Education and Examination Regulations 2018 – 2019, study programme Master in Management of Development (MoD), study programme part

Decosnumber: 2018-76

Official title	Van Hall Larenstein Education and Examination Regulations 2018/2019 study programme Master Management of Development
Effective date	1 September 2018
Enacted by the programme committee	26 april 2018
Enacted by Executive Board	8 mei 2018
Legal basis	Article 7.13 WHW
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 2018-2019 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 in the *Master* 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* programme referred to in clause 1.

3. These Regulations also apply to prospective students who have requested admission to the *Master* programme referred to in Clause 1 above.

CHAPTER 2   CONTENT AND CURRICULUM

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 and 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 security, disaster risk management and social inclusion.

The Master in Management of Development offers three specialisations:

    Food and Nutrition Security (FNS)
    Social Inclusion, Gender and Youth (SIGY)
    Disaster Risk Management (DRM)

The Dublin Descriptors form the basis for the Master programme.

Article 2.2 Type of study and location(s)

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

Article 2.3   Language of instruction

The education and the examinations are given in English.

Article 2.4 Learning outcomes of the *Master* 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 expertise. [1]

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[1] VHL - Kadernotitie Master – 14 April 2016

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;
- 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 MOD Master programme. 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 level. [2]

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

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

- 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

#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 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 (see page 18 onwards).

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 Master programme

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 attitude. Plenary courses cover important topics such as management 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 differences, youth unemployment, migration and food shortages, within their organisation and its programmes and policies.

The Master programme in Management of Development consists of 8 main study units:

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

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 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. Till 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. 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 6. 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 7. Specialisation
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 8. Research and Thesis
To qualify for the Master degree, students have to prove that they have reached a Master' 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 co-ordinator of the specialisation must approve the thesis topic and proposal beforehand. The study units offered in this part of the programme are taken by all MoD students.

Research and thesis consists of the following elements:
- training in research process and method,
- 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,
- field research in the home country and the elaboration of the thesis,
- reflective report on research process and product,
- presentation and defense of the thesis during a colloquium and oral assessment.

MoD study units and their study load are presented below.

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

Outline MoD 2018-2019 60 ECTS – 4 blocks, each 15 ECTS

Block 1 (15 ECTS)

VMA5INVE Introduction

Title study unit	ECTS	Assessment
Introduction	1	portfolio

VMD5RDVE Rural Development Theories

Title study unit	ECTS	Assessment
Rural development theories	3	Written exam

VMD5PLVE1 Personal Leadership

Title study unit	ECTS	Assessment
Personal Leadership	2	Portfolio examination

VMD5FLVE Food Security and Rural Livelihoods

Title study unit	ECTS	Assessment
Food Security and Rural Livelihoods	4	Written exam

Specialisation: 5 ECTS

Food Security

Title Study unit	ECTS	Assessment
VMD5FCVE1 Concepts on Food and Nutrition Security	5	Written exam

Social Inclusion, Gender and Youth

Title study unit	ECTS	Assessment
VMD5GCVE2 Concepts of Gender, Social inclusion, Youth and Empowerment	5	Written exam

Disaster Risk Management

Title study unit	ECTS	Assessment
VMD5DCVE Concepts of Disaster Risk Management	5	Written exam

Block 2 (15 ECTS)

VMD5MDVE2 Management of development professionalism

Title study unit	ECTS	Assessment

Management of development professionalism	4	Presentation and issue paper

VMD5OIVE2 Organisations and Institutions

Title study unit	ECTS	Assessment
Organisations and Institutions	5	Portfolio with selected assignments.

Specialisation specific: 6 ECTS

Food Security

Title Study unit	ECTS	Assessment
VMD5FIVE3 Interventions for Food and Nutrition security	6	Presentation Report.

Social Inclusion, Gender and Youth

Title study unit	ECTS	Assessment
VMD5GSVE3 Interventions for Social inclusion and Gender Equality	6	Presentation Report

Disaster Risk Management

Title Study unit	ECTS	Assessment
VMD5DIVE Interventions for Disaster Risk Management	6	Presentation Report

Block 3 (15 ECTS)

VMD5REVE2 Research Design and Implementation

Title study unit	ECTS	
Research design and Implementation	10	Written exam Report Research proposal

Specialisation specific: 5 ECTS

Food Security

Title Study unit	ECTS	Assessment
VMD5FFVE Facilitating Change in Food and Nutrition Security	5	written Workshop proposal and facilitation

Social Inclusion, Gender and Youth

Title study unit	ECTS	Assessment
VMD5FGVE Facilitating Change for Social Inclusion and Gender Equality	5	written Workshop proposal and facilitation

Disaster Risk Management

Title Study unit	ECTS	Assessment
VMD5FDVE Facilitating Change in Disaster Risk Management	5	written Workshop proposal and facilitation

Block 4 (15 ECTS)

VMD5THVE1 Thesis   15 ECTS

Title study unit	ECTS	Assessment
Thesis	15	Oral, reflection and research report

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

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.

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

CHAPTER 3   FINAL PROVISIONS

Article 3.1 Additional regulations

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

Article 3.2   Right of appeal

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 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 (mailto: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

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

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 2018.

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 2018/2019 Master programme Management of Development.

Appendix 1: List of study units

Study unit	VMA5INVE Introduction
Content	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 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. 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 programme, realities back home and studying at van Hall Larenstein, identities, frame of reference, dealing with stress, personal strengths and weaknesses, introduction to Dutch culture and farming, essential study skills, learning processes, Intercultural communication.
Learning outcomes	LO1: Reflect on personal capacity and challenges as well as frame of reference with respect to learning LO2: Make a personal development and learning plan LO3: Recognize cultural stress and know how to deal with it
Student workload	1 ECTS
Period	Block 1
Teaching method(s)	By taking part in a set of lively yet structured activities the students will achieve the learning outcomes stated above. Methods range from classroom session within each separate Master's programme, to a field excursion with all the specialisations. Some individual reading and skills practice will be done.
Examination	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. Credits are given based on the portfolio before the start of the thesis. A student will receive a pass or fail (indicated by o/v; o= fail, v= pass).
Literature	Reader with articles. To be updated
Category of unit of study	NOA
Study unit Coordinator	Annemarie.Westendorp@hvhl.nl
Remarks	This study unit takes place for the MoD and APCM students combined.

Exams

VMA5INVE Introduction	Weight	Rating scale exam	Individual(s) entering grade+ username(s)	Enrollment exam in SIS?	To schedule	Exam type	Exam duration (in minutes)	Exam policy	Term 1/exam week 1	Resit/exam week 1	Term 2/exam week 2	Resit/exam week 2	Term 3/exam week 3	Resit/exam week 3	term 4/exam week 4	Resit/exam week 4
												Examperiod(s)				
Introduction **VMA5INVE-01**	1	Pass/fail	Annemarie Westendorp Suzanne Nederlof Leonoor Akkermans	☐	☐	portfolio		☐	☐	☐	☐	☐	☐	☐	☐	☐

Study unit	**VMD5RDVE Rural Development Theories**
Content	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. 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.
Learning outcomes	LO1: Describe main rural development theories LO2: Identify rural development approaches in the working environment
Student workload	3 ECTS
Period	Block 1
Teaching method(s)	Lectures, Workshops,
Examination	Students individually write an exam.
Category of unit of study	*NOA – No assessment: no enrolment for the exams in SIS*
Literature	Selected articles Ellis, F. and S. Biggs., 2001. Evolving Themes in Rural Development in Development 1950s – 2000s. *Policy Review,* 19(4):437-448. Selected chapters. Summer, A., Tribe, M. 2008. *International Development Studies. Theories and Methods in Research and Practice.* London. Sage
Study unit Coordinator	Annemarie.westendorp@hvhl.nl

VMD5RDVE Rural Development Theories	*Weight*	*Rating scale exam*	*Individual(s) entering grade+ username(s)*	*Enrollment exam in SIS?*	*To schedule*	*Exam type*	*Exam duration (in minutes)*	*Exam policy*	*Term 1/exam week 1*	*Resit/exam week 1*	*Term 2/exam week 2*	*Resit/exam week 2*	*Term 3/exam week 3*	*Resit/exam week 3*	*term 4/exam week 4*	*Resit/exam week 4*
Rural Development Theories **VMD5RDVE-01**	1	1-10	Annemarie Westendorp Suzanne Nederlof	☐	☐	written		☐	☐	☐	☐	☐	☐	☐	☐	☐

Study unit	**VMD5PLVE1 Personal Leadership**
Content	In this study unit, meant for all MoD specialisations, we focus on you as an individual professional who works in an organisational context. What are the qualities and competencies that you need to be successful in your job? Which ones do you have, what still needs further development? What is your leadership style?
	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.
Learning outcome	LO1: Apply knowledge and awareness of self: own values, expertise, qualities
	LO2: Reflect on self and own actions; including on own adaptation to change
	LO3: Recognise aspects of leadership and effective communication
Student workload	2 ECTS
Teaching method(s)	Practical training, self-reflection, feedback and reflection on performance. Interactive lectures, small group work, critical incident analysis, interviews.
Period	Block 1
Examination	Portfolio examination
Category of unit of study	*NOA – No assessment: no enrolment for the exams in SIS*
Literature	To be determined
Study unit Coordinator	leonoor.akkermans@hvhl.nl

VMD5PLVE1 Personal Leadership	Weight	Rating scale exam	Individual(s) entering grade+ username(s)	Enrollment exam in SIS?	To schedule	Exam type	Exam duration (in minutes)	Exam policy	Term 1/exam week 1	Resit/exam week 1	Term 2/exam week 2	Resit/exam week 2	Term 3/exam week 3	Resit/exam week 3	term 4/exam week 4	Resit/exam week 4
												Examperiod(s)			
Personal Leadership **VMD5PLVE1-01**	1	1-10	L.eonoor Akkermans Annemarie Westendorp	☐	☐	Portfolio		☐	☐	☐	☐	☐	☐	☐	☐	☐

Study unit	**VMD5FLVE Food Security and Rural Livelihoods**
Content	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. People 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. For organisations active in rural development it is of utmost importance to have a good understanding of the livelihoods of the target populations and their coping strategies.
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
Student workload	4 ECTS
Teaching method(s)	Interactive lectures, with visual aids. Group and individual assignments, Case studies. Farm visit(s), discussions.
Examination	Written exam.
Period	Block 1
Category of unit of study	*NOA – No assessment: no enrolment for the exams in SIS*
Literature	Selected articles
Study unit Coordinator	Suzanne.nederlof@hvhl.nl
Remarks	This study unit takes place for all MoD students

VMD5FLVE Food Security and Rural Livelihoods	Weight	Rating scale exam	Individual(s) entering grade+ username(s)	Enrollment exam in SIS?	To schedule	Exam type	Exam duration (in minutes)	Exam policy	Term 1/exam week 1	Resit/exam week 1	Term 2/exam week 2	Resit/exam week 2	Term 3/exam week 3	Resit/exam week 3	term 4/exam week 4	Resit/exam week 4
Food Security and Rural Livelihoods **VMD5FLVE-01**	1	1-10	Annemarie Westendorp Suzanne Nederlof	☐	☐	written	180	☐	☐	☐	☐	☐	☐	☐	☐	☐

Study unit	VMD5OIVE2 Organisations and Institutions
Content	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, history, culture, regional, national and international developments on governmental and non-governmental organisations? 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.
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
Student workload	5 ECTS
Teaching and learning method(s)	Interactive lectures, small group work, interviews, organisational assessment, case studies.
Period	Block 2
Examination	Portfolio with selected assignments.
Category of unit of study	*NOA – No assessment: no enrolment for the exams in SIS*
Literature	Lewinsky, Thomas and Amna Muharemovic (2011). *CSO Management. Practical tools for organizational development analysis.* Sarajevo: TACSO (Technical Assistance for Civil Society Organisations)
Study unit Coordinator	Pleun.vanArensbergen@hvhl.nl

									Examperiod(s)							
VMD5OIVE2 Organisations and Institutions	*Weight*	*Rating scale exam*	*Individual(s) entering grade+ username(s)*	*Enrollment exam in SIS?*	*To schedule*	*Exam type*	*Exam duration (in minutes)*	*Exam policy*	*Term 1/exam week 1*	*Resit/exam week 1*	*Term 2/exam week 2*	*Resit/exam week 2*	*Term 3/exam week 3*	*Resit/exam week 3*	*term 4/exam week 4*	*Resit/exam week 4*
Portfolio **VMD5OIVE2-01**	1	1-10	Leonoor Akkermans Pleun van Arensbergen Monique Heger	□	□	Portfolio		□	□	□	X	X	□	□	□	□

Study unit	**VMD5MDVE2 Management of Development Professionalism**
Content	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 variou2s 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. 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.
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
Student workload	4 ECTS
Period	Block 2
Teaching and learning method(s)	Lectures, Workshops, Visual Problem Appraisal. Simulations
Examination	Students individually write an issue paper reflecting the results of the scoping phase All student teams will be examined for the consultancy report and the corresponding presentation
Category of unit of study	*NOA – No assessment: no enrolment for the exams in SIS*
Literature	
Study unit Coordinator	Leonoor.akkermans@hvhl.nl

										Examperiod(s)							
VMD5MDVE2 Management of Development Professionalism	*Weight*	*Rating scale exam*	*Individual(s) entering grade+ username(s)*	*Enrollment exam in SIS?*	*To schedule*	*Exam type*	*Exam duration (in minutes)*	*Exam policy*	*Term 1/exam week 1*	*Resit/exam week 1*	*Term 2/exam week 2*	*Resit/exam week 2*	*Term 3/exam week 3*	*Resit/exam week 3*	*term 4/exam week 4*	*Resit/exam week 4*
Management of Development Professionalism **VMD5MDVE2-01**	40%	1-10	Leonoor.Akkermans Marcel Put	☐	☐	Issue paper			☐	☐	☐	☐	☐	☐	☐	☐
Management of Development Professionalism **VMD5MDVE2-02**	20%	1-10	Leonoor Akkermans Marcel Put	☐	☐	Presentation (team)			☐	☐	☐	☐	☐	☐	☐	☐
Management of Development Professionalism **VMD5MDVE2-03**	40%	1-10	Leonoor.Akkermans Marcel Put	☐	☐	Group report (team)			☐	☐	☐	☐	☐	☐	☐	☐

Study unit	**VMD5REVE2 Research Design and Implementation**
Content	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 students want to achieve) 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, qualitative and quantitative research, contents and layout. MoD students will learn about quantitative and qualitative research with an emphasis on qualitative research in a social science context. They will learn to use different sources: primary and secondary. Research ethics is looked at from a formal perspective of informed consent as well as from a constructivist perspective of professional standards and co-construction of knowledge. 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 by interviewing, data analysis, to the write-up 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.
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
Student workload	10 ECTS
Period	Block 3
Teaching method(s)	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.
Examination	Final examination covering the entire study unit. (3 ECTS Mini research as group assignment. (2 ECTS) Research proposal. 5 ECTS
Category of unit of study	*NOA – No assessment: no enrolment for the exams in SIS*
Literature	• Law et al. (2013) Research for development, second edition by Sage • Baarda, B. (2014). *Research. This is it!* Noordhoff Uitgevers, Groningen • Olivier, P. (2008). *Writing your Thesis,* (sec.ed.) Sage, Londen.
Study unit Coordinator	Pleun.vanarensbergen@hvhl.nl

VMD5REVE2 Research Design and Implementation	Weight	Rating scale exam	Individual(s) entering grade+ username(s)	Enrollment exam in SIS?	To schedule	Exam type	Exam duration (in minutes)	Exam policy	Term 1/exam week 1	Resit/exam week 1	Term 2/exam week 2	Resit/exam week 2	Term 3/exam week 3	Resit/exam week 3	term 4/exam week 4	Resit/exam week 4
									Examperiod(s)							
Written exam VMD5REVE2-01	3	1-10	Pleun van Arensbergen Annemarie Westendorp Suzanne Nederlof			Written exam										
Mini research report VMD5REVE2-02	2	1-10	Pleun van Arensbergen Annemarie Westendorp Suzanne Nederlof			Mini research report										
Research proposal VMD5REVE2-03	5	1-10	Pleun van Arensbergen Annemarie Westendorp Suzanne Nederlof	☐	☐	Research proposal		x	☐	☐	☐	☐	☐	☐	☐	☐

Study unit	**VMD5THVE1 Thesis**
Entry requirements	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. An approved research proposal. Admission to the thesis trajectory.
Content	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.

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. The thesis report should contain a description of the problem to be studied, a review of relevant literature, the research methodology, findings, conclusions and recommendations, a diary with an overview of the research process, to track the development of the research.

Additionally the student is required to practice reflexivity and write a reflection on her/his performance as researcher, the research process and product. Also the student will reflect on the entire learning process as part of his/her professional development. |
Learning outcome	LO1: conduct applied research LO2: write an applied research report LO3: reflect on one's progress LO4: design appropriate recommendations LO5: present one's research to non-experts
Student workload	15 ECTS
Teaching method(s)	The student does the research and thesis project independently and has full responsibility for planning and execution. Each student will be assigned a supervisor.
Examination	The written research report is presented and defended during a colloquium and an oral exam. The weight is as follows: report (60%), oral (20%), reflection report (20%)
Period	Block 4
Category of unit of study	*NOA – No assessment: no enrolment for the exams in SIS*
Literature	Depending on thesis topic
Study unit Coordinator	Food and Nutrition Security: Suzanne Nederlof Social Inclusion, Gender and Youth: Annemarie Westendorp Disaster Risk Management: Annelies Heijmans

VMD5THVE1 Thesis	Weight	Rating scale exam	Individual(s) entering grade+ username(s)	Enrollment exam in SIS?	To schedule	Exam type	Exam duration (in minutes)	Exam policy	Examperiod(s)							
									Term 1/exam week 1	Resit/exam week 1	Term 2/exam week 2	Resit/exam week 2	Term 3/exam week 3	Resit/exam week 3	term 4/exam week 4	Resit/exam week 4
Research report **VMD5THVE1-01**	3	1-10	Pleun van Arensbergen Annemarie Westendorp Suzanne Nederlof Annelies Heijmans			Research report										
Oral defense **VMD5THVE1-02**	1	1-10	Pleun van Arensbergen Annemarie Westendorp Suzanne Nederlof Annelies Heijmans			Oral defense										
Reflection report **VMD5THVE1-03**	1	1-10	Pleun van Arensbergen Annemarie Westendorp Suzanne Nederlof Annelies Heijmans	☐	☐	Reflection report		x	☐	☐	☐	☐	☐	☐	☐	☐

SPECIALISATION STUDY UNITS - Food and Nutrition Security

Study unit	**VMD5FCVE1 Concepts on Food and Nutrition Security**
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. The students will also learn different tools to analyse Food Security and gain basic knowledge about different Food Security Frameworks.
Learning outcome	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
Student workload	5 ECTS
Teaching method(s)	Interactive lectures, with visual aids. Group and individual work. E-learning and guest lectures. Analysis of own case.
Examination	Written exam.
Period	Block 1
Category of unit of study	*NOA – No assessment: no enrolment for the exams in SIS*
Literature	Selected articles
Study unit Coordinator	Suzanne.Nederlof@hvhl.nl

VMD5FCVE2 Concepts on Food and Nutrition Security	*Weight*	*Rating scale exam*	*Individual(s) entering grade+ username(s)*	*Enrollment exam in SIS?*	*To schedule*	*Exam type*	*Exam duration (in minutes)*	*Exam policy*	*Term 1/exam week 1*	*Resit/exam week 1*	*Term 2/exam week 2*	*Resit/exam week 2*	*Term 3/exam week 3*	*Resit/exam week 3*	*term 4/exam week 4*	*Resit/exam week 4*
									— *Examperiod(s)*							
VMD5FCVE1-01 Concepts on Food and Nutrition Security	1	1-10	Suzanne Nederlof Gerrit-Jan van Uffelen	☐	☐	Written exam		☐	☐	☐	☐	☐	☐	☐	☐	☐

Study unit	**VMD5FIVE3 Interventions for Food and Nutrition Security**
Content	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? 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.
Learning outcome	LO1: Know how to undertake a response analysis in the field of food security LO2: Analyse current interventions LO3: Design an appropriate (development) intervention leading to food security for a self-selected (home-) situation.
Student workload	6 ECTS
Teaching method(s)	Interactive lectures, with visual aids. Group and individual assignments, Case studies. Discussions. Analysis of own case.
Examination	Presentation (1ECTS) Report. (5 ECTS)
Period	Block 2
Category of unit of study	*NOA – No assessment: no enrolment for the exams in SIS*
Literature	Selected articles on interventions, methodologies and strategies for Food Security
Study unit Coordinator	Suzanne.Nederlof@hvhl.nl

VMD5FIVE3 Interventions for Food and Nutrition Security	Weight	Rating scale exam	Individual(s) entering grade+ username(s)	Enrollment exam in SIS?	To schedule	Exam type	Exam duration (in minutes)	Exam policy	Term 1/exam week 1	Resit/exam week 1	Term 2/exam week 2	Resit/exam week 2	Term 3/exam week 3	Resit/exam week 3	term 4/exam week 4	Resit/exam week 4
presentation **VMD5FIVE3-01**	1	1-10	Suzanne Nederlof Gerrit-Jan van Uffelen	☐	☐	Presentation		☐	☐	☐	☐	☐	☐	☐	☐	☐
report **VMD5FIVE3-02**	5	1-10	Suzanne Nederlof Gerrit-Jan van Uffelen	☐	☐	Report.		☐	☐	☐	☐	☐	☐	☐	☐	☐

Study unit	**VMD5FFVE Facilitating Change in Food and Nutrition Security**
Content	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? 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.
Learning outcome	LO1 start a discussion on a sensitive topic LO2 design a change process LO3 facilitate a session with multiple actors LO4 promote positive change LO5 create an inclusive atmosphere
Student workload	5 ECTS
Teaching method(s)	interactive lectures, plenary and subgroup discussions, facilitation practice, individual study of the literature, assessing existing training proposals and reflection on own experiences.
Examination	Workshop proposal (2ECTS) and facilitation of a session or organisation of an event (3ECTS)
Period	Block 3
Category of unit of study	*NOA – No assessment: no enrolment for the exams in SIS*
Literature	To be announced during the lectures.
Module Coordinator	annemarie.westendorp@hvhl.nl
Remarks	For all SIGY, FS and DRM students with specialisation specific assignments

VMD5FFVE Facilitating Change in Food and Nutrition Security	Weight	Rating scale exam	Individual(s) entering grade+ username(s)	Enrollment exam in SIS?	To schedule	Exam type	Exam duration (in minutes)	Exam policy	Term 1/exam week 1	Resit/exam week 1	Term 2/exam week 2	Resit/exam week 2	Term 3/exam week 3	Resit/exam week 3	term 4/exam week 4	Resit/exam week 4
													Examperiod(s)			
Activity proposal **VMD5FFVE-01**	2	1-10	Suzanne Nederlof Annemarie Westendorp	☐	☐	Activity proposal		☐	☐	☐	☐	☐	☐	☐	☐	☐
Facilitation of a session **VMD5FFVE-02**	3	1-10	Suzanne Nederlof Annemarie Westendorp	☐	☐	Facilitation of a session		☐	☐	☐	☐	☐	☐	☐	☐	☐

SPECIALISATION STUDY UNITS - Social Inclusion, Gender and Youth

Study unit	VMD5GCVE2 Concepts of Gender, Social inclusion, Youth and Empowerment
Content	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. 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.
Learning outcome	LO1: Critically reflect on personal experiences with gender, social exclusion and youth LO2: Explain the concepts gender, social exclusion, youth, gender equality, empowerment, comparing different theories LO3: Apply tools to analyse gender differences, social exclusion and/or empowerment
Student workload	5 ECTS
Teaching method(s)	Interactive lectures, with visual aids. Group and individual work. Case studies.
Examination	Written exam
Period	Block 1
Category of unit of study	*NOA – No assessment: no enrolment for the exams in SIS*
Literature	Hand-outs in class
Study unit Coordinator	Annemarie.Westendorp@hvhl.nl

												Examperiod(s)							
VMD5GCVE2 Concepts of Gender, Social inclusion, Youth and Empowerment	*Weight*	*Rating scale exam*	*Individual(s) entering grade+ username(s)*	*Enrollment exam in SIS?*	*To schedule*	*Exam type*	*Exam duration (in minutes)*	*Exam policy*	*Term 1/exam week 1*	*Resit/exam week 1*	*Term 2/exam week 2*	*Resit/exam week 2*	*Term 3/exam week 3*	*Resit/exam week 3*	*term 4/exam week 4*	*Resit/exam week 4*
Concepts of Gender, Social inclusion, Youth and Empowerment **VMD5GCVE2-01**	1	1-10	Annemarie Westendorp Pleun van Arensbergen	☐	☐	Written exam		☐	☐	☐	☐	☐	☐	☐	☐	☐

Study unit	**VMD5GSVE3 Interventions for Social Inclusion and Gender Equality**
Content	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?

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.

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. 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.

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. |
| **Learning outcome** | LO1: Identify strategies to advocate gender equality and social inclusion
LO2: Analyse current interventions

LO3: Develop an appropriate proposal leading to gender equality and/or social inclusion for a self-selected (home-) situation. |
Student workload	6 ECTS
Teaching method(s)	Interactive lectures, with visual aids. Group and individual work. Case studies.
Examination	Presentation and report
Period	Block 3
Category of unit of study	*NOA – No assessment: no enrolment for the exams in SIS*
Literature	Current literature
Study unit Coordinator	Annemarie.Westendorp@hvhl.nl

VMD5GSVE3 Interventions for Social Inclusion and Gender Equality	Weight	Rating scale exam	Individual(s) entering grade+ username(s)	Enrollment exam in SIS?	To schedule	Exam type	Exam duration (in minutes)	Exam policy	Examperiod(s)							
									Term 1/exam week 1	Resit/exam week 1	Term 2/exam week 2	Resit/exam week 2	Term 3/exam week 3	Resit/exam week 3	term 4/exam week 4	Resit/exam week 4
presentation **VMD5GSVE3-01**	1	1-10	Annemarie Westendorp Koos Kingma	☐	☐	Presentation		☐	☐	☐	☐	☐	☐	☐	☐	☐
report **VMD5GSVE3-02**	5	1-10	Annemarie Westendorp Koos Kingma	☐	☐	Report.		☐	☐	☐	☐	☐	☐	☐	☐	☐

Study unit	**VMD5FGVE Facilitating Change for Social inclusion and Gender Equality**
Content	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? 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.
Learning outcome	LO1 start a discussion on a sensitive topic LO2 design a change process LO 3: facilitate a session with multiple actors LO5 promote positive change LO6 create an inclusive atmosphere
Student workload	5 ECTS
Teaching method(s)	interactive lectures, plenary and subgroup discussions, facilitation practice, individual study of the literature, assessing existing training proposals and reflection on own experiences.
Examination	Workshop proposal and facilitation of a session or organisation of an event
Period	Block 3
Category of unit of study	*NOA – No assessment: no enrolment for the exams in SIS*
Literature	To be announced during the lectures.
Module Coordinator	annemarie.westendorp@hvhl.nl
Remarks	For all SIGY, FS and DRM students with specialisation specific assignments

VMD5FGVE Facilitating Change for Social Inclusion and Gender Equality	Weight	Rating scale exam	Individual(s) entering grade+ username(s)	Enrollment exam in SIS?	To schedule	Exam type	Exam duration (in minutes)	Exam policy	Term 1/exam week 1	Resit/exam week 1	Term 2/exam week 2	Resit/exam week 2	Term 3/exam week 3	Resit/exam week 3	term 4/exam week 4	Resit/exam week 4
Activity proposal **VMD5FGVE-01**	2	1-10	Suzanne Nederlof Annemarie Westendorp	☐	☐	Activity proposal		☐	☐	☐	☐	☐	☐	☐	☐	☐
Facilitation of a session **VMD5FGVE-02**	3	1-10	Suzanne Nederlof Annemarie Westendorp	☐	☐	Facilitation of a session		☐	☐	☐	☐	☐	☐	☐	☐	☐

SPECIALISATION STUDY UNITS - Disaster Risk Management

Module	**VMD5DCVE Concepts of Disaster Risk Management**
Content	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. 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.
Learning outcome	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
Student workload	5 ECTS
Teaching method(s)	Interactive lectures, with visual aids. Group and individual work. E-learning and guest lectures. Analysis of own case.
Examination	Written exam.
Period	Block 1
Category of unit of study	*NOA – No assessment: no enrolment for the exams in SIS*
Literature	Selected articles
Module Coordinator	TBD

VMD5DCVE Concepts of Disaster Risk Management	Weight	Rating scale exam	Individual(s) entering grade+ username(s)	Enrollment exam in SIS?	To schedule	Exam type	Exam duration (in minutes)	Exam policy	Examperiod(s)							
									Term 1/exam week 1	Resit/exam week 1	Term 2/exam week 2	Resit/exam week 2	Term 3/exam week 3	Resit/exam week 3	term 4/exam week 4	Resit/exam week 4
Concepts on Disaster Risk Management	1	1-10	Annelies Heijmans Karen Tuason	☐	☐	Written exam		☐	☐	☐	☐	☐	☐	☐	☐	☐

Study Unit	**VMD5DIVE Designing Interventions for Disaster Risk Reduction**
Content	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 module, 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. This module links back to earlier modules on *basic concepts for DRM*. It takes the student's own cases as a starting point.
Learning outcome	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.
Student workload	6 ECTS
Teaching method(s)	Interactive lectures, with visual aids. Group and individual assignments, Case studies. Discussions. Analysis of own case.
Examination	Presentation Report
Period	Block 2
Category of unit of study	*NOA – No assessment: no enrolment for the exams in SIS*
Literature	Selected articles on interventions, methodologies and strategies for Disaster Risk Management
Module Coordinator	TBD

VMD5DIVE Designing Interventions for Disaster Risk Management	Weight	Rating scale exam	Individual(s) entering grade+ username(s)	Enrollment exam in SIS?	To schedule	Exam type	Exam duration (in minutes)	Exam policy	Term 1/exam week 1	Resit/exam week 1	Term 2/exam week 2	Resit/exam week 2	Term 3/exam week 3	Resit/exam week 3	term 4/exam week 4	Resit/exam week 4
									Examperiod(s)							
Presentation **VMD5DIVE-01**	1	1-10	Annelies Heijmans Gerrit-Jan van Uffelen	☐	☐	Presentation		☐	☐	☐	☐	☐	☐	☐	☐	☐
Report **VMD5DIVE-02**	5	1-10	Annelies Heijmans Gerrit-Jan van Uffelen	☐	☐	Report.		☐	☐	☐	☐	☐	☐	☐	☐	☐

Study unit	VMD5FDVE Facilitating Change for Disaster Risk Management
Content	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? 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.
Learning outcome	LO1 start a discussion on a sensitive topic LO2 design a change process LO 3: facilitate a session with multiple actors LO5 promote positive change LO6 create an inclusive atmosphere
Student workload	5 ECTS
Teaching method(s)	interactive lectures, plenary and subgroup discussions, facilitation practice, individual study of the literature, assessing existing training proposals and reflection on own experiences.
Examination	Workshop proposal (2ECTS) and facilitation of a session or organisation of an event (3ECTS)
Period	Block 3
Category of unit of study	*NOA – No assessment: no enrolment for the exams in SIS*
Literature	To be announced during the lectures.
Module Coordinator	annemarie.westendorp@hvhl.nl
Remarks	For all SIGY, FS and DRM students with specialisation specific assignments

VMD5FDVE Facilitating Change for Disaster Risk Management	Weight	Rating scale exam	Individual(s) entering grade+ username(s)	Enrollment exam in SIS?	To schedule	Exam type	Exam duration (in minutes)	Exam policy	Term 1/exam week 1	Resit/exam week 1	Term 2/exam week 2	Resit/exam week 2	Term 3/exam week 3	Resit/exam week 3	term 4/exam week 4	Resit/exam week 4
									Examperiod(s)							
Activity proposal **VMD5FDVE-01**	2	1-10	Annelies Heijmans Suzanne Nederlof Gerrit-Jan van Uffelen	☐	☐	Activity proposal (40%)		☐	☐	☐	☐	☐	☐	☐	☐	☐
Facilitation of a session **VMD5FDVE-02**	3	1-10	Annelies Heijmans Suzanne Nederlof Gerrit-Jan van Uffelen	☐	☐	Facilitation of a session (60%)		☐	☐	☐	☐	☐	☐	☐	☐	☐

Appendix 2 Organisation

MoD lecturers

Rural Development Theories	Annemarie Westendorp PhD
	Koos Kingma PhD
	Suzanne Nederlof PhD
	Arno de Snoo MSc
Management of Development	Leonoor Akkermans MSc
	Marcel Put PhD
Organisations and Institutions	Pleun van Arensbergen
	Leonoor Akkermans MSc
	Monique Heger MSc
	Annemarie Westendorp PhD
Research Design	Marcel Put PhD
	Annemarie Westendorp PhD
	Pleun van Arensbergen PhD
	Suzanne Nederlof PhD
Food Security specialisation	Suzanne Nederlof PhD
	Gerrit-Jan van Uffelen PhD
	Annemarie Westendorp PhD
	Heinz Evers MSc
	Leonoor Akkermans MSc
Social Inclusion, Gender and Youth specialisation	Annemarie Westendorp PhD
	Koos Kingma MSc
	Pleun van Arensbergen PhD

Academic Programme Committee

Chairman	Johan Meinderts
Secretary	Pleun van Arensbergen
Staff member	Annemarie Westendorp / Marco Verschuur
Student members	Elected representatives of each specialisation

Professional Advisory Committee (PAC)

Van Hall Larenstein / MoD	Annemarie Westendorp, Suzanne Nederlof
Groverman Consultants	Verona Groverman
Former student	Ethjel Tolsma
KIT	Bertus Wennink
SNV	Eelco Baan
Holland Door	Nick Botden
Consultant	Lucy Maarse
Agriprofocus	Nicole Metz
Louis Bolk Instituut	Jan Paul Wagenaar

Appendix 3   ADMISSION

Article 1   Entry requirements to the programme

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,
- 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.

  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, Zimbabwe, Uganda 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.

Article 2   Conditions of enrolment

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).

Appendix 4 Study unit evaluations

On the 15th of June 2016 an admendment 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). Also 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.

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 block	Panel evaluation	At the end of each block

2. Process of publishing the results 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 (*OPCO*) and on BB
2. **The planning for making known the results of evaluations and improvement plans among <u>current students</u>.**	Via the APC and on BB
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 BB
4. **The planning for making known the results of evaluations and improvement plans among <u>new students</u>.**	Via the APC and on BB
Name contact person	Marcel Put