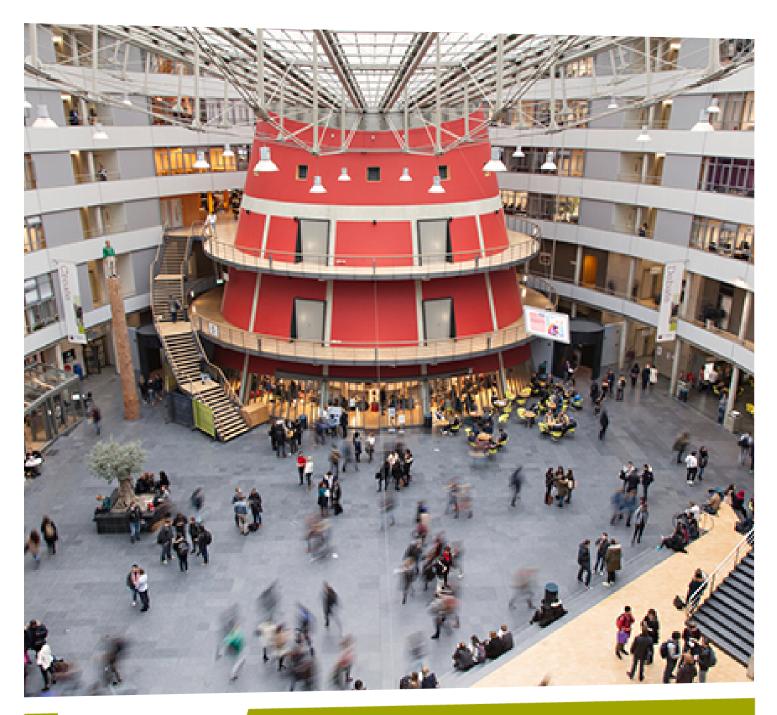# MANAGEMENT & ORGANISATION EXCHANGE PROGRAMME

Academic Guide for incoming exchange students M&O 24-25

THE HAGUE
UNIVERSITY OF
APPLIED SCIENCES

MANAGEMENT & ORGANISATION EXCHANGE PROGRAMME

Department
Global Office, Faculty of Management & Organisation

Date
April 2024

Version
0

let's change
YOU. US. THE WORLD.

Disclaimer

The information contained in this guide is, to the best of our knowledge, true and accurate at the time of publication and is solely for information purposes. Changing circumstances may cause alterations in its outline at any time. The faculty of Management & Organisation of The Hague University accepts no liability for any loss or damage howsoever arising because of use or reliance on this guide or on the information thereon or in respect of information accessed via any links from the Web pages.

Mission Statement

The faculty of Management & Organisation (M&O) is firmly committed to maintaining and developing the international character of its educational programmes. They seek to broaden academic and vocational links with Institutions and Organisations both within Europe and beyond, through such diverse activities as student and staff exchanges, curriculum development and participation in other educational initiatives. By placing an international dimension at the centre of policy objectives, a learning environment will be fostered to increase and enrich the opportunities available to both students and staff of the Institute, and those of our partner institutions and organisations.

The mission of the programmes is to provide students with the broadest professional, academic, and personal experience of the world during their time with us to equip them with the necessary tools to be able to operate successfully in the global community dealing with the emerging issues of the 21st century world.

M&O Vision

Climate change, migration, poverty, obesity: our world is facing many global challenges which need urgent solutions for now and for future generations. Yet, at a time when governments, organisations and citizens need to collaborate and co-create solutions, society is divided and trust in business and political leaders is at an all-time low. Open, transparent, and inclusive communication connects people and builds trust.

Connecting Worlds
Many worlds come together in The Hague. The city is home to companies, multinationals, governmental and non-governmental organisations from all corners of the world. As self-proclaimed 'international city of peace and justice' The Hague also demonstrates a higher ambition, which The Hague University of Applied Sciences has translated in its own call to action: Let's Change! You. Us. The World. Our vision is to educate engaged, open-minded management professionals who can connect worlds.

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Foreword

At the Faculty of Management and Organisation (M&O), we pride ourselves on our international atmosphere. Within our undergraduate programmes we have many non-Dutch students who come to spend their entire study period with us. Add to this the 250 students who come and complete either a one-year or one-semester exchange programme, and at any given time some 35 nationalities can be found within our corridors.

To reflect the international dimension our academic programme offers many courses with an international perspective; moreover, we have also taken particular care to provide language courses at various levels to ensure that students can take languages at their own level and further enhance their skills. We believe this is vital in helping you become global citizens that can meet the challenges of modern society, thus increasing both your employability and social awareness. These are important considerations in our university and ones we are happy to share with you.

This guide aims to outline the study programme and facilities available for our exchange students. The information given in this guide is general and brief, more detailed module outlines are available upon request. The classes in Introduction to Dutch Culture & Society are open for all students from abroad because we think it is important that they should learn something about their host country.

We hope that all our exchange students enjoy their stay in The Netherlands and that they will thrive from the challenges and opportunities we have to offer them. We shall certainly do everything possible to make their stay with us rewarding and look forward to having you here.

Martijn Verheus
Director Faculty Management and Organisation

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Content

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1. The Dutch Educational System & The Hague University of Applied Sciences

Introduction

The vast majority of institutions of higher education in The Netherlands are state funded. They fall into two categories. There are around 20 traditional 'research' universities, and over a 100 Universities of Applied Sciences *(Hogescholen)*, whose emphasis is on a more vocational approach.

These vocational universities adopt a practical approach and explicitly set out to train students for specific jobs or a range of jobs at an academic level. There are strong links between these universities and the professional field. A five/six-month traineeship is a compulsory part of the programme. Most study programmes at universities of applied sciences are four-year bachelor's degree programmes, whereas bachelor's degree programmes at the traditional universities normally take three years. In both cases graduates are awarded a bachelor's degree.

The Hague University of Applied Sciences (THUAS) is a university with a vocational approach. faculty of Management & Organisation (M&O) is a multi-disciplinary and internationally orientated educational programme which aim to provide their students with qualifications enabling them to start a career in a wide range of jobs with international aspects.

Internal Organisation of M&O

THUAS comprises seven faculties, each with between 1000-5000 students. The faculty of Management of Organisation has around 5000 students and around 260 staff members. We are run by a faculty director. The degree programmes offered by the faculty are run by programme managers and programme co-ordinators. The programme director and programme co-ordinators form the management of each of the programmes.

With over 50 exchange partners around the world, M&O has a small team of dedicated and enthusiastic people to run its international affairs. We have also had a small organisational team who are on hand to assist our exchange students settle into life in The Netherlands. THUAS also has a central International Office who receive application forms from potential exchange students and help with visas, residency and accommodation matters; more information on them can be found on the website of THUAS.

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2. Meet the team of Management & Organisation

2.1 The Global Office

Name	Tasks
Programme Coordinators Internationalisation **Wil Pruijssers (Business Administration)** w.m.pruijssers@hhs.nl **Lenneke Schouw (COM-ICM)** h.m.schouw@hhs.nl **Olga van Diermen – van Winden (FM)** o.g.vandiermen@hhs.nl **Eline Duine (HRM)** E.Duine@hhs.nl	• general responsibility for international development and administration • all general academic and social matters concerning exchange students • responsible for social and integration activities for international students
Sophia Tseng *Mobility Officer (Inbound)* MO-GlobalOffice@hhs.nl	• responsible for administrative matters of guest students and processing ERASMUS+ and non-EU documentation such as Learning Agreements and Certificates of Stay
Evelien Meinderink *Global Office Coordinator* MO-GlobalOffice@hhs.nl	• general responsibility for faculty wide internationalisation processes and administration
Claudia Diers-Lienke *Faculty Coordinator Internationalisation* C.T.Diers-Lienke@hhs.nl	• responsible for internationalisation policy of the faculty • Staff exchange
Kiki Julizar *Mobility Officer (Outbound)* MO-GlobalOffice@hhs.nl	• responsible for administrative matters for outgoing students

Official Erasmus+ documentation for exchange students, such as Learning Agreements Before and During Mobility, and certificates of stay can be sent to MO-GlobalOffice@hhs.nl for processing.

We are also on Instagram!

GO Instagram

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2.2 Area Coordinators & Erasmus+

Our Area Coordinators are responsible for day-to-day contacts with partner institutions, contact persons for exchange students and for academic and social support. Their contact details can be found below:

Area Coordinator Management & Organisation	Email address	Countries
Ms. Eline Duine	E.Duine@hhs.nl	Austria & Germany
Ms. Lenneke Schouw Ms. Carlien Schafthuizen	h.m.schouw@hhs.nl c.schafthuizen@hhs.nl	France & Greece
Ms. Loekie Schot	l.s.schot@hhs.nl	Sweden & Finland
Mr. B. Verbeek	b.verbeek@hhs.nl	Indonesia
Ms. C. Diers-Lienke	C.T.Diers-Lienke@hhs.nl	Italy
Ms. Wil Pruijssers	w.m.pruijssers@hhs.nl	Portugal, Spain, Belgium
Ms. Nicki van Campenhout	n.vancampenhout@hhs.nl	China, Japan, South Korea & Taiwan
Ms. Zah Kahar	z.kahar@hhs.nl	United Kingdom

Area Coordinator Facility Management	Email address	Countries
Ms. Marlinda Dressen	m.dressen@hhs.nl	Austria, Germany & Switzerland
Mr. Juun Schaars	c.f.a.schaars@hhs.nl	Spain
Ms. Loekie Schot	l.s.schot@hhs.nl	Norway & Finland

3. Facilities

Information on campus security, printing/scanning/copying, storing bicycles, parking cars, prayer rooms and special assistance etc. will be provided upon student's arrival and during the mandatory introduction week. Find below an overview of several topics useful for incoming exchange students.

3.1 Desks and questions

There are several desks you can contact for a variation of topics and issues.

The Faculty **Management & Organisation Front Office** can redirect you to the right person or department within the faculty, so they are a good **starting point**.

Telephone   +31 70 445 86 00
E-mail   mo-frontoffice@hhs.nl
Location: OV2.51

For any questions on housing, your **general application, residence permits** and visas, health insurance, registering at the municipality, you can visit the **International Office**.

Telephone: +31 70 445 8505
E-mail: exchange@hhs.nl
Location: OV1.10

Specifically for exchange students, there is also the **Global Office**, we can answer any question related to your **academic** programme, timetables, courses, etc.

E-mail: MO-GlobalOffice@hhs.nl
Location: OV2.49

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For **written exam** related questions, there is the Exam Office, they can help you with the ins and outs.

Telephone: +31 6 1432 8057
E-mail: MO-examoffice@hhs.nl
Location: OV2.59

For **IT related** questions and issues (such as your Campus card of Wi-Fi login details), contact the general **Front Office FZ IT of THUAS**.

Telephone: +31 70 445 7777
E-mail: Frontoffice@hhs.nl
Location: OV1.69

3.2 Library and Study Plaza

The library has a diverse collection of books, nearly 900 magazines, Dutch and foreign newspapers, and a large collection of graduation essays. Because of its digital catalogue and excellent electronic sources of information, the library provides excellent facilities to students and staff. It is open to students registered at THUAS and to members of staff.

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). Most library services are free of charge.

Opening hours Library & Study Plaza:
Monday - Friday: 9 am – 10.30 pm*
Saturday, Sunday: 10 am - 10.30 pm*
During the holiday periods, opening hours may be different.

There is a digital library (mostly accessible any time, from any computer, once you are logged in as a student) which includes (international) databases, e-journals, standards database, E-books, THUAS theses and publications in digital form etc. For more information, please consult this link. If you have any questions, you can visit the library, ask a staff member, or contact the library via email: bibliotheek@hhs.nl.

3.3 Student Counselling & Supervision

THUAS has a counselling system in place to help students facing problems that may affect their study results. Our Exchange students are also encouraged to speak to their Area Coordinator (see above) and/or the Mobility Co-ordinator to alleviate their problems.

They advise students on all kinds of matters ranging from study grants and housing to other programmes of study inside and outside THUAS. They can also help students with any appeals against decisions judged to be unfair or incorrect. The central student counsellor may also be approached when students have more personal problems affecting their studies, but in this case, they can also choose to go to their Area Coordinator or the Programme Coordinator Internationalisation. They are there to listen to students and help them as best they can.

Any conversations with the central student counsellor or the faculty staff are strictly confidential. Students may be referred to expert agencies outside the university.

THUAS also has a student psychologist. The problems students see themselves confronted with are diverse. Sometimes they lose the motivation to continue their studies, or they suffer from a fear of failure; sometimes profoundly serious things occur, such as psychiatric disorders. The psychologist provides short term care. These conversations are, of course, also strictly confidential.

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3.4 Campus Card

We use an electronic purse system at THUAS to buy food and drinks and make copies on the copy machines. It is not possible to pay in cash inside the university. During the mandatory orientation, we will show you where to collect a Campus card. To load credit on this card, you will need to have a PayPal account or a Dutch bank account (with a Dutch bank account you can charge your card using Ideal or the THUAS building machines). It is not possible to charge the Campus Card with foreign bank cards, so make sure you get a credit card or PayPal account so you can use it upon arrival at THUAS. Alternatively, food and drinks can be bought at THUAS with a Dutch bank card, which you will receive upon opening a Dutch bank account.

You will then need to activate your campus card online at: Log in / FacilityPro user portal (hhs.nl). Please follow these steps:
- Log in with your username and password (these were sent to you by email).
- Click on 'Enrol card.'
- Enter the card number (you can find the number on the card itself) and the activation code that you got on the letter you received with the card.
- Select 'Enrol'

3.5 Canteen

Food and drinks can be purchased from the Foodcourt, the West 75 cafe and vending machines. In all cases, payment is by card. The central food court has the largest selection of items, also serving vegetarian and halal products. The university has microwaves that can be used for heating food, multiple coffee corners on various floors, and a "West 75" restaurant.
There is also a small grocery store outside the main building called "Albert Heijn To Go", which sells a selection of meals, snacks, and drinks.

3.6 Medical Care

Physicians or GPs
In case of illness, you should contact a general practitioner (huisarts) first. They are your main link to any specialist or hospital. Most GP's speak English, but it is important to check if they participate in your health care system. The Hague International Centre can assist you in finding a general practitioner in The Hague. The website contains a wealth of useful information on health, and their staff speak various foreign languages. We recommend you find a GP as soon as you have arrived.

Medical emergencies
- For life threatening situations call: 112 (ambulance, fire department or police department) or visit the emergency room at the nearest hospital.
- If you are not feeling well and your symptoms are not life threatening, you can contact your general practitioner and make an appointment.
- For emergencies after 17.00 hrs and during weekends, you can contact the *huisartsenpost* (hadoks) via telephone number +31 (0) 70 34 69 669.

Payment
Make sure to bring proof of your health insurance to the appointment, otherwise you will have to pay for the consultation directly after you have visited the doctor.
A regular consultation costs around € 30 - € 50. E.g.: Blood tests, psychological support cost a lot more. Do not forget to ask for a receipt, as after your visit you can declare these costs to your insurance company.

Pharmacies
In the Netherlands, you will need a prescription for most medication. With a prescription you can go to a pharmacy (apotheek) to collect your medication. You pay for it when it is ready, and if you have medical insurance, you can usually claim the expenses from the insurer. Certain medicines are available over the counter, either in a pharmacy or at a chemist (drogist). Pharmacies and chemists usually have the same opening hours as shops. There is always a pharmacy open, even on weekends. The telephone directory of The Hague and surroundings contains an extensive list of pharmacies in The Hague.

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The pharmacy nearest to The Hague University is Apotheek van Leeuwenhoek:
Rijswijkseweg 392, 2516 HP Den Haag
Tel. 070-3992240
E-mail: info@apotheekvanleeuwenhoek.nl
Opening hours 8.30 a.m. to 6.00 p.m.

Dentists
Dental treatment is **not included** in standard medical insurance. If you need a dentist (tandarts) you should make an appointment first. After treatment, the bill is usually sent to your address in the Netherlands. The cost of the consultation varies by type. Once again, ask for a receipt if you pay in cash to receive compensation from your insurance.

Bring along your passport or identity card, insurance papers, your address in The Hague, and enough cash to pay for the treatment.

4. Student Activities

Aside from the academic and support staff, M&O also has several student-run bodies who help in the organisation and running of the faculty. Their purpose is to organise extra-curricular activities and to help promote the international atmosphere within the campus. These student bodies also take part in 'academic conversation' with the management to ensure the students' voice is heard. The bodies include:

4.1 ESCAPE
ESCAPE is the largest international student organisation at the faculty of Management & Organisation. It caters for all student activities. Its most important aim is to stimulate friendship and understanding between its members. It also aims to establish good relationships with other student bodies within The Hague University. ESCAPE tries to reach these aims by organising all kinds of social and cultural events, including sports activities.

Every semester, several exchange students will be recruited to join this organisation as it is also in charge of organising several social events for both exchange and home students, to bring them closer and to facilitate a better integration of exchange students in the Netherlands, and mostly, making the exchange experience an outstanding and fun one!

4.2 Facilitas
The student organisation Facilitas organises various activities to bring students together, such as parties, drinks, a study trip, and other activities so that students get to know each other better. In addition, serious activities are also organized, such as company visits, tutoring if there is a demand and a networking event. All these activities are organized by Facility Management students, which can contribute to the personal development of students.

4.3 Campus Life & Sports at THUAS
THUAS organises many (sports) activities, such as volleyball, football, basketball, badminton, yoga, Pilates, pump, Zumba, boxing, capoeira, body shape, futsal etc. Students can take part in these based on a small contribution. The university gym is accessible for students with a sport and fitness pass, which can be purchased for a reduced amount for 3 months, a semester or an entire academic year. For further information, please consult their webpage.

The university is also home to various sport clubs (rowing, korfball, lacrosse, rugby, tennis, football, volleyball, hockey, basketball, athletics etc.) and organises various events and parties for our international students. More information is available via email at campus@hhs.nl.

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5. Information on the Academic Programme

All programmes at the Faculty of M&O awards a bachelor's degree. Programmes are offered in Dutch and English and are usually completed in 4 years. This chapter will deal with the information, rules and regulations of being part of the exchange programme.

5.1 Attendance

In the case of a few modules the final result is partly dependent on a student's active contribution during classes. In such cases of compulsory attendance (at least ten out of twelve or a comparable number of classes to allow for unforeseen illness or absence) this is clearly stated in the Brightspace pages of the course/s in question. If a student fails to attend the minimum number of times, he is not awarded any credits for the module.

Students are expected to be on time for classes. If a student comes to class late, the lecturer concerned may refuse him/her entry.

5.2 Source Referencing & papers

During your studies at M&O you are expected to use the documentation style of the American Psychological Association (APA). These rules, known as APA style, are laid down in a student manual, which is published on the university student portal. All essays and assignments should have in-text references and a separate reference list. An essay and/or assignment without correct referencing will not be marked and will be referred to the Exam Board.

Most teachers will require you to hand in a hard copy and to submit your paper through OURIGINAL. You can find this programme inside the Brightspace course linked to the module. Hard copies may be requested by the lecturers in question.

5.3 How Students contact Lecturers

If students wish to contact staff outside class hours or want to hand in an essay or paper, there are the following rules:
- Handing in essays is normally through staff pigeonholes or via email/" Brightspace".
- Staff have certain office hours reserved to see students. During term-time students can see staff then. In weeks in which there is no teaching, they can make appointments directly with the lecturer they wish to speak to or via e-mail.
- Members of staff can be asked brief questions through e-mail. Students can normally expect to get an answer to e-mail questions within 3 working days.

5.4 How Staff contact Students

If a member of staff wishes to contact a student, the following methods are used:
- Through e-mail. All students have their own THUAS e-mail address. The Digital Learning environment Brightspace is also commonly used.
- Through study-related announcements published on the university portal (http://intranet.hhs.nl/).
- If necessary, for reasons of confidentiality, THUAS will try to contact a student through other methods, for instance by phone or by post. For that reason, it is necessary that THUAS has up-to-date information about a student's address and phone number. Should any changes occur in the course of the academic year, please inform the International Office (internationaloffice@hhs.nl)

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5.5 Timetables

There are four terms, and the timetables will differ from term to term. Exchange students will have access to the exchange programme timetable at the beginning of each term.

Class Hours are from Monday to Friday, from 08.45 to 18.00 in blocks of 45 minutes.

In weeks with less than five working days, the timetable is adjusted to arrange as many classes as possible.

5.6 Year Calendar 2024-2025

The academic year is divided into two semesters. Each semester is divided into 2 terms of 9-10 weeks. There are 6-7 weeks of lectures, and students will mostly take their examinations at the end of each term. However exam and resit planning differs per programme within M&O. For exact program information please consult the course description in Brightspace. Exchange students are required to be in The Hague one week before classes start.

The **provisional** list of important dates for the academic year 24-25 is as follows:

The first semester runs from 26 August 2024 until late January 2025

26 Aug – 30 Aug	**Start Mandatory Introduction Week Semester 1**
2 Sep	Start of Semester 1, term 1 classes
28 Oct – 3 Nov	Autumn Break
18 Nov	Start of term 2
23 Dec – 5 Jan 2025	Christmas Break

The second semester runs from 3 February 2025 until late June 2025

3 Feb – 7 Feb	**Start Mandatory Introduction Week Semester 2**
10 Feb	Start of Semester 2 classes
24 Feb – 2 Mar	Spring Break
18 Apr - 21 Apr	Easter Weekend (national holiday)
27 Apr	King's Day (national holiday)
5 May	Liberation Day
29 May – 30 May	Ascension Day (national holiday)
9 June	Whit Monday/Pentecost (national holiday)
21 July	Summer Break

This calendar is subject to change. No rights may be derived from this information.

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5.7 Changes to the Academic Calendar

It is emphasised that when planning their holidays students must stick to the official holiday periods. **It is sometimes necessary for M&O to change dates and schedule exams or lectures on dates originally planned as lecture-free or exam-free days**. Students can be assured that no changes will be made to the official holiday periods.

5.8 Exam Dates

At the start of the academic year the academic calendar is published, so that students can plan ahead and know in which weeks their exams will take place. They can count on exams taking place in the exam periods in which they have been scheduled, but exams may be moved to other days and other times. A final exam timetable is only available shortly before the exam period due to the multiplicity of exams. When this happens, it is to accommodate certain groups of students for whom the original schedule poses serious problems. Students will be informed of any changes through Osiris during the semester.

5.9 Exam Information

Both regular and resit exams must be taken in person. Exams (both regular and resit) will <u>not</u> be sent abroad for students to complete at their home institution. **During your exchange, the exams from the host university (THUAS) always have first priority.**

Some provision has been made for digital examinations administered remotely (online). In such a case, students must have access to a computer, a mobile telephone, any specified software required to sit the examination, and an internet connection. Further information can be found in the Test Regulations 2024-2025.

Identification
Remember to bring valid identification with you to the exam sessions. You will be asked to show your ID before entering the exam room. If you are an exchange student from outside of the EU or Norway, Switzerland, Liechtenstein, Iceland, please bring your Dutch residence permit with you to the exam. Without valid ID you are not allowed to sit any exams!

Attendance at on-campus Examination
You need to be in the exam room at least 15 minutes before the exam is due to start so your ID can be checked. You will also need to sign an attendance list both at the start and at the end of the exam.

Online proctoring
Online proctoring is an essential part of online exams, and you will be informed beforehand how you must set up your computer to take exams online if this is applicable to you. For further information on online exams, please consult [Examination Rules for Online Exams](#).

The exams are organised by our Exam Office (mo-examoffice@hhs.nl).

5.10 Assessment Information

Assessment may take the form of assignments, presentations, essays, and exams. The assessment by essay, assignment or presentations may be new to some students. Some courses will include a combination of different sorts of assessment. At M&O it is also quite customary to use multiple choice exams.

Students may only register and take one resit of any given exam per year. The maximum number of times a student can sit a particular exam is twice per academic year. If students register for exams/resits but do not show up to take them, this is officially counted as one of the two chances per academic year.

Grades are from 1 to 10. A grade of 5.5 or higher is a pass. Depending on students' own academic system, grades will be transferred to either numerical or letter grades. Another useful resource is [Nuffic on the Dutch education system](#). Further information can be obtained from students' home institutions.

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Extra facilities

Students who need special facilities for exams and have such at their home university, are required to inform their Area Coordinator. The student should then contact a student counsellor to set up a meeting where possible exam facilities will be discussed. **We advise students to book an appointment with the counsellor in their first week after arrival as the waiting list can take up to 4 weeks.**

5.11 Number of Modules & Credit Points

Nearly all our modules carry a study-load of approximately 84 hours or more. This includes preparation for classes, attending classes, self-study, sitting the exam or writing a paper.

The subjects listed below have various ECTS (European Credit Transfer System) weights. 1 ECTS equals 28 hours of work. We consider a full semester programme to be from 27 to 30 ECTS points. **The minimum number of credits for an exchange is 20 ECTS, and the maximum number is 40 ECTS per semester.**

Most courses have around 10-12 contact hours and while group work may also be an unusual practice for some students, many agree that this provides an excellent opportunity to work with other students.

Class size may vary quite a bit from smaller seminar-sized groups to large lecture audiences. Most modules run for 6/7 weeks with 1 or 2 classes per week. Some modules run for the whole semester if you start a module in term 1 (or 3) you are expected to complete it in term 2 (or 4). Missing classes can become hazardous to your grades, since for most modules, missing a week is equal to 1/6 of a module.

Please note classes have restrictions on student numbers and registration is therefore vital; if you fail to confirm your pre-registrations upon arrival, you will lose your place in the course.

5.12 Course Material

THUAS publishes module books and readers for most subjects via the electronic learning environment called Brightspace. Details on required textbooks and materials will be made available to students upon arrival.

Many modules have a required textbook. Textbooks can be expensive and there are very limited numbers of copies in the library (there is always a copy to be consulted and which cannot be lent out). It is sometimes possible to buy a second-hand copy of the textbook from a student who has already taken the module. You may have to buy the brand-new textbook. This being the case, you should order the book as soon as you know what your subject choice will be, particularly for subjects offered in the first half of the semester. However, we do not advise students to buy books before they confirm their course choice during the introduction week.

5.13 Pre-registering for Courses

Students will make a **preliminary registration (pre-registration)** online through the *Osiris Student* platform. Upon applying at THUAS, students will receive a link inviting them to pre-register for courses. During the introduction period, they will need to **confirm their registration** for those courses after the publication of the timetable, at which point their course choice becomes final. It is important to note that courses have limited numbers and students should be prepared to register for alternative courses should a course be full at the moment of their registration and/or should their courses clash. It is essential that students register preliminarily via Osiris to reserve a spot in a course.

It is possible that you may not be able to follow one or more of the subjects that you chose for reasons such as timetable-clashes, limited class sizes, a subject not being offered due to insufficient demand, etc.

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6. The Academic Programme – Courses

Below you will find a list of the courses within the exchange programme on bachelor level. These courses are all offered in English. You may select from all courses. Some courses have an entry requirement which is mentioned in the course descriptions.

The Fall semester (semester 1) is divided into two terms: term 1 and term 2. The Spring semester (semester 2) is equally divided into two terms: term 3 and 4. If in the below overview a course is shown to run for terms 1&2 or 3&4, which means that the course takes place over the entire semester.

6.1 Course overview 2024-2025

Year	Subject	Runs in term(s)		ECTS
	Business Management & Human Resource Management			
3	Artful Business Creations	1	-	15
2	International Semester Business Administration		3&4	30
3	HRM in an international perspective (Thema professionele ontwikkeling 3)	-	3&4	15

Year	Subject	Runs in term(s)		ECTS
	Communication Management			
3	Change Management	1	-	4
1	Communication & Behaviour	-	3&4	5
3	Crisis Communication	1&2	-	15
1	Digital Skills	1&2	-	5
1	Intercultural & International Communication	1&2	-	5
3	Journalism and Media	1&2	-	15
1	Marketing and IMC	-	3&4	5
2	Media & Storytelling (Media and visual language)	-	3&4	5
1	Organisational Communication	1&2	-	5
1	Project Management	-	3&4	5
2	Public Relations	-	3&4	5
2	Sustainable Communication	-	3&4	5
3	Embedding Sustainability in Business	1&2	-	15

Year	Subject	Runs in term(s)		ECTS
	Facility Management			
3	Future of Work	2	-	15

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Year	Subject	Runs in term(s)		ECTS
	Cultural & Language Courses			
n/a	Introduction to Dutch Culture & Society	1	3	2
n/a	English for Guest students - Intermediate	1&2	3&4	2
n/a	Survival Dutch	1&2	3&4	2

*M&O reserves the right to change or cancel the courses on offer and cannot guarantee that when a course is oversubscribed, students will be offered a place in it. Final course choices will be confirmed during the Introduction Week.

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6.2 Course descriptions

What follows is an in-depth course description per subject area per course. Note that all modules are available to all our incoming exchange students

6.3 Business Management & Human Resource Management

Artful Business Creations

Course Code	MO-HMVT21-ABC
Year	3
Offered in term(s)	1
Credits	15 ECTS
Module Manager	Zunaica Phillips (z.e.phillips@hhs.nl)
Entry Requirements	- Strong English skills (level B2). - A token of motivation like for example a 1 A4 motivation letter or 90-second vlog to be sent to ABC@hhs.nl. This course is very intensive and 0 (or very limited) classes should be taken next to it in term 1.
Method	Lectures, Field trips, Bootcamp, Projects, Personal development This minor is designed for students who believe that businesses should be more creative in the way they run, are organised, and the goals they set. Open-minded students who are curious to learn hands-on what businesses can learn from the arts. People who like to experiment and examine why and how things work. Individuals who want to turn left when all the others turn right. Students that want to push themselves and others. Please note that it is not necessary for participating students to be art connoisseurs. Artful Business Creations is open to all students with an interest in business issues and who want to experiment with new, creative ways to tackle these issues. Within the minor, we start with the fact that everyone has a different flight path. Participants are welcome from the 'traditional' business courses who need innovative, more creative business tools) and from the creative studies with an interest in working with business issues as a designer-in-training.

Assessment		Tests:	Method:
	A	Final presentation (11 ECTS):	Assessment Grade week 9 (80%) Resit week 10
	B	Progress reports - cumulative (3 ECTS)	Weekly report (20%) Pass/fail week 9 Resit week 10
	C	Bootcamp and attendance (1 ECTS)	Bootcamp mandatory Pass/ fail week9

Course Material	Mandatory literature will be provided. As part of their group assignment, students will have to search actively for other relevant literature and sources

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Course Outline	Project-based learning is an important part of this minor. Students will participate in a project given by an outside provider. This creates a valuable opportunity for students to work on real-life problems and experience of working together in an international team. The learning environment includes lectures, self-study, workshops, experiences, projects, and field trips.
	Artful Business Creations offers both an intense and rich learning environment which asks for self-driven students who take responsibility for their learning process. Participation in Artful Business Creations requires eagerness, engagement, and a willingness to go the extra mile. Students who participate in Artful Business Creations do not just *take* the course; they help *shape* it. Perhaps most importantly is the willingness for students to postpone judgement on the values throughout the program. Some elements will be directly applicable, other elements will be food for thought, without a clear or immediate value.
	Through observing arts and business models, visiting art organisations and seeing artists at work, through experiencing different locations and approaches, students will develop a unique and artful approach to expecting the unexpected and feeling comfortable with discomfort.
Learning Outcomes	This minor is related to the Dublin Descriptors:

1. Knowledge & understanding
Provides a basis or opportunity for originality in developing or applying ideas often in research context
- Improve his or her English
- Know methods and means to connect art and business, to connect new ways of thinking to established concepts and to connect innovations to old products and services.

2. Applying knowledge & understanding
Problem solving abilities applied in new or unfamiliar environments within broader (or multi-disciplinary contexts)
- Apply the knowledge and skills in a real-life setting
- Demonstrate that he or she can apply the insights of design thinking, models and techniques from the arts and creative industries to the world of business; the student will have to show
  - which elements of the program he or she has found useful and why
  - how these elements have found their way into the final product (the project proposal/end presentation for the client)

3. Making judgements
Ability to integrate knowledge and handle complexity, and formulate judgments with incomplete data
- Elaborate on the experience of the chain of re-think/ use/ connect/ frame/ sell/ invent in organisations, companies, and institutes
- Critically evaluate own research findings to arrive at feasible recommendations for the external assignment provider.

4. Communication
Communicate the conclusions, the underpinning knowledge and rationale (restricted scope) to specialist and non-specialist audiences (monologue)
- Present findings in a coherent and professional manner in writing, orally and utilising appropriate visual aids.

5. Learning skills

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Study in a manner that may be largely self-directed or autonomous
- Think creative (skills), out-of-the-box,
- Work effectively in multicultural and interdisciplinary groups (project-based),
- Reflect on how he or she has challenged himself/herself to think out of the box and step out of his or her comfort zone
- Get to know others and him/herself,
- Acquire (intercultural) communication and collaboration skills as part of his or her personal development.

International Semester Business Administration

Course Code	BK-HVTPI-22 -	International project (7ECTS)
	BK-HVTSCM-20 –	Supply chain management (5 ECTS)
	BK-HVTEXP-20 –	Export (5 ECTS)
	BK-HVTEV-20 –	External reporting (*Financial Reporting*) (5 ECTS)
	BK-HVTMOW-22 –	Global Development (3 ECTS)
	BK-HVTIA-23 -	International assignment (1 ECTS)
	ES-ISDUTSECLE-23 -	Survival Dutch (2 ECTS)
	ES-ISDUTSOC-23 -	Introduction to Dutch Culture & Society (2 ECTS)

Year	2
Offered in term(s)	3&4
Credits	30 ECTS
	Note that this is a package of several modules for which you register for all of the course codes above.
Module Manager	Wil Pruijssers (w.m.pruijssers@hhs.nl)
Entry Requirements	- English skills (level B2). - Financial: Basic knowledge about *Financial Calculations* is required.
Method	Teaching methods: interactive, individual assignments, group assignments, field trips, personal development and guest lectures will be part of the learning process. This minor is designed for students who are interested in international communication, supply chain management, export, global developments, international reporting and Dutch culture

Assessment		Tests:	Method:
	1	International project (7 EC):	Oral assessment COIL participation Intercultural portfolio
	2	Supply Chain Management (5 EC)	Project Portfolio and assessment
	3	Export (5 EC)	Assignment
	4	Global Developments (3 EC)	Assignment
	5	Financial Reporting (5 EC)	Individual written exam
	6	International assignment (1 EC)	Assessment

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7	Introduction to Dutch Culture and society (2 EC)	Project portfolio
8	Survival Dutch (2 EC)	Oral exam (30%) Written exam (70%

Course Material

Mandatory literature will be provided

	Tests:	Literature:
1	International project (7 EC):	to be provided
2	Supply Chain Management (5 EC)	Licence for My Inchainge https://inchainge.com/
3	Export (5 EC)	Leeman, J. (2017). Export Planning 2nd Edition. Amsterdam: Pearson Benelux.
4	Global Developments (3 EC)	Reader global developments
5	Financial Reporting (5 EC)	https://www.noordhoff.nl/webshop/product/the-basics-of-financial-management-exercises-9789001738358
6	International assignment (1 EC)	To be provided
7	Introduction to Dutch Culture and society (2 EC)	Module book provided by the teacher
8	Survival Dutch (2 EC)	Student Manual 'Nederlands in gang Methode NT2 voor hoogopgeleide anderstaligen', Berna de Boer, Margaret van der Kamp, Birgit Lijmbach, Uitgeverij Coutinho, ISBN: 9789046905609 third edition. (Included is the log-in code for online material)

Course Outline

Project-based learning is an important part of this semester. Students will participate in an international project in an international team and in an Supply Chain Management Game.

The learning environment includes lectures, self-study, workshops, experiences, projects and field trips.

| 1 | International project (7 EC): | During this project the student will collaborate with students of a foreign university on a joint international online project (COIL). You will work on an international project about a value chain in an agricultural market. The aim is that students collaborate to define the characteristics of the value chain and to propose improvements for the value chain in terms of sustainability (SDG's):

The student writes an individual summary/ reflects on an Open Learn (OU-UK) online course in Business, Management and Finance under guidance in a series of workshops. Students interview fellow student on a subject in English. |
|---|---|---|

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| | | The student explores The Hague as the City of Peace and Justice. After this fieldtrip the students will organize a cultural market.

The students demonstrates skills in dealing with cultural diversity in an international / intercultural context by means of an open, respectful, and curious attitude.

The student can apply various aspects of communication effectively and in an integrated manner in an international / intercultural business setting. |
|---|---|---|
| 2 | Supply Chain Management (5 EC) | This module provides an introduction to the principles of supply chain management (SCM) and insight into this topic. In order to encourage clarity in supply chain management, a game will be included in this module: *The Fresh Connection* (TFC).
The student can think in processes and analyse operational practices in the field of supply chain management (SCM) and understands the most important concepts related to SCM.
The student can make connections from an interactive practical perspective with goals and results described
The student is familiar with current international developments in relation to supply chains. |
| 3 | Export (5 EC) | The student can carry out external analysis for an organization in an international context and can draw up an export plan for the organization based on the results of the research, taking into account the cultural diversity encountered.

The aim is to apply theoretical knowledge to a business case. During this module the student will develop an export plan in the form of a PowerPoint presentation with spoken text per sheet for the chosen company and product. |
| 4 | Global Developments (3 EC) | This course is structured around interactive workshops. You'll have the chance to pick a company and play detective, following the footprints in the sand of these political ideologies. You will dissect domains such as culture, economics, politics, society, philosophy and technology, and see how these have been shaped by companies and shaped themselves. |
| 5 | Financial Reporting (5 EC) | The student analyses the financial position of a listed internationally operating organisation

The annual reports of supermarket chains *AholdDelhaize* and *Jumbo* will provide centrally-themed cases. Each lesson will be |

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		linked to the theory and their respective annual reports. These companies will be viewed within an international context. By integrating the *Financial Times*, you will be connected as much as possible to current developments. With previously learned basic financial knowledge, you will be then able to analyse the financial position of a listed internationally operating organisation after completion. The student analyses, assesses and demonstrates relationships between the parts of the power structure through a series of calculations. The student analyses the financial structure of a company, assess it by means of calculations and applies the basic concepts of external reporting to this task. The student analyses, assess and displays relationships between the components of the balance sheet, profit and loss account and cash flow statement by means of calculations Student prepares and explains a cash flow statement, calculates and explains several parts of the group reporting assignment.
6	International assignment (1 EC)	Your task is to create a comprehensive report, video, or vlog documenting your exchange period. The assignment aims to showcase your experiences from different angles, incorporating both personal and cultural perspectives. Additionally, you are encouraged to integrate various AI tools to enhance the overall presentation.
7	Introduction to Dutch Culture and Society (2 EC)	Introduction to Dutch Culture & Society Guest lectures and field trips.
8	Survival Dutch (2 EC)	Students can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs in practical terms. They can introduce themselves and others and can ask/respond to questions about personal details such as where they live, people they know, and their personal attributes. They can interact in a simple way provided the other person talks slowly and clearly and is prepared to be supportive.

Learning Outcomes	**Applying knowledge & understanding** *Problem solving abilities applied in new or unfamiliar environments within broader (or multi-disciplinary contexts)* *The student* • can participate in a fluent and spontaneous conversation in English • can speak clearly and in detail in English about a chosen topic.

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- can reflect orally in English by naming advantages and disadvantages and explaining his views on a chosen topic.
- has insights in cultural similarities and differences regarding intercultural collaboration and communication and can map these cultural similarities and differences in relation to COIL partner(s).
- works together in an intercultural team where curiosity towards different points of view is considered and can reflect/revise personal viewpoints/judgement in light of new knowledge.
- anticipates difficulties and opportunities within the team and takes initiative to manage these – in specific situations, in process or in collaboration.
- can co-create a professional Business Administration (related) product that reflects different cultural perspectives
- can reflect on own behaviour in teams, the impact it has (had) on collaboration and suggest (possible) other strategies to take next time. 9.
- is able to analyse a societal subject (cultural, business, economic, social) from the perspective of a different culture through both desk -and field research.
- is able to gather research results based on or gathered from several different viewpoints and illustrate the cultural influence of results. Experiences how the supply chain of an international company works and the business (supply chain) forces a response to this situation
- carries out external analysis for an organization in an international context and can draw up an export plan for the organization based on the results of the research, taking into account cultural diversity. The student should then be able to convince stakeholders of their views.
- can analyse the financial position of a listed internationally operating organisation. Analyzes historical political ideologies and their development from different points of view (e.g., culture, economics, politics, society, philosophy, and technology)
- Applies the Cone Futures to develop future scenarios related to a chosen theme within global development and a company, taking into account likely, plausible, possible and preferably foreseeable futures.
- Develops a creative report together that effectively communicates the analysis, scenarios, critical thinking and strategic recommendations.

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HRM in an international perspective (Thema Professionele Ontwikkeling 3)

Course Code	HRM-HVTPROF3-21
Year	3
Offered in term(s)	3&4
Credits	15 ECTS
Module Manager	Eline Duine: e.duine@hhs.nl
Entry Requirements	None
Method	There will be two classes per week. The lessons will be a mix of lectures and working sessions in which we deepen the learnings, practice skills and work on project assignments. The study load will be 15 ECTS (= 420 hours). • Contact hours: 120 hours • Self-study hours: 300 hours

Assessment				
	EXAM01	Cumulative exams (knowledge)	Grade (minimum 5.5)	Individual part, individual grade
	CT1	Written Exam part 1 (20%)		
	CT2	Written Exam part 2 (30%)		
	CT3	Written Exam part 3 (50%)		
	EXAM 02	Written exam resit (100%)		
	EXAM 03	Performance	Grade (minimum 5.5)	Group and individual part, group grade
	EXAM 04	Assessment	V (pass) / O (no pass)	Individual part, individual grade

- Knowledge, cumulative exams: literature (books, articles, reader) and websites. Topics: SDGs, global justice, intercultural sensitivity, international HRM.
- Performance: a group project. There are two varieties in this project:
  1) Students are participating in a joined COIL project with an international partner university. Different COIL projects will be setup by THUAS.
  2) Students themselves acquire an organisation as their client, who provides an HR related challenge concerning (I)CSR or SDG policy.
- Assessment: professionally partake in a Deepening conversation based on the portfolio put together during the semester.

Course Material	All materials will be made available to students through Brightspace.

Course Outline	**PD3: the international context**

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One of the bigger themes in the four-year program Human Resource Management is the theme Professional Development. This theme is part of each study year of the program, marked with PD1, PD2, PD3 and PD4. In the third year the scope of Professional Development 3 is the international context of HRM. In this study year students deepen their competencies linked to globalisation, internationalisation and Global Citizenship. And this is needed, because as a consequence of the globalisation and growing internationalisation of activities of companies and organisations, the work of the HR professional is changing rapidly and significantly.

The challenge
Nowadays, companies and organisations are facing a lot of challenges. They have to sustain themselves in an environment that is becoming more and more international. Furthermore, (international) corporate social responsibility ((I)CSR) is no longer non-optional. The Sustainable Development Goals (SDGs) of the United Nations impose an obligation to internationally operating organisations and companies to contribute to this. The Hague University of Applied Sciences has also associated itself to the SDGs, and embeds a great deal of attention to it in its education.

Learning Outcomes	**Competencies** PD3 contributes to the development of the following HRM competencies: • LOO-HRM competence 1: Working from a professional attitude and from personal leadership. • LOO-HRM competence 2: Developing, implementing and evaluating policy in an organisational and social context. • LOO-HRM competence 3: Initiating, facilitating and implementing change processes in organisations and other partnerships.

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6.4 Communication Management

Change Management

Course Code	CO-ICM-CM-M-21
Year	3
Offered in term(s)	1
Credits	4 ECTS
Module Manager	Zah Kahar (z.kahar@hhs.nl)
Entry Requirements	None
Method	The module consists of six meetings of 90 minutes each and 4 seminars of 45 minutes each. Clarification of theory will focus on the views and publications of several authoritative strategists and writers on the subject of leadership and change. These theories will be related back to current affairs and case studies.
Assessment	Written exam
Course Material	Peter M. Senge, *The Fifth Discipline – the Art & Practice of the Learning Organisation,* Random House Business Books, (2006 edition) ISBN 97 81905211203 Materials from a set of Readers
Course Outline	We are continually asked to manage change in our own lives and organisations. Yet, change unfolds through personal and organisational resistance. This course focuses on managing change and provides frameworks and tools to implement it. Participants examine personal and organisational approaches to dealing with change through case studies and group activity. Blending theory and practice, students will work in small groups, applying course material in the analysis of real-world change management challenges. The aim is to produce critically thinking, proactive change managers who have the tools to respond to the range of organisational issues emerging in workplaces today.

Communication & Behaviour

Course Code	CO-ICM-COB-F-22
Year	1
Offered in term(s)	3&4
Credits	5 ECT
Module Manager	TBA
Entry Requirements	None.
Method	Lectures

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Assessment	Exam
Course Material	1. Book: Lull, J. (2000). Media, Communication, Culture (2nd Edition). New York: Columbia University Press. 2. Book: Andrews, M., Van Baaren, R., & Van Leeuwen, M.L. (2013). Hidden Persuasion. Amsterdam: BIS Publishers. Assigned articles (Provided in class)
Course Outline	Ever since Gutenberg invented the movable type and the printing press around 1440, people have been trying to understand how mass media influences human behaviour. Some scholars argue that media has the power to persuade people to buy products they don't need, to convince honest citizens to vote for dodgy politicians, and to make us see the world in a certain way so that the interests and privileges of the ruling class are maintained… But is this really the case? This module will answer the following central question: **To what extent can media influence human behaviour?** • This course will examine several media theories, as well as persuasion techniques, such as propaganda and subliminal advertising. We will apply these theories to current situations.
Learning Outcomes	• Describe various types of media and their characteristics. • Understand how media's influences have evolved over time. • Define communication theories such as the giant Hyperdermic Needle Theory, the two-step flow model, agenda setting theories, and critical theories such as the Frankfurt School. • Apply these theories to current situations in the media. • Describe mass media's and digital media's ability to create social trends. • Examine publics' own media consumption critically. • Apply theories for changing behaviour to various situations in the environment. • Understand the mechanisms of certain persuasion techniques used in advertising, propaganda and in current media platforms and outlets. Apply foundational and international marketing knowledge to "the bottom of the pyramid" markets (portfolio) • Compare above mentioned concepts and explain how they relate to each other

Crisis Communication

Course Code	MO-HMVT23-CRC
Year	3
Offered in term(s)	1&2
Credits	15 ECTS
Module Manager	Han de Looper: H.J.H.deLooper@hhs.nl
Entry Requirements	None
Method	40 hours of lectures, workshops, crisis simulation, feedback sessions 80 hours of reading/self-study 300 hours of group work on assignments

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Assessment	Part 1 1 x Group assignment: Written report (weigh= 25%); Group presentation (weigh = 25%); Part 2 1 x Group Assignment: Written report (weigh = 25%); Group presentation (weigh =25%). The minimum grade for Part 1 and Part 2 of the minor is 5.5. The overall grade for the whole minor must be 5.5 or higher.
Course Material	The book which will be used for this minor is: Cornelissen, J. (2017). Corporate Communication. A Guide to Theory and Practice. SAGE: London Additional articles from experts in the field will be provided digitally (via Brightspace).
Course Outline	In today's complex and interconnected world, we are surrounded by risks: 24-hour media coverage and the rise of the internet mean an incident in one country can quickly become an international crisis. Added to this is the growing influence of social networks and the citizen journalist. These are a new breed of reporter. They are not bound by any rules or professional codes of conduct, but they are able to gather and distribute news as fast as (if not faster than) established news organizations. This explosion of communication media presents governments and organizations with great challenges. While taking public communication (the key pillar within ICM) as a starting point and with an accent on terrorism and community building, this minor teaches students to planning ahead while protecting citizens from risk. **General objectives:** • To be able to describe the key characteristics of risk and crises, and the influence this has on the way the public perceive them • To understand how the media reports risk/crisis and the influence this has on public perceptions and responses • To understand and be able to identify the different stages of the crisis communication cycle • To be able to identify stakeholders and analyze their needs and interests in a crisis/risk situation • To be able to analyze and describe the role of communication in crisis and risk situations • To understand the role of Organizations, Government, International Agencies and NGO's in communicating risk and crisis • To be able to identify appropriate crisis and risk communication theories and models and apply these in the analysis of real-world cases • To be able to develop a crisis communication plan based on an organization • Use knowledge of risk perception and communication to develop risk communication messages to influence public behaviour. • To participate in a real-time Crisis Simulation and reflect on this experience
Learning Outcomes	Upon successful completion of the course, students should be able to: • Distinguish between the various types of crises and risks. • Understand and practice the elements of risk, pre-crisis, crisis, and post-crisis communication. • Apply communication strategies for preventing, managing, and responding to crisis and risk situations. • Create a crisis communication plan for an organization.

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- Distinguish between effective and ineffective theories and principles for specific crisis/risk situations.

Analysis and Research:
Students will be able to identify and analyse a current risk issue, apply theory to define their own research goals for a relevant risk communication problem, design and conduct research to test risk messages and produce recommendations based on analysis of their research findings.

Develop and Advise on Communication Strategy
Students will be able to distinguish between different types of crises and identify the important characteristics and demands of each. They will be able to identify key stakeholders and analyse their needs and interests. They will know how to use their knowledge and understanding of crisis and risk communication together with their analysis of the situation to develop a crisis communication plan and key messages for various crisis scenarios.

Creation and Realization
- Students will understand the important considerations that need to be considered when developing messages and communication materials for crisis/risk situations.

Digital Skills

Course Code	CO-ICM-DS-F-22
Year	1
Offered in term(s)	1&2
Credits	5 ECT
Module Manager	TBA
Entry Requirements	None
Method	Lectures / workshops
Assessment	Portfolio consisting digital products and a logbook
Course Material	Audacity Da Vinci Resolve Canva Photoshop
Course Outline	This semester course introduces students to the way that technology influences communications and impacts both the sender and receiver. In Digital Skills, students will learn about the difference between traditional communications and digital communications. Following, they will start to learn how to develop an appropriate concept and how to express it through different digital communication channels. This will involve introducing students to the elements of creating (audio)visual products. Students will learn create a podcast, a video, and an edited image from creative design to technical production. In addition, students will learn to give and receive feedback as they peer review each other's work. This stimulates their critical thinking and allows them to use

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constructive (peer) criticism. It also an emphasises of the importance of giving and receiving feedback in a professional setting. Students will be able to apply feedback lessons directly at the digital skills course.

Weekly courses will consist of a newsroom segment and the application of digital skills. The newsroom segment serves as a way to discuss the news and current events with students. It also schedules discussions around the use of the digital skills of the course. By starting the course every week by bringing the outside world in, students will learn the importance of following the news and thinking creatively, more broadly, and critically about the tools they are learning.

Learning Outcomes	• Concept & Creation 1: The student develops appropriate, creative communication concepts. → The student uses creative and critical thinking in the development of digital products. The student develops digital products through group work and (peer) review. • Concept & Creation 2: Based on the creative concept, the student creates communication tools and/or a briefing. → The student creates a podcast, a video, and to edit an image. These tasks will be completed within the framework of a course assignment. The student will uses digital tools to create the products out of the creative concepts.

Intercultural & International Communication

Course Code	CO-ICM-IIC-F-23
Year	1
Offered in term(s)	1&2
Credits	5 ECTS
Module Manager	Han de Looper: H.J.H.deLooper@hhs.nl
Entry Requirements	None
Method	Lectures and workshops
Assessment	Exam (100%)
Course Material	- Nunez, C., Nunez Mahdi. R., Popma, L. (2014). *Intercultural sensitivity: From denial to intercultural competence* (3rd Edition). Royal Van Gorcum, Assen, The Netherlands. - Meyer, E. (2014). *The culture map: Breaking through the invisible boundaries of global business.* New York: Public Affairs.
Course Outline	In the course Intercultural Communication students from different cultural backgrounds sit together and work together to explore leading theories in intercultural communication, focussing on practical business situations. Students are invited to add diverse sources to the leading theories that form the core of the course: Hofstede's Six Dimensions of Culture, Bennetts' Scale of Intercultural Sensitivity and Meyer's Culture Map. Assessment is based on individual effort, achieved through effective work in groups of culturally diverse composition.

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Learning Outcomes	Upon successful completion of the course the student will be able to: - Define culture and intercultural communication. - Describe intercultural communication theories. - Describe the 8 steps of Meyer's culture map. - Apply these theories to current situations in the real world. - Examine one's own intercultural experiences critically.

Journalism and Media

Course Code	MO-HMVT23-JML
Year	3
Offered in term(s)	1&2
Credits	15 ECTS
Module Manager	Olivier Nyirubugara / Dominique Darmon o.nyirubugara@hhs.nl / d.darmon@hhs.nl
Entry Requirements	Students in the 2nd, 3rd, or 4th year of their programme. Interest and curiosity in how media and journalism work. In semester 1 this course only runs in term 1 as an intensive version, no (or very limited) classes should be taken next to this course in term 1; in semester 2 it runs in both terms 3 and 4 as a longer version and can be combined with other classes.
Method	Lectures and workshops
Assessment	Portfolio and Master-proof
Course Material	Randall, D., (2011). *The Universal Journalist,* London: Pluto Press (ISBN-13 978 0 7453 3076 1) Kovach, B., & Rosenstiel, T. (2014). *The Elements of Journalism: What Newspeople Should Know and the Public Should Expect.* Revised and updated 3rd edition. New York: Three Rivers Press
Course Outline	This course explores the roles of journalists in an ever-increasing complex media environment. The goal of this course is to help the communication professional gain a solid understanding of how journalists function in order to work with them efficiently. In the theoretical part, you will examine: • What is news? • Different aspects of journalism: newspapers, radio, television, new media, civic journalism, • Defining audiences and target groups, • The ways media and journalists work, • Compare and contrast different types of journalism, • Comparing public and private broadcasters, • Journalists' use of new media. In the practical part, you will: • Write newspaper articles; • Learn how to focus your story; • Learn storytelling techniques; • Produce other journalistic products, such as blogs and editorials; • Conduct interviews; • Create news items for television;

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	• Create websites and work with online tools
Learning Outcomes	At the end of this course students will be able: • To define news and journalism • To identify the main tasks of journalists • To map the current developments and discussions around journalism • To produce news stories

Marketing and IMC

Course Code	CO-ICM-MAR-F-22
Year	1
Offered in term(s)	3&4
Credits	5 ECTS
Module Manager	Karen Welter (K.Welter@hhs.nl)
Entry Requirements	None
Method	Interactive lectures
Assessment	Exam
Course Material	Book: Zook, Z.E. & Smith, P.R. (2016). *Marketing Communications Offline and Online Integration, Engagement and Analytics* Philip Kotler / Kevin Keller / Mairead Brady / Malcolm Goodman / Torben Hansen (3rd ed.), 2016, *Marketing Management*, Pearson, ISBN: 9781292093239
Course Outline	The aim of this course is to provide a broad overview of the marketing process and to help students build a foundation upon which they can build more in-depth knowledge and skills. Established marketing concepts and principles will be introduced and students will apply the theory and models to practical marketing situations. Issues addressed are the roles and importance of marketing, core marketing theories and concepts and contemporary marketing issues. Topics discussed during lectures include gaining an understanding of the consumer and the marketing environment (e.g. consumer behaviour and environmental analysis), customer relationship management, marketing strategy (segmenting, targeting, and positioning), branding, the marketing mix elements (4-P's), marketing of services, marketing in a digital environment, corporate social responsibility. IMC is an approach to achieving the brand and communication objectives of a marketing communication campaign, through the well-co-ordinated use of different communication tools/techniques across different communication channels and using appropriately developed content - that are intended to reinforce each other in delivering a unified message and provide a seamless brand experience. In this module, we examine the IMC framework and processes. Carefully examine the different types of communication tools/techniques, communication channels and content formats - available to create an

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integrated communication campaign. While at the same time, considering challenges of IMC within an international context, ethical issues, and sustainability.

This module will cover a variety of situations, considering the following:
- Communication objectives
- Target audience – consumer, business, employee
- Value proposition – product, place, person, service
- Industry – FMCG, Electronics, Telecommunications, etc.
- Related ethical, international, sustainability issue

Learning Outcomes	- To define Marketing and the Marketing process - To outline the Marketing environment - To identify a customer value-driven Marketing Strategy - To describe a customer value-driven Marketing mix - Define terminology used (including in different regions) in marketing communication plans - Describe the different components of a marketing communication mix - Give examples of how different communication tools/techniques can be used to achieve different communication objectives - Associate the advantages and disadvantages to different media channels - Indicate the content formats that are appropriate for different communication tools/techniques and media channels.

Media & Storytelling (Media & visual language)

Course Code	CO-ICM-MVL-M-23
Year	2
Offered in term(s)	3&4
Credits	5 ECTS
Module Manager	Dr. Olivier Nyirubugara (o.nyirubugara@hhs.nl)
Entry Requirements	None
Method	Workshops
Assessment	Portfolio
Course Material	To be announced
Course Outline	Storytelling has often been described as one of the most important features that distinguish humans from non-humans. Telling stories happens naturally and mostly in a spontaneous way. At the same time, communication professionals have taken it to a different level by deploying it for tactical and strategic purposes. This module aims to walk students through three processes that, taken together, offer a full picture of how storytelling works. The "telling" part focuses on the different aspects and techniques that characterize effective storytelling. The "analysis" component explores the different research methods that professionals use to investigate stories that are told around an issue or a problem. On its part, the "reporting & visualization"

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element explores the ways in which the trends in media stories are both reported and visualized for executives in a corporate setting.

Learning Outcomes	
	• *TARGET GROUP & BEHAVIOUR 1*: The student maps out the communication target group(s).
	• *TARGET GROUP & BEHAVIOUR 2*: The student translates the insights about the target groups into a communication strategy to influence the behaviour of the target group.
	• *CONCEPT & CREATION* 1: The student develops appropriate, creative communication concepts.
	• *CONCEPT & CREATION* 2: The student creates communication tools and/or a briefing based on the creative concept.

Organisational Communication

Course Code	CO-ICM-ORC-F-22
Year	1
Offered in term(s)	1&2
Credits	5 ECTS
Module Manager	Barry Verbeek (b.verbeek@hhs.nl)
Entry Requirements	None
Method	Interactive lectures
Assessment	Cumulative Exam: three part tests in weeks 8, 12 and 16
Course Material	To be bought by students: Cornelissen, J. (2020). *Corporate Communication. A guide to theory & practice* (6th edition). SAGE. ISBN: 978-1526491978. Will be made available for students digitally: - Pasquier. M & J.P. Villeneuve. (2012). *Public Communication. An introduction.* In: Marketing Management & Communications in the Public Sector (pp. 149-167). Routledge. - Leach, R. (2009). *Public Relations and Democracy.* In: Exploring Public Relations (pp. 78-92). Tench R. & L. Yeoman. Pearson Education. - De Mooij, M. (2004). Translating Advertising; Painting the Tip of an Iceberg. *The Translator, 10*(2). 179-198 - CIVICUS Internal Communication Toolkit
Course Outline	Weekly lectures on: Week 1: Corporate Identity and Corporate Image Week 2: Corporate Reputation Week 3: Stakeholder Management Week 4: Sustainability/ CSR Week 5: Issues Management Week 6: Corporate Branding Week 7: The role of public communication in a democratic society Week 8: Key theories and concepts related to public communication

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Week 9: The importance of internal communication
Week 10: Developing strategies for internal comms, tools and tactics used in internal comms
Week 11: Internal communication in times of change and learned helplessness
Week 12: Negotiating across cultures
Week 13: Corporate image and advertising internationally
Week 14: Consult lecture (Q&A)

Learning Outcomes	On successful completion of this module, students have covered the following Learning Outcomes on level 1: - The student identifies internal and external developments and issues, identifies and prioritises stakeholders, and translates the implications into communication policies. - The student can develop and shape a communication strategy that is in line with the communication goals, which in turn are derived from the organisational goals. - The student organises interaction and collaborations and arranges meetings with the aim of making employees more communicative and/or stimulating bonding with the organisation.

Project Management

Course Code	CO-ICM-PJM-F-22
Year	1
Offered in term(s)	3&4
Credits	5 ECTS
Module Manager	TBA
Entry Requirements	None
Method	Workshops and Self study
Assessment	Portfolio
Course Material	1. Project management. A Practical Approach. 5e druk, Roel Grit – Noordhoff Uitgevers Assigned articles (Provided in class and on Brightspace)
Course Outline	The popularity of project-based working in organizations has grown in recent decades. Projects are not only used for the development of new products, but also for the implementation of reorganizations, the implementation of information systems and the organization of events. As a student in higher education and later in professional practice, you often have to deal with multidisciplinary project work. During this module you will work on a concrete event plan via a project-based approach. You learn what makes project-based working different from 'ordinary' working.

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| Learning Outcomes | • The student makes plans for the communication strategy that take into account the target group(s), objectives, budget and time in which it has to be achieved. |
| | • The student organises, guarantees and evaluates the implementation and effectiveness of the planned communication activities. |

At the end of the module
- You know different types of project management methods.
- You know the steps within project management.
- You are able to apply the steps of project management.
    - You are able to make a plan of approach for organizing an event;
    - You are able to calculate the risks of a project;
    - You are able to develop an event plan;
    - You are able to execute an event according to the event plan;
    - You are able to evaluate the event.
- You are able to analyse the composition of their team using the Belbin roles.

Public Relations

Course Code	CO-ICM-PRE-M-23
Year	2
Offered in term(s)	3&4
Credits	5 ECTS
Module Manager	Zah Kahar: z.kahar@hhs.nl
Entry Requirements	None
Method	Workshops
Assessment	Portfolio
Course Material	TBA
Course Outline	Public relations (PR) has evolved to become more complex and dynamic . PR is no longer just about creating a positive image for an organization, but also about building relationships with stakeholders and the public. Therefore, the umbrella of PR opens an opportunity to integrate relevant areas of organizational communication such as issue & reputation management, corporate identity, and internal branding. This module mainly aims to equip students with the knowledge and skills required to create effective communication strategies that resonates with stakeholders. Students will identify the critical role of corporate communication in building and maintaining relationships with the various stakeholders of an organization. This involves in providing students with an understanding of the role of public relations professionals in the current environment and how they can leverage PR to champion important causes. It will also cover scenario thinking, which involves anticipating future events and developing strategies to address them. Students will learn about PR tools in the 21st century such as content and influencer marketing. Students will also learn about messaging

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and how to craft messages that are clear, concise, and resonate with their target audience. This will include learning about persuasion and how to use storytelling, emotional appeals, and data-driven arguments to convince stakeholders and the public to support an organization's goals and objectives.

Learning Outcomes	• **Persuasion &Support 2**: The student generates support and commitment by empathizing with the stakeholder(s) and developing a suitable approach for the client and environment. • **Connection &Guidance 1**: The student organizes interaction and collaborations and arranges meetings with the aim of making employees more communicative and/or stimulating bonding with the organization.

Sustainable Communication

Course Code	CO-ICM-SCO-M-23
Year	2
Offered in term(s)	3&4
Credits	5 ECTS
Module Manager	Karen Welter: k.welter@hhs.nl
Entry Requirements	None
Method	Lectures and workshops
Assessment	Assignment (group portfolio)
Course Material	TBA
Course Outline	Sustainable Communication highlights the developing professional area of Sustainability Communication - an emerging and relevant field for communication professionals. Sustainable Communication also means open, transparent and ethical communication to build sustainable relationships with stakeholders.
Learning Outcomes	C&S1: The student identifies internal and external developments and issues, identifies, and prioritizes stakeholders, and translates the implications into communication policies. T&B2: The student translates the insights about the target groups into a communication strategy to influence the behavior of the target group.

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Embedding Sustainability in Business

Course Code	MO-HMVT23-SUB
Year	3
Offered in term(s)	1&2
Credits	15 ECTS
Module Manager	Barry Verbeek: b.verbeek@hhs.nl
Entry Requirements	None
Method	Lectures and group work
Assessment	Exam (7 ECTS), portfolio (4 ECTS) and report (4ECTS)
Course Material	Molthan-Hill, P. (2014). *The Business Student's Guide to Sustainable Management. Principles and practice.* Sheffield: Greenleaf Publishing. 400p ISBN 978-1-78353-120-2
Course Outline	General concepts related to sustainability in business will be discussed using a multiple stakeholder approach. Several stakeholder case studies will be discussed and guest lectures from different organisations will explain how they approach sustainability. In previous editions of the minor guest lecturers came from organisations like BMW, Philips, Shell, ING, TNT, Greenpeace, Fairtrade and GRI (Global Reporting Initiative). Students will write a Sustainability Report for an organisation in groups. If possible, we will visit the organisation or get a guest lecture from the organisation.
Learning Outcomes	On successful completion of this module, students will be able to: • Discuss the general concepts of sustainability • Understand the multi-stakeholder approach when it comes to sustainability • Understand the role that corporate communication and stakeholder communication play in communicating about sustainability • Recognise the different approaches to sustainability in business • Discuss the importance of the value chain for sustainability in business • Link sustainability articles to theories that were discussed in the lectures or in the book • Understand the importance for an organization to communicate with stakeholders on their sustainability efforts • Develop a sustainability report • Do research on an organisation's sustainability efforts and translate that into a communicative report • Understand and apply the guidelines of the Global Reporting Initiative (GRI) in a report

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6.5 Facility Management

The Future of Work

Course Code	MO-HMVT24-TFW
Year	3
Offered in term(s)	2
Credits	15ECTS
Module Manager	Reinout Klamer: h.r.klamer@hhs.nl and Eline Duine: E.Duine@hhs.nl
Entry Requirements	Students have to have completed their first year certificate (propedeuse) Students have to be open to work internationally – this can be self-assessed Students have to be able to work flexible – this can be self-assessed Students have to have a solid understanding and skillset of basic (year 1-2) research methods. When in doubt please contact the module manager.
Method	4 offline Lessons, taking place 2 days a week (prob. Mon afternoon and Tuesday afternoon, each of 2.5 hrs Lesson 1: Content lesson, from HRM, FM and Communication, discussing topics related to future of work Lesson 2: Research lesson: Guiding and supporting you through the individual research assignment. Including Peer-learning Lesson 3: A guest lecture or a company visit related to the topic Lesson 4: A workshop related to the topic, designed by and for young professionals. All in week 1-6 of the minor Online sessions for COIL project - with partners (3hrs) Next to the lessons working on group assignment (COIL related) / Individual research paper, workshop preparation and self-study
Assessment	Exam 1(5ects): Abstract + research Poster, Type: presentation, Individual, 33% of final grade. Minimim grade 5.5, Week 2.7, resit 2.10. Grade: number Exam 2: (5ects) COIL: Group Project, 33% of final grade week 2.8, resit 2.10. Grade: number. Minimum grade: 5.5 Exam 3 Personal Learning Journey (5ects), individual, Assessment, 33% of final grade, week 2.7, resit week 2.10
Course Material	Material is provided through online, open accessible articles, websites and library resources. Materials include: -Open MOOC course: https://open.hpi.de/courses/international-teams2019 -trend reports from OECD, Deloitte, ESPAS, for example: - https://www2.deloitte.com/nl/nl/pages/human-capital/topics/future-of-work.html (this is only for content and not for the collaboration) -specific articles used by guest lecturers. -No fixed books. -Suggested literature such as The pleasures and sorrows of work van Alain te

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	Botton. (as students will conduct their own literature review into a specific topic, they will need to find more sources themselves)
Course Outline	The minor has a strong multidisciplinary focus, with lecturers from Human Resource Management, International Communication Management and Facility Management. HRM is related to the workforce, ICM to Connectivity and FM to the Workplace. These three are areas for research and discussion and the combination of addressing challenges related to areas shape the workplace of the future.
	Content Theory is shared in the form of lectures, and guest lecturers / site visits. Each lesson week there is a lecture provided from the lecturers of one of the three study programs. Next to the input from the related lecturers from the minor there is a site visit or a guest lecture each week, with an expert from the field.
	Research. Learning is also captured through an individual research report, focusing on one of the issues discussed in theory. For making this research report students are provided with support in the form of work colleges and moments for feedback. Access to MOOC's, recent trend reports from internationally acclaimed sources (Harvard business review, OECD, Deloitte) In this research report students should be able to relate their findings to the topic. The report is handed in and a poster presentation is organised where the students share their findings. For research the knowledge centre Global & Inclusive learning is a partner, with a thematic focus on the future of learning. Students will be encouraged to translate the topic of future of work to recommendations for the future of learning
	Workshops and site visits. A workshop at the start of the minor is provided by lecturers after which students will provide workshops to each other, related to the topic for which the students are also the participants. Some of these workshops might be externally organised, together with a site visit.
	Collaboration is done together with at least one other partner university through a COIL project. This subject has been successfully explored before in a collaboration with ZHAW (Switzerland). Students are encouraged to work together to create the ideal future workspace, highlighting the aspects work, workforce and connectivity. This is done through an online presentation where simulation is shared. An international study trip is a possibility but not a requirement.
	Reflection: Students are encouraged to keep track of their learning throughout the minor. Towards the end of the minor there are assessments where the student will demonstrate their learning with a presentation and a discussion with lecturers.
Learning Outcomes	- Students can explain and apply theories and trends related to the future: workforce, (HRM), workplace (FM) and connectivity (COM). (related to all exams) - -Students can express their opinion and engage is critical discussions based on the theories and knowledge provided in order to offer a substantiated view on the future of work and what it means for future ready education (related to all exams) - -Students can carry out an individual research project resulting in an abstract suited for an academic journal and a research poster for a scientific conference. (related to research exam)

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- Students can present their research outcomes to others, and to substantiate the choices they have made related to theory and methodology, (related to research exam)
- Students can actively participate in a collaborative online international learning (COIL) project, demonstrating their intercultural understanding and managing online teamwork. (related to COIL)
- Students can reflect on their own learning both in terms of teamwork and their self-competency development (related to the personal learning journey)

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6.6 Cultural & Language Courses

Introduction to Dutch Culture & Society

Course Code	ES-ISDUTSOC-23
Year	n/a
Offered in term(s)	1 and 3
Credits	2 ECTS
Module Manager	Ms. Johanna Eisinger – Jansen: J.P.Eisinger@hhs.nl
Entry Requirements	None
Method	Term 1 & 3: Introduction to Dutch Culture & Society Guest lectures and field trips.
Assessment	Introduction to Dutch Culture & Society (pass/fail).
Course Material	Module book available online
Course Outline	This module is designed to help students to get to know the Netherlands, its people, its culture and its history. After a kick-off session, students follow 2 lectures (each of 90 minutes) about themes related to Dutch culture & society and complete a portfolio with assignments on these themes. The lectures will be online or hybrid (sessions will be recorded). The assignments are a combination of written assignments, film viewing and an art project. This module will help students to become aware of the similarities and differences with their own culture, and to become more open to learn rather than judge.

English for Guest students

Course Code	ES-ISENGINTER-23
Year	n/a
Offered in term(s)	1&2 and 3&4
Credits	2 ECTS
Module Manager	Maria Pau: m.p.pau@hhs.nl
Entry Requirements	None
Level	Intermediate Professional English B1-B2
Method	Seminars
Assessment	Oral Exam (50%) & written exam (50%)
Course Material	Module book provided by the English department
Course Outline	• meeting practice & language • presentation language • business English vocabulary (BEC)

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- business emails

Learning Outcomes	Students will: • develop their business/professional vocabulary, meeting & presentation vocabulary, their overall fluency, and business writing skills • increase their fluency and confidence in communicating in English in a professional setting

Survival Dutch

Course Code	ES-ISDUTSECLE-23
Year	1
Offered in term(s)	1&2 and 3&4
Credits	2 ECTS
Module Manager	Ms Johanna Eisinger-Jansen: J.P.Eisinger@hhs.nl
Entry Requirements	None
Method	Group work led by a faculty member. The module is designed to equip students with skills to communicate in everyday situations (introducing oneself, shopping, etc.).
Assessment	Oral Exam (30%) & written exam (70%)
Course Material	Student Manual (to be found on Brightspace) *Nederlands in gang Methode NT2 voor hoogopgeleide anderstaligen,* Berna de Boer, Margaret van der Kamp, Birgit Lijmbach*,* Uitgeverij Coutinho, ISBN: 9789046905609 third edition. (Included is the log-in code for the online material)
Course Outline	After successfully completing Survival Dutch Part A and B, students will be able to communicate on Level A1 (Basic User) of the Common European Framework of Reference for Languages (CEFR): After completing Survival Dutch, students can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. They can introduce themselves and others and can ask and answer questions about personal details such as where they live, people they know and things they have. They can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.
Learning Outcomes	After successfully completing the Survival Dutch course, students will be able to communicate on Level A1 (Basic User) of the Common European Framework of Reference for Languages (CEFR).

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