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## Education and Examination Regulations 2020 – 2021, 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 2020-2021 for all students and extranei of the corresponding study programme of Van Hall Larenstein University of Applied Sciences.
Special circumstances	
Location	My.hvhl.nl





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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 3 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* programme Management of Development of Van Hall Larenstein. [CROHO = Central Register of Higher Education]
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:

## CURRICULUM: GENERAL EDUCATION AND EXAMINATION 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:

VM MDF1: To analyse food and nutrition security;

VM 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:  
VMMDG1: To analyse gender differences and social exclusion;  
VMMDG2: To develop intervention strategies that lead to social inclusion and gender equality.

### 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 specialisation 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 specialisation 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:

VMMDD1: To apply DRM tools to explain disaster events;

VMMDD2: 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 professional Master's programme Management of Development will be offered as a full-time programme at the location in 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 professional 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<sup>1</sup>.

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;

<sup>1</sup> VHL - Kadernotitie Master – 14 April 2016



- 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 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 level<sup>2</sup>. 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

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<sup>2</sup> 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/>



- 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:**

- Student has knowledge and understanding to provide a basis or opportunity for originality in developing or applying ideas often in a research context.
- Student applies knowledge and understanding through problem solving abilities in a new or unfamiliar environment within a broader or multidisciplinary context
- Student demonstrates the ability to integrate knowledge and handle complexity, and formulate judgements on the basis of incomplete data
- Student communicates conclusions and the underpinning knowledge and rationale to audiences of specialists and non-specialists
- 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:

<b>Competencies of the Master programme in Management of Development (MSc)</b>	
VMMD1	To analyse complex problems considering sustainability, stakeholder and system perspectives
VMMD2	To analyse the strategic performance of rural development organisations in a dynamic context
VMMD3	To design processes of change from an inclusive perspective
VMMD4	To design and conduct applied research in the context of development studies
VMMD5	To develop reflective professionalism
VMMD6	To communicate to various actors and contribute to knowledge sharing
	<i>Specialisation specific: to apply professional knowledge and understanding</i>
VMMDF1	To analyse food and nutrition security
VMMDG1	To analyse gender differences and social exclusion
VMMDD1	To apply DRM tools to explain disaster events
	<i>Specialisation knowledge: Integrate knowledge aimed at managing and transforming a work context</i>
VMMDF2	To develop strategies and interventions for food security
VMMDG2	To develop intervention strategies that lead to social inclusion and gender equality



VMMDD2	To design intervention strategies for disaster risk management
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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 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 specialisation specific competencies are addressed in the specialisations.

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 professional Master's programme  
Management of Development (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 7 general study units and 3 specialisation study units:

General study units:

1. Personal Leadership
2. Rural Development Theories
3. Sustainable Livelihoods
4. Management of Development Professionalism
5. Organisations and Institutions
6. Research Design and Implementation
7. Thesis

Specialisation study units:

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

### **Part 1. Personal Leadership**

Professional development forms an important part during the entire programme. This study unit starts with a general introduction to the study programme and supports students to gain familiarity with the educational methodology, staff and other students at VHL. It aims to develop students' commitment to the variety of working modes and methods used in the programme, and will support students to deal with culture stress and getting used to the Dutch environment. At the same time, students are stimulated to identify their strengths and weaknesses as well as their frame of reference for learning. 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 2. Rural Development Theories**

This part of the programme deals with the basic theories 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. Sustainable 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 4. 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 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. In this study unit students 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 ability to improve an organisation's performance or change its output, requires acknowledgement and understanding of the complexity of organisations and institutions, and of the dynamic interactions between organisations and their environments. In order to be able to identify opportunities for organizational change, an organisational analysis is crucial.

#### **Part 6. Research Design and Implementation**

This part of the programme consists of training in research process and methods 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 in a mini-research project 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 7. 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 specialisation and create a shared language. The basic concepts related to the specialisation 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 specialisation.

#### **Part b. Interventions**

This study unit links back to earlier study units on basic concepts. Now students will learn to analyse a situation and design interventions related to their specialization. It takes the student's own cases as a starting point. Students carry out a situational analysis of the situation they work in back home, they identify different options to respond to that situation 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 specialisation. 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](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**

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 2020.



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 2020 – 2021 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 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, a 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 (partial) assessments, prospective students must also comply with the conditions of enrolment as presented in the Student Charter and the Enrolment Regulations (*Inschrijvingsbesluit*).

## 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](mailto: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)
<b>All study units</b>	Questionnaire	After the study unit
<b>All study units in a term</b>	Panel evaluation	At the end of each term



## 2. Process of publishing the results<sup>3</sup> and improvements

Elements of the process	Fill in per study programme
1. <b>The way the results of the evaluation and the plans for improvement are made known to the <u>current student</u>.</b>	Via the APC ( <i>OPCO</i> ) and on Moodlerooms
2. <b>The planning for making known the results of evaluations and improvement plans among <u>current students</u>.</b>	Via the APC and on Moodlerooms
3. <b>The way the results of the evaluation and the plans for improvement are made known to the <u>new student</u>.</b>	Via the APC and on Moodlerooms
4. <b>The planning for making known the results of evaluations and improvement plans among <u>new students</u>.</b>	Via the APC and on Moodlerooms
<b>Name contact person<sup>4</sup></b>	Beatriz Hummell

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

<sup>4</sup> Regierolhouder quality



# Appendix 3: EXAMINATION PROGRAMME OF THE FULLTIME MASTER PROGRAMME MANAGEMENT OF DEVELOPMENT

In each table links are available between the study unit code and the full description of the study unit within SIS.

## Examination programme 2020-2021

Applicable for students who started in October 2020 (academic year 2020-2021)

### *Specialisation Food and Nutrition Security*

Block 1	Block 2	Block 3	Block 4
<a href="#">VMD5PLVE1</a> Personal Leadership (3 ECTS)	<a href="#">VMD5MDVE3</a> Management of Development Professionalism (4 ECTS)	<a href="#">VMD5REVE2</a> Research Design and Implementation (10 ECTS)	<a href="#">VMD5THVE1</a> Thesis (15 ECTS)
<a href="#">VMD5RDVE</a> Rural Development Theories (3 ECTS)			
<a href="#">VMD5SLVE</a> Sustainable Livelihoods (4 ECTS)	<a href="#">VMD5OIVE3</a> Organisations and Institutions (5 ECTS)		
<a href="#">VMD5FCVE1</a> Concepts on Food and Nutrition Security (5 ECTS)	<a href="#">VMD5FIVE3</a> Interventions for Food and Nutrition Security (6 ECTS)	<a href="#">VMD5FFVE</a> Facilitating Change in Food and Nutrition Security (5 ECTS)	



*Specialisation Social Inclusion, Gender and Youth*

Block 1	Block 2	Block 3	Block 4
<a href="#">VMD5PLVE1</a> <b>Personal Leadership</b> (3 ECTS)	<a href="#">VMD5MDVE3</a> <b>Management of Development Professionalism</b> (4 ECTS)	<a href="#">VMD5REVE2</a> <b>Research Design and Implementation</b> (10 ECTS)	<a href="#">VMD5THVE1</a> <b>Thesis</b> (15 ECTS)
<a href="#">VMD5RDVE</a> <b>Rural Development Theories</b> (3 ECTS)			
<a href="#">VMD5SLVE</a> <b>Sustainable Livelihoods</b> (4 ECTS)	<a href="#">VMD5OIVE3</a> <b>Organisations and Institutions</b> (5 ECTS)		
<a href="#">VMD5GCVE2</a> <b>Concepts of Gender, Social Inclusion, Youth and Empowerment</b> (5 ECTS)	<a href="#">VMD5GSVE3</a> <b>Interventions for Social Inclusion and Gender Equality</b> (6 ECTS)	<a href="#">VMD5FGVE</a> <b>Facilitating Change for Social Inclusion and Gender Equality</b> (5 ECTS)	

*Specialisation Disaster Risk Management*

Block 1	Block 2	Block 3	Block 4
<a href="#">VMD5PLVE1</a> <b>Personal Leadership</b> (3 ECTS)	<a href="#">VMD5MDVE3</a> <b>Management of Development Professionalism</b> (4 ECTS)	<a href="#">VMD5REVE2</a> <b>Research Design and Implementation</b> (10 ECTS)	<a href="#">VMD5THVE1</a> <b>Thesis</b> (15 ECTS)
<a href="#">VMD5RDVE</a> <b>Rural Development Theories</b> (3 ECTS)			
<a href="#">VMD5SLVE</a> <b>Sustainable Livelihoods</b> (4 ECTS)	<a href="#">VMD5OIVE3</a> <b>Organisations and Institutions</b> (5 ECTS)		
<a href="#">VMD5DCVE</a> <b>Concepts of Disaster Risk Management</b> (5 ECTS)	<a href="#">VMD5DIVE</a> <b>Designing Interventions for Disaster Risk Reduction</b> (6 ECTS)	<a href="#">VMD5FDVE</a> <b>Facilitating Change for Disaster Risk Management</b> (5 ECTS)	

