Safety & Security Management Studies

PROSPECTUS
2016 / 2017
PREFACE

Dear (potential) SSMS students,

This is the SSMS Prospectus.

It provides you with information about the structure and content of the SSMS programme. Every course is described briefly. Moreover, it will offer you ideas on what kind of employment you can seek with which type of organisations after completing the SSMS programme. Finally, you can find the year schedule in this guide, as well as contact information for the SSMS lecturers.

Dr. Bas van Gool
Programme Manager Safety and Security Management Studies
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Introduction

Dear SSMS students,

Safety and security are high on the agenda in our contemporary global community. In various industries, ranging from politics to private businesses, there are always major interests at stake. The safety of the citizens, employees, buildings and facilities pose great challenges. Working in this field requires you to keep a cool head and bring parties together for successful cooperation. You need to assess and analyse risks and defuse critical situations where necessary.

The Safety and Security Management Studies programme approaches the management of safety and security from various angles. Safety, for instance, is the product of communal action and therefore requires citizens to actively contribute to its public management. It is the task of specialised professionals to make provisions for such participation, creating a network of all parties involved with safety and security in any way.

You will furthermore learn all about the protection of people and technical equipment, but most importantly you need to understand how people perceive security in order to anticipate actual threats and behaviour towards them. This will help you contribute to the viability of a company. All these ingredients you will find covered throughout the programme of Safety and Security Management Studies.

It is one of the main principles of The Hague University of Applied Sciences to sufficiently equip for all eventualities, which is why in the final year of this programme you will conduct an internship of your choosing. Practice-oriented education also ensures you can find employment more swiftly, and ultimately, you will leave The Hague University of Applied Sciences with a degree enabling you to enter the labour market in your home country or abroad.

During your SSMS studies you will of course enjoy the support of our enthusiastic and knowledgeable team of lecturers to guide you along the way. Educational quality is paramount at The Hague University of Applied Sciences.

**Bas van Gool**
Programme Manager Safety and Security Management Studies
Career Prospects

The core of the professional practice is - in our vision - being of service to the public good. This is also true when safety and security experts are active in the private sector. Safety and security are always an issue of common concern and public interest not only in this sector, but also in trade and industry. Our Faculty is located in The Hague, the international city for peace and safety, which offers ample opportunities to look across borders.

Students are trained as integral safety and security experts, who as competent, young professionals can facilitate integral collaboration between relevant parties dealing with safety issues. Young professionals are active in the broad safety and security field as content experts, managers, advisers or project leaders.

Future Career and Competences

What are some of the career paths available to an SSMS graduate?

Your specialist field – focusing on an array of safety and security issues – offers a wide range of career options. After all, this is a world where safety is no longer the sole responsibility of public institutions such as the police force. Therefore, the list of potential employers is extensive. There is an ever-increasing demand for professionals who are able to organise and manage safety- and security-related elements in the work field.

On successful completion of the four-year programme, students can find jobs at:

- International organisations in the field of urban development and the quality of urban management
- International organisations in the area of conflict mediation
- International police and security organisations
- Local non-governmental organisations active in the area of urban safety
- National public organisations operating in the field of safety, such as the police force
- Government bodies at the local, regional, national and multi-national level

In order to prepare our students in the best way possible for the challenges of the professional environment, the SSMS programme also provides a more competence-based education. In addition to abstract and theoretical approaches, the SSMS learning experience includes practice- and goal-oriented exercises and assignments which allow students to obtain a set of concrete skills that can be directly applied in the field.

These competences must be developed in order for the SSMS students to obtain the required knowledge, proficiency and attitude to be able to start as a career in the relevant sectors. In Appendix 3 you will find some such professional competences and corresponding final learning goals.

SSMS Professional Network

The Safety and Security Management Studies (SSMS) course is constantly developing itself in line with global safety and security developments. Since safety and security concern a wide scope of disciplines, capabilities and knowledge areas, SSMS is concentrated around the fields of International Security, Public Safety and Industrial Safety. As such, the programme content is engineered around relevant academic lectures and projects, professional skills and coaching programmes and attuned professional internships.

SSMS has developed a network of professional organisations that adequately fit the nature of the programme as well as student career goals. See below an overview of these organisations. The network is under constant development tailored to the needs of SSMS and its professional partners, and therefore subject to change.
Admission and Enrolment

Admission

THUAS will need to assess your secondary school certificate before we decide on your eligibility. In order to make sure your certificate is judged fairly THUAS works together with NUFFIC, an organisation specialised in comparing international qualifications. One of the main eligibility criteria is for you to have at least one of the following subjects: mathematics, economics, or business studies.

Since our international Bachelor programmes are taught entirely in English you will need a good command of the English language, both spoken and written. Bachelor candidates who were educated in the Netherlands, United Kingdom, Ireland, United States, Canada (except for Quebec), Australia, New-Zealand, South Africa or Malta, or students holding a diploma (including English as an exam subject) stated on this diploma list, need not take an English proficiency test. All other prospective students are required to hand in a valid and sufficient TOEFL (Test of English as a Foreign Language), TOEIC, IELTS (International English Language Testing System) or Cambridge ESOL (CAE/CPE) certificate to the Enrolment Center.

If you do not meet the minimum entrance requirements, and you are 21 years or older, the Admission Test 21+ offers you the opportunity to still be admitted to the bachelor programme of your choice.

Detailed information about application requirements can be found here: http://www.thehagueuniversity.com/bachelor-studies/admissions-and-finances/application-requirements

Enrolment

All prospective students have to apply for enrolment via Studielink. It is important to read the detailed information on enrolment. This information can be found here:

http://www.thehagueuniversity.com/bachelor-studies/admissions-and-finances/application-process/general
The Faculty

Lecturers are in charge of the curriculum. They are primarily responsible for development and realisation of the educational program. The team includes full-time and part-time lecturers, all active in safety and security or related fields. Students may turn to the lecturers with matters regarding lessons or exams. They may do so immediately before or after lessons, by appointment and/or by using e-mail. Teacher mailboxes are on the 4th floor Slinger, next to SL 4.76.

Dr. Menandro Abanes

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<tr>
<th>Job description</th>
<th>Lecturer</th>
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<tbody>
<tr>
<td>Fields of expertise</td>
<td>Sociology, Intergroup Relations, Research Methods</td>
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Rick Arons

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<tr>
<th>Job description</th>
<th>English Lecturer, Academic Advisor, Member of the Examination Committee</th>
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Mirad Böhm

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<td>Fields of expertise</td>
<td>Crisis Management, Applied Intelligence, (Counter-) Terrorism, Communications</td>
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<td>Leonie Duijnisveld</td>
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<th>Mario Flips</th>
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<th>Antonio Frank</th>
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<th>Dr. Bas van Gool</th>
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### Dr. Michel Hoenderboom

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The Curriculum

SSMS Programme Structure

The full-time SSMS programme consists of a first year (or propaedeutic year), followed by a three-year main phase. Each year is subdivided into four ten-week modules.

The programme is made up of a major and several minor options. The major consists of (compulsory) courses taught as part of the programme. The minor consists of elective courses offered within the programme or in other programmes either at The Hague University of Applied Sciences (THUAS) or other universities or colleges.

Each module in the first three years consists of three theoretical courses, a project that reflects current professional practice, and so-called track courses including research methods, personal coaching (academic, career and personal support) and an intensive training programme focused on acquiring professional skills.

Every module has a separate manual with all the relevant and detailed information on the various courses. You are strongly advised to read the information in these Module Manuals thoroughly, and continue to use them as a useful reference for the duration of the module.

The Project, one per module, gives the students the opportunity to look at a problem from a more practical, and more importantly, realistic perspective. The goal of Projects is to challenge students and require them to apply knowledge which they have learned in other courses. Students will employ various tools and methods to do this, and will at the same time hone their professional competences.

Theory Courses present and discuss a variety of topics and subjects related to safety and security in a more abstract manner. Students will have to complete a substantial amount of reading. Moreover, they are expected to be able to logically connect the various theory courses that will be offered throughout the programme as they build on each other, adding different crucial aspects to the knowledge base of the SSMS student.

Track Courses focus on skills and competences that professionals will require regardless of the career path they will choose for themselves. This includes formal language skills (in this case English), professional behaviour and communication skills, personal attitude and interaction, and finally significant research skills necessary for any work field.
General SSMS Programme Overview:

**Year 1**
The first year introduces you to a large variety of courses within the SSMS curriculum, which require you work with textbooks extensively. At the same time, you work on improving your English as well as your professional skills, such as presenting and debating.

**Year 2**
Year two is also largely theoretical: you delve deeper into the courses in the curriculum, continuously improving your English and maintaining your focus on your professional skills.

**Year 3**
In the third year you choose one of two minors (elective courses). You deepen your knowledge of safety- and security-related issues by combining theoretical and methodological courses. Furthermore, projects take on a more realistic nature as you will be expected to deal with partner organisations and clients. In other words, projects advance from simulated to real-life activities.

**Year 4**
Your internship, complemented by your final thesis, will complete your fourth and final year of the SSMS programme.
### SSMS - Year 3

| Week | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 | 53 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 |
|------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Session | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |

### SSMS - Year 4

| Week | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 | 53 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 |
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Legend:
- Introduction
- Resit Thesis
- Exams
- Resit exams
- Holiday
SSMS [ in 4 Years ]
YEAR 1
Projects and Theory Courses

Module 1: Introducing Safety and Security

SSMS is a multidisciplinary program, drawing from various social science disciplines in order to arrive at grounded understandings of safety and security problems and at effective safety and security-enhancing professional interventions. Module 1 introduces three of these social science disciplines: Psychology, International Law and Public Governance, offering a broad introduction to the study and field of Safety and Security Management Studies (SSMS).

PROJECT I: Getting the Problem Right
Lecturer | Antonio Frank (a.frank@hhs.nl)
Code | IVK-ES103-16
Credits | 3

In many countries of the world public authorities must deal with complex problems that have a negative impact on the lives of their citizens and on the state’s safety and security. Examples of such problems are urbanisation, terrorism, human trafficking, radicalisation, and poverty, which are often referred to as “wicked” problems. Countless policies and solutions have been proposed and implemented to deal with these problems often without sustainable results or with tangible negative side effects. Wicked problems are difficult to solve for as many as four reasons:

1. lack of understanding and context based knowledge,
2. the large number of stakeholders involved,
3. the large economic burden,
4. and the interconnected nature of these problems with other problems.

Understanding the complexity of these problems is essential for the design of feasible solutions. Who are the stakeholders involved? What makes the phenomenon a problem? Which aspects make the problem hard to solve? These and other relevant questions need to be answered in order to have a more complete understanding in order to ‘get the problem right’.

Intro in Safety and Security
Lecturer | Dr. Bas van Gool (s.m.vangool@hhs.nl)
Code | IVK-ES101-14
Credits | 2

This foundation course offers an introduction to the SSMS programme and its professional field of practice. It discusses the substantive fields of action of the SSMS professional, the various interventionist options open to the SSMS practitioner, as well as the different stakeholder approaches that SSMS professionals can pursue to effectively manage risks and improve safety and security. A designated lecture details and highlights the specific structure, logic, and spirit of the SSMS programme at THUAS. This course ends with a series of guest lectures by recent SSMS graduates, offering students a realistic and vivid picture of their future careers in the SSMS profession.

Key Literature
Psychology
Lecturer: Dr. Fenna van Marle (f.c.m.vanmarle@hhs.nl)
Code: IVK-ES101-14
Credits: 2

Psychology deals with questions of human behaviour and human cognition, both in individuals and in groups. Understanding human behaviour and cognition is of great importance for the Safety & Security Manager.

Understanding human cognition, the way we organise and use information, is essential to understanding processes within individuals and groups as well as between individuals and groups. This teaches us about the mechanisms behind non-conformity, human errors, stereotypes and conflicts. In addition, it provides information about possible solutions to these problems that occur in fields such as public safety, industrial safety and international security.

Finally, this course explores themes such as risk and group dynamics, including the limitations of the human mind and the effects of these in both everyday life and in extraordinary situations.

Key Literature

Public Governance
Lecturer: Dr. Bas van Gool (s.m.vangool@hhs.nl)
Code: IVK-ES102-14
Credits: 2

Most safety and security management professionals spend a good deal of their time working in and dealing with bureaucracies: more or less permanent, hierarchically structured, goal-oriented organisations designed for getting centralised decisions -“policies”- carried out through lower-level personnel. Bureaucracy is the predominant form of human organisation of public and private life. This introductory course highlights the functioning of public -governmental- bureaucracies such as fire departments, schools, ministries, armies, the police, intelligence agencies and municipalities. It discusses the various kinds of people that inhabit the bureaucratic world and the political context in which they must operate. In doing so, this course seeks to offer a realistic picture of what government agencies actually do and why they do it.

Key Literature

International Law
Lecturer: Dr. Michel Hoenderboom (m.p.hoenderboom@hhs.nl)
Code: IVK-ES102-14
Credits: 2

This is an introductory course in public international law. It starts with the question why we need to study international law. The course is intended to provide students with an understanding of the structure of the international legal system and the basic principles underlying legal relations between states, international organisations and other actors in the international law arena. This course will analyse the fundamental pillars underlying the study of international law, i.e. sources of law, interaction and differences between international relations and law, law of state responsibility and peaceful settlement of disputes. The course will focus on the role of states as they are the main actors in international law and international relations.

As its introductory nature suggests, the course touches only briefly on specialised fields of international law such as human rights law, humanitarian law, trade law, law of sea, the laws of war, amongst others.

Key Literature
Module 2: Organising Safety and Security

Module 2 extends the broad introduction to the study and field of Safety and Security Management Studies offered in the previous Module 1. Whereas Module 1 stressed the multifaceted and multidimensional nature of many safety and security problems, Module 2 highlights the complexities, difficulties and dilemmas involved in organising and arranging for safe and secure conditions.

PROJECT II: Event Security

Lecturer: Antonio Frank (a.frank@hhs.nl)
Code: IVK-ES105-16
Credits: 3

Project II is about the organisation of safety and security at mass gatherings. Mass events pose special challenges in terms of management and control. Sporting events, fairs, festivals, concerts, conferences, fundraisers, political campaigns, and exhibitions, by their very nature attract crowds and may also become targets for crimes such as theft, robbery, assault and terrorism. These events become bigger targets as crowds assemble and grow. They may also become opportunities for special interest groups to publically demonstrate. Human crowds are often unpredictable and difficult to handle, and poor event planning, management, crowd control, security, and ineffective emergency response, increase the likelihood of injuries, property damage and even catastrophic attacks. Proper event safety and security must be tailored to each specific event and potential exposure. Since it involves multiple stakeholders from the public and private sector, organising event safety and security is a complex task, and social issues need to be taken into consideration. This and other relevant aspects will be addressed during Project II. The main objective of Project II is to sensitisie students to the complexity of organising safety and security during mass events.

Political Science

Lecturer: Dr. Klaas Voss (k.voss@hhs.nl)
Code: IVK-ES107-16
Credits: 2

“Politics is the art of the possible” - Otto von Bismarck, 1867

Like any modern-day political scientist, Bismarck understood that the study of politics leads into the world of compromise, a world of fragile balances of power and conflicting interests, overshadowed by the perennial question of how human beings structure relationships of power and influence in their societies. In this course, we will cover the milestones in the history of political thought, discuss the emergence of the modern state and explore different systems of governance. Students will learn how and why countries democratise and become familiar with different types of democracies, electoral systems and mechanisms for sharing power. They will also become acquainted with more sinister or violent forms of political organisation, such as authoritarian regimes, dictatorships, or fragile and failing states.

At the end of the course, students will have attained a new and much broader perspective on current events and the political challenges of the modern world. They will discover familiar and recurrent themes in Southeast Asian election processes, Western European populism or United States trade policies and they will be able to identify the familiar tunes of influential ideologies, such as liberalism, Marxism, or fascism. Far from an abstract concept, politics will become much more visible as a social force in everyday life.

Key Literature
Sociology
Lecturer | Dr. Menandro Abanes (m.s.abanes@hhs.nl)
Code     | IVK-ES107-16
Credits  | 2

Sociology mainly deals with the way people live together and interact with each other in societies. One of the challenges of this discipline is to engage students to make sense of what’s happening in our societies. How do societies work? How do we view and respond to the social changes and cultural differences of people who live with us? In this course, we will learn sociological perspectives which will locate our own experiences within the larger scale of society characterised by social structure and system. We will also be able to view familiar scenes in a new light, find new meanings in the old and new ways of doing things, and gain understanding and insight of the rapidly globalising and, at the same time, increasingly diversifying world. We will look into the three main themes of sociology: identity, social order, and stratification. Each of these themes poses an issue with safety and security management in societies. Practical examples and small activities to highlight certain sociological concepts and how they relate with safety and security issues in our societies will be given and conducted.

Key Literature

Policy Making
Lecturer | Dr. Michel Hoenderboom (m.p.hoenderboom@hhs.nl)
Code     | IVK-ES108-16
Credits  | 2

Policy making is a complex and politically sensitive issue because many things can go wrong. The aim of this course is to familiarise students with the issues and practice of policy and decision making in organisations, whether public or private (e.g. governments and businesses), but also mixtures of both (e.g. hybrid and civil society organisations). Using analytically distinct phases in the process of policy making and based on scientific key literature, this course provides insight into the challenges, problems and dilemmas that policy makers face in their decision making and in the ways they handle this in practice. At the end of the course the student is familiar with a number of major obstacles and pathologies that hinder the ideal of a rational policy practice, including ingrained routines, lack of money, time pressure, resistance, bounded rationality, path dependency, bureaucracy, coping strategies and role conflicts.

Key Literature

Economics
Lecturer | Michael Wilson (m.r.wilson@hhs.nl)
Code     | IVK-ES108-16
Credits  | 2

Economics and safety & security management are two different fields of study which are nonetheless closely related to each other. Economics observes and studies the human activities focused on the processes of production, distribution and consumption.

The main focus of this course is to help the student understand the fundamental issues of economics so as to expand his / her understanding of the surrounding world in relation to choices made, behavioural tendencies and interaction of people. We will focus on the structure of some important economic technics and their application to the economic phenomena that surround us and how they link to security matters and safety issues. This class will render you a smarter participant in the economy and allow you to better comprehend both, the potential and limits of economic policy in relation to security.

Key Literature
Module 3: Urban Safety

In Module 3 we will focus on the implementation of concrete measures aimed at improving the safety and security in the public space. Central to the module is what is called Crime Prevention Through Environmental Design (CPTED). This is a multi-disciplinary approach to reduce criminal behaviour using a whole spectrum of interventions in physical design and management. CPTED strategies are grounded in the possibility to influence the decision of possible perpetrators prior to the criminal activity. Research into criminal behaviour shows that the decision to commit a crime is influenced by the chance of being caught, more so than the reward or the ease of break-in and entry.

PROJECT III: Designing Out Crime

Lecturer
Dr. Juul Gooren (j.c.w.gooren@hhs.nl)

Code
IVK-ES109-16

Credits
3

The project in Module 3 will focus on the application of CPTED by a municipality in order to increase public safety. As a safety and security management professional the student is the one who has to oversee this application. This project’s assignment is of a more technical and practical nature. However, ‘security’ needs to be understood in a broad sense. It is not only about the exclusion of risk and danger but also about the inclusion of all that contributes positively to safety and security. The CPTED instruments are primarily meant to generate informal social control contributing towards an overall quality of a public space.

The tutor of every workgroup will have chosen a specific public space per subgroup in which professionals and citizens with different interests work and live. Mapping risks and dangers in a public environment is complex given this diversity in stakeholders. From a CPTED perspective the end user must be taken into consideration, this being primarily professionals and citizens with potentially conflicting interests and a diverse set of responsibilities in the domain of safety and security management.

Policy Implementation

Lecturer
Dr. Michel Hoenderboom (m.p.hoenderboom@hhs.nl)

Code
IVK-ES110-14

Credits
2

The aim of this course is to familiarise students with the issues and practice of policy implementation. This course provides insight into the challenges, problems and dilemmas that policy-makers and street-level bureaucrats face during policy implementation. For instance, non-implementation can be the result of limited goal realisation (insufficient use of means, mistargeting, disappointing results, disappearance of means, i.e. corruption), undesirable consequences and perverse effects. Focus will also be on the role of the street-level bureaucrat, who often enjoys considerable discretionary freedom. Bureaucratic discretion can be linked to three sources: delegation, communication problems and enforcement problems. With the help of case studies on the police, corruption in public service delivery, child welfare, crime prevention and environmental protection, the challenges, problems and dilemmas regarding policy implementation will be discussed.

Key Literature

Security Risk Management
Lecturer | TBD
Code | IVK-ES110-14
Credits | 2

This course offers a normative theoretical introduction to a generic method of risk analysis and risk management: the so-called ‘rational systems approach’ developed by Carl Roper. Drawing on numerous real life examples, Roper’s five discrete and cumulative ‘steps’ of risk analysis are extensively discussed and critically analysed in lively interactive lectures. These steps are:

1) making an inventory of the persons or things that need protection (assess assets);
2) taking stock of the persons or circumstances that endanger these assets (assess threats);
3) making an inventory of the weaknesses of assets (assess vulnerabilities);
4) determination and prioritisation of risks, and
5) determination of potential countermeasures.

Key Literature

Criminology
Lecturer | Dr. Juul Gooren (j.c.w.gooren@hhs.nl)
Code | IVK-ES111-14
Credits | 2

The object of study for criminologists is crime. What is investigated is the nature and extent of crime, the causes of criminal behaviour and the responses to crime such as the prevention and punishment of crime. This is a theoretical course but it is nonetheless aimed at practical solutions. In order to solve a problem we will search for a practical theory. One example would be the question of how we can reduce criminal behaviour in public spaces. In order to answer such a question, the underlying theory on crime and space is crucial and can give information on redesigning space.

Key Literature

Urban Studies
Lecturer | Antonio Frank (a.frank@hhs.nl)
Code | IVK-ES111-14
Credits | 2

Cities have long been seen as places where a certain freedom existed (in the Middle Ages ‘burghers’ enjoyed special protection within the city walls). During the industrialisation period in the 18th and 19th century the city grew into a place where one could be freed from traditional norms and values: the city as a stage for self-expression. At the same time there are unsafe neighbourhoods within cities and there are economic activities that cannot bear daylight. This course focuses on the question as to what characterises cities and urban safety and security.

The way in which cities are planned and governed have a great influence on safety and security of cities. The unwillingness and/or inability of city governors in the global south to control the growth of cities has led to the creation of unsafe slums where the authorities have no access. The huge influx of migrants in Western Europe and the inability of governments integrate these migrants in the local culture has led to violent confrontation (verbal, physical, online and in person) between locals and migrants in European cities. In this course we will investigate what administrative and planning principles contribute to safety and security of urban areas, and what can administrators do to prevent decay of urban neighbourhoods?

Key Literature
TBD
Module 4: Securing Organisations

The saying "one cannot make an omelette without breaking eggs" indicates that accidents are bound to occur. Yet, in module 4 - 'Securing Organisations' - we learn how organisations try and ensure that safety is not compromised and accidents are prevented. This module emphasises the requirements that widespread and increasing societal, political and administrative concerns about safety impose on processes within organisations. These requirements are determined, both, externally (by government) and internally (by organisations themselves).

PROJECT IV: Quality Perspective in Critical Processing

Lecturer  
Frits van Balveren (f.c.h.vanbalveren@hhs.nl)
Code  
IVK-ES112-16
Credits  
3

The theme of module 4 is 'Safety and enterprise', and this project critically examines how safety measures are implemented in an organisation which is not the exclusive domain of the organisation itself. Safety is also determined and constrained by public authorities and international standardisation agencies such as ISO. In fact, a wide range of safety requirements is imposed by government order, the key requirement being that safe practices in organisations result from a structural focus on safety, rather than being governed by chance. In order to comply with this structural incentive organisations are under increasing pressure to adopt so-called safety (or quality) management systems. Organisational processes and activities, and their interlinkages, constitute the core of such systems. Familiarisation of students with quality and safety management is the key aim of this module.

In Project IV, student audit teams will deploy the Maturity Model to establish the Level of a real-life organisation’s safety or quality management system. Based on the audit outcome, each team then develops a tailor-made advice package to be presented to a “real world” organisation.

Business Administration

Lecturer  
Michael Wilson (m.r.wilson@hhs.nl)
Code  
IVK-ES113-14
Credits  
2

Business administration is the area of administration that concerns the right way to organise, set up, and administer businesses. This introductory course focuses on some of the main processes of business. Issues to be discussed include strategic and operational management, resource control, the structuring and changing of organisations, project management, decision making and problem solving.

Key Literature

Organisation and Information

Lecturer  
Jeroen Rodenberg (j.rodenberg@hhs.nl)
Code  
IVK-ES113-14
Credits  
2

Quality and safety management typically requires the cooperation of many internal stakeholders (HRM, QHSE) and transcends the individual needs of separate departments. Effectuating such cooperation tends to be far more difficult than it sounds, and requires timely flows of up-to-date information across organisational units.

In order to define the information flow within organisations, a level of insight into the interdependence of activities in processes is necessary. Processes (and underlying activities) need to be transparently defined and described. In this course students will learn how to prepare an
organisational blueprint detailing process times, bottlenecks, information needs, responsibilities etc. It also pays attention to the uses of ICT in the blueprinting process. Once implemented, blueprints facilitate the mastery of organisational processes and promote less deviation and more reliability and security.

Key Literature

TBD

**Quality Management**

**Lecturer**  M. C. Leung ([m.c.leung@hhs.nl](mailto:m.c.leung@hhs.nl))

**Code**  IVK-ES114-14

**Credits**  2

This course focuses on how an organisation may improve the quality of its products or services and its capability to provide maximum safety for the organisation, its staff and environment through so-called quality and safety management systems. A number of such systems will be discussed in detail, including OHSAS 18000, ISO 14000 and ISO 9001.

Key Literature

TBD

**Governance**

**Lecturer**  Dr. Michel Hoenderboom ([m.p.hoenderboom@hhs.nl](mailto:m.p.hoenderboom@hhs.nl))

**Code**  IVK-ES114-14

**Credits**  2

In most countries, people have lost direct contact with the production process of the products that are used or consumed rendering the purpose, use, quality and/or effect of the products unclear. In theory, based on capitalist market mechanisms, only the perfect products in the perfect quality and quantity are present in any given market. Markets fail, however, not only in terms of products and services but also in the sense of the behaviour of the market players. And that market failure leads to products and services being purchased by consumers that are not needed, wrongly used, of poor quality or straightforward leading to damage, injury or death. Such issues can be addressed by private countermeasures like tort cases or collectively solved by governmental intervention. Establishing such mechanisms of governmental intervention has an influence on the market also, as has the fact that often states are also owner of companies that are active on markets of utilities, communication, transportation, finance etc. The course Governance is an introduction to that area of law, and also connects theories of various scientific disciplines.

Key Literature

YEAR 1

Track Courses

Research Methods

Research methods are a key tool by which the students can produce new knowledge or perform analyses of problems and propose relevant solutions. In the SSMS programme, the Research Methods track extends across the first three years of study. The aim is to prepare the students for writing their bachelor’s thesis and conducting independent applied research in a real-life setting.

During the first year, students learn to read academic texts, research information and reference other texts, ask research questions and paraphrase and integrate information in the form of a position paper.

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English Language

The SSMS English Language course in year 1 is designed to give students advanced tools in English to aid them in their studies, research and the workplace. Special attention will be given to vocabulary development, some grammar points, writing skills and reading critically. Aspects of language history and context analysis will also be covered. Student samples of writing will at times be used as starting points for explanations in class, and comparisons of linguistic points will be made between English and other languages spoken by students in the course.

The specific focus of module 1 is an introduction to the concept of formal versus informal language. The theme of the term is families and relationships. Module 2 focuses on the continuing analysis of the characteristics of formal English, the development of vocabulary and the study of collocations. The theme is innovations. Module 3 deals with cause and effect, collocations and the concept of denotation and connotation. The theme is natural disasters. Finally, the specific thematic focus of module 4 is justice, and academic vocabulary and readings related to this theme will be studied, along with a final analysis of writing based on the concepts of coherence and cohesion.

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Professional Abilities

How do we communicate? When do we work together well with others, and where do you fit in? This is the main theme of Professional Abilities (PA). In your work you will interact with all kinds of different people, from different cultures with different backgrounds, different characters, roles and beliefs. How will you deal with and manage these differences, and how may you enable a good working relationship and what influence do you have herein? How can we make use of all these differences to complement ourselves and others?
PA is a practice-oriented course, based on workshops given in connection with the projects in each module. During the session several models will be explained and put into practice through assignments, which should provide students with skills to be used throughout their careers. Throughout the first year the Professional Abilities track will focus on necessary skills for adequate academic and professional performance pertaining to effective teamwork, networking and delivering presentations in a formal setting.

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**Personal Coaching**

Personal Coaching (PC) is meant to support students throughout their studies at The Hague University for Applied Sciences (THUAS). It helps you in your learning process and in knowing and improving yourselves. We will inform you on essential things you need to know to get through the program, will help you keep track of your study progress and will make sure you are prepared for what is out there: the work field.

Each student has his/her own coach. This person is a fixed point of contact for the whole school year. The personal contact between coach and student is important. PC can take the form of individual sessions, plenary sessions, and group activities.

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YEAR 2
Projects and Theory Courses

Module 5: Safety and Citizenship

Over the past two decades local authorities in Western countries have introduced a wealth of initiatives to encourage and stimulate the involvement of ‘ordinary’ citizens (those who do not occupy political or administrative office) and various societal organisations in public policy and decision making. This ‘democratisation from above’ has been especially prevalent in the field of urban safety and security. In fact, the politicians and bureaucrats who introduce citizen involvement initiatives (CIIs) often do so in a more or less explicit attempt to address the presumably ‘wicked’ safety, security and liveability problems in urban neighbourhoods that are regarded as disadvantaged and culturally diverse.

PROJECT V: Neighbourhood Watch Groups

Lecturer Code
Dr. Juul Gooren (j.c.w.gooren@hhs.nl) IVK-ES206-16
Credits 3

In countries such as The Netherlands, citizen involvement management has gradually become a professional field in itself, employing hundreds, if not thousands, of public practitioners (including SSMS graduates) who, in turn, often receive advice and technical support from hired private consultants specialised in ‘interactive’ and ‘participatory’ public policy making to help with various initiatives. Such CIIs come in various shapes and forms: some initiatives are heavily formalized and goal-oriented structures, whereas others are much more fluid, informal and open-ended. How is this applicable to the neighbourhood watch group initiatives in this project? How are they organised and how do they function? Project V is aimed at finding answers to these and similar questions by way of reviewing some of the relevant literature and carrying out a qualitative interview and observation study. These methods are well-suited to developing knowledge and understanding about complex phenomena and processes such as the function and organisation of neighbourhood watch groups in The Hague.

Key Literature

Society Today

Lecturer Code
Dr. Juul Gooren (j.c.w.gooren@hhs.nl) IVK-ES201-16
Credits 3

From its inception the primary task of the state is to provide security. In this course we will focus on contemporary trends and issues surrounding security as a public good. It is now very popular to propose active citizenship in order to address public issues such as public safety. To be a citizen is no longer exclusively about constitutional rights but also about civil duties. For these duties to be carried out institutions within society are vital. An institution is any structure or mechanism of social order and cooperation governing the behaviour of a set of individuals within a given human community. In thinking about organising public safety with citizens it should be taken into account that institutions change over time. In this course we will trace the societal processes affecting the following institutions relevant for citizenship: family, education, work and religion. It will be argued that these institutions are changing due to individualisation, informalisation, informatisation, internationalisation and intensification. In the remaining part of this course we will see how this
impacts community and citizenship. We will place this exploration against the background of the “participatory society” wherein citizens are still in need of human, social and cultural capital in order to take up the role of active citizen within their community. All the more challenging is that we seem to live in an era of global connection but local disconnection.

Key Literature

Culture and Diversity

Lecturer
Dr. Menandro Abanes (m.s.abanes@hhs.nl)

Code
IVK-ES202-16

Credits
3

Recent global trends are taking place in many societies: major migration waves and increased diversity. These trends inevitably bring about cultural changes which pervade in the societal shift of values towards rationality, tolerance, social cohesion and engagement. They also pose challenges, issues and opportunities to modern societies in which we live. In this course, we will tackle some of these challenges and issues, especially those that relate with security, and explore some opportunities posed by increased migration and diversity.

One of the challenges is understanding the changes in cultural values of different groups. Why do some traditional values remain while some change? Often these changes and differences create societal tensions. Modernisation theory and intergroup ideologies (multiculturalism and assimilation) may help explain in this respect. The apparent issues of massive migration and increased diversity seem to be intergroup bias largely based on identity differences, erosion of trust, and deterioration of social capital. Do we exclude others based on their differences with us? What are our reactions in the midst of increased diversity? Do we become more trusting? We will deal with and discuss these issues using insights derived from empirically-tested complementary and, at times, competing theories, such as social identity theory, intergroup contact theory, constrict theory, terror management theory, social dominance theory, and conflict theory. We will also locate these issues in urban setting. The lessons gleaned from various studies in Europe, America, and Asia will serve as opportunities that can be proposed and carried out in our rapidly changing and increasingly becoming more diverse societies.

Key Literature
Interactive Policy
Lecturer Dr. Michel Hoenderboom (m.p.hoenderboom@hhs.nl)
Code IVK-ES203-16
Credits 3

A number of solutions have been proposed to deal with the irrational effects of obstacles such as ingrained routines, lack of money, time pressure, resistance, bounded rationality, path dependency, bureaucracy, coping strategies and role conflicts. One of these solutions is interactive or deliberative policy making (IPM). The idea behind IPM is that governments can actively involve ‘regular’ citizens in the policy making process. As a result, governments will have better and more relevant policy information at their disposal, be able to better anticipate societal and political resistance against considered policy alternatives and be able to serve marginalised groups with targeted policies.

During this course, we will investigate the hoped and actual functioning of interactive and deliberative policy making on the basis of an exploration of relevant Key literature. The following questions are central: How does IPM work exactly? Does IPM contribute to a more rational policy, and if yes, when exactly? Does IPM have disadvantages? Does it (perhaps) lead to unintended consequences (and/or undesirable consequences)? If so, which exactly?

Key Literature
Module 6: Industrial Safety

In Module 6 students will attend the course Industrial Safety for the entire duration of the term.

Project VI: Lean Gemba Safety Walks

Lecturer | Frits van Balveren (f.c.h.vanbalveren@hhs.nl); Jeroen Rodenberg (j.rodenberg@hhs.nl); Patrick de Potter (p.j.e.l.depoter@hhs.nl)
Code | IVK-ES214-16
Credits | 6

Yearly, global industries face fatalities due to accidents which could, in many occasions, have been prevented. If processes and human performance/behaviour had been directed and guided adequately by responsible personnel and conducted properly at the work floor such incidents would be significantly reduced.

Many industrial companies implement numerous safety efforts, set challenging safety goals and promote safety execution at all levels. The focus of many of these industrial companies is to come to a “zero incidents” status. In order to come to a definition of the status, the safety efforts require continuous auditing and assessments to determine the achieved safety level.

In Project VI students will assess safety at a large industrial site. The assessment is explicitly based on the theoretical insights, methodologies, tools and on what is discussed in the theory courses. This set of knowledge will be combined with a fairly unconventional perspective on safety assessment: Lean Safety Gemba Walks. “Gemba”, literally the “shop-floor”, is part of the Japanese management philosophy “Kaizen” and serves to provide recommendations to improve the safety culture related to the behaviour and performance of personnel. It stands at the core of the safety assessment which students have to design and conduct.

Key Literature

Safety Theories

Lecturer | M.C. Leung (m.c.leung@hhs.nl)
Code | IVK-ES212-16
Credits | 3

Meeting safety challenges successfully in socio-technical environments require sound understanding of safety theories developed over the past century. The Safety Theories course is aimed at acquiring insight in some of these theories, how these theories are understood by the industry, how they have influenced our thinking, and how they are translated to safety management approaches. We will learn about the contribution of these theories to safety improvements over the years. We will also look at shortcomings of some models and the misdirection that has resulted from applying some of these premises. These misunderstandings are widespread even today. It is therefore essential to not only understand the powers of safety theories, but also to gain insight in their limitations as well as the reasons why even the best players in the market are vulnerable to the dangers of not fully appreciating these limitations. The ongoing search for better models currently leads us into again challenging the prevailing industrial safety paradigm.

Key Literature

Safety Practice

Lecturer | M.C. Leung (m.c.leung@hhs.nl)
Code | IVK-ES213-16
Credits | 3

This course covers systematic methods deployed by global industries in order to deliver the safety performance at the levels they aspire. Today’s complex industrial operations require well designed defences for the management of their safety risks. This calls not only for tools covering identified...
areas requiring procedural constraints, but also for active and clever probing for the organisation’s “health” in order to constantly reform and strengthen their systematic defences. The high safety levels envisaged can only be achieved, sustained and exceeded if the arsenal of methods and tools are implemented in a coherent and sophisticated manner and wielded with vision and skill.

Key Literature

Safety Risk Management
Lecturer Maarten te Kulve (m.d.tekulve@hhs.nl)
Code IVK-ES211-16
Credits 3

The aim of Safety Risk Management is threefold. The course will provide the link between Safety Theory and Safety Practice. Theoretical insights are translated to safety risk management approaches. These approaches are the backbone of safety risk management systems. The limits of safety and safety risk management systems are subject of ‘Safety Practice’. In order to do so, we will get the basics of Risk Management right by defining risk, addressing several types of risk, and discussing risk management standards. These subjects will build on Module 3, in particular Risk Management, and on Module 4, in particular Quality Management. Thirdly, we will discover various different types of Risk Assessment being used in the industry by addressing the techniques of a FMEA, a HAZOP, and a QRA.

Key Literature
Module 7: Managing Disasters and Crises

This module focuses on the effect of crises and disasters and related issues in the global context. Especially the theoretical courses investigate the possible meaning(s) of crises and disasters, and moreover, how they can be dealt with in regards to circumstances in which they occur, be they of a political, economic or sociocultural nature.

PROJECT VII: G20 Hamburg Summit

Lecturer | Antonio Frank (a.frank@hhs.nl)
---|---
Code | IVK-ES215-16
Credits | 3

In July 2017 the city of Hamburg, Germany, will host the G20 Summit. It will be a large event of international significance with world leaders from all over the world attending. Planning and managing such a unique event is an important and highly complex issue. No government wants any world leader to be attacked on its soil, nor does it want terrorist groups to acquire valuable information or even launch physical attacks. Since events such as the G20 summit involve the attendance of large numbers of people, including many VVIPs, they present formidable security challenges to military and law enforcement bodies amongst many other actors involved. Thus, in Project VII students will be practising risk assessment by preparing a risk advisory report on the G20 Hamburg Summit.

Key Literature

Crisis and Disaster Management

Lecturer | Mirad Böhm (m.i.bohm@hhs.nl)
---|---
Code | IVK-ES208-16
Credits | 3

A crisis or disaster is a special situation with high risks and dangers that requires a professional approach in order to be effectively managed. Such situations involve more than low-level risks but reach the extent of large-scale hazards. This course will concentrate on how governments and industries can best prepare for any crisis or disaster. Since such emergency situation can have national as well as international consequences, several states frequently support each other in addressing, i.e. managing, the situation. Moreover, countries cooperate in efforts to develop preventive measures of disaster occurrences. Both, international aid operations and preventive strategies are challenges taken up by various bodies such as the EU or the UN, the dynamics of which will also be further explored in this course.

Key Literature
Crisis Communication
Lecturer | TBD
Code     | IVK-ES209-16
Credits  | 3

In the past few years, the way we communicate has drastically changed. This greatly affects how governments, businesses and organisations have to communicate with the public in case of a crisis. Effective communication during crisis is highly essential; communication can either help resolve, or can help create or even worsen the crisis. As crises often affect the safety and security of those involved, it is very important for a Safety and Security Professional to know how to communicate effectively during a crisis. During this course you will learn the theoretical background of crisis communication, but you will also have the chance to gain practical experience in regards to communicating effectively. The influence of (social) media on crisis communication will be discussed, as well as the difficulties of intercultural communication. After this course you will have discovered how important it is to choose your words carefully, and that perception is everything.

Key Literature
TBD

Civil War and Conflict Studies
Lecturer | Hana Oberpfalzerová (h.oberpfalzerova@hhs.nl)
Code     | IVK-ES210-16
Credits  | 3

This course sets out to increase knowledge of and ability to understand contemporary challenges of civil war and conflict studies, and to build analytical, practice-oriented and policymaking competences, based on insights in innovative and interdisciplinary contextual approaches. Academic research, practice-related dilemmas and policy orientations will be at the heart of the course’s objectives. This course will focus on three main elements. Firstly, armed conflict and civil war often occur in fragile political orders, involve institutional failure, and have a deep impact on the functioning of the public governance and political institutions, which are embedded in society to establish a safe and secure environment for its citizens. Secondly, armed conflict and civil war are often a breeding ground for radicalism and terrorism, which will impact domestic, regional and international relations. Thirdly, the peacebuilding missions in these fragile states include diplomacy, international organisations, and military support etc.

Key Literature
Module 8:  
International Perspectives on Safety and Security

Safety and security are matters of international concern at various levels, affecting the public as well as private sector. Wars, particularly, have a tremendous impact on international relations and dynamics. After all, wars are more easily started than ended. As is amply testified by recent attempts in Syria, Afghanistan, Libya, and Darfur, ending armed conflicts in a peaceful manner is a complex and time-consuming process. Module 8 is dedicated to the resolution of violent conflict and its inherent challenges.

PROJECT VIII: Constructing Crisis Scenarios

Lecturer: Mirad Böhm  
Code: IVK-ES221-16
Credits: 3

Project VII is about negotiation skills and international conflict resolution. Yet, instead of student teams going through conventional exercises and simulation games they will have to create their very own scenarios. The aim of this project is to design a real-time environment from scratch in which various international diplomatic challenges are being generated. Students will represent different organisations or countries. They will have to identify with various parties and stakeholders involved, and learn about their interests and objectives in order to establish a simulated environment for training purposes. In the process all teams will be confronted with adhoc issues, media-events and political problems that should be solved in diplomatic ways. Students succeed when they are able to adopt certain views and know how to interpret the interests of the various actors and even anticipate their actions when confronted with crisis situations.

International Relations and Geopolitics

Lecturer: Dr. Klaas Voss  
Code: IVK-ES218-16
Credits: 3

In today’s globalised world, no nation is an island - and even the most stable countries’ foundations may be shaken or eroded by far-away seismic power shifts and the eruptions of distant conflicts. Putting the “Geo” into politics - this is one of the great challenges for present-day observers of international relations. Think of the power assertions of today’s Russia, of the march of China or of the complex political matters in the Middle East. Think of struggles in dealing with international issues while preventing to get entrapped in various intractable conflicts. The relation between these events is sometimes obscure and in many cases it is difficult to understand the real issues at stake or to properly grasp the underlying currents and motivations that drive these events.

The more traditional adherents of the so-called “Realist School” often believe that international relations are essentially a political game played by the global diplomatic elite. In the end, however, international dynamics cannot be governed or understood when the role of local communities is ignored. In other words: we have to understand how local diplomatic practices may affect the bigger international picture. This course focuses on trends, political and technological developments that drive today’s geopolitical change. Attention will be paid to the relations between the larger powers and the role of multilateral organisations as well as regional factors at play. The concept of security will be contextualised in these broader developments.

Key Literature
Managing International Conflict

Lecturer: Dr. Menandro Abanes (m.s.abanes@hhs.nl)
Code: IVK-ES220-16
Credits: 3

This course builds on the previous course “Civil War and Conflict Studies” of Module 7 which discusses the causes and dynamics of armed conflicts across the globe. To end conflicts, there is a tripartite model of peace work: peacekeeping, peacemaking and peacebuilding. Of the three, peacebuilding is often taken for granted. Peacekeeping and peacemaking are both highlighted for their effective cessation of hostilities and successful negotiation, mediation and arbitration to stop conflicts. But peace work does not end there. What happens after peacekeeping and peacemaking is the work of peacebuilding to sustain peace in the once conflict-ravaged areas. The field of international peacebuilding is the recognition of our interconnectedness and shared interest in peace. Who are the major players and what institutions, both local and international, are engaged in the field of peacebuilding? In this course, we will discuss the key concepts, such as disarmament, demobilization and reintegration (DDR), statebuilding, security sector reform (SSR), land and human rights, and their applications as well as their limitations. We will examine paradigms, approaches, strategies, tools, instruments and practices that have been used and applied to manage and transform conflicts.

Key Literature

National Security Systems

Lecturer: Dr. Klaas Voss (k.voss@hhs.nl)
Code: IVK-ES219-16
Credits: 3

In 1651, English philosopher Thomas Hobbs formulated the idea that all human beings should cede their individual sovereignty and means of violence to the state, thus ending “the war of all against all”. Through this social contract and the monopoly on the use of force, the state would become a mortal god - the Leviathan. The legitimacy of the modern state, therefore, directly depends on the state’s ability to protect its citizens. While the original key element of this idea was the protection from external enemies and hostile armies, today’s vision of the state as a provider of security is much broader and more complex. Since World War II, modern politicians and scholars have developed and elaborated on the concept of “National Security”: a vision of security that encompasses safeguarding against military, political, economic, environmental, energy- or resource-related and cybersecurity threats. Comprehensive strategies of national security take into account the challenge of thwarting terrorist attacks as much as coping with natural disasters, securing access to vital resources and raw materials or developing a resilient digital infrastructure.

In this course, we will explore and analyse different countries’ systems of national security. We will compare grand strategies, understand geostrategic priorities and examine the role of key institutions, such as disaster relief agencies, intelligence services or military branches. Taking into account national security strategies of powerful nations like the USA or Russia, this course also aims to expand the horizon by looking at very different national security philosophies of, for instance, African or Western European countries.

Key Literature
YEAR 2
Track Courses

Research Methods
During the second year, students learn to conduct qualitative interview and quantitative survey research and integrate theory with empirical data. In the third year, students have a practice-oriented research workshop and a final workshop in which they design and conduct their own case study.

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Professional Abilities
The learning objectives of PA in Year 2 will build on what was addressed in previous modules but include elements related to critical self-evaluation in professional environments in order to understand the considerable impact your decisions will have on others as well as yourself.

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Personal Coaching
In year 2 you will continue to work on your personal progress in the same way as in year 1. You will look back on how you have developed throughout year 1, and will consider whether that trajectory would still lead you to your overall goals within SSMS. You will of course discuss possible changes with your coach during your interviews.

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YEAR 3
Theory Courses

Module 9 & 10: Minors

Minors at The Hague University of Applied Sciences are open to students from different academic programmes. You can choose the minor that fits your personal interests and ambitions. This gives you the opportunity to broaden your horizons and deepen your skills. The minor can be taken in several ways: minors in your own study programme, minors in another study programme within the Hague University, and minors at another college or hogeschool.

Described below are the minors offered within the SSMS study programme:

**Advanced Criminology**
Lecturer: Dr. Juul Gooren [j.c.w.gooren@hhs.nl]
Code: IVK-AC-15
Credits: 15

A safety & security management professional should be able to search for solutions in order to maximise public safety. In this course we aim to seek understanding of issues related to crime and to read and to discuss a variety of theoretical perspectives and empirical investigations of these issues. At the end of the course students should have detailed information and have developed their own critical opinion about the principal theories, patterns and control policies related to various criminal activities. This course will assist in the development of critical reading, analytical and writing skills through class participation and written assignments.

We will focus on violence, drugs and fraud. Following these core crimes youth crime will receive extra attention. We will then move on to crime within groups such as organised crime, corporate crime, terrorism and state crime. By taking into account a wide variety of interests and correlated stakeholders the aim of this course is to adapt a mobilising role for joint action. The traditional apparatus for crime control is criminal justice and as such it will receive extra attention. What is more, we will examine crime control by placing it in the context of massive social transformations that have taken place in the post-industrial Western world. In the remaining part of the course we will use insightful examples from popular culture in relation to crime and crime control. This course aims to situate crimes and theories in contemporary debates and controversies and allows students to fully utilise theoretical insights in their work.

**Key Literature**

**Applied Intelligence**
Lecturer: Mirad Böhm [m.i.bohm@hhs.nl], Dr. Klaas Voss [k.voss@hhs.nl]
Code: IVK-AI-15
Credits: 15

No matter whether they work for investment firms, international organisations, NGOs, private security companies, government intelligence agencies, the military or the police - intelligence analysts are the true experts when it comes to making the best use of limited available information. This minor covers various aspects of intelligence work in both domestic and international contexts, including the major fields of political, military and criminal intelligence. Students will be familiarised with basic techniques of espionage and surveillance, counterintelligence and technologies used for the collection of information. They will understand how foreign intelligence services operate, how the military analyses aerial photography, and how intelligence-led policing is used in the battle against organized crime. Practical exercises in information analysis are based on
the same structured analytic techniques that are employed within the international intelligence community.

The Minor Applied Intelligence encourages students to apply skills and methods of intelligence collection and analysis in a multitude of professional contexts. The curriculum covers many topics and problems of paramount contemporary relevance from an intelligence perspective. These issues include terrorism, maritime piracy, money laundering, human trafficking, privacy issues, civil wars, and peace operations. In the end, students will have achieved a profound understanding of the benefits of intelligence tradecraft in a variety of security-related working environments.

Key Literature

Terrorism and Counter-Terrorism

Lecturer  Mirad Böhm (m.i.bohm@hhs.nl)
Code       IVK-TCT-15
Credits    15

Terrorism has arguably been one of the defining factors of contemporary history. Especially since ‘9/11’ Terrorism Studies have grown exponentially, reflecting the rise in perceived threats. Terrorist acts frequently make headlines, threatening or attacking governments, private businesses and ordinary citizens. In many parts of the world, terrorism is considered one of the most significant threats to peace, security and stability. But what does this mean exactly? What is the nature of this threat? Who or what is threatened, how, by whom, and why? What can be done about it in order limit its impact? And how to ensure at least that terrorists are not enabled to frighten the public through extensive media coverage?

These are the main questions addressed in this course, which presents the opportunity to delve into the phenomenon of terrorism and investigate its vast complexities, adopting an interdisciplinary approach addressing numerous themes including psychology, international law, as well as public and political debate. The course will comprise lectures, class discussions, group works and exercises, and students are also expected to conduct their own independent research for assignments.

Key Literature
Module 11: Innovations in Safety and Security

This module deals with diverging theoretical issues, but focuses on innovation in safety and security: new ideas, devices or processes that are applied in such a manner that they change the way safety and security is organised and experienced.

Project XI: Innovative Thinking in a Safety & Security Environment

Lecturer | Mirad Böhm (m.i.bohm@hhs.nl), Frits van Balveren (f.c.h.vanbalveren@hhs.nl)
Code | IVK-ES305-14
Credits | 3

Virtually all types of organisations and companies, ranging from small domestic enterprises to global corporations, must face issues and problems related to safety and security. Such problems frequently stem from communicative, logistical, or technological oversights amongst others. Therefore, they may only be classified as security-related matters by the time their negative impact becomes all too obvious, which often occurs swiftly and unexpectedly.

In Project XI students will be put directly in touch with representatives of organisations and companies whose representatives will brief them on an actual problem that has affected their respective operations and that poses a potential security and safety risk to their operations. These liaisons and their organisations are in need of solutions and thus effectively adopt the role of the ‘client’.

Students, on the other hand, take up the role of consultants that are tasked with analysing the problem from all possible angles to fully comprehend its origin as well as short- / long-term consequences for the ‘client’. Where possible they make use of insights from other courses that are taught in the module. Based on their findings the students must design effective and creative, albeit realistic solutions that best fit the character and wishes of the ‘client’. The goal of Project XI is to draft a detailed analytical and advisory report which will ultimately be pitched to the ‘client’ in a formal, professional and convincing manner.

Key Literature

Change Management

Lecturer | Michael Wilson (m.r.wilson@hhs.nl)
Code | IVK-ES301-16
Credits | 3

Change management focuses on changes in organisations. These days in Western societies innovation is the most common drive behind changes. Digital photography e.g. forced Fuji Film to switch to other products in order to survive. Change causes stress however and stress often results in resistance. A critical aspect in an organisation therefore is to win the employees’ buy-in for change. A much used theory to win the ‘buy in’ of the employees is the see-feel-change approach developed by J.P. Kotter: in order to achieve change in the behaviour of people it is much more important to make people feel differently than to make them think differently. In this course on change management we will study this approach next to the less often used (but still important) analyse-think-change method.

Key Literature
Media and Communication

Lecturer | Dr. Juul Gooren (j.c.w.gooren@hhs.nl)
Code | IVK-ES302-16
Credits | 3

This course deals with:
1. the role of media in society when it comes to the political issue of safety and security
2. the role of safety and security professionals representing particular organisations and informing the public at large about safety and security issues relevant for those organisations.

In both cases public relations are crucial and can lead to innovations in terms of new policies addressing safety and security. We start with the media as an important institution in open democracies governed by politicians who have to take into account public opinion when it comes to public policy. For the public it is crucial to be informed about public issues and to exchange ideas and values with people from various backgrounds on how to govern society. There is a lot of selectivity taking place when it comes to representing issues of safety and security in the news. It is very common that an issue of safety and security must first receive attention by the public in order to be picked up by politicians.

In the second part of this course we discuss more tangible tools by focusing on organisations informing the public at large about safety and security issues relevant for those organisations, e.g. an intelligence agency communicating a terrorist threat, a police department communicating about an internal investigation related to police brutality or a textile company communicating about workplace safety after a tragic incident. As most public safety professionals are aware the events that require emergency response personnel also frequently attract members of the news media. We will cover essential topics such as press releases, the types of media and interviewing techniques. By doing so we will provide the tools necessary to successfully interact with the media. This second part of the course is mainly focused on the interests of organisations whereas the first part deals with society as a whole.

Key Literature

Network Management

Lecturer | Nadja Brouwer-Richardson (s.g.n.brouwer-richardson@hhs.nl)
Code | IVK-ES303-16
Credits | 3

SSMS professionals invariably work in contexts in which they are asked, required or expected to collaborate with other stakeholders - agencies, firms, pressure groups, movements, media, lobbies, citizens - in the design and implementation of safety and security policies, strategies and operating procedures. Crafting effective co-operation in such professional networks tends to be far more difficult than it sounds, however.

In this course we will be looking into the many types of vulnerability of network collaboration initiatives, as well as into some of the ‘smart practices’ that can promote the development and efficacy of multi-actor collaborative efforts. More specifically, this course will address four organisational challenges inherent to network cooperation: setting up a viable operating system, acquiring requisite resources, designing steering processes, and crafting a culture of joint problem solving.

Key Literature
Conducting research involves much more than knowing ‘how to do’ research. It requires certain skills and actual practice. It is this combination of knowledge, skills and practice that enables researchers to provide our society with greater understanding and insights of our social world and people’s “lived experiences.” Traditionally, doing research is an academic pursuit and sets out to advance our knowledge about particular social issues and realities. This tradition of research directs researchers to keep some degree of objectivity on issues of interest. However, in the past decades, different approaches to doing research have been developed to go beyond mere understanding and acquisition of knowledge of the social issues. They are participatory, collaborative, problem- and process-driven and change-oriented. More and more researchers are doing research that engages the stakeholders towards practical improvement, solution and change. In this course, we will discuss one approach that can engage people to not just understand “violence” that remains a threat to them, but attempt to formulate responses to it as well. Students will be introduced to Participatory Urban Appraisal (PUA) and its techniques and tools for eliciting and analysing and reporting information as a way of doing research. There will be exercises designed to make students practise these research techniques and tools.

Key Literature
Module 12: Research Lab

Resilient structures are able to withstand conflict and adversity by bending and bouncing back when hit. In this module resilience is one of the sensitising concepts that students use to rethink all the truisms they have learned about safety and security so far. Although throughout history, the body of knowledge about safety and security issues has steadily developed, we - professionals, teachers, students - need time to take stock and rethink some of the ideas that we traditionally have taken for granted.

Research Project: Solving the Problem

Lecturer: Dr. Menandro Abanes (m.s.abanes@hhs.nl); Mirad Böhm (m.i.bohm@hhs.nl); Antonio Frank (a.frank@hhs.nl)

Code: IVK-ES310-16

Credits: 5

In the SSMS Research Project students practise and experience the design, conduct, and report of applied research in the safety and security domain. Students focus on a specific problem in the field of safety and security management. Ultimately, the student teams will be challenged to arrive at practical solutions to problems presented to them by clients from the safety and security sector. After preparing an analysis of the problem students then develop their own research strategy to address the problem. Through a combination of interactive classes, desk research, field trips, interviews, and focus group discussions students will learn how to design and conduct (field) research.

Rethinking Safety and Security

Lecturer: Dr. Juul Gooren (j.c.w.gooren@hhs.nl)

Code: IVK-ES307-16

Credits: 3

This course offers a reflection on the SSMS programme and its professional field of practice. One aim of this course is to break down disciplinary boundaries in order better to understand safety and security in all its variety and complexity. The course re-evaluates the substantive fields of action of the SSMS professional, the various interventionist options open to the SSMS practitioner, as well as the different stakeholder approaches that SSMS professionals can pursue to effectively manage risks and improve safety and security. In order to manage safety and security we will focus on cost-benefit analysis, precaution and - more important - resilience as the capacity of a system, enterprise, or a person to maintain its core purpose and integrity in the face of dramatically changed circumstances.

Key Literature

Cyber Security

Lecturer: René Visser (r.f.visser@hhs.nl)

Code: IVK-ES308-16

Credits: 3

Cyber security has emerged as a critical domain of global competition that reaches across the social, economic, political and military realms of influence. The infusion of the Internet and its related networked technologies has reached into nearly every aspect of society, business, and government. As a result, nations and international organisations are developing cyber capabilities to protect their own, or to influence the opponent’s, information resources. Therefore, safety and (cyber-) security professionals must develop the requisite knowledge of these concerns to implement or conduct effective cyber-related issues in their daily operations.

Key Literature
Research Design
Lecturer Dr. Marco van der Land (m.vanderland@hhs.nl)
Code IVK-ES309-16
Credits 3

In this course the students learn about the case-study method as taught by Robert Yin. A case-study is a research strategy in which one or only a few manifestations of a social phenomenon are studied intensively. The method is used to describe and explain the specific history, subsequent changes and the entire complex structure of a phenomenon by integrating a large number of variables. Students propose the specific design that a case-study research in this field of work might have, which includes deriving research questions from the central research question, making propositions by using theoretical and other sources about how and why the particular problem occurs, defining units of analysis, and suggesting ways of collecting and analysing data (linking data to propositions). We will make use of ideas about awareness of safety issues taken from Weick & Sutcliffe’s ‘Managing the unexpected’. The course is a co-production with the THUAS Research Group on Cybersecurity.

Key Literature
# YEAR 3

## Track Courses

**Personal Coaching**

In year 3 you will continue in the same way with the portfolio as in year 2. You will again include new products, and perhaps exclude those that you feel you have ‘outgrown’.

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YEAR 4
Final Graduation Phase

Thesis Study Group I (TSG I)

Lecturer | Dr. Menandro Abanes (m.s.abanes@hhs.nl); Mirad Böhm (m.i.bohm@hhs.nl)
Code    | IVK-ES411-15
Credits | 6

In the Thesis Study Group a student’s own interests serve as the starting point to determine which topic he or she wants to work on towards writing the bachelor thesis. A Year 4 student has developed specialist interests, which can vary widely, e.g. from cyber security to terrorism or the economics of safety & security.

In the Thesis Study Group, the student can work on (aspects of) skills which he feels need to be developed further. Of course, in Year 4 the development of skills also takes place during the internship. The program supports the student as much as possible to meet the development of the student, for which the relevant competences and learning goals are vital.

TSG I will last 3 weeks, with 3 sessions per week each lasting approximately 3 hours. TSG I will give the students the opportunity to familiarise themselves with the overall thesis writing process. This includes the approach to formulating a research idea, structuring the thesis, applying methodology as well as dealing with the formalities of working with a thesis supervisor and strict deadlines. Additionally, staff members will offer the students insight on their own, personally conducted research for inspirational purposes and academic guidance.

Primary objective of this phase is for students to understand the upcoming challenges of the thesis writing process.

Internship

Lecturer | Frits van Balveren (f.c.h.vanbalveren@hhs.nl)
Code    | IVK-ES401-15
Credits | 23

The internship is a crucial part of the SSMS programme. Internships are performed in a practical and professional environment that refers directly to the content of the SSMS program. The professional environment will engage students in learning through practical and relevant experiences.

The programme of Safety and Security Management is designed to prepare the students for a future as a professional within a Safety and Security Environment. During the four-year program, students accumulate theoretical knowledge by following theoretical courses, work in project groups and develop professional skills. During an internship all these skills, knowledge and their personal development are put into practice. The SSMS programme offers students the possibility of gaining practical experience through internships in their third and fourth year.

At The Hague University of Applied Science (THUAS) all programmes are competence based. In the case of SSMS a set of competences have been defined, which are the foundation of the curriculum. These competences are assessed throughout the SSMS program. After four years, all defined competences must be mastered at the final level by the students in order to graduate. The internship is one of the critical steps which the student must take to ensure that he or she masters the required competences.

During challenging projects and internships, students will have the opportunity to gain practical experience to take their theoretical knowledge to a different level. The tasks, roles and responsibilities within the internship ensure educational development, transform students into professionals and help students to become knowledgeable members of the international community.
Research Proposal
Lecturer | Dr. Michel Hoenderboom (m.p.hoenderboom@hhs.nl)
Code     | IVK-ES413-15
Credits  | 7

The student will have to write a thesis proposal that serves as the basis for the bachelor thesis which he will write in the graduation phase (second half module 15 and module 16). While writing the research proposal the student will focus on several aspects such as formulating a research question, research objective and relevance, operationalisation, research objects & units, a theoretical framework & methodology.

While writing the thesis proposal the student will receive supervision by a department staff member. However, the student should have the ability to manage for himself as the thesis proposal is written largely independently.

Thesis Study Group II (TSG II)
Lecturer | Dr. Menandro Abanes (m.s.abanes@hhs.nl); Dr. Michel Hoenderboom (m.p.hoenderboom@hhs.nl)
Code     | IVK-ES412-15
Credits  | 3

TSG II will give students a chance to meet after their respective internships to only exchange information and share their experiences. Primarily, however, TSG II will help students make sense of all the research-related data they have been collecting up until this point. TSG II will thus provide the opportunity for students to assess their own research progress over the duration of their internships. More importantly, it requires students to critically evaluate the status of their thesis research approach and to anticipate whether it will be effective or not.

In order to help students in their interpretation of said data and provide further research advice to ensure that students are on the right track, TSG II will review the expectations and regulations that the thesis writing process entails. This includes formal but crucial aspects concerning the thesis structure, and content formulation and presentation. Additionally, guest lectures will provide more insight on different types of research and workshops will allow for exercising the effective use of data.
Thesis

Lecturer: Dr. Michel Hoenderboom (m.p.hoenderboom@hhs.nl)
Code: IVK-ES414-15
Credits: 21

The final thesis is a proof of competence. The student must show the ability to execute a substantial task that is relevant to the professional profile of SSMS and complies with the criteria for depth and complexity of a bachelor degree. A determining assessment criteria for bachelor level is the extent to which the student is capable of executing applied research, justify its methods and report this according to the criteria common within SSMS.

The final oral exam consists of a presentation in which the student presents his thesis, and of an interview of the student by the graduation supervisor and the second evaluator. The internship supervisor may be invited to be part of the proceeding.
Appendix 1-5
Appendix 1: Education Programme (PER)

Every programme is required by law to draw up Programme and Examination Regulations [Onderwijs- en Examenregeling, OER], also referred to as ‘the Regulations’. The Regulations provide clear and adequate information about the programme, the applicable procedures and the rights and obligations attached to the programme and examinations. These Regulations are available in digital format on the Student Portal. A hard copy can be viewed at Bureau Onderwijs Ondersteuning, Academie Bestuur, Recht en Veiligheid (BRV).

The Regulations are laid down by the department manager of the Faculty responsible for the programme and are valid for the duration of one academic year. The Regulations applicable to any previous academic years are therefore no longer valid in a new academic year. If changes are made to the Regulations, sufficient transitional measures will be taken for current students.

Below you see the overview of the education programme, as it can be found in PER. In this overview you can find the courses for each module and the accompanying credits.
FULL TIME (SSMS)

*) 75% mandatory attendance of all scheduled contact hours
**) awarded in last module
***) see (module) manual

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### Safety and Security Management Studies (SSMS)

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## Safety and Security Management Studies (SSMS)

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Batches 2013 and later are assessed on the basis of a new set of 10 competences.

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Batches 2012 and earlier are assessed on the basis of an earlier set of 6 competences.

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Safety and Security Management Studies (SSMS)

Full-time programme

Safety and Security Management Studies (SSMS)

Full-time programme
### Minors provided by SSMS

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Appendix 2: SSMS Book List

YEAR 1

Criminology: A Sociological Introduction
Author(s): Carrabine, E., Cox, P., Lee, M., Plummer, K., & South, N.
Publisher: Routledge, New York-London
Price: 76,50
Link bookstore
To purchase for the course: Criminology

Studying Public Policy
Author(s): Hill, M.
Publisher: Policy Press, Bristol
Price: 121,10
Link bookstore
To purchase for the course: Policy Making

Sociology: A Global Introduction
Author(s): Macionis, J.J., & Plummer, K.
Publisher: Pearson Education, Amsterdam
Price: 48,45
Link bookstore
To purchase for the course: Sociology

Risk Management for Security Professionals
Author(s): Roper, C.
Publisher: Butterworth Heinemann, Boston
Price: 71,39
Link bookstore
To purchase for the course: Security Risk Management (also for Project VII in Year 2)

International Law in World Politics
Author(s): Scott, S.V.
Publisher: Lynne Rienner Publishers, Boulder-London
Price: 32,30
Link bookstore
To purchase for the course: International Law

Business and Management for the IB Diploma
Author(s): Stimpson, P & Smith, A.
Publisher: Cambridge UP, Cambridge
Price: 37,99
Link bookstore
To purchase for the course: Business Administration
Economics for the IB Diploma
Author(s): Ziogas, C.
Publisher: Oxford University Press, Oxford
Price: 28.99
Link bookstore
To purchase for the course: Economics

Economics in one lesson: The shortest and surest way to understand basic Economics
Author(s): Hazlitt, H.
Publisher: Crown Business
Year, ISBN: 1988, 978-0517548233
Price: 12.95
Link bookstore
To purchase for the course: Economics

Performance Behavior: The Lean Methodology for Continuously Improving Performance Behavior
Author(s): Weber, N.C.W.
Publisher: MainPress B.V.
Year, edition, ISBN: 2012 1, 9789490670009
Price: 34.95
Link bookstore
To purchase for the course: Organisation and Information

Bureaucracy: What Government Agencies Do and Why They Do It
Author(s): Wilson, J.Q.
Publisher: Basic Books, New York
Price: 19.82
Link bookstore
To purchase for the course: Public Governance

Social Psychology
Author(s): Smith, E. R., Mackie, D. M., & Claypool, H. M.
Publisher: Taylor & Francis, New York
Price: 44.05
Link bookstore
To purchase for the course: Psychology

Introduction to Politics
Author(s): Garner, R., Ferdinand, P., & Lawson, S.
Publisher: Oxford University Press, Oxford
Price: 37.44
Link bookstore
To purchase for the course: Political Science
YEAR 2

The Globalization of World Politics
Author(s): Baylis, J., Smith, S., & Owens, P.
Publisher: Oxford University Press, Oxford
Price: 54,40
Link bookstore
To purchase for the course: International Relations and Geopolitics

The Next 100 Years: A Forecast for the 21 Century
Author(s): Friedman, G.
Publisher: Anchor Books, New York
Price: 12,73
Link bookstore
To purchase for the course: International Relations and Geopolitics

Imagining Security
Author(s): Wood, J. & Shearing, C.
Publisher: Routledge, New York
Price: 34,14
Link bookstore
To purchase for the course: Society Today

Security (Key Ideas in Criminology)
Author(s): Zedner, L.
Publisher: Routledge, New York
Price: 37,69
Link bookstore
To purchase for the course: Society Today

Together: The rituals, pleasures and politics of cooperation
Author(s): Sennett, R.
Publisher: Yale University Press, Yale
Year, edition, ISBN: 2013, 1, 9780300188288
Price: 16,11
Link bookstore
To purchase for the course: Society Today

War, Conflicts and Human Rights
Author(s): Lekha Sriram, C., Martin-Ortega, O., Herman, J.
Publisher: Routledge, New York
Price: 48,00
Link bookstore
To purchase for the course: Managing International Conflict
YEAR 3

Getting Agencies to Work Together: The Practice and Theory of Managerial Craftsmanship
Author(s): Bardach, E.
Publisher: The Brookings Institution, Washington D.C.
Price: 30,70
Link bookstore
To purchase for the course: Network Management

Resilience: Why Things Bounce Back
Author(s): Zolli, A., & Healy, A.M.
Publisher: Free Press, New York
Price: 25,00
Link bookstore
To purchase for the course: Rethinking Safety and Security

The Heart of Change
Author(s): Kotter, J.P., Cohen, D.S.
Publisher: Harvard Business Review Press, Harvard
Price: 31,50
Link bookstore
To purchase for the course: Change Management

Frame Innovation: Create New Thinking by Design
Author(s): Dorst, K.
Publisher: MIT Press Limited, Cambridge
Year, edition, ISBN: 2015, 1, 9780262324311
Price: 26,45
Link bookstore
To purchase for the course: Project XI

Case Study Research: Design and Methods
Author(s): Yin, R.K.
Publisher: Sage, Los Angeles
Price: 56,85
Link bookstore
To purchase for the course: Research Design

Routledge Companion to Intelligence Studies
Author(s): Dover, R., Goodman, M. S., Hillebrand, C. (Eds.)
Publisher: Routledge, London
Price: 38,55
Link bookstore
To purchase for the course: Applied Intelligence
Terrorism and Counterterrorism
Author(s): Nacos, B. L.
Publisher: Routledge, New York
Price: 44,05
[Link bookstore](#)
To purchase for the course: Terrorism & Counter-Terrorism

Criminology
Author(s): Newburn, T.
Publisher: Routledge, London
Price: 44,05
[Link bookstore](#)
To purchase for the course: Advanced Criminology
### Appendix 3: Competences

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<td><strong>1. COLLABORATION</strong></td>
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<td>Willingness and capability to work on a common goal, together with others, in a multicultural and multidisciplinary environment; and to support the parties concerned to realise shared objectives. Starting integral safety and security experts are capable of balancing between different interests, passing on correct information, they have confidence in other parties, and stimulate them to share knowledge and skills. Furthermore, they are able to make the most of this knowledge and these skills.</td>
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<tr>
<td><strong>2. ORGANISATIONAL AND SITUATIONAL SENSITIVITY</strong></td>
</tr>
<tr>
<td>Capability to assess and understand the political and managerial forces in and outside the organisation, and to take action on this basis. Starting safety and security experts point out relevant developments in the organisational environment, are able to anticipate them and translate them into policy. They use this knowledge for the benefit of the organisation and/or their own field.</td>
</tr>
<tr>
<td><strong>3. NETWORKING CAPABILITIES</strong></td>
</tr>
<tr>
<td>Capability to make contacts, develop and maintain them. Starting safety and security experts have collaborative qualities (with respect to colleagues, clients and other contacts that are of importance to the organisation’s targets). They can act in a multicultural and multidisciplinary setting. They are able to size up their role with respect to public interest and standard norms and values. What is more, they are willing and capable to give account of it.</td>
</tr>
<tr>
<td><strong>4. COMMUNICATIVE CAPABILITIES</strong></td>
</tr>
<tr>
<td>Being able to pass on information and ideas clearly, using adequate means of communication. Starting safety and security experts are capable of choosing a way of communication that optimally fits the situation or the objective. They have a thorough command of various (oral, written, etc.) means of communication.</td>
</tr>
<tr>
<td><strong>5. ANALYTICAL CAPABILITIES</strong></td>
</tr>
<tr>
<td>Capability to structure data, think coherently and logically, see connections, draw valid conclusions and assess consequences. Starting safety and security experts can separate essentials from side-issues. They are able to analyse, structure and, if necessary, restructure complex problems.</td>
</tr>
<tr>
<td><strong>6. RESOLUTENESS</strong></td>
</tr>
<tr>
<td>The capability to reach realistic, well-founded and usable conclusions about possible alternatives, based on available information. Starting safety and security experts can take a well-considered position and make decisions in mutual agreement. Not only in clear, but also in somewhat obscure situations, in which not all factors are completely known or clarified. In such situations they assess the risks to the best of their ability.</td>
</tr>
<tr>
<td><strong>7. RESULT ORIENTATION</strong></td>
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<tr>
<td>The focus on translating and concretising objectives and achieving results in accordance with time path, norms and agreements. Starting safety and security experts are able to formulate concrete objectives and priorities. They can figure out how much time it takes to complete a job and which activities and means are necessary to achieve the objectives.</td>
</tr>
<tr>
<td><strong>8. INNOVATIVE CAPABILITIES</strong></td>
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<tr>
<td>Capability to approach issues from different perspectives, with original, new ideas and solutions, and to break out of established patterns of thought. Starting safety and security experts can think outside the box. In a team they are able to think up new, original ideas, modes of thought and applications, stimulating others to follow suit, or translate new, elsewhere developed ways of thinking into safety and security management. Starting safety and security experts have an exploring and inquisitive attitude and know how to use this for innovations in strategies, products, services and markets.</td>
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9. MANAGERIAL CAPABILITIES
Capability to manage projects, working groups and teams.
Starting safety and security experts are able to formulate clear objectives and facilitate various parties and actors to contribute to their realisation. They can lead a dialogue and discussions on the security policy to be pursued, and on the long-term perception of the organisation's security. They know how to create internal commitment to a security policy for the organisation. Starting safety and security experts are qualified to lead and manage teams and groups, taking result-, task- and people-oriented aspects into account. They are team-oriented and contribute to teambuilding and 'we-feeling'.

10. SENSE OF PERSPECTIVE
Capability to perform effectively in situations characterised by great pressure.
Under external and time pressure starting safety and security experts are capable to weigh up information from different sources and keep track of the situation. Through behaviour and attitude they keep the quiet and continuity and show other members of the team their steadiness under pressure.
Appendix 4: Year Schedule

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**Summer Vacation**

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Visitor’s address:
Johanna Westerdijkplein 75
The Hague
Phone +31 (0)70 445 88 88

By car
A From Utrecht/Zoetermeer A12/E30, take exit 4 (Voorburg) and take Maanweg to Binckhorst. From Binckhorstlaan turn left onto the fourth side street at the traffic lights, take Mercuriussweg towards Neherkade and cross the second bridge on your right (Leeghwaterplein).
B From Delft/Rotterdam A13, take the exit for Rijswijk centrum and follow Haagweg to Rijswijkseweg. Turn left before the bridge (Neherkade) and then cross the first bridge on your right (Leeghwaterplein).
C From Amsterdam/Leiden N44, follow Den Haag centrum RING and continue along the same road. Enter the tunnel towards Binckhorst/Nw Laakhaven, turn right onto Mercuriussweg, and then cross the second bridge on your right (Leeghwaterplein).

By train
The Hague University of Applied Sciences is located directly behind the Hollands Spoor railway station in The Hague. From the Laakhaven exit, it’s only a three-minute walk to the school. The Hague University of Applied Sciences can also be reached by train from Den Haag Centraal railway station (3 minutes removed from Hollands Spoor railway station) and by:
• Tram lines 3, 9, 15, 16, 17
• Bus line 18

By tram or bus
1 To Hollands Spoor railway station
(Stationsplein stop):
• Tram lines 1, 9, 11, 12, 16, 17
• Bus line 18
2 To Leeghwaterplein:
• Tram lines 1, 16, 17