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Education and Examination Regulations 2019 – 2020, Study Programme part Master in Management of Development (MoD)

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Brief description	This study programme part of the Education and Examination Regulations is together with the general part the Education and Examination Regulations (EER) as referred to in Article 7.13 of the WHW (Higher Education and Research Act). These regulations contain the applicable procedures and rights concerning the education and examinations for the academic year 2019-2020 for all students and extranei of the corresponding study programme of Van Hall Larenstein University of Applied Sciences.
Special circumstances	
Location	Studentnet



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Chapter 1:

GENERAL PROVISIONS

Article 1.1 The Education and Examination Regulations

1. Each study programme at Van Hall Larenstein University of Applied Sciences (Van Hall Larenstein) has a set of Education and Examination Regulations (EER), as referred to in Article 7.13 of the Act (hereinafter: these Regulations). The EER can be found on *studentnet* and the internet site of Van Hall Larenstein.
2. The Regulations of a study programme consists of two parts: a general part and a study programme part. The Regulations are published on *studentnet* and the webpage of Van Hall Larenstein.
3. These Regulations were enacted by the Executive Board on the date shown on the cover sheet. These Regulations come into force as of the date shown on the cover sheet.
4. Appendixes 1 to 5 are an integral part of these Regulations.
5. In these Regulations, the masculine form of address used for ease of reading.

Article 1.2 Applicability

1. These Regulations apply to the education and examinations of the *Master's* programme Management of Development of Van Hall Larenstein.
2. These Regulations apply to all students and external students enrolled at Van Hall Larenstein in the *Master's* programme referred to in clause 1.
3. These Regulations also apply to prospective students who have requested admission to the *Master's* programme referred to in Clause 1 above.



Chapter 2:

CURRICULUM: GENERAL EDUCATION AND EXAM PROGRAMME

Article 2.1 Aim

The Master programme in Management of Development (MSc) aims to train professionals in middle and higher management positions to gain insight into the living conditions and survival strategies of those at risk of becoming excluded and to translate this insight into organisational policies and strategies.

Rural development organisations operate in a rapidly changing institutional environment. Global and national financial and economic policies, new upcoming social and economic issues and donors changing priorities greatly influence the priorities of rural development organisations and the conditions under which government and non-governmental organisations operate.

The rapidly changing social, economic, technical and political environment also influences rural livelihoods. However, these influences impact differently on the various rural livelihood categories. This creates dualistic development in rural areas where some rural livelihoods prosper but an increasing number of individuals and their livelihoods run the risk of becoming excluded from services if no specific attention is paid to this problem.

For rural development and service delivery organisations to function well in these changing conditions they need to adjust their policies, programmes, structures and modes of operation and to enhance their staff capacities.

The Master of Management of Development is designed for mid-career rural development professionals, with a background in rural development or agriculture. This top-rated programme is renowned for its international learning environment, team projects and effective incorporation of work experience. Relevant work experience is essential to the course as students contribute and use their previously obtained know-how. Most candidates come from a background in agriculture or rural development. Graduates leave as competent rural development professionals prepared to support service delivery organisations, government agencies, NGO's or other development-related organisations in the area of food and nutrition security, disaster risk management and social inclusion.



The Master in Management of Development offers three specialisations:

1. Food and Nutrition Security (FNS);
2. Social Inclusion, Gender and Youth (SIGY);
3. Disaster Risk Management (DRM).

1. Food and Nutrition Security

Local Food Security in a Globalising World

Food security exists when everybody has access to sufficient, nutritious and safe food at all times. However, various predictable and unpredictable challenges around the globe, including changes in climate (i.e. rising/falling temperatures, droughts and floods, diseases and pests), market tendencies, insufficient access to food for households, unequal distribution of resources and opportunities and inadequate food distribution channels, prevent the realisation of food security. Despite a growing number of large-scale, high-external input farms and enough food production to feed the world, post-harvest losses result in less optimal yields and (locally) produced foods are often used for other purposes, such as animal feed or biofuel. Consequentially, millions and millions of undernourished people around the globe do not have access to this lost and wasted food.

Ensuring access to food for everyone is the key to ending hunger, which will require improved collaboration between various stakeholders - producer (organisations), the private sector, governments, traders and development organisations. Structures, policies and programmes must be continuously adapted to a variety of external factors, such as the economy, environment and current social structures. Rethinking of informal rules and habits is another essential step in attaining food security, considering even members of the same household are not guaranteed equal access to food. In light of these external factors and challenges, this specialisation presents various interventions needed to combat hunger and ensure food security for everyone.

Specialising in Food and Nutrition Security

Food Security specialists explore effective responses to mal- and undernourishment, by defining needs, constraints, coping strategies and opportunities for small-scale producers in rural communities. In selecting appropriate context-specific interventions, incorporate understanding of the local context in its wider context; they consider stakeholder relationships and how collaboration could be organised to each stakeholder's benefit while helping farmers to safeguard their ability to ensure local food security. In the face of globalisation, slow economic growth and political instability, specialists may design and implement responses for (non) governmental organisations or partners in the private sector, in the form of projects, programmes, market structures or policies.

Competencies for Food and Nutrition Security specialisation:

MDF1: To analyse food and nutrition security;

MDF2: To develop strategies and interventions for food security.

2. Social Inclusion, Gender and Youth

Linking Sustainable Development to Social Inclusion



Through the United Nations' Sustainable Development Goals, governments around the world have committed themselves to a global partnership to fight poverty. However, poverty can only be eradicated once marginalised individuals and groups experience equality, regardless of their gender, race, ethnicity, disabilities or age. That is why the term social inclusion is frequently used today in discussions on sustainable development and reversing poverty.

But what exactly does social inclusion refer to and how can development organisations and government agencies contribute to inclusive transformation processes that will improve circumstances for marginalised people to take part in society? Such transformation processes are important for ensuring that marginalised individuals and groups can influence decisions affecting their lives and that they can enjoy equal access to markets, social services and various political, social and physical spaces. These changes may in turn increase their security over their livelihoods.

However, before such processes can be designed in an effective and context specific manner, development professionals and organisations need to understand and define marginalised peoples' needs, interests, constraints and possibilities, as well as understand their roles in decision-making processes at household, economic and societal levels.

Specialising in Social Inclusion, Gender and Youth

This specialisation has been designed to tackle the problems of marginalisation head on, by equipping students with specific competencies needed to understand and define these afore mentioned contextual factors, reduce inequities and improve the social and economic conditions for everyone. These competencies are taught through an array of academic knowledge and professional skills development. After a 9-month taught programme, students will spend three months conducting their own research and writing a thesis.

This specialisation places a strong focus on gender and youth, because as empirical evidence demonstrates, development strategies that do not stimulate gender equality and empowerment and full participation of women and youth are less successful.

Understanding differences between men and women is a good starting point in learning to address other inequities in society, because gender inequality restricts progress in various developmental fronts. As evidence across the globe has indicated, women tend to invest more in households, which benefit children and improve economic growth. So long as women are not generating an income or involved in financial decisions, these priorities may be undermined. The emphasis on youth is particularly important, because youth have the potential to drive innovation, entrepreneurship and prosperity in developing countries. This is particularly needed in the agricultural sector, from which the younger generation has an overwhelming tendency to forsake, seeking greater financial security and a more comfortable life. Engaging future generations of young people in agriculture is essential for a healthy and sustainable world food system, so understanding the challenges youth face is essential to keeping young people in the rural areas and the agricultural sector alive.

Graduates of the Social Inclusion, Gender and Youth specialisation have developed specific competencies useful in defining the needs and interests of marginalised people, promoting and mainstreaming social inclusion in rural development and service delivery, and recommending internal adjustments within their organisation. They are professionals who facilitate change and community development, transform social processes, and enhance gender equality and social equity.



Competencies for Rural Development, Social Inclusion, Gender and Youth specialisation:

MDG1: To analyse gender differences and social exclusion;

MDG2: To develop intervention strategies that lead to social inclusion and gender; equality with particular attention for young generations.

3. Disaster Risk Management

Building people's resilience to disasters and conflict

One of the key development challenges of our time is the increasing number of people placed at risk of crises and disasters; people's vulnerability is increased as a result of shocks and trends resulting from natural and man-made hazards.

The number, complexity and impact of disasters are increasing which makes better disaster management a necessity. Disaster Risk Management (DRM) has become one of the cornerstones of international development: there is urgency to reduce disaster losses and a need to minimize the impact of disasters on sustainable development.

In essence, disasters are the result of poorly managed risk and human failure to introduce appropriate risk reduction measures. Effective crises and disaster response therefore demands a shift away from re-active Emergency Relief to pro-active Disaster Risk Reduction. DRM therefore combines the concept of response and recovery (in the post-disaster phase) with the concept of prevention, mitigation and preparedness (the pre-disaster phase).

Specialising in Disaster Risk Management

Disaster Risk Management specialists will be better able to respond to natural and man-made disasters in increasingly complex and dynamic environments. In the context of increasing climate variability and climate change (slow-onset disasters) the specialization pays attention to linking Disaster Risk Reduction with Climate Change Adaptation. The DRM specialisation also touches on conflicts which makes the course also relevant for those working in fragile and conflict affected regions.

Central to the DRM specialization is the focus on reducing the negative impacts of disasters and conflict on peoples' lives and livelihoods and to build people's resilience to disasters, crises and conflict.

Competencies for Disaster Risk Management specialisation:

RDD1: To apply DRM tools to explain disaster events;

RDD2: To design intervention strategies for disaster risk management.

The Dublin Descriptors form the basis for the Master programme.

Article 2.2 Type of study and location(s)

1. The HBO Master's programme Management of Development is offered in a full-time variant at the location Velp.



Article 2.3 Language of instruction

1. The education and the examinations are given in English.
2. A Code of conduct for using languages other than Dutch in education is included as an Appendix 2 with the general part of the Regulations.

Article 2.4 Learning outcomes of the Master's programme

Educational concept

A Van Hall Larenstein professional Master programme trains students contributing to innovation and improvement of their field of practice by designing relevant professional products through applied research. Master programmes target (inter)national students with at least two year work experience, aiming to do a mid-career upgrade. Alumni of Van Hall Larenstein Masters are 'facilitators of change', facilitating complex processes of change and transition in their field of expertise¹.

In line with the mission and vision of Van Hall Larenstein, as stated in the VHL Institutional Plan 2018-2021, the focus of the VHL master programmes is to educate students to enhance their professional qualities and strengthen the organisation performance of their organisations. Based on these starting points, Van Hall Larenstein has designed an educational vision, which provides a framework for how the education is conducted and organised. This concept is described in the memorandum 'Organisation of education at Van Hall Larenstein' and gives the framework for the structure of education.

Van Hall Larenstein is one university of applied sciences on two locations with a shared ambition and one educational vision for all programmes.

The educational vision states that our educational concept offers space to individual students for the development of their talents and professional competencies in an inspiring environment based on the principles of Competence Based Learning (CBL).

"Knowledge alone will not get you far in the real world, you have to be able to apply the knowledge you have gained. This is exactly what Van Hall Larenstein, University of Applied Sciences, is aiming for. During your study you learn how to work as a professional. By the end of your study you are expected to be capable of applying the knowledge you have acquired in a professional way. The emphasis during your study will be on developing knowledge, skills and the right attitude, under conditions as far as possible similar to real-life work conditions."

This is consequently reflected in the following five characteristics that each programme should have:

- real life centred;
- optional study units or options within the study units;
- diversity;

¹ VHL - Kadernotitie Master – 14 April 2016



- up-to-date use of digital resources;
- applied (and practical) research, internationalisation and sustainability in the final competencies.

The Dublin Descriptors form the basis for the Master's programme Management of Development. These Dublin descriptors are the cycle descriptors (or "level descriptors") presented in 2003 and adopted in 2005 as the Qualifications Framework of the European Higher Education Area. They offer generic statements of typical expectations of achievements and abilities associated with awards that represent the end of each of a (Bologna) cycle or level². A Master's degree is the second-level higher education award. It refers to the second cycle in the Qualifications Framework of the European Higher Education Area. (European Consortium for Accreditation, 2016)

Qualifications that signify completion of the second cycle are awarded to students who:

- have demonstrated knowledge and understanding that is founded upon and extends and/or enhances that typically associated with Bachelor's level, and that provides a basis or opportunity for originality in developing and/or applying
- can apply their knowledge and understanding, and problem solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study;
- have the ability to integrate knowledge and handle complexity, and
- formulate judgements with incomplete or limited information, but that include reflecting on social and ethical responsibilities linked to the application of their knowledge and judgements;
- can communicate their conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously;
- have the learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous.

The EQF defines a learning outcome as "a statement of what a learner knows, understands and is able to do on completion of a learning process".

The learning outcomes relevant to Level 7 are:

- highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research
- critical awareness of knowledge issues in a field and at the interface between different fields
- specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields
- manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches
- take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams

² Source: Bologna Follow-Up Group (2005) Framework for Qualifications of the European Higher Education Area. Copenhagen, p. 9. For more information see: <http://ec.europa.eu/ploteus/>



#Level 7 is compatible with the Framework for Qualifications of the European Higher Education Area

Dublin Descriptors:

- A. Student has knowledge and understanding to provide a basis or opportunity for originality in developing or applying ideas often in a research context.
- B. Student applies knowledge and understanding through problem solving abilities in a new or unfamiliar environment within a broader or multidisciplinary context
- C. Student demonstrates the ability to integrate knowledge and handle complexity, and formulate judgements on the basis of incomplete data
- D. Student communicates conclusions and the underpinning knowledge and rationale to audiences of specialists and non-specialists
- E. Student studies in a manner that may be largely autonomous and finds his/her own method or style

The Dublin descriptors are phrased in terms of competence levels, not learning outcomes, and they enable to distinguish in a broad and general manner between the different cycles. A level descriptor includes the following five components:

- Knowledge and understanding
- Applying knowledge and understanding
- Making judgements
- Communication
- Lifelong learning skills

Upon graduation, students have developed the following competencies:

Competencies of the Master programme in Management of Development (MSc)	
MD1	To analyse complex problems considering sustainability, stakeholder and system perspectives
MD2	To analyse the strategic performance of rural development organisations in a dynamic international context
MD3	To design processes of change from an inclusive perspective
MD4	To design and conduct applied research in the context of development studies
MD5	To develop reflective professionalism
MD6	To communicate to various actors and contribute to knowledge sharing
MD7	Specialisation specific: to apply professional knowledge and understanding
MD8	Specialisation knowledge: Integrate knowledge aimed at managing and transforming a work context

These competencies are addressed in the common MoD study units.

The linkage between the Dublin Descriptors and the MoD competencies is given in the matrix below:



	Knowledge and understanding	Applying knowledge and understanding	Making judgements	Communication	Lifelong learning skills
To analyse complex problems considering stakeholder and system perspectives	x	x	x	x	x
To analyse the strategic performance of rural development organisations in a dynamic international context	x	x	x	x	x
To design processes of change from an inclusive perspective	x	x	x	x	x
To design and conduct applied research in the context of development studies	x	x	x	x	x
To develop reflective professionalism			x	x	x
To communicate to various actors and contribute to knowledge sharing				x	x
Specialisation specific: to apply professional knowledge and understanding	x	x	x	x	x
Specialisation knowledge: Integrate knowledge aimed at managing and transforming a professional context	x	x	x	x	x

The specialization specific competencies are addressed in the specializations.

The roles MoD graduates or professionals take up are:

Programme officer

In this position, professionals coordinate a project or programme of their department. They manage (a) project(s) providing advice and expertise to deliver key developmental outcomes. They assist in negotiations and liaison with stakeholders and monitor the performance of staff and review activities. They report on progress. Programme officers should consider context and potential and provide targeted differentiated approaches.



Policy maker

Professionals involved in policy making, are usually designing or influencing guidelines in the agricultural or rural development sector that are usually intended to influence such factors as the agricultural resource base, agricultural production, consumption of agricultural products, agricultural price levels and variability, rural incomes and the quality of food and nutrition.

Lobbyist or advocate

Professionals in this role argue to support publicly a cause or fight for a certain issue. This can be in a variety of subjects related to social issues but also environmental awareness or economic or political injustice.

Facilitator or trainer

In this position, professionals train actors in several aspects, gender awareness, food security, communication, technical issues, or national policies or regulations. They facilitate learning, strengthen human capacities and processes of change. They can be responsible to train staff so that new internal or external policies or regulations are adequately mainstreamed in the organisation. They contribute to and supervise the development and implementation of monitoring and evaluation programmes. They are responsible for and collaborate in the capacity building of their staff. They link to markets or to networks with related organisations and institutions and maintain them.

Expert, adviser or consultant

The expert or consultant works in a specific professional field. They provide the management and staff members in other disciplines with expert knowledge or skills related to their specialisation and the effective incorporation of these issues in the organisation. They work independently or in interdisciplinary teams. They collaborate in the development of monitoring and evaluation tools and in programme and project planning. They do research in their specific field of work. They provide training for staff of their own organisation and related organisations. They make sure that issues related to their subject are on the agenda of their organisation as well as on those of partner organisations.

Article 2.5 Curriculum of the full-time one-year Master's programme Master in Management of Deveopment (MSc)

1. The Master's programme is compiled as recorded in Appendices 3 and 4.

The one-year Master in Management of Development (MSc) consists of a 9-month taught programme and a 3-month thesis research project. It involves a series of study units that develop competencies, including disciplinary knowledge and expertise and professional skills and attitudes. Plenary courses cover important topics such as development theories and approaches, communication and leadership, capacity building, self-development and qualitative research. In addition, each specialisation goes in-depth on relevant issues and the most effective ways of implementing structures within an organisation, covering issues such as disaster risk management, gender equality or food security structures. Graduated students will be able to address emerging development issues, such as lack of efficient disaster risk



management programmes, gender inequalities, youth unemployment, migration and food shortages, within their organisation and its programmes and policies.

The Master programme in Management of Development consists of 8 general study units and 3 specialization study units:

General study units:

1. Introduction
2. Rural Development Theory
3. Personal Leadership
4. Food Security and Rural Livelihoods
5. Management of Development Professionalism
6. Organisations and Institutions
7. Research Design and Implementation
8. Thesis

Specialisation study units:

- a. Concepts: setting the scene
- b. Interventions
- c. Facilitating change

Part 1. Introduction

This study unit supports students to gain familiarity with the educational methodology, staff and other students at VHL. The study unit aims to develop students' commitment to the variety of working modes and methods used in the programme. At the same time, the study unit stimulates students to identify their strengths and weaknesses as well as their frame of reference for learning. This study unit will also help students to deal with culture stress and getting used to the Dutch environment.

Part 2. Rural Development Theory

This part of the programme deals with the basic theory on rural development for all MoD students. Since the 1950s major shifts have taken place in rural development thinking. To date one theory after another has been formulated in the search for sustainable rural development. Students will get introduced to the main ideas and paradigms that play a role in rural development thinking around the world.

Part 3. Personal Leadership

Professional development forms an important part during the entire programme. In this study unit special attention is given to professional leadership and (organisational) change and how to function as a change agent. Training is provided in a large number of professional competencies such as personal leadership and communication skills.

Part 4. Food Security and Rural Livelihoods

For professionals active in rural development it is of utmost importance to have a good understanding of the livelihoods of the client populations and their coping strategies. Men and women in the countryside of developing countries gain their livelihoods in a variety of ways: from different types of farming to a wide range of other activities. They do so with varying



degrees of success related to their capabilities, access to resources and employment and how they deal with pressure arising from social political, economic and environmental change. This study unit is concerned with the analysis of livelihoods, the interrelated issues of food security, gender, prosperity and diversification of rural livelihoods, which are considered central to sustainability and the achievement of rural development.

Part 5. Management of Development Professionalism

Policy makers and development professionals are confronted with the complexity and multi-disciplinarity of rural development and the great variation of interests and powers between stakeholders. In a simulation of a consultancy assignment students learn to deal with these aspects and multi-stakeholder perspectives.

Part 6. Organisations and Institutions

This part focuses on the professional organisation, its institutional environment and competencies required for positions such as advisor, manager or policy maker to manage/transform the development organisation.

Students will study the impact of changing institutional environments on organisations, using various organisational theories and models, as well as push and pull factors in organisational change. Often the internal structure and operations of an organisation need to be adapted to the new requirements set by the institutional environment. A short introduction to the essentials of project design is given.

Part 7. Research Design and Implementation

This part of the programme consists of training in research process and method and writing a research proposal, including a definition of the problem to be studied, a review of the relevant literature, and the research methodology to be adopted. This study unit starts with the role of research in addressing human needs, and will prepare students for the final part of the programme: their thesis research. Students will learn about quantitative and qualitative research with an emphasis on qualitative research in a social science context. They will learn and practice how to design a research project, both the conceptual and the technical design, the importance of literature, and how to interpret, analyse and report research output. Additionally attention is paid to research ethics and reflexivity in the research process. In the conclusive part of this study unit students write an individual research proposal for their thesis research.

Part 8. Thesis

To qualify for the Master degree, students have to prove that they have reached a Master's level in their cognitive and conceptual skills with respect to the central disciplinary themes of the programme. An important test for qualification is whether the student is capable of conducting and managing an individual applied research project resulting in a thesis. The thesis should demonstrate that the student has the ability to apply, deepen and integrate the expertise and skills acquired during the programme in a largely self-directed and autonomous way. The thesis product is a proof that the student has knowledge and understanding to provide a basis or opportunity for originality in developing or applying ideas. Additionally the student is required to show that he/she can reflect critically on his/her own performance during the research process. The research topic is relevant to the professional activities of the specialisation and might be related to a professional problem at the organisation where the



student is employed or the sector where the professional operates. The coordinator of the specialisation must approve the thesis topic and proposal beforehand.

This study unit consists of the following elements:

- Field research and the elaboration of the thesis
- Reflective product on research process, product and own professional development
- Presentation and defense of the thesis during a colloquium and oral assessment.

Specialisation part

This part of the programme is specific for each specialisation. The study units in this part of the programme enhance the competencies of the subject matter specialist. Besides broadening and deepening the theoretical knowledge and operational skills with regard to the specific field of study, students are required to apply these specialist competencies within the framework of management and transformation of their organisations of employ, project management and research.

Part a. Concepts: Setting the scene

The aim of these study units is to familiarize students with the key concepts of their specialization and create a shared language. The basic concepts related to the specialization are taught and discussed and students will reflect on their work experience and build on these. Students also learn how to apply tools for analysis related to their specialization.

Part b. Interventions

This study unit links back to earlier study units on basic concepts. Now students will learn how to analyse current interventions related to their specialization. It takes the student's own cases as a starting point. Students carry out a situational analysis of their situation back home, they identify different measures or options and take informed decisions on the intervention that could effectively address the issue(s) at stake. Which approach is appropriate for which circumstance? Students will learn how to design an appropriate (development) intervention leading to food security, resilient communities or gender equality and/or social inclusion for a self-selected (home-) situation.

Part c. Facilitating change

In this study unit the focus is on the actors who initiate, facilitate and guide the process of planned change related to the specialization. What skills, attitude and knowledge are needed? What are the necessary preconditions for their efforts to be effective? A change agent also needs communication skills, social and even psychological skills to deal with people who may hold different beliefs and values, to be sensitive to their feelings, to recognize resistance and motivation, to encourage others, to stimulate group action, to promote participatory decision-making, to deal with conflict, with power differences and so on. He/she also needs to have the respect of others, in order to act in the role of leader in the process.

MoD study units and their study load are presented below in appendix 3 and 4.

The curriculum of the full-time MoD variant is compiled as follows:

- Study unit coding is done as follows: V MD5 xx VE
- V=Velp



- MD5 = Master MoD
- Xx real study unit code
- VE = fulltime, English taught.



Chapter 3:

FINAL PROVISIONS

Article 3.1 Additional regulations

1. The Examination Board, taking into account the Act and these Regulations, can establish additional regulations on taking examinations.

Article 3.2 Right of appeal

1. Students have the right to submit an appeal to the Appeals Board for Van Hall Larenstein Students against their treatment while taking an examination or while participating in an evaluation and against decisions of the Examination Board, Examiner or invigilator. The term for submitting the notification of appeal is 6 weeks following the date on the decision. The notification of appeal must be submitted to the counter for complaints and disputes (loket-klachten-geschillen@hvhl.nl). The appeals procedure is described in more detail in the Regulations of the Appeals Board for Van Hall Larenstein Students (*Reglement van het College van Beroep voor Studenten Van Hall Larenstein*), which is published on studentnet.

Article 3.3 Unforeseen circumstances

1. In cases not foreseen by these Regulations, the Van Hall Larenstein Executive Board decides. As the occasion arises, the Van Hall Larenstein Executive Board requests advice from the Examination Board.

Article 3.4 Interim provisions

1. In urgent cases, the Chair of the Examination Board is authorised to make interim provisions on behalf of the Examination Board, subject to the Act and these Regulations. He informs the Examination Board about these interim provisions within one week.

Article 3.5 Entry into force and official title

1. These Regulations go into force on 1 October 2019.



2. These Regulations can be amended during the academic year, if and to the extent that students are not disadvantaged as a result. Amendments, as the occasion arises, require approval of the Participational Council and are published on studentnet.
3. These Regulations are officially cited as: Van Hall Larenstein Education and Examination Regulations 2019/2020 Master programme Management of Development.



Appendix 1:

ADMISSION

Article 1 Entry requirements to the programme

1. Prospective students who wish to be admitted to the Master's degree programme must have the following education qualifications:
 - a first degree in life sciences or related fields;
 - at least 2 years of relevant working experience on middle or higher management positions. In case a prospective student has less than two years of experience, his request for enrolment will be submitted to the programmecoordinator;
 - English: a certificate for fluency in English: TOEFL 550 points/ IELTS 6.0 or other certificates equivalent to these.
2. The following students are exempt from providing proof of their English language proficiency:
 - Native English speakers (USA, UK, Australia, New Zealand, Ireland, South-Africa, Kenya, Uganda, Zimbabwe, and Canada (English-speaking areas).
 - Applicants with a Dutch VWO diploma
 - Applicants with a Dutch HAVO diploma, with final grade 6 or higher for English
 - Applicants from Austria, Belgium (Flanders), Denmark, Germany, Estonia, Finland, Hungary, Latvia, Lithuania, Luxemburg, Norway, Romania, Slovakia and Sweden who have obtained one of the [following diplomas](#), including a final examination in English.
3. Students from non-exempted countries who provide proof of their higher education studies in English can be offered an additional English test (OOPT/B2 level), instead of TOEFL 550 points/ IELTS 6.0.

Article 2 Conditions of enrolment

1. Before they can participate in education, examinations and assessments, prospective students must also comply with the conditions of enrolment as presented in the Student Charter and the *inschrijvingsbesluit* (Enrolment Regulations).

Article 3 Notice of objection

1. Decisions taken by the Executive Board pursuant to this annex may be objected to within six weeks after publication of the decision to the Advisory Board for Appeals (e-mailadres: loket-klachten-geschillen@hvhl.nl).





Appendix 2:

STUDY UNIT EVALUATIONS

On the 15th of June 2016 an amendment of the Higher Education and Research Act ‘the Enhanced Governance Powers Act’ was published and states that the Programme Committee has the approval right on topics in the Education and examination Regulations (EER). In addition, a new topic is added to the EER: the way the education of the concerning study programme is evaluated. The amendment is published in the Bulletin of Acts and Decrees of the Kingdom of the Netherlands 273.

In this attachment the study programme announces how the education of the concerning study programme is evaluated.

1. Planning of evaluations, including panel evaluations.

The study program can fill in the annual planning in the table below.

Name of study unit	Kind of evaluation: questionnaire or/and panel evaluation	When (which week)
All study units	Questionnaire	After the study unit
All study units in a term	Panel evaluation	At the end of each term

Process of publishing the results³ and improvements

Elements of the process	Fill in per study programme
1. The way the results of the evaluation and the plans for improvement are made known to the <u>current student</u>.	Via the APC (<i>OPCO</i>) and on Moodlerooms
2. The planning for making known the results of evaluations and improvement plans among <u>current students</u>.	Via the APC and on Moodlerooms
3. The way the results of the evaluation and the plans for improvement are made known to the <u>new student</u>.	Via the APC and on Moodlerooms

³ The study program chooses how, which content, and to what extent they publish the results and plans for improvement to students.



Elements of the process	Fill in per study programme
4. The planning for making known the results of evaluations and improvement plans among <u>new students</u>.	Via the APC and on Moodlerooms
Name contact person⁴	Marcel Put

⁴ Regierolhouder quality



Appendix 3:

SCHEMATIC OVERVIEW OF THE FULLTIME MASTER'S PROGRAMME MANAGEMENT OF DEVELOPMENT

Curriculum 2019-2020

Applicable for students who started in October 2019 (academic year 2019-2020)

Specialisation Food and Nutrition Security

Period 1	Period 2	Period 3	Period 4
VMA5INVE Introduction (1 ECTS)	VMD5MDVE2 Management of Development Professionalism (4 ECTS)	VMD5REVE2 Research Design and Implementation (10 ECTS)	VMD5THVE1 Thesis (15 ECTS)
VMD5RDVE Rural Development Theories (3 ECTS)			
VMD5PLVE1 Personal Leadership (2 ECTS)	VMD5OIVE2 Organisations and Institutions (5 ECTS)		
VMD5FLVE Food Security and Rural Livelihoods (4 ECTS)			
VMD5FCVE1 Concepts on Food and Nutrition Security (5 ECTS)	VMD5FIVE3 Interventions for Food and Nutrition Security (6 ECTS)	VMD5FFVE Facilitating Change in Food and Nutrition Security (5 ECTS)	



Specialisation Social Inclusion, Gender and Youth

Period 1	Period 2	Period 3	Period 4
VMA5INVE Introduction (1 ECTS)	VMD5MDVE2 Management of Development Professionalism (4 ECTS)	VMD5REVE2 Research Design and Implementation (10 ECTS)	VMD5THVE1 Thesis (15 ECTS)
VMD5RDVE Rural Development Theories (3 ECTS)			
VMD5PLVE1 Personal Leadership (2 ECTS)	VMD5OIVE2 Organisations and Institutions (5 ECTS)		
VMD5FLVE Food Security and Rural Livelihoods (4 ECTS)			
VMD5GCVE2 Concepts of Gender, Social Inclusion, Youth and Empowerment (5 ECTS)	VMD5GSVE3 Interventions for Social Inclusion and Gender Equality (6 ECTS)	VMD5FGVE Facilitating Change for Social Inclusion and Gender Equality (5 ECTS)	

Specialisation Disaster Risk Management

Period 1	Period 2	Period 3	Period 4
VMA5INVE Introduction (1 ECTS)	VMD5MDVE2 Management of Development Professionalism (4 ECTS)	VMD5REVE2 Research Design and Implementation (10 ECTS)	VMD5THVE1 Thesis (15 ECTS)
VMD5RDVE Rural Development Theories (3 ECTS)			
VMD5PLVE1 Personal Leadership (2 ECTS)	VMD5OIVE2 Organisations and Institutions (5 ECTS)		



VMD5FLVE Food Security and Rural Livelihoods (4 ECTS)			
VMD5DCVE Concepts of Disaster Risk Management (5 ECTS)	VMD5DIVE Designing Interventions for Disaster Risk Reduction (6 ECTS)	VMD5FDVE Facilitating Change for Disaster Risk Management (5 ECTS)	



Appendix 4: STUDY UNIT CATALOGUE AND ANNUAL EXAM CALENDAR OF THE MASTER'S PROGRAMME

This appendix contains greater detail regarding the study units in the Master's programme Management of Development. The scheduling of the exams for each study unit will also be indicated.

Study unit - code	VMA5INVE1		
Study unit - name	<i>Introduction</i>		
Competences	Nr.	Competence	Level
	VMMD 5	To develop reflective professionalism	Master
	VMMD 6	To communicate to various actors and contribute to knowledge sharing	Master
Learning outcomes	LO1: Reflect on personal capacity and challenges as well as frame of reference with respect to learning LO2: Recognize cultural stress and know how to deal with it		
Content	<p>This study unit aims to achieve familiarity with the educational philosophy, staff and other students, so that students will get to grips with the Master's Programme and their stay in the Netherlands. At the same time, the study unit stimulates students to make an inventory of their strengths and weaknesses as well as their frame of reference with respect to learning. In addition, the study unit aims to develop the students' commitment to the variety of working modes and methods to be used during the course, and to articulate the link between their professional position back home and their position as international course students at van Hall Larenstein University.</p> <p>A wide range of introductory activities concerning studying, learning and self-development will form the content of this study unit. Important topics are: introduction to the MoD programme, realities back home and studying at Van Hall Larenstein, identities, frame of reference, dealing with stress, essential study skills, learning processes, intercultural communication, and introduction to Dutch culture and farming.</p>		



Teaching method(s) and student workload	By taking part in a set of lively yet structured activities the students will achieve the learning outcomes stated above. Methods range from classroom sessions within each separate Master's programme, to a field excursion with all the specialisations. Some individual reading and skills practice will be done. .		
Mandatory literature / material	<i>Literature (literatuur) / other (overig)</i>	<i>Description</i>	<i>Mandatory (verplicht) / Recommended (aanbevolen)</i>
	Literatuur	Available on Moodlerooms	Recommended
Contact person	leonor.akkermans@hvhl.nl		
Language	English		
Credits	1		
Term	JAAR		
Entry requirements / prerequisites			

Exams(s)							
Exam - code	Exam - name	Examination	Weight	Rating scale	Exam type	Exam duration (in minutes)	Exam period(s)
TOETS-01	Introduction	Attendance and submission of a portfolio is compulsory. The portfolio will be the basis for other study units on professional behaviour. On some occasions, assignments have to be carried out on which students will receive feedback. The written parts have to be stored in their digital portfolio.	1	TestsOV	PORTFOLIO		JAAR



Study unit - code	VMD5RDVE		
Study unit - name	<i>Rural Development Theories</i>		
Competences	Nr.	Competence	Level
	VMMD 1	To analyse complex problems considering stakeholder and system perspectives	Master
Learning outcomes	LO1: Describe main rural development theories LO2: Identify rural development approaches in the working environment		
Content	<p>The study unit 'Rural Development Theories' conceptualises and positions development as a subject of study. The sub-study unit addresses theories of (rural) development and provides an overview of the major shifts in thinking since 1950s. Rural areas and rural livelihoods are dynamic and subject to trends like demography, sustainability, national and global economies and policies. The accelerated change of rural realities makes the development agenda more complicated and new challenges are influencing contemporary development thinking such as the Sustainable Development Goals.</p> <p>This study unit considers development as a professional field that builds on academic insights and therefore introduces basic theories that allow students to describe rural development thinking since the 1950s, to analyse current issues and policy guidelines.</p>		
Teaching method(s) and student workload	Lectures, Workshops		
Mandatory literature / material	Literature (literatuur) / other (overig)	Description	Mandatory (verplicht) / Recommended (aanbevolen)
	Literatuur	Ellis, F. and S. Biggs., 2001. Evolving Themes in Rural Development in Development 1950s – 2000s. Policy Review, 19(4):437-448.	Mandatory
	Literatuur	Summer, A., Tribe, M. 2008. International Development Studies. Theories and Methods in Research and Practice. London. Sage	Mandatory
Contact person	koos.kingma@hvhl.nl		
Language	English		
Credits	3		
Term	JAAR		
Entry requirements / prerequisites			



Exams(s)							
Exam - code	Exam - name	Examination	Weight	Rating scale	Exam type	Exam duration (in minutes)	Exam period(s)
TOETS-01	Written exam	Written exam	1	test 1-10; 1 decimal	SCHRIFTELIJ K		JAAR



Study unit - code	VMD5PLVE		
Study unit - name	<i>Personal Leadership</i>		
Competences	Nr.	Competence	Level
	VMMD 6	To communicate to various actors and contribute to knowledge sharing	Master
	VMMD 5	To develop reflective professionalism	Master
Learning outcomes	<p>LO1: Apply knowledge and awareness of self: own values, expertise, qualities</p> <p>LO2: Reflect on self and own actions; including on own adaptation to change</p> <p>LO3: Recognise aspects of leadership and effective communication</p> <p>LO4: Develop a personal development plan</p>		
Content	<p>In this study unit we focus on you as an individual professional who works in an organisational context. What are the qualities and competencies that you need to have to be successful in your job? Which ones do you have, what still needs further development? What is your leadership style?</p> <p>In short, the study unit focuses on skills and attitudes related to personal leadership, management and communication required for effective communication with staff, clients and other stakeholders (such as other partner organisations, businesses, projects, teams and networks). We will practice skills but we will also do a lot of exercises and explorations to find out 'where do I stand' and what experiences we already have, good ones but certainly also painful or bad experiences. Self-reflection and learning from each other are essential parts of the study unit.</p>		
Teaching method(s) and student workload	Practical training, self-reflection, feedback and reflection on performance. Interactive lectures, small group work, critical incident analysis, interviews.		
Mandatory literature / material	Literature (literatuur) / other (overig)	Description	Mandatory (verplicht) / Recommended (aanbevolen)
	Overig	to be determined	Recommended
Contact person	leonor.akkermans@hvhl.nl		
Language	English		
Credits	2		
Term	JAAR		
Entry requirements / prerequisites			



Exams(s)							
Exam - code	Exam - name	Examination	Weight	Rating scale	Exam type	Exam duration (in minutes)	Exam period(s)
TOETS-01	Portfolio	Portfolio examination	1	test 1-10; 1 decimal	PORTFOLIO		JAAR



Study unit - code	VMD5FLVE		
Study unit - name	<i>Food Security and Rural Livelihoods</i>		
Competences	Nr.	Competence	Level
	VMMDF1	To analyse food and nutrition security	Master
	VMMDG1	To analyse gender differences and social exclusion	Master
	VMMD1	To analyse complex problems considering stakeholder and system perspectives	Master
	VMMD2	To analyse the strategic performance of rural development organisations in a dynamic international	Master
Learning outcomes	LO1: Explain livelihood systems LO2: Explain intra-household dynamics LO3: Elaborate different dimensions of sustainability LO4: Apply tools to assess gender roles, food security and livelihood conditions		
Content	<p>This study unit is concerned with the interrelated issues of food security, prosperity and diversification of rural livelihoods, which are considered central to the achievement of rural development.</p> <p>People living in rural areas make a living in different ways: from different types of farming to a wide range of other activities like agriculture-based business and trade. Rural livelihoods are dynamic. Increasingly the people need to adapt their strategies to changing pressures and opportunities arising from the context in which they live, leading to dealing with risks and vulnerabilities, coping with stress and seizing opportunities, leading to differences in outcomes. One of the most important outcomes of the way they make a living is food security. There are many factors in society that influence the opportunities for reaching food security and creating wealth like socio-economic class, ethnicity, gender and age. These factors have an impact on capabilities, access to resources and activities that constitute a rural livelihood. In this study unit students learn to analyse the way people make a living in complex and dynamic settings by using the sustainable rural livelihood framework. Various topics related to livelihoods and this framework are dealt with.</p>		
Teaching method(s) and student workload	Interactive lectures, with visual aids. Group and individual assignments, Case studies. Farm visit(s), discussions.		
Mandatory literature / material	Literature (literatuur) / other (overig)	Description	Mandatory (verplicht) / Recommended (aanbevolen)



	Overig	Selected articles	Recommended
Contact person	suzanne.nederlof@hvhl.nl		
Language	English		
Credits	4		
Term	JAAR		
Entry requirements / prerequisites			

Exams(s)							
Exam - code	Exam - name	Examination	Weight	Rating scale	Exam type	Exam duration (in minutes)	Exam period(s)
TOETS-01	written exam	Written exam	1	test 1-10; 1 decimal	SCHRIFTELIJ K		JAAR



Study unit - code	VMD5MDVE2		
Study unit - name	<i>Management of Development Professionalism</i>		
Competences	Nr.	Competence	Level
	VMMD 4	To design and conduct applied research in the context of development studies	Master
	VMMD 5	To develop reflective professionalism	Master
	VMMD 6	To communicate to various actors and contribute to knowledge sharing	Master
Learning outcomes	LO1 Explore complex problems considering a multi-stakeholder system perspective LO2 Consult stakeholders and conduct action oriented research LO3 Process secondary information effectively		
Content	<p>The study unit Management of Development Professionalism explores the field of MoD professionalism using the simulation of a consultancy assignment where a complex, multi-disciplinary problem needs to be analysed and framed by means of stakeholder consultation. Students experience the various stages of analysing complex problems in a multi-actor system from the professional perspective of a consultant. This study unit provides a learning environment that allows students to practice stakeholder analysis, system analysis, the rural livelihood framework, and complexity thinking in a context of action research. The learning environment for this study unit is provided by the Visual Problem Appraisal (VPA) Rural Livelihoods in KwaZulu-Natal. The VPA is combined with interactive lectures and assignments.</p> <p>Professionalism and critical reflexivity is looked at through a structured process of continuous self-reflection on the organisation, time-management and quality of the diverse consultancy assignments.</p>		
Teaching method(s) and student workload	Lectures, Workshops, Visual Problem Appraisal. Simulations		
Mandatory literature / material	<i>Literature (literatuur) / other (overig)</i>	<i>Description</i>	<i>Mandatory (verplicht) / Recommended (aanbevolen)</i>
Contact person	leonoor.akkermans@hvhl.nl		
Language	English		
Credits	4		
Term	JAAR		
Entry requirements / prerequisites			



Exams(s)							
Exam - code	Exam - name	Examination	Weight	Rating scale	Exam type	Exam duration (in minutes)	Exam period(s)
TOETS-01	Issue paper	Students individually write an issue paper reflecting the results of the scoping phase.	4	test 1-10; 1 decimal	ESSAY		JAAR
TOETS-02	Team presentation	All student teams will be examined for the consultancy report and the corresponding presentation.	2	test 1-10; 1 decimal	PRESENTATION		JAAR
TOETS-03	Team report	All student teams will be examined for the consultancy report and the corresponding presentation.	4	test 1-10; 1 decimal	RAPPORT		JAAR



Study unit - code	VMD5OIVE2		
Study unit - name	<i>Organisations and Institutions</i>		
Competences	Nr.	Competence	Level
	VMMD 2	To analyse the strategic performance of rural development organisations in a dynamic international	Master
	VMMD 3	To design processes of change from an inclusive perspective	Master
Learning outcomes	LO1: Analyse organisation(s) and their external environment LO2: Review the performance of an organisation LO3: Apply tools to assess your own organisation and identify opportunities for organisational change		
Content	<p>In this study unit we conceptualize organisations and the environment in which they work. This environment can be divided into the institutional (wider) environment, as well as the organisational (more direct) environment. The institutional and organisational environment directly influence an organisations' behaviour. The dynamic interactions between organisations and their environments will be analysed and discussed. Regarding institutional environment we deal with questions such as: what is the influence of markets, culture, politics, and regional, national and international developments on organisations?</p> <p>Regarding organisations we deal with questions such as: Why are organisations designed as they are? What are the links between an organisation's goals, structure and procedures? We offer different ways to describe and analyse an organisation and its environment, and look at alternatives for structuring it. Based on these analyses opportunities for organisational change can be identified.</p>		
Teaching method(s) and student workload	Interactive lectures, small group work, interviews, organisational assessment, case studies.		
Mandatory literature / material	Literature (literatuur) / other (overig)	Description	Mandatory (verplicht) / Recommended (aanbevolen)
	Literatuur	Lewinsky, Thomas and Amna Muharemovic (2011). CSO Management. Practical tools for organizational development analysis. Sarajevo: TACSO (Technical Assistance for Civil Society Organisations) More to be announced	Mandatory



Contact person	pleun.vanarensbergen@hvhl.nl
Language	English
Credits	5
Term	JAAR
Entry requirements / prerequisites	

Exams(s)							
Exam - code	Exam - name	Examination	Weight	Rating scale	Exam type	Exam duration (in minutes)	Exam period(s)
TOETS-01	Portfolio	Portfolio with selected assignments	5	test 1-10; 1 decimal	PORTFOLIO		JAAR



Study unit - code	VMD5REVE2		
Study unit - name	<i>Research Design and Implementation</i>		
Competences	Nr.	Competence	Level
	VMMD 1	To analyse complex problems considering stakeholder and system perspectives	Master
	VMMD 4	To design and conduct applied research in the context of development studies	Master
	VMMD 6	To communicate to various actors and contribute to knowledge sharing	Master
Learning outcomes	LO1 Design a research project LO2 Explain several tools that can be used to conduct research LO3 Conduct a research project LO4 Write a research proposal		
Content	<p>The study unit starts with the role of research in addressing human needs. This is followed by the design of research projects, both the conceptual design (what do you want to study) and the technical design (how to realise it). Research types and tools are discussed. The study unit further deals with the interpretation of research output (text, tables, figures and models), data analyses and reporting, and research ethics.</p> <p>MoD students will learn about quantitative and qualitative research with an emphasis on qualitative research in a social science context. Implementing the whole research cycle is practiced in a mini research project. In small groups students address a commissioned research issue and collect empirical data. All elements of doing research, from design, data collection, data analysis, to the reporting are considered and practised. Additionally attention is paid to reflexivity in the research process. In the conclusive part of this study unit students write an individual research proposal for their thesis research.</p>		
Teaching method(s) and student workload	Lecturers will introduce topics; plenary discussion will be followed by individual assignments. These assignments will focus on the thesis proposal of the individual student. In the course of the study unit the thesis proposal is supposed to improve. The mini research follows the principle of learning by doing.		
Mandatory literature / material	Literature (literatuur) / other (overig)	Description	Mandatory (verplicht) / Recommended (aanbevolen)
	Literatuur	Olivier, P. (2008). Writing your Thesis, (sec.ed.) Sage, Londen.	Mandatory
	Literatuur	Law et al. (2013) Research for	Mandatory



	development, second edition by Sage
Contact person	pleun.vanarensbergen@hvhl.nl
Language	English
Credits	10
Term	JAAR
Entry requirements / prerequisites	

Exams(s)							
Exam - code	Exam - name	Examination	Weight	Rating scale	Exam type	Exam duration (in minutes)	Exam period(s)
TOETS-01	written exam	Final examination covering the entire study unit	3	test 1-10; 1 decimal	SCHRIFTELIJ K		JAAR
TOETS-02	mini research report (team)	Mini research as group assignment	2	test 1-10; 1 decimal	RAPPORT		JAAR
TOETS-03	research proposal	Research proposal	5	test 1-10; 1 decimal	RAPPORT		JAAR



Study unit - code	VMD5THVE1		
Study unit - name	<i>Thesis</i>		
Competences	Nr.	Competence	Level
	VMMD 1	To analyse complex problems considering stakeholder and system perspectives	Master
	VMMD 4	To design and conduct applied research in the context of development studies	Master
	VMMD 5	To develop reflective professionalism	Master
	VMMD 6	To communicate to various actors and contribute to knowledge sharing	Master
Learning outcomes	<p>LO1: conduct applied research LO2: write an applied research report LO3: reflect on one's progress and professional role LO4: design appropriate recommendations LO5: present one's research to non-experts</p>		
Content	<p>The thesis is the final assignment of the study programme. The student explores a problem from the professional field. The research topic must be relevant to the professional activities of the specialisation and be related to an existing problem. He/she applies theories and concepts for collection and analyses of data and demonstrates the ability to integrate knowledge and formulate judgements. Student shows with the thesis that he/she has knowledge and understanding to provide a basis or opportunity for originality in developing or applying ideas.</p> <p>The student supervisor, in accordance with the specialisation coordinator, must approve the research topic and research proposal. The proposal has to outline what, why, where and how the field research will be done and how the data will be analysed.</p> <p>The thesis report should contain a description of the problem to be studied, a review of relevant literature, the research methodology, findings, discussion, conclusions and recommendations.</p> <p>Additionally the student is required to practice reflexivity and reflect on his/her performance as researcher, the research process and research product. Also the student will reflect on the entire learning process as part of his/her professional development.</p>		
Teaching method(s) and student workload	<p>The student conducts the research and thesis project independently and has full responsibility for planning and execution.</p> <p>Each student will be assigned a supervisor.</p>		



Mandatory literature / material	<i>Literature (literatuur) / other (overig)</i>	<i>Description</i>	<i>Mandatory (verplicht) / Recommended (aanbevolen)</i>
	Literatuur	Depending on thesis topic	Recommended
Contact person	pleun.vanarensbergen@hvhl.nl		
Language	English		
Credits	15		
Term	JAAR		
Entry requirements / prerequisites	<p>First phase of the study programme (the taught course) must be completed with a weighted average mark of 6.0 or more. In case the weighted mark is between 5.5 and 6.0 the examination board will decide on admission to the thesis phase.</p> <p>An approved research proposal.</p> <p>Admission to the thesis trajectory.</p>		

Exams(s)							
Exam - code	Exam - name	Examination	Weight	Rating scale	Exam type	Exam duration (in minutes)	Exam period(s)
TOETS-01	Thesis report	The written research report is presented and defended during a colloquium and an oral exam.	3	test 1-10; 1 decimal	RAPPORT		JAAR
TOETS-02	Oral Defense	The written research report is presented and defended during a colloquium and an oral exam.	1	test 1-10; 1 decimal	MONDELING		JAAR
TOETS-03	Reflection report	The written research report is presented and defended during a colloquium and an oral exam.	1	test 1-10; 1 decimal	RAPPORT		JAAR



Study unit - code	VMD5FCVE1		
Study unit - name	<i>Concepts on Food and Nutrition Security</i>		
Competences	Nr.	Competence	Level
	VMMD 5	To develop reflective professionalism	Master
	VMMD F1	To analyse food and nutrition security	Master
	VMMD 1	To analyse complex problems considering stakeholder and system perspectives	Master
Learning outcomes	LO1: Explain the core concepts on Food and nutrition Security LO2: Understand the different dimensions of food security and link these to your own experiences LO3: Apply tools for diagnosing food security to a case		
Content	In this study unit the basic concepts related to food and nutrition security in a globalising world are discussed and taught. The students will share their working experiences and build on these. The different dimensions of Food Security (availability, accessibility, utilization, stability) will be discussed as well as the different levels. The students will also analyse how the current interventions of their organisations on Food Security are situated. Furthermore, students will learn different tools to analyse Food Security and gain basic knowledge about different Food Security Frameworks.		
Teaching method(s) and student workload	Interactive lectures, with visual aids. Group and individual work. E-learning and guest lectures. Analysis of own case.		
Mandatory literature / material	Literature (literatuur) / other (overig)	Description	Mandatory (verplicht) / Recommended (aanbevolen)
	Overig	Selected articles	Recommended
Contact person	suzanne.nederlof@hvhl.nl		
Language	English		
Credits	5		
Term	JAAR		
Entry requirements / prerequisites			



Exams(s)							
Exam - code	Exam - name	Examination	Weight	Rating scale	Exam type	Exam duration (in minutes)	Exam period(s)
TOETS-01	Concepts on Food and Nutrition Security	Written exam	1	test 1-10; 1 decimal	SCHRIFTELIJ K		JAAR



Study unit - code	VMD5GCVE2		
Study unit - name	<i>Concepts of Gender, Social inclusion, Youth and Empowerment</i>		
Competences	Nr.	Competence	Level
	VMMD G1	To analyse gender differences and social exclusion	Master
	VMMD 5	To develop reflective professionalism	Master
	VMMD 1	To analyse complex problems considering stakeholder and system perspectives	Master
Learning outcomes	<p>LO1: Critically reflect on personal experiences with gender, social exclusion and youth</p> <p>LO2: Explain the concepts gender, social exclusion, youth, gender equality, empowerment, comparing different theories</p> <p>LO3: Apply tools to analyse gender differences, social exclusion and/or empowerment</p>		
Content	<p>The aim of this study unit is to familiarise students with the key concepts of the specialisation: Social Exclusion, Gender, Youth and Empowerment. They will get introduced to different theories and apply these concepts to get a better understanding of their professional and personal life. We will start with gender as an ordering principle, and elaborate on different dimensions of social exclusion. Youth is defined differently according to age groups in different countries and the reasons for special attention to this group is discussed.</p> <p>In academic circles empowerment is a frequently debated concept, in development organisations is it not often discussed but assumed that it is a 'good thing' and that we all contribute to this positive cause. In this study unit we will discuss 'empowerment', the different approaches that are used to reach empowerment. We address the question; is empowerment a goal or a process? We will discuss different forms of power. The topic of 'Life Skills' in relation to working with youth will be included in the curriculum of this study unit.</p>		
Teaching method(s) and student workload	Interactive lectures, with visual aids. Group and individual work. Case studies.		
Mandatory literature / material	Literature (literatuur) / other (overig)	Description	Mandatory (verplicht) / Recommended (aanbevolen)
	Overig	Selected articles	Mandatory
Contact person	pleun.vanarensbergen@hvhl.nl		
Language	English		
Credits	5		



Term	JAAR
Entry requirements / prerequisites	

Exams(s)							
Exam - code	Exam - name	Examination	Weight	Rating scale	Exam type	Exam duration (in minutes)	Exam period(s)
TOETS-01	Concepts of Gender, Soc. Incl., Youth	Written exam	1	test 1-10; 1 decimal	SCHRIFTELIJ K		JAAR



Study unit - code	VMD5DCVE		
Study unit - name	<i>Concepts of Disaster Risk Management</i>		
Competences	Nr.	Competence	Level
	VMMDD1	To apply DRM tools to explain disaster events;	Master
	VMMDD1	To analyse complex problems considering stakeholder and system perspectives	Master
	VMMDD5	To develop reflective professionalism	Master
Learning outcomes	LO1: Understand the core concepts on DRM LO3: Apply tools for explaining disasters in a particular context LO2: Explain what these concepts and tools mean for your own work and for your organisation		
Content	<p>In this module the basic concepts related to disaster risk management are discussed and taught. The students will reflect on their work experience and build on these. Students will understand the different hazard types and their particular characteristics. They will be able to explain the causes of why hazards result in disasters in a specific context. Students learn by taking a historical perspective who the DRM actors are, how these changed over time, and which norms, policies and DRM approaches exist.</p> <p>The students will learn different tools to analyse DRM and gain basic knowledge about different DRM Frameworks. They will then be able to position their own organisation in the DRM working field.</p>		
Teaching method(s) and student workload	Interactive lectures, with visual aids. Group and individual work. E-learning and guest lectures. Analysis of own case.		
Mandatory literature / material	Literature (literatuur) / other (overig)	Description	Mandatory (verplicht) / Recommended (aanbevolen)
	Overig	Selected articles	Mandatory
Contact person	annelies.heijmans@hvhl.nl		
Language	English		
Credits	5		
Term	JAAR		
Entry requirements / prerequisites			



Exams(s)							
Exam - code	Exam - name	Examination	Weight	Rating scale	Exam type	Exam duration (in minutes)	Exam period(s)
TOETS-01	Concepts of Disaster Risk Management	Written exam	1	test 1-10; 1 decimal	SCHRIFTELIJ K		JAAR



Study unit - code	VMD5FIVE3		
Study unit - name	<i>Interventions for Food and Nutrition Security</i>		
Competences	Nr.	Competence	Level
	VMMD 1	To analyse complex problems considering stakeholder and system perspectives	Master
	VMMD 3	To design processes of change from an inclusive perspective	Master
	VMMD F2	To develop strategies and interventions for food security	Master
Learning outcomes	<p>LO1: Know how to undertake a response analysis in the field of food security</p> <p>LO2: Analyse current interventions</p> <p>LO3: Design an appropriate (development) intervention leading to food security for a self-selected (home-) situation.</p>		
Content	<p>During this study unit possible strategies for students' own organisations to improve Food Security are discussed and criticised. How can the diversification of livelihoods be taken into account in the planning and realisation of programmes focussed on food security? Which approach is appropriate for which circumstance? How to deal with adverse effects of globalisation for the local food security?</p> <p>This study unit links back to earlier study units on basic concepts for Food Security and livelihoods. It takes the student's own cases as a starting point. Student's carry out a situational analysis of their situation back home, they identify different response options and take informed decisions on the intervention that could effectively address the issue at stake.</p>		
Teaching method(s) and student workload	Interactive lectures, with visual aids. Group and individual assignments, Case studies. Discussions. Analysis of own case.		
Mandatory literature / material	Literature (literatuur) / other (overig)	Description	Mandatory (verplicht) / Recommended (aanbevolen)
	Overig	Selected articles on interventions, methodologies and strategies for Food Security	Mandatory
Contact person	suzanne.nederlof@hvhl.nl		
Language	English		
Credits	6		
Term	JAAR		
Entry requirements / prerequisites			



Exams(s)							
Exam - code	Exam - name	Examination	Weight	Rating scale	Exam type	Exam duration (in minutes)	Exam period(s)
TOETS-01	Presentation		1	test 1-10; 1 decimal	PRESENTATION		JAAR
TOETS-02	Report		5	test 1-10; 1 decimal	RAPPORT		JAAR



Study unit - code	VMD5GSVE3		
Study unit - name	<i>Interventions for Social Exclusion & Gender Equality</i>		
Competences	Nr.	Competence	Level
	VMMD 1	To analyse complex problems considering stakeholder and system perspectives	Master
	VMMD G2	To develop intervention strategies that lead to social inclusion and gender; equality with particula	Master
	VMMD 3	To design processes of change from an inclusive perspective	Master
Learning outcomes	<p>LO1: Analyse current interventions</p> <p>LO2: Develop an appropriate proposal leading to gender equality and/or social inclusion for a self-selected (home) situation.</p>		
Content	<p>During this study unit possible strategies for students' own organisations to improve Social Inclusion and Gender Equality are discussed and criticised. How can the diversity in communities be taken into account in the planning and realisation of programmes focussed on Social Inclusion and Gender Equality? Which approach is appropriate for which circumstances?</p> <p>Discrimination, inequality, poverty, food insecurity and exclusion are largely caused and maintained through unequal power relationships at all levels. In this specialisation study unit we educate rural development professionals to change or at least address the unequal power relations that they face in their work.</p> <p>In this study unit special emphasis will be given to youth. Rural youth account for around 55 per cent of the world youth population. They are among the most disadvantaged of groups.</p> <p>The emphasis on youth is particularly important, because youth have the potential to drive innovation, entrepreneurship and prosperity in developing countries. This is particularly needed in the agricultural sector, from which the younger generation has an overwhelming tendency to forsake, seeking greater financial security and a more comfortable life.</p> <p>This study unit links back to earlier study units on basic concepts for social exclusion and gender inequality. It takes the student's own cases as a starting point. Student's carry out a situational analysis of their situation back home, they identify different measures or options and take informed decisions on the intervention that could effectively address the issue(s) at stake.</p>		
Teaching method(s) and student workload	Interactive lectures, with visual aids. Group and individual work. Case studies.		



Mandatory literature / material	<i>Literature (literatuur) / other (overig)</i>	<i>Description</i>	<i>Mandatory (verplicht) / Recommended (aanbevolen)</i>
	Overig	Selected articles on interventions, methodologies and strategies for gender equality and social inclusion	Mandatory
Contact person	koos.kingma@hvhl.nl		
Language	English		
Credits	6		
Term	JAAR		
Entry requirements / prerequisites			

Exams(s)							
Exam - code	Exam - name	Examination	Weight	Rating scale	Exam type	Exam duration (in minutes)	Exam period(s)
TOETS-01	Presentation		1	test 1-10; 1 decimal	PRESENTATIE		JAAR
TOETS-02	Report		5	test 1-10; 1 decimal	RAPPORT		JAAR



Study unit - code	VMD5DIVE		
Study unit - name	<i>Designing Interventions for Disaster Risk Reduction</i>		
Competences	Nr.	Competence	Level
	VMMD 3	To design processes of change from an inclusive perspective	Master
	VMMD D2	To design intervention strategies for disaster risk management	Master
	VMMD 1	To analyse complex problems considering stakeholder and system perspectives	Master
Learning outcomes	LO1: Know how to conduct a DRM response analysis LO2: Analyse current interventions LO3: Design appropriate intervention leading to resilient communities for a self-selected (home-) situation.		
Content	<p>During this module possible strategies for students' own organisations to improve DRM are developed, discussed and criticised. Students will describe the context in which disasters occur and apply tools to generate practical and strategic interventions for improved disaster risk reduction. Using learning outcomes of the previous modules, students will learn how to build community resilience and design interventions to increase this. Students will be able to make a motivated choice for such an intervention strategy considering multi-level, multi-actor interventions and strategies taking into account appropriate time-horizons for change.</p> <p>This module links back to earlier modules on <i>basic concepts for DRM</i>. It takes the student's own cases as a starting point.</p>		
Teaching method(s) and student workload	Interactive lectures, with visual aids. Group and individual assignments, Case studies. Discussions. Analysis of own case.		
Mandatory literature / material	Literature (literatuur) / other (overig)	Description	Mandatory (verplicht) / Recommended (aanbevolen)
	Overig	Selected articles on interventions, methodologies and strategies for Disaster Risk Management	Mandatory
Contact person	annelies.heijmans@hvhl.nl		
Language	English		
Credits	6		
Term	JAAR		
Entry requirements / prerequisites			



Exams(s)							
Exam - code	Exam - name	Examination	Weight	Rating scale	Exam type	Exam duration (in minutes)	Exam period(s)
TOETS-01	Presentation		1	test 1-10; 1 decimal	PRESENTATION		JAAR
TOETS-02	Report		5	test 1-10; 1 decimal	RAPPORT		JAAR



Study unit - code	VMD5FFVE		
Study unit - name	<i>Facilitating Change in Food and Nutrition Security</i>		
Competences	Nr.	Competence	Level
	VMMD 3	To design processes of change from an inclusive perspective	Master
	VMMD 5	To develop reflective professionalism	Master
	VMMD 6	To communicate to various actors and contribute to knowledge sharing	Master
Learning outcomes	LO1 start a discussion on a sensitive topic LO2 facilitate a session with multiple actors LO3 promote positive change LO4 create an inclusive atmosphere		
Content	<p>In this study unit we focus on the actors who initiate, facilitate and guide the process of planned change regarding Food and Nutrition Security. What skills, attitude and knowledge are needed? What are the necessary preconditions for their efforts to be effective?</p> <p>Processes of planned change need facilitators: people who guide the process. They play a number of roles in this process, moving from analyst, initiator or catalyst, to designer and organizer, motivator and counselor, then coordinator and evaluator. Many skills are required to play these roles. Some of these skills are of a technical nature. They require knowledge and understanding of the process of change: and how to manage such a process. A change agent also needs communication skills, social and even psychological skills to deal with people who may hold different beliefs and values, to be sensitive to their feelings, to recognize resistance and motivation, to encourage others, to stimulate group action, to promote participatory decision-making, to deal with conflict, with power differences and so on. He/she also needs to have the respect of others, in order to act in the role of leader in the process. Facilitators of change can be found in any layer of an organisation: from top management to lower-level staff. One person could be the initiator of discussions about gender or social inclusion in the organisation, but more people will be needed to keep the process going. An initiator therefore needs allies who work together for change. It is the building and maintenance of good relations with people in and outside the organisation that is essential to keep the change process going and to reach aims set.</p> <p>Remark: For all SIGY, FS and DRM students with specialisation specific assignments</p>		
Teaching method(s) and student workload	interactive lectures, plenary and subgroup discussions, facilitation practice, individual study of the literature, assessing existing training proposals and reflection on own experiences.		



Mandatory literature / material	<i>Literature (literatuur) / other (overig)</i>	<i>Description</i>	<i>Mandatory (verplicht) / Recommended (aanbevolen)</i>
	Overig	To be announced during the lectures.	Mandatory
Contact person	koos.kingma@hvhl.nl		
Language	English		
Credits	5		
Term	JAAR		
Entry requirements / prerequisites			

Exams(s)							
Exam – code	Exam - name	Examination	Weight	Rating scale	Exam type	Exam duration (in minutes)	Exam period(s)
TOETS-01	Activity proposal	Workshop proposal	2	test 1-10; 1 decimal	RAPPORT		JAAR
TOETS-02	Facilitation of a session	facilitation of a session or organisation of an event	3	test 1-10; 1 decimal	PRESENTATI E		JAAR



Study unit - code	VMD5FGVE		
Study unit - name	<i>Facilitating Change for Social inclusion and Gender Equality</i>		
Competences	Nr.	Competence	Level
	VMMD 3	To design processes of change from an inclusive perspective	Master
	VMMD 5	To develop reflective professionalism	Master
	VMMD 6	To communicate to various actors and contribute to knowledge sharing	Master
Learning outcomes	LO1 start a discussion on a sensitive topic LO2 facilitate a session with multiple actors LO3 promote positive change LO4 create an inclusive atmosphere		
Content	<p>In this study unit we focus on the actors who initiate, facilitate and guide the process of planned change regarding social inclusion, gender and youth. What skills, attitude and knowledge are needed? What are the necessary preconditions for their efforts to be effective?</p> <p>Processes of planned change need facilitators: people who guide the process. They play a number of roles in this process, moving from analyst, initiator or catalyst, to designer and organizer, motivator and counselor, then coordinator and evaluator. Many skills are required to play these roles. Some of these skills are of a technical nature. They require knowledge and understanding of the process of change: and how to manage such a process. A change agent also needs communication skills, social and even psychological skills to deal with people who may hold different beliefs and values, to be sensitive to their feelings, to recognize resistance and motivation, to encourage others, to stimulate group action, to promote participatory decision-making, to deal with conflict, with power differences and so on. He/she also needs to have the respect of others, in order to act in the role of leader in the process. Facilitators of change can be found in any layer of an organisation: from top management to lower-level staff. One person could be the initiator of discussions about gender or social inclusion in the organisation, but more people will be needed to keep the process going. An initiator therefore needs allies who work together for change. It is the building and maintenance of good relations with people in and outside the organisation that is essential to keep the change process going and to reach aims set.</p> <p>Remark: For all SIGY, FS and DRM students with specialisation specific assignments.</p>		
Teaching method(s) and student workload	interactive lectures, plenary and subgroup discussions, facilitation practice, individual study of the literature, assessing existing training proposals and		



	reflection on own experiences.		
Mandatory literature / material	<i>Literature (literatuur) / other (overig)</i>	<i>Description</i>	<i>Mandatory (verplicht) / Recommended (aanbevolen)</i>
	Overig	To be announced during the lectures.	Mandatory
Contact person	koos.kingma@hvhl.nl		
Language	English		
Credits	5		
Term	JAAR		
Entry requirements / prerequisites			

Exams(s)							
Exam - code	Exam - name	Examination	Weight	Rating scale	Exam type	Exam duration (in minutes)	Exam period(s)
TOETS-01	Activity proposal	Workshop proposal	2	test 1-10; 1 decimal	RAPPORT		JAAR
TOETS-02	Facilitation of a session	facilitation of a session or organisation of an event	3	test 1-10; 1 decimal	PRESENTATIE		JAAR



Study unit - code	VMD5FDVE		
Study unit - name	<i>Facilitating Change for Disaster Risk Management</i>		
Competences	Nr.	Competence	Level
	VMMD 3	To design processes of change from an inclusive perspective	Master
	VMMD 5	To develop reflective professionalism	Master
	VMMD 6	To communicate to various actors and contribute to knowledge sharing	Master
Learning outcomes	LO1 start a discussion on a sensitive topic LO2 facilitate a session with multiple actors LO3 promote positive change LO4 create an inclusive atmosphere		
Content	<p>In this study unit we focus on the actors who initiate, facilitate and guide the process of planned change regarding disaster risk management. What skills, attitude and knowledge are needed? What are the necessary preconditions for their efforts to be effective? Processes of planned change need facilitators: people who guide the process. They play a number of roles in this process, moving from analyst, initiator or catalyst, to designer and organizer, motivator and counselor, then coordinator and evaluator. Many skills are required to play these roles. Some of these skills are of a technical nature. They require knowledge and understanding of the process of change: and how to manage such a process. A change agent also needs communication skills, social and even psychological skills to deal with people who may hold different beliefs and values, to be sensitive to their feelings, to recognize resistance and motivation, to encourage others, to stimulate group action, to promote participatory decision-making, to deal with conflict, with power differences and so on. He/she also needs to have the respect of others, in order to act in the role of leader in the process. Facilitators of change can be found in any layer of an organisation: from top management to lower-level staff. One person could be the initiator of discussions about gender or social inclusion in the organisation, but more people will be needed to keep the process going. An initiator therefore needs allies who work together for change. It is the building and maintenance of good relations with people in and outside the organisation that is essential to keep the change process going and to reach aims set.</p> <p>Remark: For all SIGY, FS and DRM students with specialisation specific assignments</p>		
Teaching method(s) and student workload	interactive lectures, plenary and subgroup discussions, facilitation practice, individual study of the literature, assessing existing training proposals and reflection on own experiences.		



Mandatory literature / material	<i>Literature (literatuur) / other (overig)</i>	<i>Description</i>	<i>Mandatory (verplicht) / Recommended (aanbevolen)</i>
	Overig	To be announced during the lectures.	Mandatory
Contact person	koos.kingma@hvhl.nl		
Language	English		
Credits	5		
Term	JAAR		
Entry requirements / prerequisites			

Exams(s)							
Exam - code	Exam - name	Examination	Weight	Rating scale	Exam type	Exam duration (in minutes)	Exam period(s)
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TOETS-02	Facilitation of a session	facilitation of a session or organisation of an event	3	test 1-10; 1 decimal	PRESENTATI E		JAAR



Appendix 5: ORGANISATION

MoD lecturers	
<i>Introduction</i>	Leonoor Akkermans MSc Pleun van Arensbergen PhD Marco Verschuur Suzanne Nederlof PhD Annelies Heijmans PhD Albertien Kijne MSc Sigrid Wintermans MSc
<i>Rural Development Theories</i>	Koos Kingma MSc Suzanne Nederlof PhD Arno de Snoo MSc
<i>Personal Leadership</i>	Leonoor Akkermans MSc Sigrid Wintermans MSc Monique Heger, MSc
<i>Food Security and Rural Livelihoods</i>	Suzanne Nederlof PhD Gerrit-Jan van Uffelen PhD Jan Hoekstra MSc
<i>Management of Development</i>	Leonoor Akkermans MSc Annemarie Westendorp PhD
<i>Organisations and Institutions</i>	Pleun van Arensbergen PhD Leonoor Akkermans MSc Monique Heger MSc
<i>Research Design and Implementation</i>	Pleun van Arensbergen PhD Loes Witteveen PhD Marco Verschuur MSc Annemarie Westendorp PhD
<i>Food Security specialisation</i>	Suzanne Nederlof PhD Gerrit-Jan van Uffelen PhD Annemarie Westendorp PhD
<i>Social Inclusion, Gender and Youth specialisation</i>	Annemarie Westendorp PhD Koos Kingma MSc Pleun van Arensbergen PhD
<i>Disaster Risk Management specialisation</i>	Annelies Heijmans PhD Gerrit-Jan van Uffelen PhD

**Academic Programme Committee***Chairman**Secretary**Staff member**Student members*

Johan Meinderts

Leonoor Akkermans

Pleun van Arensbergen / Marco Verschuur

Elected representatives of each specialisation

Professional Advisory Committee (PAC)*Van Hall Larenstein / MoD**Former student**KIT**SNV**Holland Door**Consultant**Agriprofocus**Louis Bolk Instituut*Annemarie Westendorp, Suzanne Nederlof,
Pleun van Arensbergen, Annelies Heijmans

Ethjel Tolsma

Bertus Wennink

Eelco Baan

Nick Botden

Lucy Maarse

Nicole Metz

Jan Paul Wagenaar