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
(2025/2026)

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

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Course Description

Integrated Project 2 centers around contemporary 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.

Students will consult on a real-life security or safety challenge presented to them by organizations 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, conflict, terrorism and extremism and digital security as well as various humanitarian, political, environmental and sociological issues.

The external partner organizations for 2026 are:
1. Centre for International Legal Cooperation
2. Expertise unit Social Stability (Ministry of Social Affairs and Employment)
3. Schiphol Airport
4. National Support Point for Extremism (LSE)
5. The Hague Municipality: Information-Point Prevention of Polarisation and Radicalisation
6. Leiden Municipality
7. International Commission for Missing Persons
8. National Coordinator for Counterterrorism and Security – NCTV
9. Deloitte
10. Microsoft
11. TNO – Netherlands Organisation for Applied Scientific Research
12. Wolters Kluwer
13. Dutch Institute for Public Safety – NIPV
14. Ministry of Health, Welfare and Sport

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 use these moments to ask constructive questions and/or seek clarification on their topic. In preparation for the conference, clients will

receive copies of all executive summaries. After all groups submit their reports, these will also be shared with the external partners they worked with as the final product. Based on the executive summary and the performance during the presentations, each client will pick one winning team. This added element of competition will not influence grades for the course (which means that the winning team may not receive the highest grade) 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
- Four content-based lectures, including guest lectures
- Six mandatory course labs – of which four are instructional sessions, and two are sessions for reflection, guided groupwork and specific questions.
- Two voluntary walk-in Q&A sessions during lecture time
- One Conference Day

The course forms part of the course portfolio of the Jean Monnet Chair on the European Union's role in Security and Global Affairs (EURISGA). For further information, visit www.eurisga.eu

Learning Outcomes

After this course students are able to:

- Demonstrate knowledge and understand a real-life safety/security challenge by using interdisciplinary analysis.
- Demonstrate knowledge and understand the relevant interdisciplinary academic and policy-oriented background literature related to the topic provided by the policymaker.
- Formulate an in-depth individual research paper and a comprehensive group policy report, including policy recommendations to address the safety/security challenge posed by the policymaker.
- Reflect on governance strategies and recommendations to tackle a policy problem in terms of feasibility, implementation, stakeholders, and ethical dilemmas.
- Demonstrate an open, academic attitude, characterized by accuracy, individual and group reflection, academic curiosity, and ambition for life-long learning.
- Reflect critically on individual contribution to the group and role in the group, including strengths, weaknesses, and potential for improvement throughout the project.
- Demonstrate and apply professional, transferrable skills such as professional presentation and communication skills, project management, group work, networking, and working with the required conventions and approaches of think tanks/policy advisors.

Calendar

Week	Session No.	Content	Literature
1 2 – 6 Feb	Lecture 1	Introduction to the course + discussion of individual papers (this includes an hour of work within your groups)	
	-	No course lab this week, instead time for client meetings	
2 9 – 13 Feb	Lecture 2	How to write a policy report & Guest lecture	- Young & Quinn (2017)
	Course Lab 1	State: The basics of consultancy, policy papers & initiating projects	
3 16 – 20 Feb	Lecture 3	Voluntary moment to receive feedback on individual papers between 12:15 and 14:15; no lecture	- Behfar et al. (2008)
	Course Lab 2	Structure: Project management	
4 23 – 27 Feb	Lecture 4	Lecture: how to write good policy recommendations & guest lecture	- Green (2014) - Hardiman & Metinsoy (2019) - OECD (2021): executive summary and chapter 2
	Deadline Individual Paper: Monday 23rd February at 23.59h via Brightspace		
	Course Lab 3	Solve: Writing policy recommendations, project management & conflict resolution	
5 2 – 6 March	-	Check-in meeting with clients, no lecture *(Meetings can take place over the course of the week to account for clients' schedules)*	
	Course Lab 4	Mandatory session: debrief of checking meetings. Rest of the session is group working session	
6 9 – 13 March	Lecture 5	How to make a good executive summary and presentation + guest lecture	- Safford & Brown (2019) - Mason (2019) - BBC Podcast *"How They Made Us Doubt Everything", Episode 7* (14 min)
	Course Lab 5	Sell: Synthesis, professional presenting & science communication	
7 16 – 20 March	Lecture 6	Walkin session between 13:00 and 15:00: moment to get feedback	
	Course Lab 6	Mandatory group work session	
Deadline Executive Summary: Thursday 19th of March at 23.59 via Brightspace			
8 23 – 27 March	Exam Week: IP2 Conference on 25th of March Deadline Presentation Slides Monday 23rd of March at 23:59 via Brightspace		
Deadline Final Policy Report: Tuesday 31st of March at 23:59 via Brightspace			

Week	Session No.	Content	Literature
Resit deadline: Individual paper on June 8th at 23:59 via Brightspace; Group paper on June 12th at 23:59 via 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

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/

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

OECD (2021). Applying Evaluation Criteria Thoughtfully. OECD Publishing. https://www.oecd.org/content/dam/oecd/en/publications/reports/2021/03/applying-evaluation-criteria-thoughtfully_45a54ea7/543e84ed-en.pdf

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://icpolicyadvocacy.org/sites/default/files/2024-04/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, including a formative assignment to bring to class for 4 course labs.

To pass the course, students must receive at least a 5.50 for both the individual paper and the group paper. The course instructor reserves the right to lower an individual grade if there is evidence of "free-riding" on group work. If a group member is not doing their fair share of the group work, please communicate this with your course lab teacher and/or the course convenor & course coordinator (Prof. Joachim Koops / Dr. Valerie de Koeijer) as early as possible (at the latest by the end of week 5 of the block, unless new things develop after this time. If you let us know later than the end of week 5, we might not be able to resolve your issues in a satisfactory way). If other issues arise in your group, please also discuss this with your course lab teacher. Rubrics will be shared with students prior to submission of assignments to provide assessment transparency.

Please note: every student should ***submit a filled in AI statement for each assignment***. For the final paper this needs to be submitted individually by each student, and uploaded by each student to the relevant assignment under Brightspace.

Group assignments to bring to course labs

Students are assigned 4 formative assignments they need to prepare ahead of each of these course labs, and each group needs to bring the finished assignment to the start of the course lab. The specific deadline for this is the start of your assigned course lab during the week written in the overview. These are the following assignments.

1. **Course Lab 1 (week 2 of the block; February 9-13):** a breakdown of the important areas for their case/problem and a suggested division of topics for individual papers
2. **Course Lab 2 (week 3 of the block; February 16-20):** final division of topics plus an outline of the individual paper
3. **Course Lab 3 (week 4 of the block; February 23-27):** schedule for completing the project and a plan on how the group will work together successfully
4. **Course Lab 5 (week 6 of the block; March 9-13):** outline of the final report's executive summary

Resit

Students will be permitted to resit the individual paper and/or group paper if the grade was lower than 5.50, or with specific 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 they are allowed to use their 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 also choose to do the new assignment as mentioned in category 1. In this instance, your grade will not be capped. This means that if you did hand in your final paper but failed it, you are also permitted to submit a completely new assignment according to the rules of category 1.

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.

Attendance

For this course, attendance of all lectures is *strongly* recommended as key information on how to do well in the assignments will be discussed at length during lectures. **Attendance of all course labs and client meetings (including the presentation during the conference day) is mandatory**. Students can miss one course lab; if you miss more than one course lab or client meeting you will fail the course and will not obtain a final grade. If you miss more than one course lab and/or client meeting due to exceptional (personal) circumstances, please reach out to the ISGA Study Advisors, who can advise you on whether to submit a request to the Board of Examiners for an exemption.

Check-in meetings with clients will be scheduled at varying times due to client availability. Students are expected to be flexible and attend.

Anonymous grading
Please remove you name but include your student number on your **individual paper and group paper** to facilitate anonymous grading. For proper processing of the grades 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 2024-25 remain valid during year 2025-26. Passed partial grades from the year 2025-26 **will not** remain valid during the year 2026-27. If a student is retaking the course in 2025-26 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 course lab.
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 note that attendance to course labs for everyone who has not yet obtained a sufficient grade on the group paper is mandatory, as a lot of the work for these group papers will be done with each group during the course labs.

Assignments

Individual paper: (50% of final grade; word limit: 2000 words +/- 10%, excluding references)

- **Deadline individual paper: Monday 23rd of February at 23:59 via Brightspace.**
- **Resit individual paper deadline**: **Monday June 8th at 23:59 via Brightspace.**

Introduction

The aim of Integrated Project 2 is to produce a collective policy report that addresses a real-life issue provided by the client, 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 divide the topic of the individual paper amongst the group members (you will get time for this during the first lecture), 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 7 **including page numbers for each reference**), 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.** This means that each group member writes an individual paper on a topic that makes up a larger part of the picture of the final report. In week 1, each group decides together what each group member will write their individual paper on. You will have time to work on this during the first lecture. It is crucial that the choice of topic for each individual paper is carefully coordinated between group members to maximize synergy within the group, with a view to each individual paper serving to contribute to the final report. Your individual paper should be structured around a clear research question and an answer provided to that research question (the paper's main point). The paper should draw on academic literature and can also draw on policy literature.

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. Each student should focus on a different topic that relates to the client's task. For instance, if you are advising the Dutch Ministry of Foreign Affairs on which strategy to take regarding the war in Ukraine, there are several topics that are crucial to understand to be able to write good policy recommendations. For instance, what kinds of responses to the war in Ukraine are possible within the current political climate and context of the Netherlands (e.g. what are the stances on the war of the different political parties in power)? How has the Netherlands responded to the war in Ukraine since its start? What is the current context in Ukraine? What is the historical relationship between Russia and Ukraine? What is the Netherlands allowed to do in response to the war in Ukraine according to international law? Each of these topics questions could be a research question for an individual paper.

This paper ***does not*** yet identify policy recommendations or proposals. Instead, it focuses on an in depth understanding of the context and issues at the core of the case provided by the client. Each paper should provide a research question and answer to that question (the answer will be the main point/argument of the individual paper). The answer to this question could provide an idea of how the client's task should be answered, but this is not strictly necessary. For example, if you write your paper on the question: "what kinds of responses to the war in Ukraine are possible within the current political climate and context of the Netherlands?" you might argue that response a or b is possible within the current Dutch political climate. The research from the individual papers should form the basis of the final group report.

The individual paper should include the following elements:

1. Introduction:

Choice & Context of topic

In your introduction, briefly explain your topic, situate it in the context, and explain why the topic/theme is relevant and significant, and how it links to the group assignment (i.e., the question/case set by the client). Why is your topic significant? What does it tell us about the broader context of the policy/theme the client is working on?

Formulation of a clear research question and main point/argument

Make sure you clearly outline your research question, answer to the research question (this will be your main point/argument) and goal of the paper (i.e. what you are going to analyze in your paper and why).

2. A well-argued main body: The 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). An individual 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 **consistently** link your analysis back to the main research question and argue how the material you present answers your question and/or substantiates your main point/argument.

3. The conclusion: A concise summary

Your conclusion should draw together all main findings and should again state explicitly your answer to the research question (your argument/main point). It should also explicitly 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).

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

This first paper is an academic paper, but touches on policy questions as well. Also policy research 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 academic sources, and non-academic sources where appropriate, 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 exceed/fail to meet the word limit by more than 10% will be downgraded by 1 full point for every 100 words over or under the 10% boundary//.

Papers that are handed in late receive the following penalty (points deducted from the overall grade of the paper:

- 0.5 points deduction up to 12 hours late
- 1.0 points deduction up to 24 hours late
- **Papers more than 24 hours late will not be accepted**

The due date of this assignment is: **Monday 23rd of February at 23:59 via Brightspace.**

Resit deadline: **Monday June 8th at 23:59 via Brightspace**

Final: Policy Report and Presentation (50%)

- **8000 words (+/- 10%) excluding references**
- **The final grade for the group paper consists of: 85% policy report grade plus 15% presentation grade**
- **Deadline executive summary: March 19th at 23:59 via Brightspace.**
    - Any group that is late in submitting their executive summary will receive a deduction of the final policy report grade of 0,5 points for submitting 0-12 hours late, and 1,0 point for submitting 12-24 hours late. If your group submits the executive summary more than 24 hours late, your final paper will no longer be graded. You still need to present your work during the conference, but may not receive questions from the client and cannot be chosen as the winning group. We strictly adhere to this policy, since we send your executive summaries to the client before the conference, and they need enough time to prepare before the conference.
- **Presentations during the conference on March 25th (deadline to submit slides: Monday March 23rd at 23:59 via Brightspace)**
- **Deadline for the final paper (including the reflection): Tuesday March 31st at 23:59 via Brightspace**
- **Resit deadline: Friday June 12th at 23:59 via Brightspace**

The final assignment 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 should synthesize the main findings of their individual papers and include additional relevant information that strengthens their final recommendations. Please make sure to keep a logbook detailing each member's contributions and progress throughout the weeks.

Objective of the assignment

Your final report should bring your individual papers together in addressing the client task in a concise, precise, well-researched and policy-oriented way. In other words, your final policy report must provide a clear, well supported answer to the question/problem/issue proposed by the client. 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 you may have some freedom in the way you approach your final policy report. 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 main findings/answers to the research question/problem, and most importantly, 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 introducing the client, the context/significance of wider topic, research question)

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/problem the external official posed to you at the beginning of the course), connected to an introduction of the client elaborating specifically upon their mandate, their larger work and how this ties into the specific case that you are working on.

2.1 Wider context/significance of topic & Methodology

Building on your introduction, you should provide an in-depth overview of the wider context and historical significance of the topic related to the task. Please elaborate upon the following things: importance of the topic, the historical dimension, and the importance for your client's organisation and the wider field. 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? Did you read policy reports written by your client or other organisations? 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?

PS: Do not include a breakdown of the division of labour within your group – that is to be included in the reflection report.

3. Main Section – 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). Identify the most suitable ways forward (which at its core includes a consideration of the feasibility of your proposed ways forward for the client) 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 each of your paragraphs has a function is answering your research question, which you should make clear throughout your paper. Each section needs to build on each other, and you need to make clear throughout how it links to your main research question/answer. If a certain section is not relevant to your research question/answer, do not include it.

4. Conclusions

This section should consist of the main conclusions of your analysis – bring them together here and also point towards future developments. Also reflect on the implications of your main conclusions: what do they mean for your client and for the field more broadly?

5. Policy-Oriented Recommendations

State clearly your recommendations (up to 10) to the client, as analysed in the main body analysis. Remember to come up with recommendations that are both innovative and implementable for the specific context of the client *i.e, do not recommend policy changes at the national level, if your expert/client is someone who works in a local context (remember their mandate).*

6. List of References

Provide all the references you used for the report – please ensure you cite and write up the references correctly using APA 7! Additionally, please include a page number for each of your citation.

7. Appendices

You can add any supporting data sheets or graphs here, but only ones that you elaborate on or refer to within the report. In other words, only include supporting material here that helps you make your main point. Any graphs etc. that you refer to within the text may be better placed within the report itself.

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 more than 24 hours late or exceed/fail to meet the word limit by 10% will NOT be graded.

The due date of this assignment is: **Tuesday 31st of March at 23:59h via Brightspace.**

Resit deadline: **Friday June 12th at 23:59 via Brightspace.**

Additional Group Paper components:

1. Final Group Presentation: 15% of the group paper grade
2. Reflection Report: pass/fail

Final Group Presentation (15%)

Each group will present their policy recommendations, as part of the IP2 Conference that will take place on March 25th. You will not only be presenting your report to fellow students and course lecturers, but also the clients themselves. The aim here is for you to gain a better understanding of how to communicate effectively and professionally, and how to convincingly pitch ideas to professionals in the field. 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.

Your presentation should present the main points of your policy brief, focusing on the issue, your main argument, and your most important policy recommendations. 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 used

Slides and speaker notes must be uploaded as one (1) file by Monday 23rd March at 23.59 via Brightspace.

Note: Academic Grading of your Assignments and the Role of the External Clients

Integrated Project 2 is both an academic subject within your bachelors as well as a deliberate course to expose you to the world of policy-making. As a student of IP2 you will therefore be working both with your academic teaching team (Course Coordinator and Tutors) but also with your external client. Ultimately, this is as assignment for the university, for which the external partners (clients) have volunteered heir time and expertise, to help you gain professional skills. In particular your final group report and the final live presentation will be the crucial summative moment of IP2 when you present to your client and when you will receive feedback. Your clients will pick their favorite presentation from the groups for their course.

At the same time, all of your assignments will of course also be graded by the teaching team according to the rubrics and learning objectives of the course. ***It is important to stress that the results from both perspectives might at times diverge.*** Thus, the client might judge a group report and final presentation as 'very good' whereas the grading process of the final report might result in a lower grade, because it did not fulfill all the requirements of the assignment as set by the assignment description, learning objectives, and rubric. The opposite can also be the case: you might receive a high grade for fulfilling all the learning objectives, but your client might have judged your presentation and report as less convincing than the reports of other groups of students. Please do keep this aspect in mind from the start: for IP2 you are developing your assignments for two sets of "judges": one for your academic grade (which strictly follows the rubrics and learning objectives) and one for the preference and impression that the client has after your presentation and after having read your report. The course is designed to ensure that both strands of "judging" align as much as possible – but instances of divergence may also occur.

Reflection Report, including a logbook (pass/fail)

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 a self-reflection report.

The reflection report is a collective report with reflections from all group members. The report should contain each members' own experiences, strengths, weaknesses and attempts for self-improvement as well as a reflection about the functioning of the group. This collective report requires transparent reflections from all members building on professional skills of project management and workload division. The template for this report will be provided via Brightspace. You should also include a logbook in the reflection report.

The deadline for the reflection report is the same as the final report, and should be provided in a separate file along with the final report: Tuesday 31st of March at 23:59 via Turnitin.

Freeriding and AI

As the group paper and presentation is a group assignment, 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 project for underperforming group members. Lecturers and tutors rely on the reflection report to justify such a course of action.

Use of Artificial Intelligence

In this course, you are allowed to use Artificial Intelligence (AI) in a limited way. This means that you are never allowed to use AI to generate text for you. We strongly encourage you to first brainstorm ideas for the report and particularly the recommendations yourselves, and come up with creative ways to answer the client's question.

Remember: once you graduate, you want to show how you can add value to an organization, which will always involve your ability to be able to think and write for yourself. So, use AI wisely in this assignment, only to supplement your group's own creative thinking. You are allowed to use AI for inspiration (i.e. ask an LLM a particular question to get ideas but not to write for you), to help correct your writing, and to look up important piece of published writing on your topic. You are required to read any material suggested by AI yourself, and you should never rely on an AI generated summary (which more often than not still contain serious mistakes). Please note, though, that anything you write in your policy report needs to be supported by reasoning and facts, which need to be supported with references (including page numbers). Make sure to fact check anything provided to you by AI. You (in the individual paper) and your group (for the final report and presentation) remain responsible for any and all mistakes introduced by AI, which could amount to fraud according to the Rules and Regulations of the Board of Examiners.

Course Rules

Attendance
The cornerstone of the IP2 course is engagement with external experts/clients therefore the introductory meeting, check in meeting and the conference day are mandatory to attend. More than one absence will result in an automatic fail for the course.

Exemptions to this are only allowed with the approval of the Board of Examiners.

Students who have exemptions based on serious personal circumstances should inform the course coordinator (Prof. Joachim Koops or Dr. Valerie de Koeijer) as early as possible, but at the latest by January 31st, if alternate arrangements need to be made. Before contacting the course coordinator, the students need to have already contacted the study advisors about their circumstances.

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".

Deadlines
Adherence to deadlines is very important both academically and professionally, but especially in IP2 given that external experts have invested time in supporting this course. Assignments submitted more than 24 hours past the deadline will not be graded and will count as not submitted. Written assignments must always be submitted via Brightspace. 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. If you are dealing with unforeseen issues, please contact the study advisors as soon as possible.

Group Work
The policy report, presentation and the reflection report are group assignments. This means that students are not allowed to do any of these assignments individually. While assignments will 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 the the IP2 team. Exceptional circumstances might force us to change group sizes, but this can only be done by the course coordinator.

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).

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 (and the corresponding email announcements) 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 BASS Code of Conduct of the Bachelor Security Studies.

Referencing and Plagiarism
Use in-text and end of text references according to APA standards (7th edition) plus a page number for in-text each reference. 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. Suspected 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. Please see the BaSS rules and regulations for more information.

Assignment Formats
Please use the following format for your individual assignment: Times New Roman, size 12, double-spaced, justified text, 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. You also need to submit an individual AI statement for each assignment. That means: each group member needs to submit an AI statement separately for their final paper.

Group Report – You may deviate from the format requirements for the report *except* for page numbers and the APA 7 requirements (including page number for each in text reference). Use a professional looking layout for your final paper. Choose a catchy – yet professional cover page design. Ensure that your report is free from 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 six tutor-led course labs. 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. Therefore it is also important to come prepared to the course labs, with questions if this is relevant. For this course, it is imperative to **not** leave work to the last minute, and prepare well ahead of time.

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 and university as a whole.

General Data Protection Regulation
Students may not record any sessions themselves. Any recordings of class sessions provided by the IP2 team are not to be distributed beyond anyone who already has access to them. In other words, they may not be shared with other students who are not enrolled in the IP2 course, or any students who do not have access to the recordings for other reasons. 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. Attendance, however, will remain a requirement for the course.