

## Education and Examination Regulations Study Programme Agricultural Production Chain Management 2018 – 2019, study programme part

**Decosnumber: 2018-61**

Official title	Van Hall Larenstein Education and Examination Regulations 2018/2019, Study Programme Agricultural Production Chain Management 2018-2019
Effective date	1 October 2018
Enacted by the Programme Committee	26 April 2018
Enacted by Executive Board	8 May 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 ( <i>EER</i> ) 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 student net 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 in the *Master* programme Agricultural Production Chain Management (APCM) 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 APCM Master programme's vision is to contribute to development of the global agricultural and forestry business sector which is based on corporate social responsibility.

The APCM Master Programme's mission is to educate (mid-career) professionals who are competent to facilitate multi-stakeholder processes with an interdisciplinary focus and a pro-active entrepreneurial attitude on sustainable and inclusive value chain development by empowering entrepreneurs in the agricultural and forestry production sector and agricultural producer groups and communities in creating shared value, quality improvement and certification, organisational change and social impact.

The APCM Master programme serves both public and private sector professionals as well as professionals working in the not-for profit sector of national or international NGO's. After successful completion of the APCM programme, the graduates qualify to function as a chain manager within a chain actor company or as a value chain development facilitator (officer) within a service providing company.

APCM has three specialisations:

- Livestock Chains
- Horticultural Chains
- Forest Chains

### Programme philosophy and theoretical concept

APCM is unique in that it focuses on technical, organisational and managerial aspects of value chains. The philosophy of APCM is to appreciate all actors, supporters and influencers operating in domestic and international value chains and networks through the functions of value addition, quality management, logistics, information exchange, food safety, finance, sustainability, gender and marketing (Figure 1). The emphasis is on the lower/earlier part of the chain as indicated by the square in the figure 1.

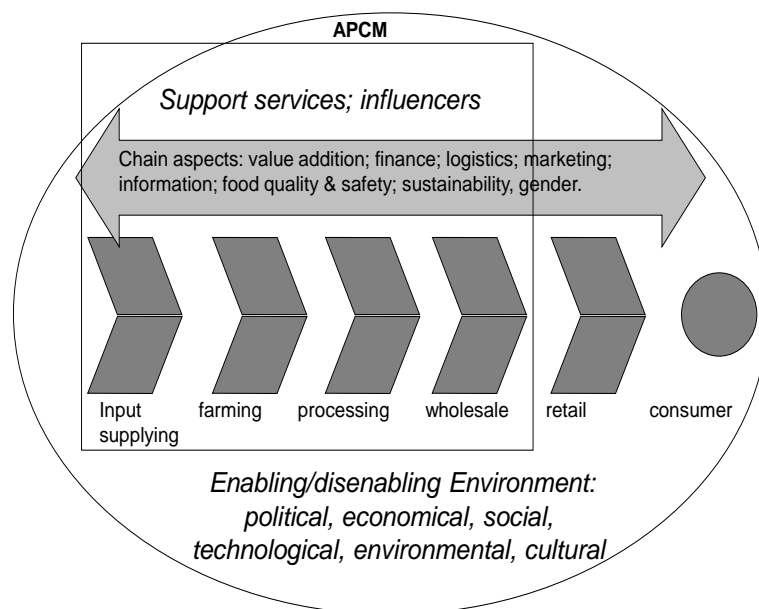


Figure 1: Overview of the agricultural value chain and its influencing factors. The focus of APCM is indicated by the square.

### Educational concept

A VHL 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 VHL 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 VHL University of Applied Sciences, as stated in the VHL Institutional Plan 2014-2017, 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, VHL has designed an educational vision, which provides a framework for how the education at VHL is conducted and organised. This concept is described in the memorandum 'Organisation of education at VHL' and gives the framework for the structure of education at VHL.

VHL is a university of applied sciences based at two locations with 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 competences 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."*

Consequently, this is reflected in the following five characteristics that each VHL programme should have:

- real life centred;
- optional modules or options within the modules;
- diversity;
- up-to-date use of digital resources;
- applied (and practical) research, internationalisation and sustainability in the final competences.

## **Competences and learning outcomes of the Professional Master programme**

### **Dublin Descriptors**

The Dublin Descriptors form the basis for the APCM 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.<sup>2</sup>

#### Box 1: 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

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

<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/>

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

A Master's degree is the second-level higher education award (Level 7). It refers to the second cycle in the Qualifications Framework of the European Higher Education Area. (European Consortium for Accreditation, 2016). These qualifications 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".

Level 7 is compatible with the Framework for Qualifications of the European Higher Education Area. The learning outcomes relevant to Level 7 are

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

## **Job profiles**

There are two distinct situations for the APCM professional (see also figure 2):

1. He/she is a professional working in a private company that is part of the chain. The work is determined by functions such as logistic efficiency, provision of information, internal quality control and/or food safety, reducing production cost and improved profitability, managing chain innovation or chain differentiations.
2. He/she is a professional working in the public sector within a national, regional or district governmental or non-governmental organisation serving a private organisation or company in the agricultural or forestry chain. He/she facilitates the connection of actors and supporters in the network of the chain determined by the goals of the organisation he/she works for, or in the absence of clear existence of the chain, works to mainstream the concept of value chain development.



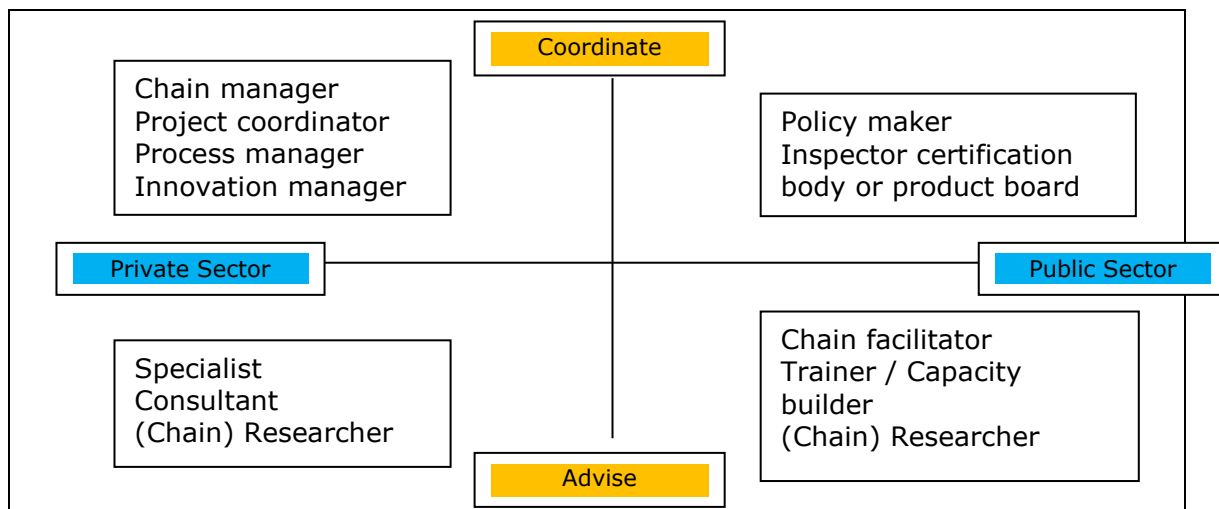


Figure 2: APCM job profiles

Below the job profiles in each quadrant will be explained:

*Project coordinator, programme manager or chain manager*

In this position, professionals *coordinate* the work of their department. They implement national or organisational policies into departments' programmes of activities. They facilitate necessary processes of change so that new policies are adequately mainstreamed in the mandate and activities of the organisations in the chain. 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 establish and maintain networks with related organisations and institutions.

*Policy maker, inspector certification body or product board*

In this position, professionals *coordinate* the chain, initiate chain improvements, and inform actors about and train them in new national policies and regulations. They facilitate necessary processes of change so that new internal or external policies or regulations are adequately mainstreamed in the mandate and activities of the organisations in the chain. 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.

*Chain facilitator, trainer or capacity builder*

In this position, professionals *advise or train* the actors in the chain in order to improve chain aspects. They train actors in technical issues, chain aspects, or national policies or regulations. They facilitate necessary processes of change so that new internal or external policies or regulations are adequately mainstreamed in the mandate and activities of the organisations in the chain. 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.

*Specialist or consultant*

The specialist or consultant works in a specific professional field. They *advise* the management and staff members in other disciplines on issues related to their specialisation and the effective incorporation of these issues in the organisation. They work 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 related organisations.

**Competences**

Based on the above roles, the APCM programme will train the following **overall competence**: to manage units of organisations or companies or to facilitate multi-stakeholder processes on sustainable and inclusive international value chain development by empowering agri-food or green entrepreneurs in creating shared (3P) value, quality improvement and organisational change.

Specific **competences** derived from this are:

- A. To analyse the sustainability and resilience of value chains, stakeholders and production systems
- B. To initiate and manage innovative chain processes and projects
- C. To design a business plan or new business models for business service entrepreneurs or chain actors
- D. To conduct applied research contributing towards an efficient and resilient value chain development
- E. To build sustainable relations with chain stakeholders
- F. To communicate global value chain developments in a multicultural setting to specialists and non-specialists
- G. To apply and reflect on a professional attitude in a changing international business environment

## Article 2.2 Type of study and location(s)

1. The *Master* programme Agricultural Production Chain Management is offered in a full-time variant at the location Velp.

## Article 2.3 Language of instruction

1. The education and the examinations are given in English.

## Article 2.4 Learning outcomes of the HBO master programme

The programme-wide learning outcomes must be formulated in this Article. Article 7.13 clause 2 sub c WHW stipulates that the quality of knowledge, understanding, skills and attitude that students are required to possess at the end of the study programme must be specified in the Education and Examination Regulations. In table 1 the overview of the specific learning outcomes is given.

Table 1 : Specific learning outcomes APCM programme per block

Block	Code	Learning outcomes
		<b>A. To analyse the sustainability and resilience of value chains, stakeholders and production systems</b>
1	A1	To apply value chain development theories and concepts
1	A2a A2b	To conduct a value chain analysis of a familiar chain To conduct a value chain analysis of an international non-familiar chain
1	A3	To conduct production system analysis A3a To conduct an analysis of production systems and their bio-physical, socio-economic and political-institutional context A3b To conduct an environmental impact assessment A3c To investigate climate smart production options
1	A4	To conduct financial analyses of agribusiness companies
1	A5	To apply tools for an organisational and institutional analysis - To apply the concepts and tools of organisational and institutional analysis related to chain companies and their own organisation
2	A6	To conduct an analysis of a complex forest, plantation, livestock or horticultural subsector in region or country - To identify and analyse problems of the political, economic, social, technological, environmental and cultural environment of agricultural chains, including the driving forces and initiating changes
2	A7	To indicate critical control points at different levels of the chain
4	A8	To conduct an in-depth analysis of a chosen agri-food or forest chain
		<b>A. To initiate and manage innovative chain processes and projects</b>
1	B1	To apply concepts of chain governance, producers' organisations and business development services.
1	B2	To formulate proposals for innovations - to upgrade agricultural value chains - to mainstream value chain development within an organisation

2	B3	To formulate a project (tender) proposal for chain innovation - To apply project planning tools
2	B4	To design monitoring and evaluation indicators for chain projects
2	B5	To design a quality management handbook for internal audits and certification
2	B6	To manage a process towards a competitive, safe and environmental friendly agricultural production chain
4	B7	To innovate services and processes in existing agricultural production chains
		<b>B. To design a business plan or new business models for business service entrepreneurs or chain actors</b>
2	C1	To develop a production manual or business plan for a chain actor
2	C2	To apply tools for budgeting and financial management - To set up an investment plan for agri-businesses - To develop a budget for a chain development project
2	C3	To negotiate with business partners
2	C4	To develop policies and networks for integrated value chain management
2	C5	To demonstrate innovative spirit and willingness to take justified risks
4	C6	To advise in a continuously changing international business environment
4	C7	To design a new business model for chain entrepreneurs
4	C8	To design a new chain for chain actors or design an intervention in an existing chain to enhance sustainable and inclusive value chain development
		<b>C. To conduct applied research contributing towards an efficient and resilient value chain development</b>
2+3	D1a D1b	To interpret and analyse existing research and complex research issues - To assess critically and summarise an article - To perform adequate literature searches
3	D2	To design applied research projects and proposals
3	D3	To collect, process and report survey information systematically
3	D4	To conduct structured or semi-structured interviews and focus-group discussions
3	D5	To process and analyse qualitative research data with SPSS
3	D6	To process and analyse qualitative research data
4	D7	To manage an action-research project towards resilient value chain development
		<b>D. To build sustainable relations with chain stakeholders</b>
2	E1	To identify public private partnerships
2	E2	To influence chain related developments in a gender-sensitive way
2	E3	To cooperate as a chain development professional in a multi-disciplinary team
3	E4	To anticipate different practical needs and strategic interests of relevant stakeholders
3	E5	To develop a simple chain network
		<b>E. To communicate value chain developments in a multi-cultural setting to specialists and non-specialists</b>
1	F1	To present a value chain analysis
1	F2	To conduct a mini-lecture on a value chain development related topic
1	F3	To interactively conduct a discussion on a value chain related topic
2	F4	To pitch a tender document in front of commissioners
2	F5	To design text for media communication
3	F6	To audit Integrated Chain Development Plans
4	F7	To explain consequences for sustainability (3P) of various scenarios
4	F8	To defend appropriately applied research projects and proposals
4	F9	To interactively present developments of current value chains to an intercultural audience

4	F10	To communicate research conclusions to audiences of specialists and non-specialists
		<b>F. To demonstrate and reflect on a professional attitude</b>
1	G1 G1a	To reflect on work performances and leadership qualities - To manage time and work with deadlines
1	G2	To demonstrate a critical analytical attitude
2	G3	To show the ability to think outside the box
2	G4	To anticipate on different team roles and strategic interests in group processes
3	G5	To show flexibility in a continuously changing international business environment
4	G6	To reflect on the autonomous manner of the study in his/her own method or style

### **Article 2.5 Curriculum of the Master programme**

The programme in Agricultural Production Chain Management (APCM) consists of 4 blocks of 15 credits:

1. Value Chain Analysis and Development
2. Value Chain Governance
3. Applied Research design
4. Applied Research project

The curriculum is an adequate realisation of the intended learning outcomes of the programme, and this concerns the level, the orientation and the subject/discipline-specific requirements.

The main theoretical concept of the programme is the Value Chain Approach with the aim of creating shared value for people and planet. The first block starts with Value Chain Analysis (VCA) and upgrading strategies focussed on the students own working environment. The second block continues with Value Chain Development (VCD) and Integrated Chain Management (ICM) in an un-familiar setting. The third blocks prepares for the applied research project in block 4, in which student has to show his chain facilitating qualities (see figure 3).

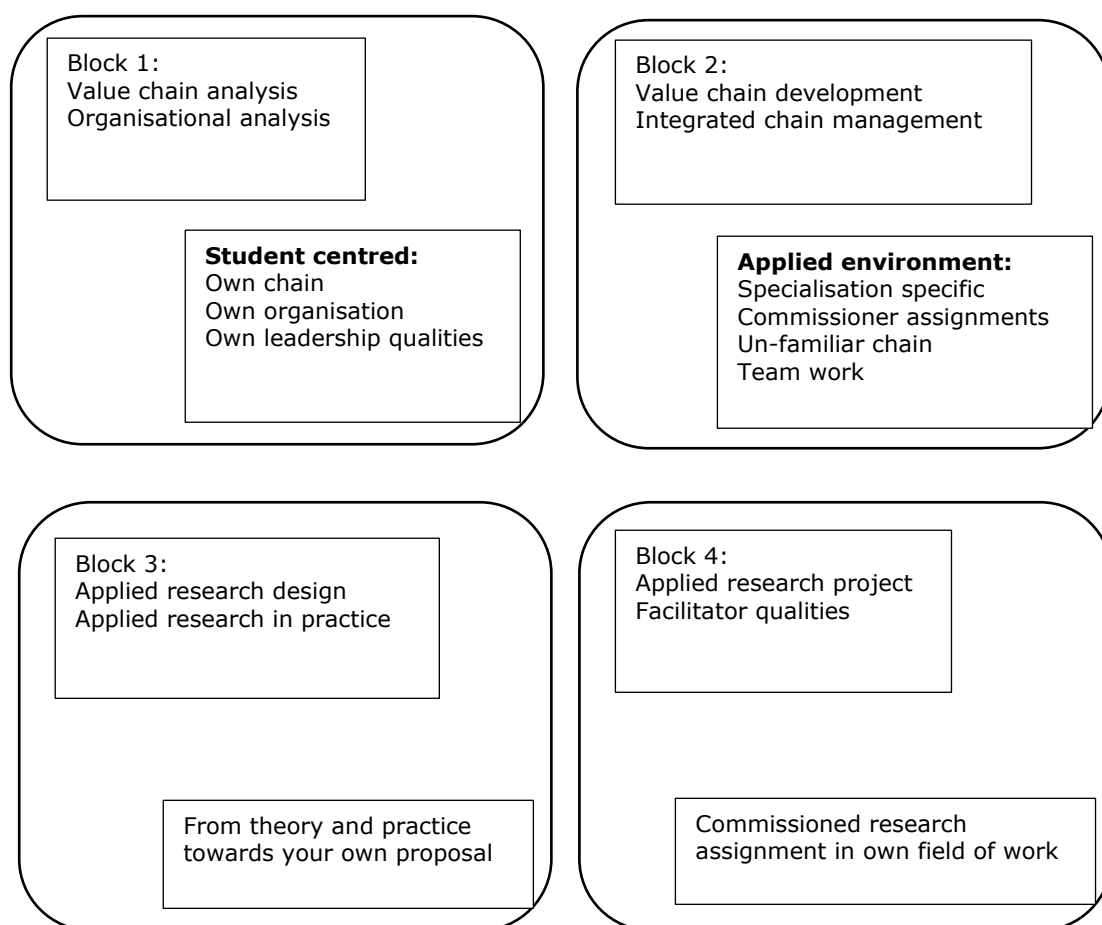


Figure 3: Main theoretical concept of the APCM programme

### Block 1. Value Chain Analysis and Development

The first module Value Chain Analysis provides tools and models that enable the student to analyse different aspects of agri-food or green chains and to indicate major opportunities for improvements. It discusses vertical and horizontal chain links as well as cross cutting issues like gender and (3P) sustainability. In the second module, students are set in the role of a consultant and will practise chain analysis tools of a sector in and out their horizon. The third module provides concepts and tools for organisational and institutional analysis that enhance the analysis of their own company. Moreover, students will practise personal learning skills and reflect on leadership and facilitation skills.

### Block 2. Value Chain Governance

This block follows the block 1. In the first module, students are set in the role of a chain facilitator to Develop a sustainable Livestock or Horticulture or Forest Chain. It focuses on situations where chains are absent or weak and where development coordination or facilitation is required. Project cycle management tools are an integral part of this module, in which students develop the skills needed to manage chain development projects and write and assess project proposals using the project planning approach. In the second module, students choose to specialise in Livestock or Horticulture or Forestry Production Management. Students will elaborate an innovation in a production manual or business plan for a production unit in which strategic marketing is also an important aspect. The third module focuses on the design of audit systems where chain aspects such as quality control, voluntary sustainable initiatives, logistics, and warehousing play an important role.

### Block 3. Applied Research design

To qualify for the Master of Science degree, students have to prove that they have reached a Master level in 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 'facilitation of change' trajectory. This should show that the student has the ability to apply, deepen and integrate the expertise and skills acquired during the programme autonomously and largely self-directed. Block 3 prepares for the implementation of the applied research project.

The applied research design block are comprised of the following 3 elements:

1. training in research design: research methods for data collection, processing and analysis;
2. field research in the Netherland, based on a commissioned assignment of an applied professorship;
3. design an applied research proposal, including a problem analysis, a review of the relevant literature, and a research methodology. The topic and proposal for the field research must first be approved by the specialisation coordinator.

The student designs an applied research project with a combination of research approaches. Possible research approaches are action oriented research, appraisals, surveys, case studies and applied experimental research combined with a desk study.

#### **Block 4. Applied Research project**

The research topic must be relevant to the domain of the APCM programme and be related to a professional problem of the organisation in which the student is employed or a problem of a commissioner. In special cases the student may have the opportunity to work for a recognised institute or commissioner/client with an interest in a defined research question.

The recommendations of the research are applied and relevant, suitable, efficient, effective and sustainable for commissioner and/or field of work.

The applied research project should have three elements:

1. an applied research report based on field research in the home country;
2. A reflection report;
3. A presentation and oral defence of the applied research report during a colloquium via oral assessment.

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

Module coding is done as follows: V MC5 xx VE  
 V=Velp  
 MC5 = Master APCM  
 Xx real module code  
 VE = fulltime, English taught

#### **1. Block 1: Value chain Analysis & Development (15 EC)**

<b>Code and Title module</b>	<b>EC</b>	<b>Method of Assessment</b>
VMC5PDVE Personal Development and leadership	3	Individual Portfolio

<b>Code and Title module</b>	<b>EC</b>	<b>Method of Assessment</b>
VMC5VCVE Value Chain Analysis	6	Individual written exam (MC and open questions) and Individual paper about own chain

<b>Code and Title module</b>	<b>EC</b>	<b>Method of Assessment</b>
VMC5SAVE Sector Analysis	3	Oral exam based on a group report

<b>Code and Title module</b>	<b>EC</b>	<b>Method of Assessment</b>
VMC5OAVE1 Organisational Analysis	3	Individual paper and Individual oral exam based on the paper

## 2. Block 2: Value Chain Governance (15EC)

Code and Title module	EC	Method of Assessment
VMC5CMVE1 Integrated Chain Management	6	Group report and Individual assessment audit skills

*Horticultural Chains for the Horticultural Chains students*

Code and Title module	EC	Method of Assessment
VMC5HPVE1 Horticulture Production	4	Individual oral exam about output assignments

*Or Livestock chains for the Livestock Chains students*

Code and Title module	EC	Method of Assessment
VMC5LPVE1 Livestock Production	4	Pair/group mark about output assignments

*Or Forest chains for the Forest Chains students*

Code and Title module	EC	Method of Assessment
VMC5FPVE1 Forest Production	4	Individual oral exam about output assignments

Code and Title module	EC	Method of Assessment
VMC5CDVE Value Chain Development project	5	Group assessment tender document and Individual pitch based on the group tender document

## 3. Block 3: Applied Research Design (15 EC)

Code and Title module	EC	Method of Assessment
VMC5RMVE Research Methods	6	Individual MC exam and Group report

Code and Title module	EC	Method of Assessment
VMC5RDVE Research Design	5	Individual written research proposal

Code and Title module	EC	Method of Assessment
VMC5PRVE Action research in practise	4	Individual oral assessment based on an individually written reflective journal of own performances in the group research process

## 4. Block 4: Applied Research Project (15 EC)

Code and Title module	EC	Method of Assessment
VMC5ARVE Applied research project	15	Individual research report, presentation and defence, reflective report

## **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 ([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**

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 Agricultural Production Chain Management.



## Appendix 1 List of study units (modules)

### Block 1: Value Chain Analysis and Development

<b>Module - code</b>	<b>VMC5PDVE</b>
<b>Module – name</b>	<b>Personal Development and Leadership</b>
<b>Competences</b>	D: To conduct applied research F: To communicate value chain developments in a multi-cultural setting to specialists and non-specialists G: To demonstrate and reflect on a professional attitude
<b>Learning outcomes</b>	D1a: To assess critically and summarise an article F1: To present a value chain analysis F2: To conduct a mini-lecture on a value chain development related topic F3: To interactively conduct a discussion on a value chain related topic G1: To reflect on work performances and leadership qualities G2: To demonstrate a critical analytical attitude
<b>Content</b>	This module aims to achieve familiarity with the course philosophy, staff and other students, so that course participants will get to grips with the Master's Course and their stay in the Netherlands. At the same time, the module stimulates students to inventory their strengths and weaknesses as well as their frame of reference with respect to learning. In addition, the module 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 master students at VHL University of Applied Sciences. A wide range of introductory activities concerning studying, learning and self-development will form the content of this module. Important topics are: Introduction to the study programme, Realities back home and studying at VHL, Culture stress, Introduction to Dutch agriculture, Learning processes and essential study skills, Intercultural communication, Personal leadership skills and conducting a mini-lecture.
<b>Teaching method(s) and student workload</b>	Introductory lectures, Instruction lectures, Trainings, Workshops, Mini-lectures; extra-curricular activities Work load of 84 hours; of which <ul style="list-style-type: none"> <li>• 60 hours attending trainings and workshops</li> <li>• 12 hours preparing, implementing and evaluating mini-lecture</li> <li>• 6 hours extra-curricular activities</li> <li>• 6 hours writing journals</li> </ul>
<b>Rating scale</b>	Complete or incomplete (pass or fail)
<b>Examination</b>	Individual portfolio; the student has to upload the following documents: <ul style="list-style-type: none"> <li>• CV</li> <li>• Poster individual presentation</li> <li>• Poster work environment</li> <li>• Motivation letter</li> <li>• Reflection journal VPA process</li> <li>• Reflection paper leadership trainings</li> <li>• Reflection paper mini-lectures</li> </ul> The portfolio will be discussed with / assessed by a lecturer.
<b>Mandatory literature</b>	No
<b>Category of unit of study</b>	NOA – No assessment: no enrolment for the exams in SIS
<b>Contact person</b>	M. Verschuur
<b>Language</b>	English
<b>Credits</b>	3 EC
<b>Period</b>	Block 1 (throughout); academic year
<b>Entry requirements / prerequisites</b>	None
<b>Capacity/waiting list</b>	No

## Exams

	<b>Weight</b>	<b>Rating scale exam</b>	<b>Individual(s) entering grade+ username(s)</b>	<b>Enrolment exam in SIS?</b>	<b>To schedule</b>	<b>Exam type</b>	<b>Exam duration (in minutes)</b>	<b>Exam policy</b>	<b>Exam period(s)</b>										
									<b>18/19 block 1</b>	<b>18/19 block 2 resit for block 1 exams</b>	<b>18/19 block 2</b>	<b>18/19 block 3 resit for block 2 exams</b>	<b>18/19 block 3</b>	<b>18/19 block 4 resit for block 3 exams</b>	<b>18/19 block 4</b>	<b>18/19 block 4 resit for block 4 exams</b>			
<b>VMC5PDVE Personal Development and Leadership</b>																			
<b>Demonstrating personal Development</b>	1	Pass /fail	M. Verschuur; A. Kijne; K. Tuason	<input type="checkbox"/>	<input type="checkbox"/>	Portfolio	NA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Study unit – code</b>	<b>VMC5VCVE</b>
<b>Study unit – name</b>	<b>Value chain analysis</b>
<b>Competences</b>	A: To analyse the sustainability and resilience of value chains, stakeholders and production systems B: To initiate and manage innovative chain processes and projects
<b>Learning outcomes</b>	A1: To apply value chain development theories and concepts A2: To conduct a value chain analysis of a familiar chain A3: To conduct production system analysis A4: To conduct financial analyses of agribusiness companies B1: To apply concepts of chain governance, producers' organisations and business development services. B2: To formulate proposals for innovations to upgrade agricultural value chains
<b>Content</b>	<i>Value Chain Concept</i> <i>Value Chain Analysis tools</i> <i>Value Chain Development strategies</i> <i>Business Economics</i> Value chain refers to the full range of activities that are required to bring a product (or a service) from conception, through the different phases of production, to delivery to final consumers and disposal after use. Further, a value chain exists when all the stakeholders in the chain operate in the way to maximize the generation of value along the chain. Value chain analysis is vital to come up with improvements to increase income for producers and other actors in the chain. The focus of this module is on analysis and development of value chains. Support is given by lectures in business economics, quality management and information management. Finally participants conduct an analysis of a chain and a related sub-sector in the home country.
<b>Teaching method(s) and student workload</b>	<i>Interactive Lectures, small assignments and exercises, presentations, excursions and including mini-lectures</i> Workload of 168 hours, of which 40 hours value chain concept (lectures and exercises) 30 hours value chain development (lectures and mini-lectures) 40 hours business economics (lectures and exercises) 18 hours preparing written exam and presentation 40 hours writing paper spotlighting own chain
<b>Rating scale</b>	Mark 1-10 with a 0.1 interval. A pass is a 5.5 or higher.
<b>Examinations</b>	1. Individual written exam with multiple choice and open questions 50% 2. Individual paper of the own chain - 50%
<b>Mandatory literature</b>	Porter, Michael E., and Mark R. Kramer, 2011. Creating Shared Value. <i>Harvard Business Review</i> 89, nos. 1-2: 62-77. M4P (Making Markets Work Better for the Poor), 2008 (version 3); Making value chains work better for the poor. A Toolbook for Practitioners of Value Chain Analysis. 84 p. KIT, Faida MaLi and IIRR, 2006. Chain Empowerment, supporting African farmers to develop markets. KIT, Amsterdam, Faida Market Link, Arusha & IIRR, Nairobi. ISBN 9966754-00-8. KIT and IIRR, 2008. Trading up: building co-operation between farmers and traders in Africa. KIT, Amsterdam & IIRR, Nairobi. ISBN 9789068326994 KIT and IIRR, 2010. Value Chain Finance. KIT, Amsterdam & IIRR, Nairobi. KIT, AgriProFocus and IIRR, 2012. Challenging chains for change. KIT, Amsterdam, APF, Arnhem & IIRR, Nairobi. ISBN 9789068326994 Maurits de Koning and Bart de Steenhuijsen Piters, 20xx. Farmers as Shareholders: A close look at recent experience. KIT, A'dam. Bulletin 390, Development Policy & Practice Wongtschowski, M., J. Belt, W. Heemskerk, and D. Kahan (eds). 2013. The business of agricultural business services: Working with smallholders in Africa. Royal Tropical Institute, Amsterdam; Food and

	Agriculture Organization of the United Nations, Rome; and Agri-ProFocus, Arnhem. KIT and AGRA. 2013. Do all roads lead to market? Learning from AGRA's Market Access Programme. Royal Tropical Institute, Amsterdam, and Alliance for a Green Revolution in Africa, Nairobi. Gereffi et al; 2005; The governance of global value chains. In: Review of Political Economy 12:1 Tilburg et al; 2007; Governance for quality management in smallholder based tropical food chains. Ruben R., van Boekel M., van Tilburg A. and Trienekens J (eds.); 2007. Tropical Food Chains. Governance regimes for quality management.
<b>Category of unit of study</b>	NOA – No assessment: no enrolment for the exams in SIS
<b>Contact person</b>	M. Verschuur
<b>Language</b>	English
<b>Credits</b>	6 EC
<b>Period</b>	Block 1, academic year
<b>Entry requirements/ prerequisites</b>	None
<b>Capacity/waiting list</b>	No

## Exams

	Weight	Rating scale exam	Individual(s) entering grade+ username(s)	Enrolment exam in SIS?		Exam type	Exam duration (in minutes)	Exam policy	Exam period(s)									
				To schedule					18/19 block 1	18/19 block 2 resit for block 1 exams	18/19 block 2	18/19 block 3 resit for block 2 exams	18/19 block 3	18/19 block 4 resit for block 3 exams	18/19 block 4	18/19 block 4 resit for block 4 exams		
<b>VMC5VCVE Value chain Analysis</b>																		
<b>Applying tools of VCD and financial analysis</b>	1	1-10	M. Verschuur; A. Kijne; K. Tuason	<input type="checkbox"/>	<input type="checkbox"/>	Written	135	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Conducting a value chain analysis of a familiar chain</b>	1	1-10	M. Verschuur; A. Kijne; K. Tuason	<input type="checkbox"/>	<input type="checkbox"/>	Written	NA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Study unit - code</b>	<b>VMC5SAVE</b>
<b>Study unit - name</b>	<b>Sector Analysis</b>
<b>Competences</b>	A: To analyse the sustainability and resilience of value chains, stakeholders and production systems G: To demonstrate and reflect on a professional attitude
<b>Learning outcomes</b>	A2b: To conduct a value chain analysis of an international non-familiar chain G1a: To manage time and work with deadlines
<b>Content</b>	Visual Problem Appraisal (VPA): Students get a consultancy assignment to analyse the cocoa sector; they gather desk information and use dvd interviews to get a clear picture of the sector in a short time and to report accordingly.
<b>Teaching method(s) and student workload</b>	VPA using different methods: introduction lectures, individual scoping research, dvd interviews, group reporting Workload of 84hours, of which 12 hours lectures and class exercises 24 hours individual scoping 44 hours group research, including dvd interviews 4 hours presentation and feedback
<b>Rating scale</b>	Mark 1-10 with a 0.1 interval. A pass is a 5.5 or higher.
<b>Examination</b>	Formative test: individual scoping journals, group dvd interview journals Summative test: Group report and presentation – integrated group mark
<b>Mandatory literature</b>	VPA the flavour of cocoa and chocolate
<b>Category of unit of study</b>	NOA – No assessment: no enrolment for the exams in SIS
<b>Contact person</b>	M. Verschuur
<b>Language</b>	English
<b>Credits</b>	3 EC
<b>Period</b>	Block 1: academic year
<b>Entry requirements/prerequisites</b>	None
<b>Capacity/waiting list</b>	No

## Exams

	<i>Weight</i>	<i>Rating scale exam</i>	<i>Individual(s) entering grade+ username(s)</i>	<i>Enrolment exam in SIS?</i>		<i>Exam type</i>	<i>Exam duration (in minutes)</i>	<i>Exam policy</i>	<i>Exam period(s)</i>										
				<i>To schedule</i>	<i>To schedule</i>				<i>18/19 block 1</i>	<i>18/19 block 2 resit for block 1</i>	<i>18/19 block 2</i>	<i>18/19 block 3 resit for block 2</i>	<i>18/19 block 3</i>	<i>18/19 block 4 resit for block 3</i>	<i>18/19 block 4</i>	<i>18/19 block 4 resit for block 4</i>			
<b>VMC5SAVE Sector Analysis</b>																			
<b>Conducting a value chain analysis of a non-familiar chain</b>	1	1-10	G. Houwers; A. Kijne; K. Tuason	<input type="checkbox"/>	<input type="checkbox"/>	Oral group exam	60	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Study unit - code</b>	<b>VMC5OAVE1</b>
<b>Study unit - name</b>	<b>Organisational Analysis</b>
<b>Competences</b>	A: To analyse the sustainability and resilience of value chains, stakeholders and production systems B: To initiate and manage innovative chain processes and projects
<b>Learning outcomes</b>	A5: To apply tools for an organisational and institutional analysis B2b: To formulate proposals for innovations to mainstream value chain development in organisations
<b>Content</b>	Organisational Analysis Institutional Analysis Change Management Students write an organisational and institutional analysis of the own organisation (ODIS paper). The interactive lectures and exercises will be supportive to the application of the tools on their own organisation.
<b>Teaching method(s) and student workload</b>	<i>Interactive Lectures, small exercises</i> Workload of 84 hours, of which 24 hours attending lectures, including small exercises 20 studying literature 40 hours writing paper spotlighting own chain
<b>Rating scale</b>	Mark 1-10 with a 0.1 interval. A pass is a 5.5 or higher.
<b>Examination</b>	Written individual paper Individual oral exam based on an individual paper
<b>Mandatory literature</b>	TACSO, 2011. CSO Management – Practical Tools for Organizational Development Management MDF, 2004. The Tango for Organisations. PSO, 2012. Action learning on assessing organisational capacities. PSO THEMATIC LEARNING PROGRAMME ON OA. PSO, The Hague.
<b>Category of unit of study</b>	NOA – No assessment: no enrolment for the exams in SIS
<b>Contact person</b>	A. Kijne
<b>Language</b>	English
<b>Credits</b>	3EC
<b>Period</b>	Block 1; academic year
<b>Entry requirements/ prerequisites</b>	None
<b>Capacity/waiting list</b>	No

## Exams

									<b>Exam period(s)</b>							
									<b>Exam policy</b>	<b>18/19 block 1</b>	<b>18/19 block 2 resit for block 1 exams</b>	<b>18/19 block 2</b>	<b>18/19 block 3 resit for block 2 exams</b>	<b>18/19 block 3</b>	<b>18/19 block 4 resit for block 3 exams</b>	<b>18/19 block 4</b>
<b>VMC50AVE1 Organisational Analysis</b>	<b>Weight</b>	<b>Rating scale exam</b>	<b>Individual(s) entering grade+ username(s)</b>	<b>Enrolment exam in SIS?</b>	<b>To schedule</b>	<b>Exam type</b>	<b>Exam duration (in minutes)</b>									
<b>Applying tools for organizational analysis</b>	3	1-10	A. Kijne; M. Verschuur K. Tuason	<input type="checkbox"/>	<input type="checkbox"/>	Written	NA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenting key interventions</b>	2	1-10	A. Kijne; M. Verschuur K. Tuason	<input type="checkbox"/>	<input type="checkbox"/>	Oral	45	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Block 2: Value Chain Governance

<b>Study unit - code</b>	<b>VMC5CMVE1</b>
<b>Study unit – name</b>	<b>Integrated Chain Management</b>
<b>Competences</b>	<p>A: To analyse the sustainability and resilience of value chains, stakeholders and production systems</p> <p>B: To initiate and manage innovative chain processes and projects</p> <p>E: To build sustainable relations with chain stakeholders</p> <p>F: To communicate global value chain developments in a multicultural setting to specialists and non-specialists</p> <p>G: To apply and reflect on a professional attitude in a changing international business environment</p>
<b>Learning outcomes</b>	<p>A7: To indicate critical control points at different levels of the chain</p> <p>B5: To design a quality management handbook for internal audits and certification</p> <p>B6: To manage a process towards a competitive, safe and environmental friendly agricultural production chain</p> <p>E3: To cooperate as a chain development professional in a multi-disciplinary team</p> <p>F6: To audit integrated chain development plans</p> <p>G3: To show the ability to think outside the box</p> <p>G4: To anticipate on different team roles and strategic interests in group processes</p>
<b>Content</b>	<p>This module comprises four major elements: logistics management, quality infrastructure and quality management systems, audit skills and a specialisation specific integrated chain management case.</p> <p><b>Logistics Management:</b> Logistics aims to optimise movements (including storage) of agri products, taking into account: supply and demand, timeliness, product quality control and ICT based administrative support systems.</p> <p><i>ICT applications.</i> Developing countries are suppliers (and consumers) of produce (cut flowers, fruit, vegetables, etc) and therefore are participating in the agri-chain for the internal and external market. Topics with regard to this sub module are EDI, identification technology and information management.</p> <p><i>Network design:</i> Any process that the logistician uses to configure the network of facilities and define the flow of products will require data, computational tools and a process of analysis that will result into a good network design.</p> <p><i>Physical Distribution.</i> From the point of customer service goals, strategies concerning transport, inventory and location are studied. Traffic management involves transport environment, transport modes, transport management and accountability. Freight movement has been observed to absorb between 1/3 and 2/3 of total logistics costs. In this context the importance of an effective transportation system is studied. Methods for dealing with mode selection, carrier routing, vehicle scheduling and shipment consolidation are being discussed.</p> <p><i>Warehousing.</i> Warehouse management studies storage and handling decisions and systems, inventory and purchasing and supply policy decisions, facility location decisions.</p> <p><b>Quality infrastructure and quality management systems :</b> The specific aim of this topic is to give students the relevant tools and knowledge to analyse and assess quality systems in the broadest sense possible. The students should have in depth awareness of the various quality systems in use, their focus and background. Quality labels will become increasingly important in national and international trade, chain focus will be on issues like tracking &amp; tracing, food safety, social aspects and environment.</p> <p><b>Audit skills:</b> Focus will be on developing audit skills as a 'tangible' skill. After this module students should comprehend terminology used in this field, show understanding and display the ability to audit the most common systems in use in an international arena taking into consideration ethical conduct, fair and insightful implementation whilst exercising due professional care.</p>



<b>Teaching method(s) and student workload</b>	<i>Large assignment, Interactive Lectures, guest lectures, excursions</i> Workload of 168 hours, of which 28 hours attending lectures project management 40 hours guest lectures and/or excursion 12 hours coaching, feedback and assessment 48 hours studying literature 40 hours group work on designing a quality handbook I
<b>Rating scale</b>	Mark 1-10 with a 0.1 interval. A pass is a 5.5 or higher.
<b>Examination</b>	Group report (quality manual) Individual oral exam: Assessment of the individual performance during an auditing session done as group
<b>Mandatory literature</b>	Luning, P.A., Marcelis, W.J. and Jongen, W.M.F. (2009). Food Quality Management: A techno-managerial Approach. Wageningen Academic Publishers. Clemens Sanetra & Rocío M. Marbán, 2007. The answer to the global quality challenge: a national quality infrastructure. Visser, H.M. and van Goor, A.R. (2006). Logistics: Principles and Practice. Stenfert Kroese Publishers. Roessel, K. and D. Grace (eds), 2015. Food safety and informal markets. Animal products in Sub-Sahara Africa. ILRI / Earthscan / Routledge.
<b>Category of unit of study</b>	NOA – No assessment: no enrolment for the exams in SIS
<b>Contact person</b>	G. Houwers
<b>Language</b>	English
<b>Credits</b>	6EC
<b>Period</b>	Block 2; academic year
<b>Entry requirements/ prerequisites</b>	Completed block 1
<b>Capacity/waiting list</b>	No

## Exams

	Weight	Rating scale exam	Individual(s) entering grade+ username(s)	Enrolment exam in SIS?	To schedule	Exam type	Exam duration (in minutes)	Exam policy	Exam period(s)									
									18/19 block 1	18/19 block 2 resit for block 1 exams	18/19 block 2	18/19 block 3 resit for block 2 exams	18/19 block 3	18/19 block 4 resit for block 3 exams	18/19 block 4	18/19 block 4 resit for block 4 exams		
<b>VMC5CMVE1 Integrated Chain Management</b>																		
<b>Designing a quality manual</b>	3	1-10	G. Houwers; R. Oude Luttikhuis; K. Tuason	<input type="checkbox"/>	<input type="checkbox"/>	Group report	NA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Auditing an integrated chain management plan</b>	3	1-10	G. Houwers; R. Oude Luttikhuis; K. Tuason	<input type="checkbox"/>	<input type="checkbox"/>	Oral	45/ gr	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Study unit - code</b>	<b>VMC5HPVE1 – VMC5LPVE1 – VMCFPVE1</b>
<b>Study unit – name</b>	<b>Horticulture Production – Livestock Production – Forest Production</b>
<b>Competences</b>	A: To analyse the sustainability and resilience of value chains, stakeholders and production systems C: To design a business plan or new business models for business service entrepreneurs or chain actors E: To build sustainable relations with chain stakeholders F: To communicate global value chain developments in a multicultural setting to specialists and non-specialists
<b>Learning outcomes</b>	A3b: To conduct an environmental impact assessment A3c: To investigate climate smart production options A6: To conduct an analysis of a complex forest, plantation, livestock or horticultural subsector in region or country C1: To develop a production manual or business plan for a chain actor C2a: To set up an investment plan for agri-businesses E3: To cooperate as a chain development professional in a multi-disciplinary team F5: To design text for media communication
<b>Content</b>	The Agricultural and Forestry sector worldwide is (still) predominantly production oriented, cultural habits and practices involved therefore are as well. If one does not understand the underlying principles and the terminology used in the field, one will not be taken seriously. This modules provides the foundation from a production perspective. The aim of this specific module is to give students the competences required to be able to act as a conversational partner and as a sounding board for the people directly involved in the “technical” side of the value chain, from production through to post harvest. The focal point will be on sustainable production methods (climate smart technologies) and post-harvest issues (related to perishable products) and environmental impact (e.g. forestry).
<b>Teaching method(s) and student workload</b>	<i>Large assignment, Interactive Lectures, guest lectures, excursions</i> Workload of 112 hours, of which (small difference per specialisation) 16 hours attending lectures strategic marketing / business planning 20 hours attending lectures on sustainable production 14 hours guest lectures and/or excursion(s) 10 hours coaching, feedback and assessment 30 hours studying literature 50 hours group work on designing a business plan or production manual
<b>Rating scale</b>	Mark 1-10 with a 0.1 interval. A pass is a 5.5 or higher.
<b>Examination</b>	For Horticultural and Forest Chain students: Individual oral assessment based on group assignments For the Livestock chain students a pair or group assessment based on the assignments made in pairs and/or groups
<b>Mandatory literature</b>	<i>Horticulture:</i> Poincelot, R., 2004, Sustainable Horticulture, ISBN 0-13-618554-1 University of California, 2001. Integrated Pest Management for Floriculture and Nurseries, ISBN 1-879906-46-5 Kader, A., 2002, Postharvest Technology of Horticultural. Crops, ISBN 1-879906-51-1 <i>Livestock:</i> Wouters, A.P. and J. van der Lee, 2009. Smallholder dairy development, drivers, trends and opportunities. Wageningen UR Livestock Research. Heifer Nederland Lee, Jan van der, Jelle Zijlstra, Bram Wouters and Simone van Vugt, 2014. Milking to potential. Strategic framework for dairy sector development in emerging economies. Discussion paper. WUR/LR & CDI, Wageningen
<b>Category of unit of study</b>	NOA – No assessment: no enrolment for the exams in SIS
<b>Contact person</b>	A. Kijne, J. Meinderts and P. vd Meer resp.
<b>Language</b>	English
<b>Credits</b>	4EC
<b>Period</b>	Block 2; academic year

<b>Entry requirements/ prerequisites</b>	Completed block 1
<b>Capacity/waiting list</b>	No

### Exams

	<b>Weight</b>	<b>Rating scale exam</b>	<b>Individual(s) entering grade+ username(s)</b>	<b>Enrolment exam in SIS?</b>	<b>To schedule</b>	<b>Exam type</b>	<b>Exam duration (in minutes)</b>	<b>Exam policy</b>	<b>Exam period(s)</b>									
									<b>18/19 block 1</b>	<b>18/19 block 2 resit for block 1</b>	<b>18/19 block 2</b>	<b>18/19 block 3 resit for block 2</b>	<b>18/19 block 3</b>	<b>18/19 block 4 resit for block 3</b>	<b>18/19 block 4</b>	<b>18/19 block 4 resit for block 4</b>		
<b>VMC5HPVE1 Horticulture Production</b>																		
<b>Designing a production manual or business plan</b>	1	1-10	A. Kijne; M. Verschuur; K. Tuason	<input type="checkbox"/>	<input type="checkbox"/>	Oral	30	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Exams

	<b>Weight</b>	<b>Rating scale exam</b>	<b>Individual(s) entering grade+ username(s)</b>	<b>Enrolment exam in SIS?</b>	<b>To schedule</b>	<b>Exam type</b>	<b>Exam duration (in minutes)</b>	<b>Exam policy</b>	<b>Exam period(s)</b>									
									<b>18/19 block 1</b>	<b>18/19 block 2 resit for block 1</b>	<b>18/19 block 2</b>	<b>18/19 block 3 resit for block 2</b>	<b>18/19 block 3</b>	<b>18/19 block 4 resit for block 3</b>	<b>18/19 block 4</b>	<b>18/19 block 4 resit for block 4</b>		
<b>VMC5LPVE1 Livestock Production</b>																		
<b>Designing a production manual or business plan</b>	1	1-10	R. Oude Luttikhuis; M. Verschuur; K. Tuason	<input type="checkbox"/>	<input type="checkbox"/>	Oral	30	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Exams

	<b>Weight</b>	<b>Rating scale exam</b>	<b>Individual(s) entering grade+ username(s)</b>	<b>Enrolment exam in SIS?</b>	<b>To schedule</b>	<b>Exam type</b>	<b>Exam duration (in minutes)</b>	<b>Exam policy</b>	<b>Exam period(s)</b>									
									<b>18/19 block 1</b>	<b>18/19 block 2 resit for block 1</b>	<b>18/19 block 2</b>	<b>18/19 block 3 resit for block 2</b>	<b>18/19 block 3</b>	<b>18/19 block 4 resit for block 3</b>	<b>18/19 block 4</b>	<b>18/19 block 4 resit for block 4</b>		
<b>VMC5FPVE1 Forest Production</b>																		
<b>Designing a production manual or business plan</b>	1	1-10	P v.d. Meer; M. Verschuur; K. Tuason	<input type="checkbox"/>	<input type="checkbox"/>	Oral	30	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Study unit - code</b>	<b>VMC5CDVE</b>
<b>Study unit – name</b>	<b>Value Chain Development project</b>
<b>Competences</b>	<p>A: To analyse the sustainability and resilience of value chains, stakeholders and production systems</p> <p>B: To initiate and manage innovative chain processes and projects</p> <p>C: To design a business plan or new business models for business service entrepreneurs or chain actors</p> <p>E: To build sustainable relations with chain stakeholders</p> <p>F: To communicate global value chain developments in a multicultural setting to specialists and non-specialists</p> <p>G: To apply and reflect on a professional attitude in a changing international business environment</p>
<b>Learning outcomes</b>	<p>A6: To conduct an analysis of a complex forest, plantation, livestock or horticultural subsector in region or country</p> <p>B3: To formulate a project (tender) proposal for chain innovation</p> <p>B4: To design monitoring and evaluation indicators for chain projects</p> <p>C2b: To develop a budget for a chain development project</p> <p>C3: To negotiate with business partners</p> <p>C4: To develop policies and networks for integrated value chain management</p> <p>C5: To demonstrate innovative spirit and willingness to take justified risks</p> <p>E1: To identify public private partnerships</p> <p>E2: To influence chain related developments in a gender-sensitive way</p> <p>E3: To cooperate as a chain development professional in a multi-disciplinary team</p> <p>F4: To pitch a tender document in front of commissioners</p> <p>F7: To explain consequences for sustainability (3P) of various scenarios</p> <p>G3: To show the ability to think outside the box</p> <p>G4: To anticipate on different team roles and strategic interests in group processes</p>
<b>Content</b>	<p><i>Specialisation specific Processor-led Value chain development</i></p> <p><i>Project Management</i></p> <p><i>Sustainable Business Development</i></p> <p><i>Public Private Partnerships</i></p> <p><i>Network organisations</i></p> <p><i>Multi-stakeholder meeting</i></p> <p><i>Pitching</i></p> <p><b>Value Chain Development project</b> comprises the development of a sustainable value chain assignment combined with project management. The strategy is to link this module to a real-life assignment in the project portfolio of a Van Hall Larenstein professorship.</p> <p><b>Project Management</b> As project managers and planners, students need to be able to apply project planning techniques and to analyse project proposals. In the project exercise project management tools are used. The project exercise is an important part of the programme in which theoretical inputs and practical application alternate. Students develop a project proposal (tender proposal and project planning, including a budget) for a particular case in a public private partnership and chain network situation.</p>
<b>Teaching method(s) and student workload</b>	<p><i>Large assignment, Interactive Lectures, guest lectures, excursion</i></p> <p>Workload of 140 hours, of which</p> <p>28 hours attending lectures project management</p> <p>12 hours training</p> <p>10 hours guest lectures and/or excursion</p> <p>10 hours coaching, feedback and assessment</p> <p>30 hours studying literature</p> <p>50 hours group work on writing a project proposal</p>
<b>Rating scale</b>	Mark 1-10 with a 0.1 interval. A pass is a 5.5 or higher.
<b>Examination</b>	Assessment of group tender report and an individual oral pitch exam based on the group tender report

<b>Mandatory literature</b>	Dijk, van, M.P. & J. Trienekens (eds), 2012. Global Value chains. Linking local producers from Developing Countries to International Markets. Amsterdam University Press.
<b>Category of unit of study</b>	NOA – No assessment: no enrolment for the exams in SIS
<b>Contact person</b>	M. Verschuur
<b>Language</b>	English
<b>Credits</b>	5EC
<b>Period</b>	Block 2; academic year
<b>Entry requirements/ prerequisites</b>	Completed block 1
<b>Capacity/waiting list</b>	No

## Exams

	<i>Weight</i>	<i>Rating scale exam</i>	<i>Individual(s) entering grade+ username(s)</i>	<i>Enrolment exam in SIS?</i>		<i>Exam type</i>	<i>Exam duration (in minutes)</i>	<i>Exam policy</i>	<i>Exam period(s)</i>										
				<i>To</i>	<i>schedule</i>				<i>18/19 block 1</i>	<i>18/19 block 2 resit for block 1 exams</i>	<i>18/19 block 2</i>	<i>18/19 block 3 resit for block 2 exams</i>	<i>18/19 block 3</i>	<i>18/19 block 4 resit for block 3 exams</i>	<i>18/19 block 4</i>	<i>18/19 block 4 resit for block 4 exams</i>			
<b>VMC5CDVE Value Chain Development project</b>																			
<b>Applying project management tools</b>	2	1-10	H. Evers; M. Verschuur; K. Tuason	<input type="checkbox"/>	<input type="checkbox"/>	Written group report	NA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presenting the tender proposal</b>	3	1-10	M. Verschuur; A. Kijne; K. Tuason	<input type="checkbox"/>	<input type="checkbox"/>	Oral pitch	45 /gr	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Block 3: Applied Research Design

<b>Study unit - code</b>	<b>VMC5RMVE</b>
<b>Study unit – name</b>	<b>Research Methods</b>
<b>Competences</b>	D: To conduct applied research
<b>Learning outcomes</b>	D1b: To perform adequate literature searches D2: To design applied research projects and proposals D3: To collect, process and report survey information systematically D4: To conduct structured or semi-structured interviews and focus-group discussions D5: To process and analyse quantitative research data with SPSS
<b>Content</b>	The module has four sections: <i>Applied Research design, Action Research, Statistics (SPSS) and a Short Survey (mini-research)</i> Part 1 Applied research design. The module starts with the role of research in addressing human needs. This is followed by the design of research projects, both the conceptual design (what do you want to achieve) and the technical design (how to realise it). Research types and tools are discussed. Part 1 deals further with the interpretation of research output (text, tables, figures and models), data analyses and reporting, qualitative and quantitative research; types of reports (scientific papers, thesis, reports, and popular papers); contents and layout. Part 2 Action Research. In value chain facilitation, action research is becoming a common research tool. Several action research methods will be discussed. Part 3 SPSS. Students will focus on quantitative data analysis using the software programme SPSS. Part 4 Mini research. A short survey is conducted in which all element of research (design, data collection, data analysis, interviewing, and write-up) are considered and practised.
<b>Teaching method(s) and student workload</b>	<i>Large assignment, Interactive Lectures, guest lectures, excursion</i> Workload of 168 hours, of which 40 hours attending lectures research design, action research 20 hours attending lectures statistics 8 hours guest lectures 12 hours assessment, presentations 40 hours studying literature 16 hours individual research proposal 32 hours group work on implementing a short survey
<b>Rating scale</b>	Mark 1-10 with a 0.1 interval. A pass is a 5.5 or higher.
<b>Examination</b>	Individual written MC exam (67%) Group paper (33%)
<b>Mandatory literature</b>	Laws, S., Harper, C., Jones, N. and Marcus, R., 2013 <sup>2</sup> . <i>Research for Development, a practical guide</i> . Sage Publications, London. Baarda, B., 2010. <i>Research, this is it!</i> Wolters-Noordhoff, Groningen
<b>Category of unit of study</b>	NOA – No assessment: no enrolment for the exams in SIS
<b>Contact person</b>	M. Verschuur
<b>Language</b>	English
<b>Credits</b>	6EC
<b>Period</b>	Block 3; academic year
<b>Entry requirements / prerequisites</b>	Completed block 2
<b>Capacity/waiting list</b>	No

## Exams

	Weight	Rating scale exam	Individual(s) entering grade+ username(s)	Enrolment exam in SIS?	To schedule	Exam type	Exam duration (in minutes)	Exam policy	Exam period(s)									
									18/19 block 1	18/19 block 2 resit for block 1 exams	18/19 block 2	18/19 block 3 resit for block 2 exams	18/19 block 3	18/19 block 4 resit for block 3 exams	18/19 block 4	18/19 block 4 resit for block 4 exams		
<b>VMC5RMVE Research Methods</b>																		
<b><i>Designing applied research proposal</i></b>	4	1-10	M. Verschuur; R. Baars; K. Tuason	<input type="checkbox"/>	<input type="checkbox"/>	MC exam	135	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b><i>Applying survey</i></b>	2	1-10	K. Janssen; M. Verschuur; K. Tuason	<input type="checkbox"/>	<input type="checkbox"/>	Group report	NA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Study unit - code</b>	<b>VMC5RDVE</b>
<b>Study unit - name</b>	<b>Research Design</b>
<b>Competences</b>	D: To conduct applied research F: To communicate global value chain developments in a multicultural setting to specialists and non-specialists
<b>Learning outcomes</b>	D2: To design applied research projects and proposals F8: To defend appropriately applied research projects and proposals
<b>Content</b>	<i>Applied Research proposal</i>
<b>Teaching method(s) and student workload</b>	<i>Pitching and final presenting research proposal, coaching</i> Workload of 140 hours: self-study and coaching
<b>Rating scale</b>	Mark 1-10 with a 0.1 interval. A pass is a 5.5 or higher.
<b>Examination</b>	Individual research proposal + presentation
<b>Mandatory literature</b>	
<b>Category of unit of study</b>	NOA – No assessment: no enrolment for the exams in SIS
<b>Contact person</b>	A. Kijne
<b>Language</b>	English
<b>Credits</b>	5 EC
<b>Period</b>	Block 3; academic year
<b>Entry requirements/ prerequisites</b>	Completed block 2
<b>Capacity/waiting list</b>	-

## Exams

VMC5RDVE Research Design	Weight	Rating scale exam	Individual(s) entering grade+ username(s)	Enrolment exam in SIS?	To schedule	Exam type	Exam duration (in minutes)	Exam policy	Exam period(s)							
									18/19 block 1	18/19 block 2 resit for block 1 exams	18/19 block 2	18/19 block 3 resit for block 2 exams	18/19 block 3	18/19 block 4 resit for block 3 exams	18/19 block 4	18/19 block 4 resit for block 4 exams
<i>Research proposal</i>	4	1-10	A. Kijne; P v.d. Meer; M. Verschuur; K. Tuason	<input type="checkbox"/>	<input type="checkbox"/>	Proposal	NA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



<b>Study unit - code</b>	<b>VMC5PRVE</b>
<b>Study unit – name</b>	<b>Action research in practise</b>
<b>Competences</b>	D: To conduct applied research E: To build sustainable relations with chain stakeholders G: To apply and reflect on a professional attitude in a changing international business environment
<b>Learning outcomes</b>	(D2: To design applied research projects and proposals) D3: To collect, process and report survey information systematically D4: To conduct structured or semi-structured interviews and focus group discussions D6: To process and analyse qualitative research data E4: To anticipate different practical needs and strategic interests of relevant stakeholders E5: To develop a simple chain network G5: To show flexibility in a continuously changing international business environment
<b>Content</b>	<i>Field assignment as mini-thesis</i> <i>Assignment based on a project from the Applied Research Centres</i>
<b>Teaching method(s) and student workload</b>	<i>Real life assignment, group work</i> Workload of 112 hours, of which 32 hours preparation field work 40 hours field work 40 hours reporting, presenting and assessment
<b>Rating scale</b>	Mark 1-10 with a 0.1 interval. A pass is a 5.5 or higher.
<b>Examination</b>	Individual oral assessment based on an individually written reflective journal of own performances in the group research process
<b>Mandatory literature</b>	
<b>Category of unit of study</b>	NOA – No assessment: no enrolment for the exams in SIS
<b>Contact person</b>	M. Verschuur
<b>Language</b>	English
<b>Credits</b>	4EC
<b>Period</b>	Block 3; academic year
<b>Entry requirements/ prerequisites</b>	Completed block 2
<b>Capacity/waiting list</b>	No

## Exams

VMC5PRVE Action research in practise	Weight	Rating scale exam	Individual(s) entering grade+ username(s)	Enrolment exam in SIS?	To schedule	Exam type	Exam duration (in minutes)	Exam policy	Exam period(s)							
									18/19 block 1	18/19 block 2 resit for block 1 exams	18/19 block 2	18/19 block 3 resit for block 2 exams	18/19 block 3	18/19 block 4 resit for block 3 exams	18/19 block 4	18/19 block 4 resit for block 4 exams
<b>Action research in practise</b>	1	1-10	M. Verschuur; A. Kijne; K. Tuason	<input type="checkbox"/>	<input type="checkbox"/>	Oral based on reflective journal	30pp	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Block 4: Applied Research Project

<b>Study unit - code</b>	<b>VMC5ARVE</b>
<b>Study unit – name</b>	<b>Applied research project</b>
<b>Competences</b>	<p>A. To analyse the sustainability and resilience of value chains, stakeholders and production systems</p> <p>B. To initiate and manage innovative chain processes and projects</p> <p>C. To design a business plan or new business models for business service entrepreneurs or chain actors</p> <p>D. To conduct applied research contributing towards an efficient and resilient value chain development</p> <p>E. To build sustainable relations with chain stakeholders</p> <p>F. To communicate global value chain developments in a multicultural setting to specialists and non-specialists</p> <p>G. To apply and reflect on a professional attitude in a changing international business environment</p>
<b>Learning outcomes</b>	<p>A8: To conduct an in-depth analysis of a chosen agri-food or forest chain</p> <p>B7: To innovate services and processes in existing agricultural production chains</p> <p>C6: To advise in a continuously changing international business environment</p> <p>C7: To design a new business model for chain entrepreneurs; or</p> <p>C8: To design a new chain for chain actors or design an intervention in an existing chain to enhance sustainable and inclusive value chain development</p> <p>D7: To manage an applied research project towards resilient value chain development</p> <p>E7: To influence chain related developments in a gender-sensitive way</p> <p>F9: To interactively present developments of current value chains to an intercultural audience; and / or</p> <p>F10: To communicate research conclusions to audiences of specialists and non-specialists</p> <p>G6: To reflect on the autonomous manner of the study in his/her own method or style</p>
<b>Content</b>	<i>Applied research project of a self-chosen chain, most students will do the research in their own field of work or are involved in an applied professorship project.</i>
<b>Teaching method(s) and student workload</b>	Workload of 420 hours, Including data collection, data processing, design process, research report writing, reflective report writing, colloquium and oral defence.
<b>Rating scale</b>	Mark 1-10 with a 0.1 interval. A pass is a 5.5 or higher.
<b>Examination</b>	Individual oral exam (colloquium) based on an individual research report, presentation and reflectivity of the research process
<b>Mandatory literature</b>	
<b>Category of unit of study</b>	NOA – No assessment: no enrolment for the exams in SIS
<b>Contact person</b>	M. Verschuur
<b>Language</b>	English
<b>Credits</b>	15 EC
<b>Period</b>	Block 4; academic year
<b>Entry requirements/ prerequisites</b>	Completed block 3; if a student has not completed the previous blocks, he will get a NO GO for the thesis trajectory
<b>Capacity/waiting list</b>	-

## Exams

VMC5ARVE Applied research project	Weight	Rating scale exam	Individual(s) entering grade+ username(s)	Enrolment exam in SIS?	To schedule	Exam type	Exam duration (in minutes)	Exam policy	Exam period(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	
<b>Applied research report</b>	9	1-10	M. Verschuur; M. Put; K. Tuason	<input type="checkbox"/>	<input type="checkbox"/>	Research report	NA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presentation and Oral defence</b>	3	1-10	M. Verschuur; M. Put; K. Tuason	<input type="checkbox"/>	<input type="checkbox"/>	Oral based on research report	100	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Reflection</b>	3	1-10	M. Verschuur; M. Put; K. Tuason	<input type="checkbox"/>	<input type="checkbox"/>	Reflective journal	NA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## **Appendix 2 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 position. In case a prospective student has less than two years of experience, his request for enrolment will be submitted to the programme coordinator.
- 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 of [Nuffic](#), 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).

### **Article 3 Notice of objection**

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-mailaddress: [loket-klachten-geschillen@hvhl.nl](mailto:loket-klachten-geschillen@hvhl.nl)).

## Appendix 3 Module 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). 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.

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

Name of module	Kind of evaluation: questionnaire or/and panel evaluation	When (which week)
<b>Block 1</b>	Both	Week 51 2018
<b>Block 2</b>	Both	Week 12 2019
<b>Block 3</b>	Both	Week 23 2019
<b>Block 4</b>	Both	Week 39 2019
<b>Programme</b>	both	Week 39 2019
<b>Nuffic evaluation – if needed</b>	questionnaire	Week 39 2019

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

Elements of the process	Fill in per study programme
<b>1. The way the results of the evaluation and the plans for improvement are made known to the <u>current student</u>.</b>	Yes
<b>2. The planning for making known the results of evaluations and improvement plans among <u>current students</u>.</b>	Yes
<b>3. The way the results of the evaluation and the plans for improvement are made known to the <u>new student</u>.</b>	No
<b>4. The planning for making known the results of evaluations and improvement plans among <u>new students</u>.</b>	Yes, mostly the programme evaluation
<b>Name contact person<sup>4</sup></b>	Marcel Put / (Marco Verschuur)

<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