Universiteit Leiden
The Netherlands

Bachelor Security Studies

Integrated Project 2:
Policy advising in the field of safety and security

Level 300
EC 10, Semester 2, Block 3
(2023/2024)

Lecturer:

Professor J.A. Koops (j.a.koops@fgga.leidenuniv.nl)

Course coordinator:

Tutors:

Katherine Howard (k.e.howard@fgga.leidenuniv.nl)

Nomita Prithviraj (n.prithviraj@fgga.leidenuniv.nl)

Anouk Vosjan (a.vosjan@fgga.leidenuniv.nl)

Mick Snippe (m.snippe@fgga.leidenuniv.nl)

Sarah Walden (s.m.walden@fgga.leidenuniv.nl)

EURISGA The European Union's Role in Security and Global Affairs

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Course Description

Integrated Project 2 centres around real-life challenges and practices in the broad field of security and safety studies, engages students in 'doing security', and trains and assesses their professional skills in the context of serving as a 'policy advice team' or think tank. This course is offered in cooperation with and as part of the Jean Monnet Chair on the EU's role in Security and Global Affairs.

Students will consult on a real-life security or safety challenge presented to them by organisations and practitioners from the security domain. In doing so, they will have to integrate their academic skills with their professional skills, culminating in the draft of a policy paper. Whilst relying on an interdisciplinary approach to meet the academic requirements of the course, students will also be faced with the realities of project management, consultancy work and the professional standards set out by the clients. Students are also given the opportunity to meet a wide variety of clients at the final conference and expand their professional network. As a result, students can further develop and hone a wide range of transferable skills.

Drawing from the diverse field of security and safety that students have been introduced to throughout the program, the cases will touch on a variety of topics including, for example, legal, humanitarian, political, environmental as well as sociological issues.

The external experts for 2024 are:

1. Dutch MFA (Rob Zaagman)
2. Dutch MFA (Tom van Oorschot)
3. SecAlliance (Kit Palmer)
4. OSCE High Commissioner on National Minorities (Marek Szczygiel)
5. NCTV (Michael Kowalski)
6. Inspectie Veiligheid Justitie (IVJ) (Constant Hijzen)
7. NATO (Sergei Boeke)
8. TNO (Willem Verdaasdonk)
9. Amsterdam Airport Schiphol (Annette van Loenen & Johan Visser)
10. Den Haag Municipality (Isolde de Louw)
11. Landelijke portefeuille Gebiedsgebonden Politie (GGP) (Barbara van Caem)

Students will receive a separate information booklet with background information and the cases posed by each client.

Course organization

Integrated Project 2 is a project-based and student-led course, with the role of the instructors being to guide students through the process of consultancy work. Sessions have been structured around two specific deliverables (see also: Assessment); an individual paper and a group report in which students provide their final, combined policy recommendations. The culmination of the course is the IP 2 Conference during which students will present their work to the clients. To ensure students have everything necessary to meet the expectations of the client when planning and writing their report, we will facilitate an introductory meeting and a check-in midway, between every group and client. Students should make use of these moments to ask constructive questions and/or seek clarification on their topic. In preparation for the conference, clients will receive copies of all final reports and executive summaries. Based on the written work as well as the performance during the presentations, each client will pick one winning team. This added element of competition will not influence grades for the course but is a great opportunity for students to experience competitive consultancy and may form a valuable entry point and networking moment for potential future employment.

The course will thus consist of:

- Two client meetings
- Three content-based lectures, including guest lectures
- Seven course labs – of which four are mandatory instructional sessions, and three are walk-in sessions for guided groupwork and specific questions.
- Two Q&A sessions
- 2 Conference Days

Learning Outcomes

- Demonstrate knowledge and understand a real-life security challenge and the potential governance strategies to tackle it.
- Demonstrate knowledge and understand the relevant academic and policy-oriented background literature related to the topic provided by the policymaker.
- Demonstrate knowledge and understand the required conventions and approaches by think tanks/policy advisors. Analyse a real-life security/safety problem by means of interdisciplinary research in both individual and group settings.
- Formulate an in-depth individual research and advice paper and a comprehensive group report including implementable and insightful policy recommendations to address a security/safety challenge posed by the senior official. Apply the knowledge on project management, group work and effective presentations throughout the project.
- Reflect on proposed policy recommendations in terms of feasibility of implementation, support amongst stakeholders, and ethical dilemmas.
- Reflect critically on their own contribution to the group and role in the group, their own strengths, weaknesses, and potential for improvement throughout the project.
- Demonstrate an open and academic attitude, characterised by accuracy, critical reflection (also about one's own strengths, weaknesses and learning path) and academic curiosity, as well as striving for life-long learning.

Calendar

Week	Session No.	Content	Literature
1 5 – 9 Feb	Lecture 1	Introduction & Kick-off with clients	- Nelson (2017) - Young & Quinn (2017)
	Course Lab 1	State: The basics of consultancy, policy papers & initiating projects	- Glover (2002) - Brown (2004)
2 12 – 16 Feb	Lecture 2	Writing a policy report & Panel Discussion with Practitioners	- Nelson (2017) - Young & Quinn (2017)
	Course Lab 2	Structure: Project management & teamwork	- Green (2014) - Hardiman & Metinsoy (2019)
3 19 – 23 Feb	Lecture 3	From Analysis to recommendations	
	Course Lab 3	Open/Walk-in session on individual papers	
4 26 – 1 Mar	-	No lecture	
	Deadline Individual Paper & 1st Reflection Report: Thursday 29th February at 23.59h via Turnitin (Brightspace)		
	Course Lab 4	Solve: Writing policy recommendations, project management & conflict resolution	- Behfar et al. (2008) - Hayes (2012)
5 4 – 8 Mar	Lecture 5	Dialogue with Clients	
	Course Lab 5	Open/Walk-in session	
6 11 – 15 Mar	Lecture 6	Synthesising your work & guest lecture by Hugh Pope, Chief of External Affairs, ACLED	
	Course Lab 6	Sell: Synthesis, professional presenting & science communication	- Safford & Brown (2019) - Mason (2019) - BBC Podcast *"How They Made Us Doubt Everything", Episode 7* (14 min)
7 18 – 22 Mar	Lecture 7	Networking & guest lecture by Mandy Koenraads, LDE Thesis Hub. Q&A / dress rehearsal	
	Course Lab 8	Open/Walk-in session on reflection & presenting	
Deadline Group Report & 2nd Reflection Report: Friday 22nd March at 23.59h via Turnitin (Brightspace)			
8 25 – 29 Mar	Exam Week: IP 2 Conference on 26th & 27th Deadline Presentation Slides: Sunday 24th March at 23:59h via Turnitin (Brightspace)		

Literature

BBC. “How They Made Us Doubt Everything”, Episode 7: The Opponent. https://www.bbc.co.uk/programmes/m000lgk6

Behfar, K.J., Peterson, R.S., Mannix, E.A. and Trochim, W.M.K. (2008) The Critical Role of Conflict Resolution in Teams: A Close Look at the Links Between Conflict Type, Conflict Management Strategies and Team Outcomes. *Journal of Applied Psychology, 93*(1): 170-188

Brown, J. G. (2004). Creativity and Problem-solving. *Marquette Law Review, 87*: 697-1025.

Glover, D. (2002) What Makes a Good “Policy Paper”? Ten Examples. EEPSEA. https://idl-bnc-idrc.dspacedirect.org/bitstream/handle/10625/27168/118102.pdf?sequence=1&isAllowed=y

Green, D. (2014, February 28). What do White House Policy Makers Want from Researchers? Important Survey Findings. Oxfamblogs.org. https://frompoverty.oxfam.org.uk/what-do-white-house-policy-makers-want-from-researchers-important-survey-findings/

Hardiman, N. & Metinsoy, S. (2019). Evidence matters, but ideas shape policy in more fundamental ways than we might realise. LSE Impact Blog. https://blogs.lse.ac.uk/impactofsocialsciences/2019/07/02/evidence-matters-but-ideas-shape-policy-in-more-fundamental-ways-than-we-might-realise/

Hayes Munson, K. A. (2012). How do you know the status of your project?: Project monitoring and controlling. Paper presented at PMI® Global Congress 2012—North America, Vancouver, British Columbia, Canada. Newtown Square, PA: Project Management Institute. https://www.pmi.org/learning/library/know-status-project-monitoring-controlling-5982

Mason, B. (2019) Why scientists need to be better at data visualization. Knowable Magazine. https://knowablemagazine.org/article/mind/2019/science-data-visualization

Nelson, M. (2017) A Political Science Guide: Policy Paper. https://politicalscienceguide.com/home/policy-paper .

Safford, H. & Brown, A. (2019) Communicating science to policymakers: six strategies for success. *Nature*. https://www.nature.com/articles/d41586-019-02372-3

Young, E., & Quinn, L. (2017). An Essential Guide to Writing Policy Briefs. https://www.icpolicyadvocacy.org/sites/icpa/files/downloads/icpa_policy_briefs_essential_guide.pdf

Recommended reading

Garette, B., Phelps, C., Sibony, O. (2018). *Cracked it!: how to solve big problems and sell solutions like top strategy consultants*. Palgrave Macmillan.

Assessment

- Individual Paper: 50%
- Group Paper: 50%
- Attendance: Pass/Fail

To pass the course, students must receive at least a 5.50 for both the individual paper and the group paper. In addition, the course instructor reserves the right to lower an individual grade if there is evidence of "free-riding" on group work. Rubrics will be shared with students prior to submission of assignments in order to provide assessment transparency.

Resit

Students will be permitted to resit the individual paper and/or group paper if the grade was lower than 5.50, or with the permission of the Board of Examiners.

Individual paper resit

Category 1: If a student has not handed in an individual paper, they will be given a new assignment wherein you are allowed to use your existing research/topic.

Category 2: If a student fails their individual paper, they may improve the original paper following all the stipulated requirements. The grade for this improved paper will be capped at 7.0.

NOTE: If you fall in Category 2, you may choose to the new assignment as mentioned in Category 1. In this instance, your grade will not be capped.

Group paper resit

If the entire group fails the paper, they are allowed to rework the original group paper following all the stipulated requirements. The highest grade for this reworked paper is capped at 7.0. If an individual fails the group paper (for example, due to "free-riding", absence or illness) they will be given a new group assignment.

The deadlines for all resit assignments will be published on Brightspace in March.

Attendance

For this course, attendance of all lectures, meetings and course labs is *strongly* recommended. However, only attendance of the following sessions is compulsory in order to obtain a grade:

- Client meetings
- At least three of the four compulsory content course labs (1, 2, 4 and 6)
    - In other words, missing more than one of the above listed course labs will result in failing the course overall.
- Conference Days (attendance will be recorded for the day in which you will be presenting)

Students can only miss attendance for the above mentioned occasions with the approval of the Study Advisors.

Anonymous grading

Students are asked to remove their names from their **individual papers** to facilitate anonymous grading. The final report will be graded for the entire group, obviating the need for anonymization. In order for the grades to be processed in uSis, it is important that students include their student number on the cover page for all papers.

Transitional Arrangement

Passed partial grades obtained in year 2022-2023 remain valid during year 2023-2024. If a student is retaking the course and has:

a) Obtained no sufficient grades and did not pass attendance; the student will have to retake the course in its entirety, including all course labs (per the Attendance rules).
b) Obtained no sufficient grades but did pass attendance; the student will also have to retake the course in its entirety, including all course labs.
c) Obtained one sufficient grade (group paper) *and* passed attendance; the student will have to submit the individual paper and attend the first two course labs.
d) Obtained one sufficient grade (individual paper) *and* passed attendance; the student will have to contribute to a group paper and attend *all* course labs.

Please contact Nomita Prithviraj (n.prithviraj@fgga.leidenuniv.nl) prior to February 5th 10.00 if you have questions or would like to confirm that you will be making use of the transitional arrangement.

Assignments

Individual paper: (50%)

Introduction

The aim of Integrated Project 2 is to produce a collective policy report that addresses a real-life client issue, but over the course of this project students will also pursue individual research that contributes to their group's final product. To this end, in Week 1 groups must plan the project cycle and divide the topic amongst members, with each student taking on a sub-topic with the objective of eventually merging the research into the group paper. You are encouraged to brief your group members about your research findings as early as possible so as to allow an effective integration of the ideas into the final policy report.

The individual paper should answer a substantive part of the overarching problem posed by the client and should follow the normal conventions of an academic paper in terms of references (APA), wide use of literature and up-to-date data.

Objective of assignment

In order to provide individual input into the group's overall final report and briefing papers, **each student contributes an in-depth individual paper.** The paper should be grounded in the academic debate on the topic and (briefly) discuss the historical context, but mostly focus on policy and solution-oriented research related to the client task, based on sound and rigorous methods. It is crucial that the choice of topic for each individual paper is carefully coordinated between group members in order to maximize synergy within the group, with a view to each individual paper serving to contribute to the final policy recommendations report.

Assignment requirements and format

For this individual assignment students are required to write an individual paper on a topic related to their group's client task, which concludes with 2-4 identified areas of opportunity, which should form the basis of policy recommendations later on in the group paper.

The paper should include the following elements:

1. **Introduction:**

   a. **Choice & Context of topic**

   Explain in your introduction why the topic/theme is relevant and significant, how it links to the overall objective of the group assignment (i.e., the question/case set by the client) and how it contributes to the overall product of the Integrated Project (the final group policy report). Why is your topic significant? What does it tell us about the broader context of the policy/theme the client is working on? Provide a brief historical context (if appropriate) and ample references for further reading. You may also choose to incorporate the historical element in the main body.

   b. **Formulation of a clear research statement / research question**

   Make sure you outline clearly in the introduction your research statement (i.e. what you are going to analyse in your paper and why) and/or a clear research question. You are encouraged to think about one overall research question/statement and can also use sub-questions that help to address the overall research question. Clarify the criteria that you will be considering in your analysis.

2. **A well-argued main body: The right balance between description and analysis**

Make sure you strike the right balance in your main body between description (mapping key facts/correlations/issues) and analysis (what the facts indicate about the answer to the research question). A policy paper should never just consist of assembling facts but should be an in-depth analysis of what these facts mean and how they explain your key argument. Always link your analysis back to the main research question and argue how the material you present answers your question and/or substantiates your research statement.

3. **The conclusion: A concise summary and concrete areas of opportunity**

Your conclusion should draw together all main findings and state explicitly your answer to the research question/research statement. It should also link back to the overall contribution to the main topic at hand (i.e. the task set by the client– or a sub question answering part of the bigger question) and your **concrete areas of opportunity (2-4)**. What did you find that will be of use when formulating policy recommendations? Which dynamics are relevant for your client? How will this help when coming up with policy recommendations? Also do the final "So What?"

check - what does your conclusion tell the reader? What contribution did it make to the buildup of knowledge? What are the implications of your findings?

4. Wide Use of Sources: Academic, think tank reports, up-to-date data

Even though policy research requires you to argue in a concise fashion, it still must be grounded in and based on extensive research and thus needs to draw from a wide range of up-to-date, in-depth sources. Make sure your arguments are well substantiated with both academic and non-academic references and ensure that you do not rely too much on outdated sources. A list of at least 15 - 20 references items (book chapters, journal articles, newspaper articles, think tank reports, figures from key reference books) would be expected as a sufficient standard, i.e. the so-called 1% rule of thumb.

The word limit of this paper is 2000 words (+/- 10%), excluding the reference list. Please refer to the Course Rules to find information on format requirements & referencing for this paper, and all other assignments.

Papers that do not fulfil the requirements, are turned in late or exceed/fail to meet the word limit by 10% will NOT be graded.

The due date of this assignment is: Thursday 22 February at 23.59h via Turnitin (Brightspace).

The resit date for this assignment will be published on Brightspace in March.

Group Paper: Policy Recommendations Report (50%)

Please Note: The final grade for the report consists of a reflection report component, as well as a group presentation component – these will be expanded upon below.

Introduction

The final output product of the Integrated Project 2 course is a group paper that answers the client's task, in the form of a policy recommendations report. In this report, students must synthesize and summarise the main findings of their individual papers and include additional relevant information that strengthens their final recommendations. Because you are building on your individual papers, it is of the utmost importance to keep a clear overview of the preparatory work and each member's progress throughout the weeks. It is also important to collectively identify gaps in the final group paper writing process and add additional information that could strengthen your overall policy advice in response to the client's task set for you.

Objective of the assignment

The aim of your final report should be to provide a synthesis of the main arguments and research results of the individual papers. It needs to address the client task in a concise, precise, well-researched and policy-oriented manner. Most of all, you must include up to 10 clear, realistic (i.e., implementable) and to some extent also innovative policy recommendations as part of your conclusions. The topic of your group report will be determined by the client you are working with, though there may be some room for you as a group to choose a particular focus area. You can use the client meetings to discuss this with the client themselves.

Assignment requirements

Your final report must consist of the following structural elements:

1. Executive Summary (1-2 pages) - this does *NOT* count towards your 8000-word limit

The Executive Summary should summarize the main research question of your client, your core method and your main findings/answers to the research question/problem. Most importantly, it should include your policy recommendations. It should be easily readable for a policy maker

who needs to grasp the essence of your arguments in a very limited time. Consider, therefore, using an eye-catching layout and/or graphics to underscore your recommendations.

2. Introduction (including introductory context/significance of wider topic, research question)

Like your individual paper, your group paper needs to have a strong introduction, containing a clear and concise formulation of your paper's research question/problem statement (i.e., the question the external official posed to you at the beginning of the course), accompanied by a concise and clear context and wider societal significance of the topic. This can be 2-3 pages long – keep in mind that you will expand on the context and methodology in the next section.

3. In-depth outline of wider context/significance of topic & methodology

In this section, you should firstly provide an in-depth overview of the wider context and significance of the topic related to the task. Building on your introduction, provide thorough answers to questions such as: why is the topic important, what the historical dimension is here, and why is it important for the organisation of your client and for the wider field of safety or security? Then (briefly) outline the methodology and research design. You can use this section to expand on the criteria for your recommendations. How did you go about researching the client's core task? Did you conduct, for example, interviews with other experts? Did you evaluate primary documents? How did you split the work within your think tank to come to the final report's analysis? Be sure to justify your methods – why did you tackle the question the way you did and why did you choose the methods you chose?

4. Main Part – Analysis and Syntheses of your individual analyses

This is the main section of your paper and should consist of a synthesis (not just copy and paste) of the main arguments of your individual papers. Ensure that it is coherent and, again, that it is analytical (not descriptive). Link the previously identified areas of opportunity to find the most relevant ways forward and explain why your solutions will work in context. Always back up your analysis with the most recent data, sources and arguments. The analysis must be solid and robust, and your arguments and evaluations convincing – remember, your reader is an expert in their field and requires up-to-date analysis! Make sure you structure this section in a tightly argued way – always keeping in mind that you address the main research question in your

paragraphs. Do not include irrelevant sections that do not directly answer your research question.

5. Conclusions

This section should consist of the main conclusions of your analysis – bring them together here and also point towards future developments.

6. Policy-Oriented Recommendations

State clearly your recommendations to the client, as analysed in the main body analysis. Remember to come up with recommendations that are both innovative and implementable.

7. List of References

Provide here all the references you used for the report – please ensure you cite and write up the references correctly!

8. Appendices

You can add any supporting data sheets or graphs here.

The word limit of this paper is 8000 words (+/- 10%), excluding the reference list, executive summary and appendices. The format rules of this paper, and all other assignments in this course, can be found under the section Course Rules.

Papers that do not fulfil the requirements, are turned in late or exceed/fail to meet the word limit by 10% will NOT be graded.

The due date of this assignment is: Friday 22 March at 23.59h via Turnitin (Brightspace).

The resit date for this assignment will be published on Brightspace in March.

Additional Group Paper components:

1. Final Group Presentation (5%)

2. Reflection Reports (5%)

Final Group Presentation (5%)

Students will present their policy recommendations as part of the IP2 Conference that will take place in the exam week. You will not only be presenting your report to fellow students and course lecturers, but also the client themselves. The aim here is for students to gain a better understanding of how to communicate effectively and professionally, and how to convincingly pitch ideas to a client. Please keep in mind that your presentation must be of the highest professional standards to convey the results of your course-long research to the client in an effective and impactful manner. Do leave enough time ahead of the conference to prepare and practice the presentation.

Building on your policy brief, the presentation should take no more than 10 minutes – providing the client and audience with a condensed but concise overview of the final recommendations. You are required to keep time yourself and will be cut off should you exceed the 10 minute mark. Each presentation will be followed by a Q&A of five minutes, during which clients and students can ask clarifying questions.

Students are allowed to use presentation software of their choice – PDFs, Canva, MS Powerpoint, Prezi etc. Keep in mind when designing the presentation that you will be giving it in a large lecture hall with a large audience. Make sure all visuals and audio are clear, convincing and effectively deployed (i.e., for maximizing the impact of your findings for the client).

Slides and speaker notes must be uploaded as one (1) file before Sunday 24th March at 23.59 via Brightspace.

Reflection Reports (5%)

Integrated Project 2 relies on every student contributing actively, diligently and professionally to their think tank group. This requires not only punctuality and strict attendance, but also a conscious commitment to the success of the group as a whole, based on strong individual contributions and an openness to be self-reflective of strengths and weaknesses. Course labs

have been designed to guide you on teamwork, personal development and self-reflection. To this end, we would also like to read about your team's journey in two self-reflection reports.

The self-reflection report should contain your own experiences, strengths, weaknesses and attempts for self-improvement as well as a reflection about the functioning of the group. The template for these reports will be provided via Brightspace.

The deadline for the reflection reports are:

1. Week 3: Thursday 29 February at 23.59h via Turnitin (Brightspace).
2. Week 6: Friday 22 March at 23.59h via Turnitin (Brightspace).

Freeriding

As this is a group paper, you will be graded as a group. If the lecturer and/or tutors have reasonable doubt about the contribution of an individual to the group effort (i.e. “freeriding”), they reserve the right to adjust the grade for the group work project for underperforming group members. Apart from other types of written evidence, lecturers and tutors rely on the reflection reports to justify such a course of action.

Course Rules

Attendance

Attendance of content-based sessions is mandatory and will be recorded. More than one absence will result in an automatic fail for the course. Arriving 15 minutes late or leaving the class before the instructor has dismissed the class will be counted as absence.

The cornerstone of the IP2 course is engagement with external experts/clients therefore the introductory meeting, check in meeting and the conference day(s) are mandatory to attend.

Exemptions to this are only allowed with the approval of the SA's.

Attendance rules for the Learn Anywhere Group

The following rules will apply to all students joining online in the hybrid group:

- During the course labs, students should always have their cameras on. It is the students' responsibility to have a working camera and microphone throughout the course.
- It is the students' responsibility to ensure that their technology is working well so their participation is not hindered.
- If students turn off their camera at any point (except during the breaks) or do not respond when called upon, this may result as an absence for the class. This is at the discretion of the tutor.
- While there is no official limit to the number of students who can join any given hybrid class online, to ensure the highest quality of education the tutor reserves the right to cap online spots at any time throughout the block.

BASS Code of Conduct

As all other courses, the general code of conduct applies to Integrated Project 2. This means we expect students to display inclusion, integrity, accountability, responsibility and respect towards peers and course instructors. See also "Interaction with Fellow Students".

COVID-19 Measures and Hybrid Teaching

Apart from the one hybrid workgroup, all lectures and course labs are in person on campus. There are no exceptions to this rule, unless communicated by the faculty. However, students

should be prepared for scenarios that include hybrid or online education should the situation change. In order to ensure that we can offer continuity in a safe environment in that scenario, we urge students to follow the protocols, as well as potential additional requirements set by the instructors.

Deadlines

Deadlines are deadlines. Assignments submitted past the deadline will not be graded and will count as not submitted. Written assignments must always be submitted through the Turnitin portal. Emailing assignments to tutors is only allowed when the Turnitin portal is not working. Technical difficulties are not valid reasons for handing in assignments past the deadline. Make sure to start uploading well on time to avoid such issues.

Group Work

The policy report, presentation and reflections are group assignments. This means that students are not allowed to do this assignment individually. While assignments will thus be awarded a grade on the basis of the group effort, tutors reserve the right to adjust grading in line with individual contributions if necessary. Group size is dependent on final class enrollment and all groups will be formed by tutors. Exceptional circumstances might force us to change group sizes, but this can only be done by tutors.

Language

The working language of the course is English. This means that English is the only language to be spoken in the classroom and every correspondence with your lecturers, fellow classmates, and clients (unless otherwise indicated). All group work, at whichever stage, should also be carried out in English (inside and outside of the classroom). In addition, students are encouraged to use primarily sources in English for their assignments for this course.

Use of Brightspace

The digital learning environment Brightspace will be the main communication tool for this course. Information about the organization of the course such as readings, announcements, additional information about assignments and resit policies will be published on Brightspace throughout the course and in the weeks thereafter. Students have the responsibility to stay informed and should therefore check Brightspace on a regular basis.

Interaction with Your Fellow Students

For all course related matters, we expect students to interact with their fellow students and their instructors in a respectful and professional manner as outlined in the Community Foundations of the Bachelor Security Studies.

Referencing and Plagiarism

Use in-text and end of text references according to APA standards (7th edition). Assignments that include plagiarised text (including text that is copied verbatim without quotation marks even if the reference is provided) will be submitted for review. Severe cases of plagiarism will be referred to the Board of Examiners. Self-plagiarism, the recycling of one's own words, goes against academic standards and students should avoid it at all times. Aiding and abetting is also prohibited.

Format Assignments

Please use the following format for your individual assignment: Times New Roman, size 12, double-spaced, text justified, page numbers and no bullet points or numbering in text. The assignments need to include a cover page with the name of the course, name of the assignment, title of the assignment, student number(s), tutor name, word count and date.

Group Report – You may deviate from the format requirements for the report *except* for double spacing and page numbers. Remember that a convincing report is only as convincing as its layout; make sure you have a professional editing process – use graphs and tables to highlight your main points. Choose a catchy cover page design. Ensure that your report is free from any grammar or spelling mistakes. Above all, make sure your work is polished and professional.

Teaching Format

Students will be primarily engaged in self-led work on their own projects, but there will be four tutor-led sessions and three open/walk-in sessions. The aim is to provide students with as much time as possible to focus on the intricacies of their group project. This means that classes are mostly project-based and will require students to think about what specific guidance they might need from their tutor.

Professional Communication

Students are urged to use their official university email address to correspond individually with tutors and lecturers. When corresponding with university staff or practitioners/clients, please ensure you are using professional language as your conduct will reflect on the course as a whole.

General Data Protection Regulation

Recordings of class sessions are not to be distributed outside of the classroom. In other words, they may not be shared with other students who are not enrolled in the IP2 course. Furthermore, in accordance with the General Data Protection Regulation, students will be made aware prior to a session if these will be recorded – and may choose to refrain from speaking/turning on their webcam because of this. Attendance, however, will remain a requirement for the course.