Academic Guide Exchange

International Public Policy & Leadership

Inbound Exchange Students **2026-2027**



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THE HAGUE
UNIVERSITY OF
APPLIED SCIENCES

Academic Guide Exchange

International Public Policy & Leadership

Faculty Public Management, Law and Safety

NOTE: this academic guide is still subject to change.
For example: the course/module descriptions for semester 2 (spring term) will be updated in due time.

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Disclaimer

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Foreword

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

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

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

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Your Exchange Programme at IPPL

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

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

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

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

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

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

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

Guidelines for selecting your Exchange

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

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

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

Courses Overview Year 1

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

Courses	Code	Sem 1	Term	Sem 2	Term	ECTS
Evaluating: Interpreting Information	IPPL-FT1EVAL1-26	•	1			5
Introduction to International Public Policy and Leadership	IPPL-FT1IPPL-26	•	1			15
Advocacy: Global Challenges and their Stakeholders	IPPL-FT1ADVO1-26	•	2			5
Project-based working: Understanding Projects	IPPL-FT1PBW1-24		1+2	•		5
Organising & Managing: Overview of Organisations	IPPL-FT1OM1-23	•			3	5
Evaluating: Using Data	IPPL-FT1EVAL2-25			•	3	5
Advocacy: EU Policy-Making and Negotiation	IPPL-FT1ADVO2-26			•	4	10
Advising on Policy: Political Economy and Policy-making	IPPL-FT1ADVI2-25			•	4	5
Study and Career Skills: Personal and Ethical Leadership	IPPL-FT1SCS2-26			•	3 + 4	5

Semesters are divided up in terms:

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

Year 1, Semester 1 – Course descriptions

Evaluating: Interpreting Information	*Back to main table*
Credits	5 ECTS
Code	IPPL-FT1EVAL1-26
Entry requirements	None
Semester	1, term 1
Method	Lectures and workshops
Lecturer(s)	A Longman
Learning outcomes	By the end of this course, students should be able to: 1. Interpret and explain qualitative and quantitative data; 2. Know how to find, identify, and select quality academic, professional, and popular information and literature; 3. Classify information based on the quality of its argumentation; 4. Describe how different ways of presenting information can influence the meaning that information is given; 5. Understand and can discuss the process of conducting a policy evaluation.
Recommended or required reading/tools	Bardach, E. S., & Patashnik, E. M. (2019). *A practical guide for policy analysis - International student edition: The eightfold path to more effective problem solving* (6th ed.). Sage. Verhoeven, N. (2019). *Doing research: The hows and whys of applied research* (6th ed.). Boom.* Molen, H. T., Ackermann, M., Osseweijer, E. M., Schmidt, H. G., Wal, E. V., Boer, B. B., & Polak, M. G. (2022). *Academic writing skills: Digital skills training in academic writing for psychology, pedagogy and education, and social sciences* (3rd ed.). Boom.* * Students are **required** to purchase the physical book **including** digital license. Recommended: Salkind, N. J., & Frey, B. B. (2020). *Statistics for people who (Think they) hate statistics* (7th ed.). Sage.
Assessment methods	Evaluation portfolio (70%) + Individual assignment (30%)
Level	First year (for regular bachelor student)
Course content	We receive thousands of individual pieces of information on a daily basis. But how do we start to make sense of it? Is it possible to cut through the noise and see through the bluster? How do we know what information we should take seriously, use in our professional life, or just ignore?

	In a world of ever increasing polarisation and rhetoric, understanding the quality of information and approaching public policy with an evidence-based approach is of continued importance. To be able to expertly evaluate policy decisions students need to have three core skills: policy evaluation skills; research skills; and critical thinking skills. When working in public policy it is vital that to you understand information and are able to use it effectively and correctly to increase the chance of successful policy advice, implementation, and evaluation. The Evaluating courses are designed to ensure you learn to evaluate information in order to utilise it efficiently and ethically. Students will familiarise themselves with the various types of information and learn to critically assess their origin and relevance. The student will also learn to independently search for various data/information based upon different purposes. Furthermore, they will learn to which data can be used for what, and when certain data choices are appropriate. Through focusing on current information and data (sources), the student will be taught to critically look at the information being presented not only in relation to their study career, but also in their day to day life. By the end of this course students would have taken the first steps to be policy evaluation experts.

Introduction to International Public Policy and Leadership	*Back to main table*
Credits	15 ECTS
Code	IPPL-FT1IPPL-26
Entry requirements	None
Semester	1, term 1
Method	Lectures and workshops
Lecturer(s)	A. Longman, S. Atangana Bekono, I. Spronk
Learning outcomes	By the end of this course, students should be able to: 1. Define and apply foundational concepts of public administration, law, and policy; 2. Explain and apply the different stages of the policy cycle; 3. Describe the professional tasks of a(n international) public manager; 4. Apply their knowledge of the field of public administration to a professional product.
Recommended or required reading/tools	Bromell, D. (2022). *The art and craft of policy advising: A practical guide (2nd ed.)*. Springer Nature. https://doi.org/10.1007/978-3-030-99562-1* Önder, M., Nyadera, I. N., & Islam, M. N. (2022). *The Palgrave handbook of comparative public administration: Concepts and cases.* Palgrave Macmillan. https://doi.org/10.1007/978-981-19-1208-5* McCormick, J., Hague, R., & Harrop, M. (2019). *Comparative government and politics: An introduction (11th ed.)*. Bloomsbury.

	Theodoulou, S. Z., & Roy, R. K. (2016). *Public administration: A very short introduction.* Oxford University Press.
Assessment methods	Knowledge Exam A (20%) + Knowledge Exam B (20%) + Simulation (30%) + Problem Analysis (30%)
Level	First year (for regular bachelor student)
Course content	In this course students will gain a foundational knowledge of (international) public administration. They will learn and apply the core concepts of the field which will form their central vocabulary during their studies and into their professional life. Students will be provided with an overview of the International Public Policy and Leadership programme, understand how they will be educated to become public leadership professionals. After learning the core concepts of the field students will gain more knowledge of what life as a public manager entails through the five professional tasks of the International Public Policy and Leadership programme: advising, advocacy, evaluating, organising and managing, and project-based working. Through introductory seminars and guest lectures from professionals in the field, students will achieve a deeper understanding of the core of the professional tasks that form IPPL. The introduction course will close with a simulation day where students will apply what they have learned and create their first professional product.

Advocacy: Global Challenges and their Stakeholders	*Back to main table*
Credits	5 ECTS
Code	IPPL-FT1ADVO1-26
Entry requirements	None
Semester	1, term 2
Method	Lectures and workshops
Lecturer(s)	S. Atangana Bekono, I. Spronk
Learning outcomes	By the end of this course, students should be able to: 1. Explain main trends and events in IR; 2. Explain how geopolitics enables or limits policy development; 3. Decide, based on a stakeholder analysis, which national actors and international organizations are relevant stakeholders in an (international) issue; 4. Map out the stakeholder's arena(s) in which they find themselves and analyses their interests and boundaries; 5. Use the guiding power of language to place the interests to be represented on the agenda and/or to influence the decision-making form.

Recommended or required reading/tools	Mingst, K.A. (2021). Essentials of international relations. New York: W.W. Norton & Co, 9th edition. ISBN: 978-0-393-87217-0
Assessment methods	Digital exam + Stakeholder analysis + Presentation
Level	First year (for regular bachelor student)
Course content	During Advising 1, you will have started looking into how to advise politicians or civil servants on complex issues and policy problems and how they impact people's lives on a daily basis by creating a problem tree. In today's globalised world a lot of these complex issues transcend borders and cannot be seen separately from one another. Where Advising 1 focuses on determining what the problem is, Advocacy 1 focuses on providing you with a deeper understanding of the global context in which these issues exist. During the first part of this course we will therefore look behind the headlines we read in the paper or the news items we see on tv and answer questions such as: What is the world stage of international politics? How do power and influence determine the actions of states and other actors in international politics? What role do intergovernmental and non-governmental organisations play in international politics? The second part of this course will focus on the impact global issues have on local communities. Small, locally-operating NGOs are vital to creating changes in the world and achieving the Sustainable Development Goals. How do these small organizations operate on a local scale, yet in an international, even global context? How does something theoretical like the globally-decided SDGs translate to a local scale? You will take a closer look at a locally-operating NGO, to analyse the context in which it works. No one operates within a vacuum, so to achieve anything, you need to understand their partners, competitors, parties with conflicting interests, the political climate, and more. To do this, you will learn how to make a stakeholder analysis, using your newly acquired knowledge on international relations and politics.

Project-based Working: Understanding Projects	*Back to main table*
Credits	5 ECTS
Code	IPPL-FT1PBW1-24
Entry requirements	None
Semester	2, term 1 + 2
Method	Workshops
Lecturer(s)	K. Vrijburg

Learning outcomes	By the end of this course, students should be able to: 1. Write a goal-oriented project plan (in order to create a video)based on a format provided by the lecturers taking into account easily accessible resources, organization and planning; 2. Distinguish between the various roles and tasks in a project group and describes his/her contribution to the project based on his/her role. This contribution must be proportionate to the contribution of other project group members; 3. Execute the project based on the project plan, and achieves the result of the project within the set deadlines; 4. Conclude the project by presenting their video to both their peers and lecturers and thereby handing over responsibilities to the owners (lecturers); 5. Operate based on a team contract provided by the lecturers and describes what went well and what requires improvement at the end of the project; 6. Describe his/her personality type and attitude based on DISC-test and describes how this had an impact on carrying out the project.
Recommended or required reading/tools	Grit R., Project Management: A Practical Approach, (2019), 5th edition, Noordhoff Uitgevers
Assessment methods	Project plan (30%) + Project result (30%) + Presentation (30%) + Individual reflection (10%)
Level	First year (for regular bachelor student)
Course content	In year 1 and 2 of the programme you will be introduced to the professional task project-based working. In practice this means that every semester you will work on a project together with your peers. You will be able to execute the project based on the knowledge and theory that will be provided to you by your lecturers during classes. You will learn what project-based working entails, how to successfully complete a project and how to work in groups. In semester 1 you will be given an assignment by your lecturers (to make a video about an institution/organization that you have visited). You must make this video according to the principles of project management and based on a project plan. In semester 1 the project plan must consist of a description of the goal and result of the project. In addition, you must address certain elements of Grit's project management toolkit (organization & planning). Besides drafting and executing this project plan you and your group will also reflect on your group work and on the results of a personality test you take in the beginning of the course. In semester 2 the aspect of an *external* client will be introduced. Furthermore, in this semester we will add complexity of this professional task by introducing the other aspects of Grit's toolkit (budgeting, risk analysis, quality management).

Year 1, Semester 2 – Course descriptions

Organising & Managing: Overview of organisations	Back to main table
Credits	5 ECTS
Code	IPPL-FT1OM1-23
Entry requirements	None
Semester	1, term 3
Method	Lectures and workshops
Lecturer(s)	H. Lara
Learning outcomes	By the end of this course, students should be able to: 1. Understand the key terms and concepts with regard to individual behavioural differences; 2. Understand the key terms and concepts with regard to motivating employees; 3. Understand the key terms and concepts with regard to developing and leading teams; 4. Understand the key terms and concepts with regard to organizational culture and change; 5. Explain key terms and concepts with regards to rudimentary organizational design; 6. Describe how organizations apply key terms and concepts in their own environment and context.
Recommended or required reading/tools	Pearce, J.L. and Sowa, J.E. (2018). Organizational behavior: Real research for public and nonprofit managers. Irvine, California: Melvin & Leigh Publishers
Assessment methods	Written exam (40%) + Assignment (60%)
Level	First year (for regular bachelor student)

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

Evaluating: Using Data	*Back to main table*
Credits	5 ECTS
Code	IPPL-FT1EVAL2-25
Entry requirements	None
Semester	2, term 3
Method	Working group, workshops
Lecturer(s)	K. Vrijburg, A. Longman
Learning outcomes	By the end of this course, students should be able to: 1. Conduct basic quantitative and qualitative analyses using existing data to answer a simple, societally relevant research question; 2. Find, identify, and select quality academic, professional, and popular information and literature to answer a simple societally relevant question; 3. Use audience specific argumentation and tone; 4. Present information visually and verbally in a way which is clear, effective, and purposeful; 5. Execute a simple policy evaluation based on a given evaluation question.
Recommended or required reading/tools	Bardach, E. S., & Patashnik, E. M. (2019). *A practical guide for policy analysis - International student edition: The eightfold path to more effective problem solving* (6th ed.). Sage. Verhoeven, N. (2019). *Doing research: The hows and whys of applied research* (6th ed.).

	Boom.* Molen, H. T., Ackermann, M., Osseweijer, E. M., Schmidt, H. G., Wal, E. V., Boer, B. B., & Polak, M. G.(2022). *Academic writing skills: Digital skills training in academic writing for psychology, pedagogy and education, and social sciences* (3rd ed.). Boom.* *Students are **required** to purchase the physical book **including** digital license. Recommended: Salkind, N. J., & Frey, B. B. (2020). *Statistics for people who (Think they) hate statistics* (7th Ed.). Sage.
Assessment methods	Portfolio (70%) + Individual assignment (30%)
Level	First year (for regular bachelor student)
Course content	It is of high importance that people working in public administration not only to know how to interpret and find data but also be able to effectively use the data themselves for various purposes. Questions which students will be able to answer by the end of this course include: how can we use existing information to answer societal questions? What information do we need and how can we collect it? What can I do to make sure that my research can be understood by citizens, academics, and public-policy experts? With this in mind, in this course students will learn to conduct basic analyses – using both quantitative and qualitative data - in order to answer (research) questions related to public policy. Students with also learn how to effectively communicate (their) results taking into account different audiences and purposes. This includes oral, written, and visual techniques. At the end of this course, the student will also be able to conduct a simple policy evaluation.

Advocacy: EU Policy-Making and Negotiation	*Back to main table*
Credits	10 ECTS
Code	IPPL-FT1ADVO2-25
Entry requirements	None
Semester	2, term 4
Method	Lectures, working groups
Lecturer(s)	S. Atangana Bekono, A. Longman
Learning outcomes	By the end of this course, students should be able to: 1. Understand the governance and legislative processes of the European Union;

	2. Explain the roles and functions of the European Commission, European Parliament, Council of Ministers and European Council and how they contribute to the governance and decision-making processes of the European Union; 3. Formulate a position paper outlining their stance on proposed EU tax policy, supported by evidence and analysis of its social and economic implications.
Recommended or required reading/tools	McCormick, J. (2022) European Union Politics. 3rd ed. Bloomsbury Academic, London.
Assessment methods	Exam (50%) + Assignment (50%)
Level	First year (for regular bachelor student)
Course content	This course on the EU is designed to provide students with a foundational understanding of the European Union (EU), its main institutions, and the processes by which decisions are made. In today's interconnected world, the European Union plays a crucial role in shaping not only the political landscape of Europe but also influencing global affairs. Throughout this course, students will delve into the core institutions of the European Union, including the European Commission, the European Parliament, the Council of the European Union, and the European Council. They will learn about their respective roles, functions, and how these institutions interact to formulate policies and legislation that impact millions of people across member states. Moreover, students will explore the decision-making processes within the EU, examining key concepts such as the ordinary legislative procedure, the role of lobbying and interest groups, as well as the principles of consensus-building and negotiation that underpin EU governance. As a culmination of their learning experience, students will engage in a multi-day simulation where they will have the opportunity to put their newfound knowledge into practice. In this simulation, students will represent either a member state in the Council of Ministers or a faction within the European Parliament and advocate for their interests while navigating the legislative process and participating in negotiations with fellow classmates. This hands-on experience will not only sharpen their negotiation skills but also deepen their understanding of how decisions are made within the EU framework. By the end of this course, students will have gained a solid understanding of the EU's institutional framework and decision-making mechanisms, empowering them to engage more effectively with European politics and policies.

Advising on Policy: Political Economy and Policy-Making	Back to main table
Credits	5 ECTS
Code	IPPL-FT1ADVI2-25
Entry requirements	None
Semester	2, term 4
Method	Lecturing, working group
Lecturer(s)	A. Longman, R. Crijns
Learning outcomes	By the end of this course, students should be able to: 1. Explain the most important macroeconomic concepts; 2. Explain the evolution of (international) political economy and its most important concepts; 3. Explain the (intended) effects of specific monetary and fiscal policies on the economy; 4. Describe potential frictions between economically rationality and ethical policy decisions; 5. Perform a policy analysis in which they identify what the consequences of an economic policy in a country would be in terms of macroeconomic indicators. 6. Formulate a concrete policy advice based on a performed economic analysis.
Recommended or required reading/tools	Allen, R. C. (2011). Global economic history: A very short introduction. Oxford University Press. *Bromell, D. (2022). *The art and craft of policy advising: A practical guide* (2nd ed.). Springer Nature. https://doi.org/10.1007/978-3-030-99562-1 Case, K. E., Fair, R. C., & Oster, S. E. (2019). *Principles of economics (Global Edition)* (11th ed.). Pearson. * Available digitally via Springer Link Additional readings will be made available on Brightspace.
Assessment methods	Written Exam (50%) + Group policy advice (50%)
Level	First year (for regular bachelor student)
Course content	James Carville, political strategist for Bill Clinton, famously said “it’s the economy, stupid.” Economics is central to all policy decisions and almost all policy announcements – whether economic, social, health, defence, environmental etc – are framed by their impact on the economy (“increasing the number of free childcare will allow more parents to work and boost the economy”). However, Carville was wrong: what he should have said is “it’s the political economy, stupid.”

	Political economy is the study of the relationship between government and citizen by understanding the impact of governmental policies on the economy and those who interact with it. Think about how the COVID-19 pandemic, a global health crisis, was largely defined as much in economic terms (lost productivity, growth, increased unemployment, the cost of toilet paper) as it was by health outcomes. Our starting point will be understanding the basics of macroeconomics. There is considerable debate over what governments can (and should) do in managing their national economy. In macroeconomics, we focus on two policy instruments: fiscal policy and monetary policy and how these policies try to manage three central concerns: output, unemployment, and growth. Economic theory sees the world in terms of efficient economic outcomes. What happens when we add social and ethical considerations into the mix? What if efficiency is as important as fairness, well-being, or equality? What is the role of governments and markets when efficiency is less important than sustainability? How could different moral convictions reshape economies? In this course, students will use their understanding of macroeconomics to analyse the economic health of a country and define the most pressing economic challenge(s) facing a particular country. Based on this diagnosis, students will then be asked to complete an analysis of the economic policies which are in place and provide clear policy recommendations on what should and could be done to ensure macroeconomic stability whilst also considering the societal and ethical implications of this policy.

Study and Career Skills: Personal and Ethical Leadership	*Back to main table*
Credits	5 ECTS
Code	IPPL-FT1SCS2-26
Entry requirements	None
Semester	2, term 3 and 4
Method	Lectures and workshops
Lecturer(s)	I. Spronk
Learning outcomes	By the end of this course, students should be able to: 1. Understand and apply the key terms and concepts with regard to ethical frameworks and moral compasses; 2. Understand the key terms and concepts with regard to intercultural communication; 3. Apply concepts of leadership, social innovation, and fund development with regards to writing a grant proposal.

Recommended or required reading/tools	Readings and tools for this course will be provided via Brightspace.
Assessment methods	Portfolio (40%) + Essay (15%) + Oral Assessment (20%) + Ethics (25%)
Level	First year (for regular bachelor student)
Course content	The course will start with a focus on understanding leadership in the context of social innovation and developing your own solution to a wicked problem in the world. You will then build the solution and develop a grant proposal for this solution by understanding key concepts of fund development. Students will also focus on understanding ethical frameworks and applying them into their own evolving career trajectories and evolving moral compasses. Additionally, students will understand and apply the concepts of Intercultural Competencies.

Courses Overview Year 2

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

Courses	Code	Sem 1	Term	Sem 2	Term	ECTS
Evaluating: Performance Mangement	IPPL-FT2EVAL3-26	•				5
Advising: Advancing Humans Rights Implementation	IPPL-FT2ADVI3-26	•				5
Advocacy: Planning and persuasion	IPPL-FT2ADVO3-24	•				5
Project-based Working: Conference	IPPL-FT2PBW2-26	•				5
Organising and Managing: Financial management	IPPL-FT2OM3-26			•		5
Advising: Urban Governance Lab - Delivering Policy	IPPL-FT2ADVI4-24			•	3	5
Advocacy: Influencing Multi-Level Governance	IPPL-FT2ADVO4-26	•			3	5
Evaluating: Policy Evaluation	IPPL-FT2EVAL4-25			•	3+4	5
Organising & Managing: Leading Organisational Change	IPPL-FT2OM4-26	•			4	5
Leadership in Complexity	IPPL-FT2PBW3-25			•	4	5
Study & Career Skills 2	IPPL-FT2SCS-26			•	3	5
Collaborative processes for social change	IPPL-FT2COL-26			•		5

Semesters are divided up in terms:

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

Year 2, Semester 1 – Course descriptions

Evaluating: Performance Measurement	*Back to main table*
Credits	5 ECTS
Code	IPPL-FT2EVAL3-25
Entry requirements	TBA
Semester	1, term 1
Method	Lectures, workshops
Lecturer(s)	R. Crijns
Learning outcomes	By the end of this course, students should be able to: 1. Explain the principles of cost-benefit analysis in the public sector; 2. Discuss the measuring of costs and benefits and nonmarket valuation of public projects. The student applies concepts related to performance management/measurement to the chosen case study; 3. Execute practical research on a performance management/measurement system; 4. Design recommendations on a performance management/measurement system based on the research outcome.
Recommended or required reading/tools	Van Dooren, Bouckaert and Halligan (2015). *Performance Management in the Public Sector: Second edition*, Routledge, ISBN: 978-0-415-73810-1. Literature cost-benefit analysis: to be announced.
Assessment methods	Individual assignment + Exam
Level	Second year (for regular bachelor student)
Course content	Is it possible to envisage management in the public sector without due regard to the pursuit of results and the measurement of performance? We discuss the many meanings of the word “performance” and how it has become one of the main but contested agendas in public administration. What is performance management and what is it not? The subsequent stages of deciding what to measure, identifying indicators, analysing, reporting and safeguarding quality are discussed in detail. We deal with the use of performance information. Three modes of use are distinguished: learning, steering and control, and accountability. At the end of the course, students will have developed a strong understanding of the challenges and obstacles of performance management in the public sector. In particular, students will have gained knowledge of the basic circumstances that are needed for successful performance management and are aware of obstacles. They will be able to identify core elements in a practical setting. Students will have applied this knowledge to a case of their own choosing. Students will have researched the case, evaluated the case by making use of theoretical approaches and given recommendations based on the outcome of that research.

	Moreover, we will deal with cost-benefit analysis (CBA). The CBA methodology is specifically designed for the evaluation of public projects, and the project outcome is always evaluated on the basis of public interest. Costs and benefits are measured in terms of social utility gains and losses rather than cash or revenue flows, and external costs and benefits are included in the overall evaluation of a project. We will discuss the CBA methodology as well as CBA evaluation studies.

Advising: Advancing Humans Rights Implementation	*Back to main table*
Credits	5 ECTS
Code	IPPL-FT2ADVI3-26
Entry requirements	TBA
Semester	1, term 1
Method	Interactive lectures, seminars and consultations
Lecturer(s)	R. Audenarde
Learning outcomes	By the end of this course, students should be able to: 1. Accurately describe how international law and multilateral organizations came to exist to promote certain rules, principles and values; 2. Correctly explain international human rights frameworks and mechanisms that impose obligations on States; 3. Correctly examine legal, political and social challenges to the national implementation of international obligations in a given country; 4. Clearly illustrate the interplay of civil society, government, and regional and international organizations in the implementation of international human rights obligations; 5. Formulate policy advice appropriate for the recipient entity; 6. Succinctly express their views on the contemporary discourse on human rights, such as universality and sustainability.
Recommended or required reading/tools	Lowe, V. (2015). *International law: A very short introduction*. Oxford University Press. Clapham, A. (2015). Human Rights: A Very Short Introduction (2nd edn). Oxford University Press. HERINGA, A. W. (2021). Constitutions compared (6th ed.): *An introduction to comparative constitutional law.* ELEVEN INTERNATIONAL PUBL. Any other materials that will be assigned by the lecturers.
Assessment methods	Written exam + Portfolio (written assignment) + Presentation
Level	Second year (for regular bachelor student)

Course content	The students will learn the interplay between international legal obligations in the field of human rights and the national legal, administrative and social contexts. A professional in the field of international public management needs to understand this interplay in a way a lawyer or a national public manager does not do. The students will examine how the national contexts pose challenges to the implementation of international obligations deriving from human rights treaties. The students will assess these challenges faced by a Member State of the United Nations and formulate different perspectives from a youth NGO, national human rights commission, international NGO and regional and international intergovernmental organisation. Students provide policy advice in the form of mock recommendations based on these perspectives. The assessment also gives students an opportunity to reflect on their learning in the module, and how it helps shape their vision as future international public policy professionals.

Advocacy: Planning and Persuasion	*Back to main table*
Credits	5 ECTS
Code	IPPL-FT2ADVO3-25
Entry requirements	TBA
Semester	1, term 2
Method	Lectures, seminars, workshops
Lecturer(s)	I. Spronk
Learning outcomes	By the end of this course, students should be able to: 1. Experiment with various elements of persuasive communication (speech, feature piece,) to demonstrate fluency and technical accuracy in persuasive written and oral argumentation in the context of advocacy; 2. Demonstrate ability to use persuasive communication to influence decision-making; 3. Demonstrate how they weigh the different moral interests in advocacy efforts.
Recommended or required reading/tools	Lehrman, R. *The Political Speechwriter's Companion: A Guide for Writers and Speakers 2nd Edition*, CQ Press, 2019. (Recommended) Luntz, F. *Words That Work: It's Not What You Say, It's What People Hear*. Hyperion, 2008. Zinsser, W. *On Writing Well*. INGP, 2016. Other materials will be made available on Brightspace. *Literature for ethics component of Advocacy 3* Keown, D. (2020). *Buddhist ethics. A very short introduction*. Second edition. Oxford : Oxford University Press. Mandatory reading for the group of students

	that will hold a presentation on Buddhist ethics. Recommended reading for the other students. Ramadan, T. (2008). Islamic ethics: sources, methodology and application. In Bahera, A., & Alali, K., *Islamic bioethics: current issues and challenges*. London: World Scientific. Mandatory reading for all students. Downloadable for free from https://www.worldscientific.com/doi/pdf/10.1142/9781783267507_0001. Sachedina, A. (2022). *Islamic ethics. Fundamental aspects of human conduct*. Oxford : Oxford University Press. Recommended reading for those who want to go the extra mile, not mandatory. Sandel, M. (2010). *Justice. What's the right thing to do*. New York : Farrar, Straus and Giroux. Covers the four main streams of Western ethics: libertarianism, utilitarianism, Kant, virtue ethics. Can be used for four sessions. Mandatory reading for all students. Instead of reading the book, students can watch the videos of the lectures on Justice that Sandel held at Harvard, to be found on YouTube. Yu, K.-P., Tao, J. & Ivanhoe, P. (ed.) (2010). *Taking Confucian ethics seriously. Contemporary theories and application*. Albany (NY) : State University of New York Press. Mandatory reading for the group of students that will hold a presentation on Confucian ethics. Recommended reading for other students.
Assessment methods	Portfolio (2 parts: feature piece and ethical reflection) + Oral speech (oral exam)
Level	Second year (for regular bachelor student)
Course content	Effective communication is crucial skill for any public policy professional. No matter your future job title, whether you work for an advocacy or trade organization, as a political operative, a representative of government, as a communications professional, as an employee of a non-profit – you will be expected to be able to communicate effectively in both speech and writing in order to influence decision making. Being effective is not only getting the most important people within your target audience to listen, but being persuasive enough to move those people to act in order to move a policy agenda forward. People aren't born effective communicators; it is a skill that is honed and developed over years of intensive practice. In this class, your journey starts. You will actively participate in weekly writing ateliers, oratorical skills workshops and lectures and seminars on the role of ethics in advocacy and communication. The three assignments – writing and delivering a speech, writing a feature piece for publication, and writing a critical self-reflection applying the ethical concepts in this course – will lay the groundwork for you as an effective communicator that will enable you to realize the change you want to see in this world.

Project-based Working: Conference	*Back to main table*
Credits	5 ECTS
Code	IPPL-FT2PBW3-26
Entry requirements	TBA
Semester	1, term 2
Method	Lectures, workshops
Lecturer(s)	H. Lara
Learning outcomes	By the end of this course, students should be able to: 1. Develop and present a goal-oriented project plan and project proposal in order to create an international conference using the format provided by the lecturers taking into account easily accessible resources of practical theory; 2. Collaboratively distinguish the various roles and tasks in a diverse and international project group and describe his/her role and contribution to the project and project team; 3. Organise a project, stakeholder analysis, planning and scheduling a project, fundraising, collaborating and communicating effectively in a team and making use of (desk) research with a preselected theme in order to select a variety of sources, taking into account multiple international perspectives; 4. Work effectively and professionally in a diverse and international project team and self-manage progress both individually and collectively; 5. Use a moral compass and weigh various public values and interests when carrying out a project through the use of agreed upon group values.
Recommended or required reading/tools	Grit R., *Project Management: A Practical Approach,* (2019), 5th edition, Noordhoff Uitgevers
Assessment methods	Group assignment + Presentations
Level	Second year (for regular bachelor student)
Course content	This course offers both theoretical and practical approaches to projects. The primary focus is on the more practical aspects of the successful completion of projects, where students will learn the importance of careful preparation and professional execution. In the Project Management part, students will focus on developing skills and deepening their knowledge regarding a project-based approach to assignments and project management. For the Conference portion, the entire IPM Year 2 have to devise one proposed Project Plan for the organisation of a Conference.

Organising and Managing: Financial Management	Back to main table
Credits	5 ECTS
Code	IPPL-FT2OM3-26
Entry requirements	TBA
Semester	1, term 2
Method	Lectures, workshops
Lecturer(s)	R. Crijns
Learning outcomes	By the end of this course, students should be able to: 1. Draw up an operating (income) budget and a cashflow budget; 2. Draw up an investment budget and a financing budget; 3. Carry out a financial ratio analysis and assess the financial health of an organization; 4. Calculate costs and apply cost allocation methods; 5. Carry out a break-even analysis and a budget variance analysis.
Recommended or required reading/tools	Van Dooren, Bouckaert and Halligan (2015). *Performance Management in the Public Sector: Second edition*, Routledge, ISBN: 978-0-415-73810-1. Literature cost-benefit analysis: to be decided.
Assessment methods	Exams
Level	Second year (for regular bachelor student)
Course content	The following topics will be examined: • Income statement: what are revenues and expenses and structure of income statement; • Cashflow statement: what are receivings and expenditures; • Balance sheet: debit and credit and basic structure. Horizontal and vertical form and common balance sheet items; • Business plan: investment plan and financing plan, income and cash flow budget; • Ratio analysis: liquidity ratios, solvency ratios, profitability ratios, activity ratios and assessing ratios; • Costs: fixed and variable costs, direct and indirect costs, cost classification by type, sunk costs and opportunity cost; • Cost allocation: the surcharge method, the cost center method, activity based costing; • Break-even analysis: break-even point and operating leverage; • Budget variance: efficiency variances, price variances, capacity usage variances.

Year 2, Semester 2 – Course descriptions

Advising: Urban Governance Lab - Delivering Policy	Back to main table
Credits	5 ECTS
Code	IPPL-FT2ADVI4-24
Entry requirements	TBA
Semester	2, term 3
Method	Lectures and workshops
Lecturer(s)	M. Villalba, R. Audenaerde
Learning outcomes	By the end of this course, students should be able to: 1. Identify the most pressing urban challenges in a chosen municipality; 2. Analyze the causes of the most pressing urban challenges; 3. Investigate relevant literature and best practices of urban leadership and governance; 4. Apply urban theories, data and best practices to identify policy alternatives; 5. Apply stakeholder and community engagement tools in a particular urban context; 6. Draft a policy implementation document based on community input, institutional analysis and resource limitations; 7. Present findings in a convincing and engaging manner.
Recommended or required reading/tools	Birkland, Th. (2020). *An introduction to the policy process. Theories, concepts, and models of public policy making.* Fifth edition. New York: Routledge. Stone, D. (2012). *Policy paradox. The art of political decision-making.* Third edition. London: W.W. Norton & Co. Esmann Andersen, S. and Ellerup Nielsen, A. (2009) "The City at Stake: 'Stakeholder Mapping' The City ", *Culture Unbound*, 1(2), pp. 305–329. doi: 10.3384/cu.2000.1525.09119305. Other relevant academic papers, news articles and videos will be posted via Brightspace.
Assessment methods	Policy advice report + Pitch presentation
Level	Second year (for regular bachelor student)
Course content	Urban Governance Lab-Delivering Policy is a course designed to provide students with the tools to deliver a comprehensive policy advice in an urban context. Students will identify and analyze urban problems of municipalities in Netherlands and abroad. They will also learn about best practices in urban studies and how to adapt them to the particular context of a given client/municipality. The problem analysis and solution delivery will not be based only on desk research but also on empirical research collected via interviews to various stakeholders.

Advocacy: Influencing Multi-Level Governance	Back to main table
Credits	5 ECTS
Code	IPPL-FT2ADVO4-26
Entry requirements	TBA
Semester	1, term 4
Method	Lectures and workshops
Lecturer(s)	A. Longman, S. Bekono
Learning outcomes	By the end of this course, students should be able to: 1. Identify and describe the main principles, tools and techniques of facilitation, principled negotiation and mediation; 2. Apply principles, tools and techniques of facilitation in a dialogue/meeting; 3. Apply principles, tools and techniques of principled negotiation and mediation in a conflict setting; 4. Reflect critically on their own attitudes and behaviours.
Recommended or required reading/tools	Rosenberg, M. B. (2015). *Nonviolent communication: A language of life*. PuddleDancer Press. Kaner, S. (2014). *Facilitator's Guide to participatory decision-making, 3rd Edition*. John Wiley & Sons. Fisher, R., Ury, W., & Patton, B. (2012). *Getting to yes: Negotiating an agreement without giving in*. Random House. Goldberg, S. B., Brett, J. M., Brenneur, B., & Rogers, N. H. (2017). *How mediation works: Theory, research, and Practice*. Emerald Publishing. United Nations. (n.d.). *United Nations guidance for effective mediation | department of political and peacebuilding affairs*. United Nations. https://dppa.un.org/en/united-nations-guidance-effective-mediation Other reading assigned by lecturers
Assessment methods	Written assignments + Role play/Presentation assessment
Level	Second year (for regular bachelor student)
Course content	The final module in the professional tasks Advocacy trajectory looks at advocacy skills and frameworks that are 'process' oriented. Whereas many advocacy frameworks focus on advocating for certain parties or stakeholders, and others focus on advocating for specific outcomes or policy strategies, process advocacy looks at solving difficult social problems by using cooperative and collaborative processes. These problem-solving processes include facilitation, principled negotiation, and transformative mediation. The course will present these themes as theoretical frameworks but then focus on developing and practicing them as

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

Evaluating: Policy Evaluation	*Back to main table*
Credits	5 ECTS
Code	IPPL-FT2EVAL4-25
Entry requirements	TBA
Semester	2, term 3 + 4
Method	Lectures, workshops
Lecturer(s)	R. Crijns
Learning outcomes	By the end of this course, students should be able to: 1. Draw up relevant graphs and charts using spreadsheet programs; 2. Explain the key features of inferential statistics and to apply statistical estimation; 3. Carry out hypothesis testing and to perform the relevant statistical tests; 4. Calculate probability intervals, to perform the Z-test and to examine the results; 5. Calculate different relation coefficients and to examine the results.
Recommended or required reading/tools	We use several Grasple modules for this course (free available for students). Optional: *Statistics for People Who (Think They) Hate Statistics*, 2019, Salkind, N. J., & Frey, B. B. (pdf. free available for students).
Assessment methods	Individual assignment + Exam
Level	Second year (for regular bachelor student)
Course content	Various graphs and charts will be discussed such as the bar graph, histogram, pie chart, line graph and scatterplot, and when to select which graph. Key features of inferential statistics will be explained: population, sample, sampling distribution, standard deviation of a sample, standard error and central limit theorem. Furthermore, the following concepts of statistical estimation will be explored: point versus interval estimates, confidence intervals for the mean and the student's t-distribution. Moreover, we examine concepts related to statistical testing so as: type I and type II errors and P-value and P-value calculations. Choosing a suitable statistical test is key in this respect. The following statistical tests will be discussed: t-test 1 sample, t-test 2 sample, F-test and the use of F-table, ANOVA and ANOVA calculations. Concerning Z-scores we will address the following issues: value to probability and probability to value, the use of the Z-table and calculating probability intervals. Additionally, the road from z-score to z-test will be outlined as well as how to calculate confidence intervals using z-distribution.

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

Organising & Managing: Leading Organisational Change	*Back to main table*
Credits	5 ECTS
Code	IPPL-FT2OM4-26
Entry requirements	TBA
Semester	2, term 3
Method	Lectures, workshops
Lecturer(s)	H. Lara
Learning outcomes	By the end of this course, students should be able to: 1. Apply research and analytical skills in the analysis, discussion, and development of an understanding of an organizational problem of a real life organization; 2. Formulate improvements to an organizational problem in a real life organization and provide them with a plan to realistically implement those recommendations; 3. Apply a moral compass in organizing and managing, and is able to weigh different public values, community, and personal interests while doing so in a real life setting.
Recommended or required reading/tools	*Van Dooren, W., Bouckaert, G., and Halligan, J. (2015). Performance Management in the Public Sector (2nd edition). New York, New York: Routledge* Additional sources provided by lecturers (articles, readings, videos, etc.) via Brightspace. Students should do the required reading and review of audio/visual materials BEFORE seminar sessions. Assigned readings and audio/visual materials provide foundational information for concepts and skills being taught in the course, and provide material for classroom discussions. It is not possible to fully engage in the full content of the course without doing assigned readings/audio/visual materials.
Assessment methods	Exam + Portfolio
Level	Second year (for regular bachelor student)
Course content	This course will focus on helping students understand how to assess how an organization is structured, if its performing efficiently, if its struggling, and what problems it might have. Additionally, the course will help students understand how organizations deal with change and learn about how performance management tools can help assess if an organization is doing what it said it would do. The course will allow students to apply these concepts while working with 2 real life organizations.

Leadership in Complexity	Back to main table
Credits	5 ECTS
Code	IPPL-FT2PBW3-25
Entry requirements	None
Semester	2, term 4
Method	Lectures and workshops
Lecturer(s)	M. Villalba,
Learning outcomes	By the end of this course, students should be able to: 1. Apply concepts of leadership to address a current wicked problem.
Recommended or required reading/tools	Readings and tools for this course will be provided via Brightspace.
Assessment methods	Portfolio (100%)
Level	Second year (for regular bachelor student)
Course content	The course will start with a focus on understanding and applying leadership skills in the context of addressing a wicked problem in society.

Study & Career Skills 2	Back to main table
Credits	5 ECTS
Code	IPPL-FT1SCS2-25
Entry requirements	None
Semester	2, term 3 and 4
Method	Lectures and workshops
Lecturer(s)	H. Lara, I. Spronk
Learning outcomes	By the end of this course, students should be able to: 1. You describe your talents and weaker points in both the personal and professional realm, substantiated with proof from year 2, and state SMART goals that help you further develop your talents and improve your weaknesses. 2. You explore your personal profile, your talents and motivators, learning how to use and apply your qualities.

	3. You present yourself in a professional context, highlighting your strengths and qualities. 4. You describe what you're interested in with regards to public policy & leadership and the professional tasks, and set SMART goals that help you explore those interests. 5. You can improvise and present persuasive speech in a regulated debate setting. 6. You explore your future career possibilities and prepare by creating a professional CV and motivation letter. Study and Career Skills 2 has a module called International Week that is done in conjunction with a number of other programs and schools. The objectives of this specific module as as follows: 1. Understand numerous trends and problems across the world; 2. Work with students from numerous programs at The Hague University of Applied Sciences and the University of Antwerp to develop solutions to some of these international problems
Recommended or required reading/tools	Readings and tools for this course will be provided via Brightspace.
Assessment methods	SCS Portfolio (20%) + International Week Portfolio (40%) + Debate (40%)
Level	Second year (for regular bachelor student)
Course content	The course will help you work towards the job market by writing a motivation letter, a CV, doing an elevator pitch, learning some networking skills, and practicing a job interview. The international week module will start with a focus on understanding and applying leadership skills in the context of addressing a wicked problem in society.

Courses Overview Year 3

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

Courses	Code	Sem 1	Term	Sem 2	Term	ECTS
Minor Globalisation, Governance and Development	IPM-HMVT20-GGD	•	1			15
Minor Peace, Justice, and Human Rights	IPPL-HMVT25-PJHR	•	2			15

Specialization: Peace, Justice, and Human Rights	IPPL-Spec2-25*			•	3 + 4	30
Specialization: International Social Challenges	IPPL-Spec3-25*			•	3 + 4	30

Semesters are divided up in terms:

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

Year 3, Semester 1 – Course descriptions

MINOR Globalisation, Governance and Development	Back to main table
Credits	15 ECTS
Code	IPM-HMVT20-GGD
Entry requirements	Background knowledge of mainstream theories of international relations and politics, understanding of main policy debates regarding international development.
Semester	1, term 1
Method	TBA
Lecturer(s)	A. Longman, M. Villalba Ferreira
Learning outcomes	By the end of the course, students will be able to: 1. Describe the meaning of the course's three key terms – Globalisation, Governance and Development – in terms of theories as well as historical origins, drivers and current trends; 2. Identify governance arrangements at different levels (e.g., local, national, regional, international) and explain how they relate to selected development problems or issues; 3. Identify key demographic, economic, political, and socio-cultural characteristics of the four regions studied in the course (Southwest Asia and North Africa, Sub-Saharan Africa, Latin America, and Asia and the Pacific); 4. Recognise the role of IGOs and (I)NGOs and understand how international development projects are often designed, funded, and monitored; 5. Carry out desk-research to explore the functioning of international institutions and the current economic, political, and socio-cultural situation in countries of the 'global south'; 6. Use research findings as input to develop and deliver a set of professional products.
Recommended or required reading/tools	TBA
Assessment methods	Written examination (30%) + Portfolio (40%) + Final report (30%)
Level	Third year (for regular bachelor student)
Course content	As the development goals of different countries around the world move closer together and the concept of global governance takes on increasing meaning, it becomes increasingly important for future public managers in the international arena to have a clear grasp of both the similarities and differences in national and regional policies, different development strategies, and the role that different countries play in establishing a global agenda for governance. In this minor, the subjects of globalisation, governance, and the role of government in promoting

	development in our increasingly integrated world will be addressed through a variety of both theoretical and context-specific lenses. The theoretical approaches introduced in the course include globalisation, global governance, post-colonialism, regionalism, and democracy. Primarily, the regions to be considered during this course will be those focussing on emerging economies. As such, we will be covering governance and development topics in the Americas, Sub-Saharan Africa, Southwest Asia and North Africa (SWANA, previously MENA), and Asia and the Pacific. A variety of topics will be covered, including national development strategies, the various meanings and ways of institutionalising democratic norms in different national settings, and local forms of development and resistance.

MINOR Peace, Justice, and Human Rights	*Back to main table*
Credits	15 ECTS
Code	IPPL-HMVT25-PJHR
Entry requirements	TBA
Semester	1, term 2
Method	TBA
Lecturer(s)	A. Matsushita, H. Lara
Learning outcomes	The minor aims to develop the student's knowledge, attitude and skills: 1. To develop a deep, practical understanding of peace, justice, and human rights and their connections to current global issues across various fields. 2. To apply research, communication, and creative skills to advocate effectively for complex themes such as climate justice, migration, and conflict resolution, translating theoretical knowledge into impactful actions. 3. To collaborate with diverse stakeholders to design advocacy projects that support real-world organisations, gaining hands-on experience in addressing social challenges.
Recommended or required reading/tools	A wide range of reading materials, selected from academic and professional literature, as well as online blogs and articles, will be provided via Brightspace. PC/Laptop, smartphone, video camera, and photo camera (available to borrow at THUAS).
Assessment methods	Written examination (30%) + Professional Product (40%) + Presentation (30%)
Level	Third year (for regular bachelor student)
Course content	In today's complex world, terms like peace, justice, and human rights are widely used but often lack depth of understanding. This course invites students to explore these powerful concepts, equipping them to become effective advocates who understand the profound impact these principles can have on professional and personal levels. The course addresses pressing global issues through the

	lenses of peace, justice, and human rights, illustrating their interconnections across diverse fields. It encourages students to move from theoretical knowledge to practical application, with the aim of fostering meaningful change. The course has two main goals: to develop students as advocates for a more just and peaceful world, and to build their skills in research, communication, and advocacy. Students begin by studying foundational theories across key thematic areas, such as gender and peacebuilding, Global North-South equity, mixed migration, climate justice and degrowth, children's rights, conflict resolution, and global health. In the first part of the course, students will produce an applied research paper on a chosen theme, developing expertise in a specific area. Later, they will collaborate to create a multimedia advocacy project, aimed at supporting real-life organisations engaged in peace, justice, and human rights work. By combining research with creative advocacy, students will gain practical experience in addressing these global challenges and contributing meaningfully to social progress.

Specialization: Peace, Justice, and Human Rights	*Back to main table*
Credits	30 ECTS
Code	IPPL-Spec2-25*
Entry requirements	Have year 3 level experience in the specialization subject and a client to work with. Meeting with Mr. Lara to determine knowledge and experience is suitable for the specialization.
Semester	2, term 3+4
Method	Lectures and workshops
Lecturer(s)	H.Lara
Learning outcomes	By the end of this course, students should be able to: 1. Demonstrate achievement in all 6 MLO areas (International Social Challenges 2, Policy Advice, Organizing and Managing 2, Public Domain, Policy Development and Design, and Professional Development and Ethical Reflection 3; 2. Demonstrate 6 of 8 LOBO competencies at level 3 (Advanced). Level 3 is the level at which students handle complex, unstructured tasks independently, are professionally accountable to clients and colleagues, and determine their own goals, criteria, and implementation approaches.
Recommended or required reading/tools	Readings and tools for this course will be provided via Brightspace.
Assessment methods	Specialization Portfolio (100%)

Level	Third year (for regular bachelor student)
Course content	The course focuses on supporting individual students as they work with a client to apply what they have learned over the past 2.5 years to address a problem in the Peace, Justice, and Human Rights sector. The course will provide workshops and individual coaching as the student works with a client they line up or from one of the clients provided by the lecturer team.

Specialization: International Social Challenges	*Back to main table*
Credits	30 ECTS
Code	IPPL-Spec3-25*
Entry requirements	Have year 3 level experience in the specialization subject and a client to work with. Meeting with Mr. Lara to determine knowledge and experience is suitable for the specialization.
Semester	2, term 3+4
Method	Lectures and workshops
Lecturer(s)	A.Longman, H.Lara
Learning outcomes	By the end of this course, students should be able to: 1. Demonstrate achievement in all 6 MLO areas (International Social Challenges 2, Policy Advice, Organizing and Managing 2, Public Domain, Policy Development and Design, and Professional Development and Ethical Reflection 3; 2. Demonstrate 6 of 8 LOBO competencies at level 3 (Advanced). Level 3 is the level at which students handle complex, unstructured tasks independently, are professionally accountable to clients and colleagues, and determine their own goals, criteria, and implementation approaches.
Recommended or required reading/tools	Readings and tools for this course will be provided via Brightspace.
Assessment methods	Specialization Portfolio (100%)
Level	Third year (for regular bachelor student)
Course content	The course focuses on supporting individual students as they work with a client to apply what they have learned over the past 2.5 years to address a social problem or international development issue. Likewise, students can also choose to focus on starting their own NGO or advising an existing NGO on how to address a problem they are facing. The course will provide workshops and individual coaching as the student works with a client they line up or from one of the clients provided by the lecturer team. If the student chooses the NGO start-up option, you are your own client.

Practical Information

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

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

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

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

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

Note: the exchange information page will be updated in May/June 2025.

Facilities

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

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

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

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

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

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

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

Academic support and facilities for students with a disability
THUAS provides numerous facilities and arrangements to accommodate students with functional impairments or disabilities.

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

Canteen
There are various food providers and vending machines at THUAS. The main cafeteria offers the largest selection, including halal meals, hot meals, sandwiches, soups, and salads. For a quick bite, stop by the Salad & Sandwich counter right across this central restaurant. There is also a lunch canteen on the 3rd floor of Slinger. West 75, by the main entrance, is everyone's favourite cafe.
Please note that the university does not accept cash or credit cards. Payments can be made only via the Campus Card or a Dutch (European) Maestro bank card.
There is also a small grocery store outside the main building called "Albert Heijn To Go", which sells a selection of meals and snacks and drinks. There are also various vending machines with drinks and snacks on multiple floors of the university.

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

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