<p>As the development goals of different countries around the world move closer together and the concept of global governance takes on increasing meaning, it becomes increasingly important for future public managers in the international arena to have a clear grasp of both the similarities and differences in national and regional policies, different development strategies, and the role that different countries play in establishing a global agenda for governance. In this minor, the subjects of globalisation, governance, and the role of government in promoting development in our increasingly integrated world will be addressed through a variety of both theoretical and context-specific lenses.</p> <p>The theoretical approaches introduced in the course include globalisation, global governance, post-colonialism, regionalism, and democracy. Primarily, the regions to be considered during this course will be those focussing on emerging economies. As such, we will be covering governance and development topics in the Americas, Sub-Saharan Africa, Southwest Asia and North Africa (SWANA, previously MENA), and Asia and the Pacific. A variety of topics will be covered, including national development strategies, the various meanings and ways of institutionalising democratic norms in different national settings, and local forms of development and resistance.</p>

Evaluating Development Projects, Programmes and Policies		Back to main table
Credits	15 ECTS	
Code	IPPL-EDPPP-24	
Entry requirements	TBA	
Semester	1, term 2	
Method	TBA	
Lecturer(s)	A. Longman	
Learning outcomes	<p>By the end of the course, students will be able to:</p> <ol style="list-style-type: none"> 1. Understand the role of development policies, projects, and programmes in promoting socio-economic development; 2. Critically analyse the rationales, roles, and functions of evaluations, including factors which influence to what extent evaluations are wanted and used; 	

	<ol style="list-style-type: none"> 3. Understand the methodological choices in designing and conducting evaluations; the politics of evaluations; some leading approaches in evaluation, and; 4. Create and conduct a policy, project, and programme evaluation using real-life case studies.
Recommended or required reading/tools	TBA
Assessment methods	<p>Portfolio (60%) consisting of four components:</p> <ul style="list-style-type: none"> • Group Evaluation Challenge (20%): each group will be asked to a recent “intervention” at THUAS, e.g. the introduction of a new course, a change in the library or IT services, etc. The groups will then have to design a (very focused) evaluation of the intervention, conduct the evaluation, and present the findings in class. • Terms of Reference (30%): students have to create a Terms of Reference for the evaluation of a development programme based on real cases from practice. Cases will be provided. • Programme Evaluation (pass/fail): students will have to conduct the evaluation, speaking to relevant stakeholders, holding interviews, reviewing existing documentation and analysing quantitative data. This is not a graded assignment but forms the basis of the evaluation report. • Evaluation Report (50%) students have to report based on the conducted evaluation. Outlining the evaluation (in line with the Terms of Reference), results, and policy advice. <p>+ Open book exam (40%)</p>
Level	Third year (for regular bachelor student)
Course content	<p>The world is faced with two interconnected and interdependent crises: one social and one environmental. The question of how projects, programmes, and policies aimed at improving the lives of the most vulnerable is global society can be developed and implemented in a way that ensures a safe and just society for future generations is of central importance. In order to contribute a part of the answer to this question this minor focuses on (socio-economic) development projects, programmes, and policies: what they are, how they work, and how we can evaluate and understand their effectiveness. This way we can critically evaluate the modern manifestations of historical trends in inequality and development and better understand how socio-economic development challenges can be alleviated.</p> <p>We will look at the role of governments, the non-profit section, and private actors in delivering development projects. External partners’ projects will form the real-world case studies. Through different cases you will understand the role of governance (failures) and the international community in efforts to improve the everyday life of some of the most vulnerable populations in global society. By the end of this part of the course students will be on their way to being (development) policy evaluation and monitoring experts. They will have a practical, local-level understanding of policy implementation and evaluation before moving to the second half of the course where you will explore the</p>

historic, cultural, economic, and social contexts that help us understand where we are today and how we could (potentially) tackle some of the challenges facing us as global citizens.

Year 3, Semester 2 – Course descriptions

Advocating a More Just and Peaceful World		Back to main table
Credits	15 ECTS	
Code	IPPL-HMVT24-PJHR	
Entry requirements	TBA	
Semester	2, term 3	
Method	TBA	
Lecturer(s)	C. Matsushita	
Learning outcomes	<p>At the end of this the minor, the student is able to:</p> <ol style="list-style-type: none"> 1. Examine various concepts of peacebuilding, justice, and human rights (PJHR) as they are applied in historical and contemporary contexts; 2. Utilise artistic tools and mediums to create advocacy tools; 3. Collaboratively organize an advocacy exhibition event; 4. Identify and critically analyse research questions; 5. Articulate and communicate their positions clearly and persuasively, both orally and in written form. 	
Recommended or required reading/tools	TBA	
Assessment methods	Written exam (20%) + Professional product (30%) + Presentation (10%) + Portfolio (40%)	
Level	Third year (for regular bachelor student)	
Course content	<p>The concepts of ‘peace’, ‘justice’ and ‘human rights’ are found in various aspects of our lives. From local to international issues, global citizens tackle challenges that are interconnected with these concepts in some way. In this module, we delve into the examination of ‘universal’ human rights and how they impact societies worldwide. Students are exposed to diverse perspectives, including political, legal, social, and moral angles, as they choose a topic to explore and advocate for. In the Foundation phase, students evaluate these concepts and apply them in their own art, written and spoken advocacy projects.</p> <p>Students are challenged to compare and contrast the more traditional state oriented, top-down approaches to Peace Building under the umbrella of the UN (with) regional, and local and indigenous practices. They requested to study the impact of imperialism, orientalism, neo colonialism and decolonisation in current debates on peace building, justice and human rights.</p> <p>Special attention will be paid to the correlation between Warfare, Justice, Human Rights, public opinion and democracy in current events and from a historical perspective.</p>	

	<p>In pairs students will submit an article on a topic of their interest for the Student Journal Peace Building, Justice and Human Rights. All students will be responsible for the content, editing, and quality of the end result of the journal. They will be trained and coached to write a peer reviews, and edit a journal.</p> <p>In the exhibition students will create awareness of an current challenge / situation in peace building, justice and human rights. Students are invited to embrace their creativity (e.g. photos, painting, poem, infographic or mind-map) and are trained by artists and content experts from the field.</p> <p>In addition, students will organize an social event for a target group or social movement of their choice in order to stimulate community building, peaceful dialogues and social interaction while addressing justice and human rights.</p>
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Advising for Human Rights Projects, Programmes and Policies		Back to main table
Credits	15 ECTS	
Code	IPPL-FT3HRPP-24	
Entry requirements	TBA	
Semester	2, term 4	
Method	TBA	
Lecturer(s)	C. Matsushita	
Learning outcomes	<p>At the end of this the minor, the student is able to:</p> <ol style="list-style-type: none"> 1. Conduct action research utilising qualitative research tools and methods appropriately and effectively; 2. Produce persuasive visually appealing research outcomes; 3. Effectively execute impactful advocacy events by utilising the project management cycle; 4. Formulate relevant and practical policy advice for a chosen public entity; 5. Engage in deep reflection on their learning journey as a future practitioner in the field of peacebuilding, justice, and human rights. 	
Recommended or required reading/tools	TBA	
Assessment methods	Portfolio (70%) + Professional product (30%)	
Level	Third year (for regular bachelor student)	
Course content	This minor focuses on the conceptual frameworks, critical thinking and paradigms shifts in the field of Peace Building, Justice and Human Rights in contemporary (post) conflict situations, and conflict resolution of environmental, mineral and water disputes, and identity based conflicts.	

	<p>Students are challenged to compare and contrast the more traditional state oriented, top-down approaches to Peace Building under the umbrella of the UN (with) regional, and local and indigenous practices. They requested to study the impact of imperialism, orientalism, neo colonialism and decolonization in current debates on peace building, justice and human rights.</p> <p>Special attention will be paid to the correlation between Warfare, Justice, Human Rights, public opinion and democracy in current events and from a historical perspective.</p>
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Challenges to European Governance		Back to main table
Credits	15 ECTS	
Code	IPPL-FT3EU1-24	
Entry requirements	TBA	
Semester	2, term 3	
Method	TBA	
Lecturer(s)	S. Atangana Bekono	
Learning outcomes	<p>Students who have completed this module are able to:</p> <ol style="list-style-type: none"> 1. Explain the way in which European policies and legislation are passed within the current institutional framework of the EU; 2. Discuss the most important aspects of key EU policy fields, most notably migration, monetary policy and trade. 	
Recommended or required reading/tools	<p>Nugent, N (2017) <i>The Government and Politics of the European Union</i>. Palgrave Macmillan, 8th edition</p> <p>Keading, M. and Pollak, J. (2020) <i>Euroscepticism and the Future of Europe</i>. Views from the Capitals Palgrave MacMillan</p>	
Assessment methods	Exams + Research paper	
Level	Third year (for regular bachelor student)	
Course content	<p>The module will give students a foundational knowledge of the functioning of EU institutions, the interaction between the member states and the EU, and the way member states implement EU policies. It introduces a number of key policy areas to students, including monetary, trade and migration policy. Second, students will have an in-depth look at the challenges EU legislation and policy objectives are faces at the different governance levels.</p>	

European Policy-making in Practice[Back to main table](#)

Credits	15 ECTS
Code	IPPL-FT3EU2-24
Entry requirements	TBA
Semester	2, term 4
Method	TBA
Lecturer(s)	S. Atangana Bekono
Learning outcomes	<p>Students who have completed this minor are able to:</p> <ol style="list-style-type: none"> 1. Write a goal-oriented project plan taking into account project activities, organisation and planning; 2. Write a stakeholder analysis for their assignment provider identifying and analysing the most relevant stakeholders for their project; 3. Write an advisory report consisting of and based on desk research as well interviews that provides recommendations for their commissioner; 4. Operate based on a team contract provided by the lecturers and describes what went well and what requires improvement at the end of the project.
Recommended or required reading/tools	TBA
Assessment methods	Report (50%) + Stakeholder analysis (50%)
Level	Third year (for regular bachelor student)
Course content	<p>The European Union is an ever increasing political and economic power with an impact stretching far beyond the borders of its 27 members. The EU is one of the most powerful regional organisations in the world. It serves as a model to other regional organisations, such as CARICOM in the Caribbean, the African Union in Africa, and MERCOSUR in South America.</p> <p>With its detailed directives, it affects the daily lives of more than 500 million citizens. As one of the three big economic superpowers, together with China and the US, the EU's financial clout and (economic) soft power means it is able to influence the policies of neighbouring states like Bosnia and Herzegovina and Ukraine as well as trading partners further afield such as Japan and India. The EU is therefore an important actor for Europeans and non-Europeans alike. As such, knowledge of and familiarity with the EU facilitates the professional life of every future International Public Manager. However, the EU's hegemonic position on the European continent is not guaranteed. Brexit, rising right wing populism, the invasion of Ukraine, COVID19, climate change, a continued migrant crisis, and the breakdown of international norms are all but all a few of the challenges facing the EU's place in the world. To understand what this means for the EU and how the EU can respond, we first need to understand why the EU exists, how it functions, and what it does.</p>

In this minor we will focus on the local and regional levels of governance. What does the implementation of EU policy mean for local and regional governments? How do these governments make sure that they are able to utilise EU funds? By carrying out a project for an organisation students you will try to find answers to these questions.

Practical Information

Location Main Campus

The Hague University of Applied Sciences (THUAS)
Faculty of Public Management, Law & Safety
Johanna Westerdijkplein 75
2521 EN The Hague
The Netherlands

How to Apply & accommodation

For practical information on how to apply and also on accommodation, please see THUAS' website:
<https://www.thehagueuniversity.com/programmes/other-courses/exchange-programmes/practical-information>

Contact

If you would like more information about the exchange application procedure, deadlines, accommodation, visa/permits, bank account, health care insurance, please contact our International Office at: international@hhs.nl / +31 (0)70 – 4458505

Enquiries about the academic information of International Public Policy & Leadership programme, please contact the Exchange Coordinator, Ms. Laura Díaz or Ms. Irene van der Wal at exchangeBRV@hhs.nl

Exchange Information page

All relevant information needed to start at our IPPL programme will be posted on the student portal on the Exchange Information page. The content will be posted nearer the date and exchange students will get access as soon as they have activated their THUAS student account.

Note: the exchange information page will be updated in May/June 2024.

Facilities

THUAS's state-of-the-art facilities are designed to enhance your university experience. From modern lecture halls to an extensive library offering a wealth of resources, you'll find the perfect environment to excel in your studies. Additionally, our recreational spaces, including sports facilities and student lounges, provide opportunities to unwind and connect with fellow students.

Library

The library boasts an extensive assortment of books, nearly 900 magazines, both Dutch and international newspapers, and a large collection of graduation essays. With its digital catalogue and outstanding electronic resources, the library offers exceptional amenities to students and faculty alike. The Library is located on the first floor (entrance/exit, self-service unit for borrowing and returning items, Study Plaza) and ground floor (books, periodicals, silent study area). Most library services come at no cost. While books, graduation essays, and videotapes are available for borrowing, magazines are not, but can be copied using provided facilities.

There is also a digital library accessible anytime from any computer, which encompasses international databases, E-journals, a standards database, E-books, THUAS theses and publications, information on copyright regulations, and tools for reference management.

If you want to know quickly whether a book is available, you can use the Library App. You can also set that you receive an alert when the lending period has almost expired. The Library app can be downloaded for Android (Google Play) and iOS (App Store).

The IT Front Office

The IT Front Office provides, integrated accommodation and facilities and IT support for the whole of THUAS, striving to meet the highest service standards. Its aim is to use the latest technology, offer differentiation in services and structure and have an international outlook. The focus lies on taking pressure off users in terms of logistics and ensuring that a safe physical and digital environment is in place.

The Front Office will be happy to help you with all IT related questions. Here you can borrow audio-visual equipment if for example, you need to shoot a video for a class. In the iFrontoffice self-service portal you will find manuals and you can submit requests. You are also welcome with any questions about your Campus card.

Campus Card

THUAS makes use of an electronic purse system for printing, accessing lockers (during exams), and buying food and drinks. You can pick up your Campus Card by presenting valid ID at the IT Front Office of your THUAS campus. Alternatively, during the Introduction Day, we will assist you with its procurement. To load money onto the card, you need to have a PayPal account or a Dutch bank account. It is not possible to charge it with foreign bank cards unfortunately.

Academic support and facilities for students with a disability

THUAS provides numerous facilities and arrangements to accommodate students with functional impairments or disabilities.

To get started, schedule an appointment with your programme's student counsellor as soon as possible. The Exchange Coordinators will assist you with this. Together, you will determine which facilities and arrangements are necessary to enable or facilitate your studies. Arrangements may include extra time to write an exam, additional counselling, and the use of an adapted resting space.

Canteen

There are various food providers and vending machines at THUAS. The main cafeteria offers the largest selection, including halal meals, hot meals, sandwiches, soups, and salads. For a quick bite, stop by the Salad & Sandwich counter right across this central restaurant. There is also a lunch canteen on the 3rd floor of Slinger. West 75, by the main entrance, is everyone's favourite cafe.

Please note that the university does not accept cash or credit cards. Payments can be made only via the Campus Card or a Dutch (European) Maestro bank card.

There is also a small grocery store outside the main building called "Albert Heijn To Go", which sells a selection of meals and snacks and drinks. There are also various vending machines with drinks and snacks on multiple floors of the university.

Study areas

There are a number of study areas scattered throughout the building. Feel free to make use of any of them to work on your assignments, meet with a group, or catch up with friends.

Sports Centre & Gym

The main campus features a Sports Centre and a gym as well. Here, you can take group lessons, access the fitness area, and even receive personalised guidance from instructors. The pass also gives you discounts at certain sports clubs in The Hague and the municipality swimming pools.