Education and Examination Regulations 2015/2016, study programme Master Management of Development

Official title	VHL Education and Examination Regulations 2015/2016 study programme Master Management of Development
Effective date	1 October 2015
Approval/recommendation Participational Council	
Enacted by Executive Board	
Legal basis	Art. 7.13 WHW
Brief description	These Education and Examination Regulations are the Education and Examination Regulations for the study programme in question 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 2015-2016 for all students and extranei of the corresponding study programme of Van Hall Larenstein University of Applied Sciences.
Special circumstances	Version 0.1
Location	Velp

Table of Contents

CHAPTER 1   GENERAL PROVISIONS

Article 1.1   The Education and Examination Regulations

1. Each study programme at Van Hall Larenstein University of Applied Sciences (VHL) has a set of Education and Examination Regulations (EER), accessible from the start of the study, 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 VHL.

2. 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.

3. Appendixes <insert number> are an integral part of these Regulations.

4. 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 *Professional* Master programme <insert name of programme as listed in the CROHO> of VHL. [CROHO = Central Register of Higher Education]

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

Article 1.3   Definitions

1. Insofar as they are also mentioned in the WHW (Higher Education and Research Act), the terms used in these Regulations have the same meaning as in this Act, unless expressly stated otherwise.

2. In these regulations the following words have the following meanings:

Academic Programme Committee: a committee appointed for each programme or group of programmes. Its duties include making recommendations about the Education and Examination Regulations and their implementation (art. 10.3c WHW);

Academic year: the time period that begins on 1 October and ends on 30 September of the subsequent year;

Appeal Board for VHL students: the Examinations Appeal Board, as referred to in Article 7.60 WHW, as well as the Arbitration Board (for the VHL Executive Board) as referred to in Article 7.63a WHW. See also Chapter 6 of the Student Charter;

Assessment: in principle, an individual test in the form of a professional situation, simulated or actual, during which competences, integrated whenever possible, are tested. The assessment completes a Study unit or otherwise defined phase of study. See also examination;

Assessor: the individual appointed by the Examination Board who is responsible for giving exams and ascertaining the results; also examiner;

Certificate of Attendance: The proof issued by the Examination Board that all assessments of the taught programme have been completed with a weighted average of 5.0 or less.

Certification Supplement: a supplement attached to the Professional Master Degree with information on the identification of the holder, features of the qualification, the contents of the programme and marks.

Competences: in principle, a combination of knowledge, understanding, skills and attitudes that students use to function according to the requirements of a specific context (professional, educational, social-cultural);

Contact hour: a study hour (one hour on the clock) during which a teacher employed by the educational institution (including student assistants and tutors) is physically present. Contact time may include lectures and tutorials, tutoring, mentoring, examinations, and academic counselling, insofar as the institution has scheduled these for all students. Time for self-study, internships/work placements and time used for graduation project research and writing thesis are not included in contact hours**;**

Credits: credits (according to the European Credit Transfer System – ECTS) as referred to in Article 7.4 clause 1 WHW associated with a study unit. A credit is a unit that represents the number of hours worked by an average student. One credit is equivalent to 28 hours of study;

CROHO: Central Register of Higher Education;

Professional Master Degree: the proof given by the Examination Board that the final evaluation of a Professional Master programme has been passed.

Education Office: the office at VHL that is responsible for managing the student monitoring system, among other tasks;

EER: the Education and Examination Regulations, as referred to in Article 7.13 WHW;

Examination: an interim examination as referred to in Article 7.10 clause 1 WHW. An examination of the competences of the student, as well as the assessment of the results of that examination;

Examiner: the individual appointed by the Examination Board who is responsible for designing and/or giving exams and/or ascertaining the results; also assessor;

Examination Board: the Examination Board according to Section. 7.12 ff of the WHW;

Examination Opportunity: an opportunity to take an examination for which a student has registered;

Exemption: a signed declaration from the Examination Board that a student has been exempted from an examination or partial examination of one or more study units as referred to in the declaration.;

Extraneus: examination student; the person referred to in Articles 7.32 and 7.36 WHW who, as part of a Master's degree programme, is only allowed to take examinations and has no right to participate in or attend educational activities;

Executive Board: the Executive Board of VHL;

Final examination: an examination that completes the Professional Master programme. Unless provided otherwise in these Regulations, the final examination is passed if the student has passed all exams from the Professional Master programme; also final assessment;

Institutional Board: the Executive Board;

Invigilator: an individual appointed by the Examination Board to monitor examinations. Invigilators follow the instructions of Examination Boards and Assessors and act in accordance with the guidelines for invigilators.

Counter for complaints and disputes*loket voor klachten en geschillen*: the facility as referred to in Article 7.59a WHW, where students can lodge an appeal or an objection or can make a complaint and where student can get information about the various procedures at VHL. See also Chapter 6 of the Student Charter;

Module: a study unit

Module coordinator: a guideline for students related to a module, containing information about the context and organisation of the module including information about the assessment; the lecturer responsible for the design, implementation and development of the module;

Module manual: a guideline for students related to a module, containing information about the context and organisation of the module including information about the assessment;

'No show': the result received in the SIS when a student has registered for an exam and does not participate without deregistering. A 'no show' is considered to be a used examination opportunity;

NVAO: Accreditation Organisation of the Netherlands and Flanders, an independent accreditation organisation founded by the Dutch and Flemish governments to provide an expert and objective assessment of the quality of higher education in the Netherlands and Flanders

Partial assessment: an assessment together with at least one other partial assessment formally considered to be an interim assessment (exam) as referred to in Article 7.10 lid 1 WHW. No credits are granted to partial assessments; also partial examinations; In the Student Information System (SIS) partial examinations are defined as examinations (*toets*);

Portfolio: a collection (possibly in digital form) of files and documents with which students can tangibly demonstrate their level of achievement;

Post Graduate Degree: The proof issued by the Examination board that all assessment of the taught programme have been completed with a weighted average of 5.0 or more.

Programme coordinator: the lecturer who coordinates the planning, implementation and development of the programme and guarantees cohesion with the master at large.

Professional product: a tangible performance that is related to professional practice and can be assessed in a simulated or actual setting;

Prospective student: individual who wishes to be admitted to a study programme;

Specialisation coordinator: the lecturer who coordinates the planning, implementation and development of the specialisation and guarantees cohesion with the programme at large.

Student: an individual referred to in Article 7.32 WHW who is enrolled as a student at VHL in order to participate in education;

Student Charter: the charter as referred to in Article 7.59 WHW;

Student Information System (SIS): system in which all the data of the study programme relevant to students is registered, including information about study units and grades;

Student Service Centre (SSC): the department of the VHL which is responsible for the management of the SIS, among other things;

Student workload: the number of credits allocated to the study programme and the Study unit;

Study advisor: the individual who advises students during the course of their study and the choices/electives within the study;

Study programme: a coherent set of study units focussing on clearly defined objectives with regard to the competences which the student must attain to complete the study programme;

Study unit: study unit according to Article 7.3 clause 2 WHW. A coherent unit of educational activities focusing on acquiring competences for a specific part of the study programme. A study unit is completed with an assessment. When a study unit is closed, a student will receive the amount of

credits awarded for that study unit. Specified in the Student Information System (SIS) with the term "module";;

Taught programme: the part of the master programme comprising all taught modules excluding the thesis module.

Thesis: a document of significant magnitude, completed in the final phase of the programme, with which the student or extraneus reports on a project or study;

Variant: the type of study programme (full-time, part-time or dual) as referred to in Article 7.7 clause 1 WHW;

VHL: Van Hall Larenstein University of Applied Sciences, *brinnumber* 30HD, having its registered offices at Leeuwarden and Velp, supported by the Van Hall Larenstein foundation;

Weighting factor: the weight that is allocated to part of an exam when calculating the mark;

WHW: the Higher Education and Research Act;

CHAPTER 2   ADMISSION

Article 2.1 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,
- at least 2 years of relevant working experience on middle or higher management positions,
- a certificate for fluency in English: TOEFL 550 points/ IELTS 6.0 or other certificates equivalent to these. Students who had their education in the English language, can provide a letter which indicates the English mode of instruction from the university concerned..

Article 2.3   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 Decree).

CHAPTER 3   CONTENT AND CURRICULUM

Article 3.1   Aim

The Master programme Management of Development 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.

Article 3.2   Type of study and location(s)

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

Article 3.3   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 1 with these Regulations.

Article 3.4   Student workload of the study programme

1.   The full-time variant is a one-year Professional Master programme with a student workload of 70 credits.

Article 3.5   Educational concept

From the mission and vision of VHL University of Applied Sciences, as stated in the VHL Institutional Plan 2014-2017, the core business of VHL is to educate students to become professionals and to prepare them for the requirements of the labour market. 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 one university of applied sciences on two locations with a shared ambition and one educational vision for all programmes.

This ensures student equality in study load, study mentoring and the capability of fully utilising the opportunities the university has to offer students in terms of choices for diversifying and intensifying

their knowledge. VHL stimulates cooperation and exchange between study programmes (bachelor-bachelor and bachelor – master exchange).

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."*

This is consequently 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.

Article 3.6   Learning outcomes of the Master programme

Overall learning outcomes professional Master programme Management of Development	
MD1	To explore complex problems considering stakeholder and system perspectives
MD2	To analyse the performance of rural development organizations in a dynamic international context
MD3	To design processes of change from an inclusive perspective

The curriculum is made up of a general part meant for all the MOD students and 4 specialisations:
  Rural development and HIV/AIDS
  Rural Development and Communication
  Rural Development and Food Security
  Rural Development and Gender

Each specialisation has its own set of specific learning outcomes, presented below.

Article 3.7   Curriculum

The Master programme Management of Development consists of 6 main parts:

1. Introduction
2. Management of Development
3. Professional Environment Analysis.
4. Specialisation
5. Capita Selecta
6. Research and Thesis

Part 1. Introduction
This module aims to help students gain familiarity with the educational methodology, staff and other students at VHL. The module aims to develop students' commitment to the variety of working modes

and methods used in programme. At the same time, the module stimulates students to identify their strengths and weaknesses as well as their frame of reference for learning.

Part 2. Management of Development
This part of the programme is taken by all MOD students. It focuses on competences required for rural development professionals. Since the 1950s major shifts have taken place in rural development thinking. One theory after another has been formulated in the search for sustainable rural development. Policy makers and development professionals are aware of the complexity and multi-disciplinarity of rural development and the great variation of interests and powers between stakeholders.
In this part rural development looks at rural development from three perspectives:
- Rural development theories that address the most important theories from the 1950s until now.
- The professional confronted with complex problems in a simulation of a consultancy assignment dealing with multi-stakeholder perspectives.
- Rural livelihoods are studied within the framework of sustainable rural livelihoods among others.

Part 3. Management and Transformation of Development Organisations and Project Management
This part is taken by all MOD students. It focuses on competences required for positions in development organisations such as advisor, manager or policy maker to manage/transform and includes the following modules:

The professional environment module which will focus on analysing various organisation theories and models. Students will also study the impact that changing institutional environments have on organisations as well as push and pull factors in organisational change. Often the internal structure and operations of an organisation need to be adapted to the new requirements set by the institutional environment. Attention is also given to organisational change and how to function as a change agent. Training is provided in a great number of professional competences such as leadership and communication skills.

Part 4. Specialisation
This part of the programme differs with each specialisation. The modules in this part of the programme enhance the competences 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 competences within the framework of management and transformation of their organisations of employ, project management and research.

Part 4. Capita Selecta
Due to dynamic settings of rural development in the various countries, many issues (like conflicts, climate change, pressure on natural resources) emerge. These issues are for some organisations more relevant than others and are not included by the curriculum of the MOD. Therefore, a programme of various topics is offered to the student from which he/she selects according to own needs and interest.

Part 5. Research and Thesis
To qualify for the Master degree, students have to prove that they have reached a Master' level in their cognitive and conceptual skills with respect to the central disciplinary themes of the programme. An important test for qualification is whether the student is capable of conducting and managing an individual 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 research topic should be relevant to the professional activities of the specialisation and be related to a professional problem at the organisation where the student is employed. The co-ordinator of the specialisation must approve the thesis topic and proposal beforehand.
The modules offered in this part of the programme are taken by all MOD students.
Research and thesis consists of four elements:
- training in research process and method,
- writing a research proposal, including a definition of the problem to be studied, a review of the relevant literature, and the research methodology to be adopted,

- field research in the home country and the elaboration of the thesis, presentation and defence of the thesis during a colloquium and oral assessment.

MOD modules and their study load

6.1.1 VMA5INVE Introduction   2 ECTS

Title module	ECTS	Code assessment
Introduction	2	VMA5IN1

6.1.2. VMD5MDVE   Management of Development   9 ECTS

Title module	ECTS	Code assessment
Rural development theories	4	
Management of development professionalism	5	VMD5MD1

6.1.3. VMD5PEVE   Professional Environment   12 ECTS

Title module	ECTS	Code assessment
Organisational environment	5	
Institutional environment	4	VMD5PE1
Organisational change		
Leaderschip and communication		
Specialisation focus on professional environment	3	

6.1.4 Capita Selecta   3 ECTS

Title module	ECTS	Code assessment
VMD5C1VE	3	VMD5CS1
VMD5C2VE	3	VMD5CS2
VMD5C3VE	3	VMD5CS3

6.1.5. VMA5REVE   Research design and implementation   6 ECTS

Title module	ECTS	Code assessment
Training in research process and methods	4.5	
Mini research	1.5	VMA5RE1

6.1.6. VMA5THVE   Thesis 18 ECTS

Title module	ECTS	Code assessment
Thesis	18	VMA5TH1

6.1.7 Specialisation modules

Rural Development and HIV/AIDS

Title module	ECTS	Code assessment
VMD5ADVE Development and HIV/AIDS	4	VMD5DH1
VMD5AEVE Responding to the epidemic	7	VMD5RE1
VMD5ASVE Challenging stigma	4	VMD5CS1
VMD5ACVE Managing change	5	VMD5MC1

Rural Development and Communication

Title module	ECTS	Code assessment
VMD5CIVE Communication & innovation	9	VMD5CI1
VMD5CLVE Learning & transformation	7	VMD5LT1
VMD5CMVE Media design for social change	4	VMD5MD1

Rural Development and Food Security

Title Module	ECTS	Code assessment
VMD5FCVE Concepts on Food and Nutrition Security	3	VMD5SS1
VMD5FLVE Food security and rural livelihoods	4	VMD5LH1

VMD5FVVE Value chains, markets and businesses for Food Security	4	VMD5MV1
VMD5FNVE Natural Resource Management and Food Security	4	VMD5NRV1
VMD5FIVE Interventions and strategies for food and nutrition security	5	VMD5IS1

Rural Development and Gender

Title module	ECTS	Code assessment
VMD5GCVE Introduction to course concepts	2	VMD5IC1
VMD5FLVE Food security and rural livelihoods	4	VMD5FL1
VMD5GSVE Social exclusion, gender and community action	4	VMD5CA1
VMD5GMVE External mainstreaming	2	VMD5EM1
VMD5GVVE Value chain development	2	VMD5VC1
VMD5GLVE Promoting learning and change	3	VMD5PC1
VMD5GIVE Inclusive service delivery	3	VMD5SD1

Specialisations

Rural Development and HIV/AIDS

Currently, it is widely known that the HIV/AIDS epidemic has far- reaching impacts on large populations (men, women, boys and girls) in Sub-Saharan Africa. More recently it has been recognised that rural areas have been affected by the epidemic on a large scale. For Asia and Latin America a similar trend is expected.

For organisations, AIDS often means a loss of employees, increased staff absence due to responsibilities to care for those affected or due to participation in funerals, and diversion of organisational resources towards support of those affected.

For rural populations, HIV/AIDS impacts on their labour supply through multi-years of illness, reallocating labour from production to care, increase of (health- related) expenses in a time when income decreases. ARVs might improve the situation and requires good food.

The implications of AIDS in rural areas differ for men and women; they are multiple and severe (e.g. affecting livelihoods, food security, agricultural production, knowledge transfer) particularly in those areas with a vulnerable natural environment and weak economy, which results in stunted development.

Rural professionals can and must make their contribution to stop the epidemic in rural areas. Their organisations need to realise their potential in preventing and mitigating the impact and must build their competences and capacities accordingly.

Additional learning outcomes for Rural Development and HIV/AIDS specialisation	
RA1	To adapt programmes and activities to the context of the HIV/AIDS epidemic
RA2	To prepare the own organisation of employ for effective response to the epidemic
RA3	To engage in strategic partnership

Rural Development and Communication

All over the world governments are reconsidering their roles. Processes of decentralisation and deregulation and government retreat from areas of public life are taking place, which provides room for development organisations to change their positions, functions and roles.
Good governance is a key word in development, especially for donors.
Privatisation of extension and other public services have resulted in new funding systems.
Traditional extension systems with a normative, top-down approach are being replaced by communication for innovation systems in which interaction between competent stakeholders is central.

Nowadays service providers and clients operate in a competitive environment with regards to information, education and communication.

At the same time external shocks like war, AIDS, scarcity of resources and natural hazards make stability a fragile and temporary state. This means that the institutional environment has become increasingly dynamic and is changing faster than rural development organisations can manage to redesign their operational structures and re-train their staff.
Rural development organisations and their staff need to have the competences to deal with and react adequately to this uncertainty and complexity.

Additional learning outcomes for Rural Development and Communication specialisation	
RC1	to analyse stakeholders' interests and needs and outline policies that lead to social change and participation.
RC2	to design processes and strategies that facilitate communication and knowledge sharing
RC3	to transform traditional extension policies and practices and develop new approaches to communication and innovation.
RC4	to design and facilitate effective, appropriate and exciting learning environments.

Rural Development and Food Security
In most developing countries dualistic agricultural development is observed. On the one hand, there is an increase in large- scale levels of high external input agriculture which produces for the world market, while on the other hand the small scale agriculture which produces for local and regional markets continues to exist. At the same time food distribution systems in these countries do not yet function in a way that enables high food production by a few to feed the whole population.

Subsistence farming and production for local markets, often seen as an indicator of poor development, can also be considered a strength in view of local food security in countries with poorly functioning distribution systems.

However, this does not imply that globalisation does not affect those locally oriented production systems, and consequently the local food security situation. World trade agreements, food imports and food aid often limit the opportunities that farmers have to produce for local and regional markets. Globalisation also shapes the needs and desires of local populations; Coca Cola and cell phones, for example, have reached the most remote locations on earth.

This dualistic development in the rural areas of the above- mentioned countries raises the question how agricultural service delivery organisation can support food producers for local and regional markets within the context of increasing globalisation and how their important role in local food security can be safeguarded. Changes induced by globalisation require that service delivery organisations to offer a continuous adjustment of policies, programmes and organizational set-up.

Additional learning outcomes for Rural Development and Food Security specialisation	
RF1	To analyse rural livelihoods that produce for local and regional markets
RF2	To develop support programmes for rural livelihoods producing for local and regional markets
RF3	To recommend necessary organizational adjustments within service delivery organisations to enhance local food security.

Rural Development and Gender
Various groups of people are excluded from fully participating in economic, social and civil life due to their class, ethnicity, religion or gender. Although several factors play a role, the difference between men and women, or gender, can expose certain basic dynamics of social exclusion.
The opportunities for and constraints of men and women are quite different. This needs to be taken into consideration in development interventions. Despite the awareness that gender equality is a prerequisite for sustainable development of rural livelihoods, the different needs of men and women are not yet systematically addressed in the design and implementation of development programmes. Even when organisations are committed and convinced of the importance of gender equality, gender

mainstreaming continues to be problematic. Organisational structure, culture and work processes are often not appropriate and staff are not sufficiently competent.

Additional learning outcomes for Rural Development and Gender specialisation	
RG1	To enhance social inclusion and gender equality in rural development and service delivery programmes and activities
RG2	To recommend necessary organisational changes to ensure social inclusion and gender equality
RG3	To develop personal strategies to enhance gender equality in the own organisation of employ

CHAPTER 4   FINAL EXAMINATIONS AND ASSESSMENTS

Article 4.1   Final examinations

1. The final examination of the *P*rofessional Master programme is passed if students have passed all study units that are part of the final examination.

2. The date on which the final examination of the Professional Master programme is passed is the date on which the Examination Board has ascertained that students have passed all study units and have therefore complied with the norm.

Article 4.2   Determining, announcing and keeping records of examination results

1. Twice per year, the Examination Board determines which students have complied with the norm for passing the final examination of the Professional Master programme.

2. The Examination Board announces the results of the final examination of the Professional Master programme to the students in writing within one week after determining the results.

3. The Examination Board keeps records of the results for at least 7 years; this period begins at the moment when the results are determined. Among other things, these records contain the assessments and a list of Examination Board resolutions.

Article 4.3   Designation "cum laude"

1. The Examination Board can award the designation "cum laude" to a successfully completed final student evaluation of the Professional Master programme, in any case if the conditions referred to under a. through c. are met:
    a. the student has completed the study programme within the assigned duration, without retaking assessments or partial assessments;
    b. during the taught programme, when the weighted average final mark of the taught programme parts is 7.5 or more
    c. the thesis has been evaluated with a mark of at least 8.0;

2. The Examination Board announces its decision about awarding the designation "cum laude" when the degree certificate is presented (diploma ceremony).

3. In cases where the Examination Board awards the designation "cum laude" even though students have not met all conditions listed under clause 1, they report this to the VHL Executive Board. This report contains an explanation for deviating from the requirements listed in clause 1.

Article 4.4   Degree certificates, diploma supplement and degree

1. After the Executive Board has declared that the procedural requirements for awarding a degree have been met, it presents students with a degree certificate as proof that a final evaluation has been passed, and a certified copy of a diploma supplement with specifications about the final student evaluation, in Dutch and/or English, is attached to the degree certificate.

2. The Executive Board awards the Master's degree to students who have passed the final student evaluation.

Article 4.5   assessment

1. An assessment is linked to every study unit.

2. An assessment can consist of partial assessments. An assessment is passed when all partial assessments have been passed. Credits will only be awarded when the assessment for the study unit as a whole has been passed.

3. The description of the study units in Appendix 3 specifies of each study unit whether there are partial assessments.

Article 4.6 Retention Periods for Exam Questions and Assessed Work

1. The assessor will retain an exam and all of the associated documents for a period of at least seven years from the moment the work was assessed. These associated documents include an outline of the answer key, passing mark criteria, attendance list, and exam questions.

2. The assessor retains the students' assessed work and associated assessment for a period of at least two years from the moment that the work was assessed.

3. In contrast to Paragraph 2 of this article, all documents associated with a thesis or final project will be retained for at least seven years. These documents include a summary of the thesis, the project outline, and the assessment.

Article 4.7   Awarding credits

1. The study progress of students is expressed in the number of credits earned.

2. Students who have passed a study unit are awarded the corresponding number of credits.

3. In case of an exemption, as referred to in Article 4.19 of these Regulations, students are awarded the number of credits that corresponds with the study unit referred to in the declaration.

Article 4.8   Assessment formats

1. The description of each study unit in Appendix <insert number> specifies the assessment format.

2. The format of the assessment is appropriate for assessing the competence of the students, or testing a specific element of this competence (such as knowledge, skills and attitude).

3. The Examination Board, if requested by a student, can deviate from the format of the assessment.

4. Oral assessments are not public, unless the Examination Board decides otherwise.

5. During an oral assessment, only one person can be assessed at a time, unless a different provision is made in the description of the study unit.

Article 4.9   Disclosure of Exam Material

Students should be informed of the structure and general content of an exam at the start of the module.

Article 4.10   Assessment criteria

1. At the start of a study unit, the criteria are specified which are used to assess the assessment results for that unit, including any partial assessments.

2. If mandatory attendance at scheduled education is a condition for passing an assessment, this is specified in the description of the corresponding study unit.

Article 4.11   Opportunity to take assessments

1. Each assessment is offered at least twice per year in such a way that students have at least two opportunities during an academic year to take the assessments for units of study they have followed, subject to the restrictions of the number of opportunities mentioned in Article 5.15 of this regulation.

2. The day and time of each assessment is announced to the students at least 15 working days in advance.

3. The Examination Board has established specific rules about the assessment procedures.

Article 4.12   Taking assessments for students with a disability

A student with a disability will in appropriate cases be entitled to extra amenities during the taking of assessments, provided that the Examining Board grants approval. For more information, refer to Appendix 2 of this regulation.

Article 4.13   Resitting an assessment due to exceptional circumstances

1. Students can request the Examination Board in writing to allow them to resit an assessment if, due to personal circumstances regulations or due to exceptional organisational circumstance, they are prevented from taking an assessment, or if the assessment result was seriously affected by these circumstances.

2. The Examination Board makes its decision on this request within 15 working days, thereby notifying the student in writing and sending a copy of its decision to the Assessor of the corresponding study unit.

Article 4.14   Right to participation in assessments

1. Unless provided otherwise in the following clauses of this Article, students have the right during the duration of their enrolment to take assessments for the units of education in their study programme, and thus to complete the final examination of that study programme.

2. Unless provided otherwise in the description of the study units, no sequentiality is required for participation in study units or taking assessments.

3. Students can resit a regular assessment twice, assuming they have not passed the assessment. For additional resits, students must have written permission from the Examination Board.

Article 4.15   Determining the assessment results

1. The Assessor determines the results of an assessment and, if desired, informs the Examination Board accordingly.

2. If students resit an assessment, these results replace the results of the previous assessment.

Article 4.16   Assessing the assessment results

1. The result of an assessment is expressed in an assessment that indicates whether the assessment has been passed or not.

2. The result of an assessment can be expressed as a numeral between 0 and 10 with a decimal fraction, as satisfactory or unsatisfactory, pass or fail, or as complete or incomplete. This is specified for each study unit in the description of that unit.

3. If the assessment is expressed as a numeral, the following aspects are taken into consideration:
   a. if the first numeral after the decimal point is 4 or lower, the assessment is rounded down to the next whole number;
   b. if the first the first numeral after the decimal point is 5 or higher, the assessment is rounded up to the next whole number.

4. An assessment is passed if the score is 5.5 or higher, or if it is assessed as satisfactory or complete.

Article 4.17   Announcing and registering the results

1. The result of an assessment is announced via the SIS within 15 working days after the assessment has been taken or the report has been submitted.

2. Due to exceptional circumstances, the Examination Board can extend the term referred to in this Article, and announce this extension to the students.

3. Students who have passed one or more assessments, but who do not qualify for a degree certificate as referred to in Article 4.4, can request a written declaration from the Examination Board that lists the assessments that have been passed.

Article 4.18   Post-inspection and discussion of the assessment, publishing the assessment standards

1. The Assessor (usually the first Assessor) organises a meeting during which an explanation of the assessment results is provided, and during which the examiner allows the students to inspect the assessment standards that were used.

2. In case no meeting is organised, the student can submit a request with the Examiner to receive an individual explanation of the assessment results and to inspect assessment standards that were used. To this end, students must submit a written request to the Assessor within 30 working days after the result of the assessment is announced.

Article 4.19   Duration of validity of passed assessments

The duration of validity of a passed assessment is 7 years.

Article 4.20   Exemptions for assessments

1. Students can submit a reasoned request in writing to the Examination Board for an exemption from an assessment based on the following circumstances:
   a.   a previously passed assessment or final evaluation in higher education;
   b.   competences acquired outside higher education;
   c.   competences acquired while conducting administrative and organisational activities related to VHL.

2. The Examination Board grants an exemption based on an objective study of the competences of each student, and records its findings in a report, to which the documents submitted by the student are attached. The Examination Board can ask students to provide additional evidence to support the submitted request.

3. In any case, such evidence includes:
   a. Certified copies of degree certificates, diplomas and other certificates. From these documents, it must be possible to derive a description of the study programme.
   b. Articles, projects, reports, theses or comparable documents written by the student, including an assessment.

4. In principle, exceptions are granted only if all competences of the study unit to which the assessment belongs have been covered. If not all competences have been covered, the Examination Board can initiate a study with which students can demonstrate that they indeed possess the missing competences.

5. The Examination Board responds in writing within 20 working days after receiving the request and sends a copy of its decision to the Assessor.

6. If the Examination Board grants an exemption, it provides the student concerned with proof of exemption. This proof includes the date on which the exemption was granted, the corresponding assessment and, as the occasion arises, the duration of validity. The proof of exemption is signed on behalf of the Examination Board by its Chair and/or Secretary.

7. The Examination Board saves the documents pertaining to a grant of exemption for a period of at least seven years. These documents will include, among other things, evidence of the reason for exemption (as outlined in Paragraph 3) and a written record of the Board's decision.

Article 4.21   Assessors

The Examination Board appoints Assessors.

Article 4.22   Supervision/oversight

1. The Examination Board oversees the proper assessment procedure.

2. For this purpose, the Examination Board can appoint one or more Assessors and/or invigilators.

3. If the oversight is delegated to two or more invigilators, one of them is designated as primary invigilator.

4. To ensure a proper assessment procedure, students are obligated to follow all instructions from the Assessor or invigilator.

Article 4.23   Irregularities and fraud

1. While taking an assessment, if a student commits an irregularity or fraud in any form whatsoever (see Article 1.3 definitions), the Assessor, or as the occasion arises the invigilator, can exclude the student from the assessment on behalf of the Examination Board.

2. If a student commits an irregularity or fraud while taking an assessment, the Examination Board can:
   a. decide that the result of the assessment will be nullified or replaced by a result to be determined by the Examination Board; and/or,
   b. decide that during a certain length of time, to be determined by the Examination Board, but no more than one year, the student loses the right to take assessments or complete final evaluations at VHL.

3. If the irregularity or fraud is first discovered after the result of an assessment is announced, the Examination Board can withhold the degree certificate of the student concerned or the Examination Board can revoke the degree certificate of the student concerned, or it can decide that the degree certificate can only be awarded after the student passes an assessment on certain units as it specifies.

4. In case of serious fraud, the Examination Board can make a proposal to the VHL Executive Board to definitively terminate the student's enrolment in the study programme.

5. Irregularity or fraud as referred to in this Article includes:
    a. possession of aids or devices that are not permitted while taking an assessment;
    b. providing answers to other students, or receiving such answers, during an assessment or to unfairly prepare for an assessment
    c. engaging in behaviour during an assessment with the intention of seeing the answers of other students;
    d. during or related to an assessment, using material from other authors, including other students, without responsibly citing this material as prescribed (plagiarism);
    e. acting contrary to oral or written assessment instructions.

6. Committing irregularities or fraud as referred to in this Article includes committing, co-committing, provoking or attempting to commit.

7. If an Assessor or invigilator detects an irregularity or fraud, they immediately take measures that are necessary to ensure that the irregularity or fraud can be proven at a later time. The Assessor, or designated invigilator makes an official report of the irregularity or fraud. This document is signed by the Assessor and/or the invigilator. The Assessor submits the official report immediately, or in any case no more than two working days later, to the Examination Board.

8. Before making a decision pursuant to clauses 1, 2, 3 and/or 4 of this Article, the Examination Board invites the student concerned to a hearing within 10 working days after receiving the official report. In addition, the Examination Board provides a copy of the official report to the student. The student can decide to participate in the hearing or not, or can choose to respond in writing.

9. The Examination Board announces its decision to the student, orally if possible and in any case in writing including an explanation, within 30 working days after receiving the official report or after the hearing has taken place.

10. The Examination Board retains all records relating to a fraud case for at least two years after the student's application has been terminated. These documents will include the official report, the student's notification, the student's defence, and the disciplinary decisions.

Articles 4.24 to 4.27: Additional regulations for VHL Professional Masters MOD/APCM

Article 4.24   Right to participation to assessments

1. A candidate is permitted to do one resit assessment of each (partial) module of the taught programme only once with a maximum of 15 ECTS.
    For modules with two or more partial assessments, the contribution of the partial assessment to the total mark is considered. So if the module has 4 ECTS and the sub-assessment counts for 50%, 2 ECTS of that partial assessment are being considered as resit.

2. Resits are only allowed when the mark of a partial assessment is less than 5.5. The last mark rewarded is final.

Article 4.25   Marking the assessment result

1. The marks of the partial modules are expressed in one decimal point. The final mark for the module is rounded off to an integer.

2. The marks awarded for assessments are expressed in figures on a scale from 1 (one) to 10 (ten), in which 10 (ten) represents the maximum number of points obtainable. Each respective figure represents the value stated here:
    1. very bad;
    2. bad;
    3. poor;
    4. highly insufficient;
    5. insufficient;
    6. sufficient;
    7. amply sufficient;
    8. good;
    9. very good;
    10.excellent.

3. The maximum permitted mark for a resit of partial assessments cannot exceed 6.4. In case that 50% of the students fail an assessment, this article does not apply.

Article 4.26   Thesis

1. The thesis may only be undertaken when all except one module has been completed with a weighted average mark of 6.0 or more. The weighted average mark is based on the not rounded mark.
    If the candidate scores a weighted average mark between 5.5 and 6.0, the specialisation co-ordinator will advise the Examination Board in writing to admit the student to the research and thesis phase or to deny entry.

2. The subject for research is chosen by each individual candidate, in consultation with the specialisation coordinator and, when applicable, with a commissioner.

3. The thesis assessment in which the thesis is presented and defended is, at minimum, to be attended by the VHL supervisor, a VHL assessment and an external assessor.

4. The thesis assessment is done in public. Students of the same year may attend the defence of fellow student and as such this overrules article 4.8 number 5. The defence starts with a presentation of the research of 20 minutes (the colloquium), followed by an oral assessment of 40 minutes.

5. Two days before thesis submission, the VHL supervisor together with the second VHL assessor (and/or specialisation coordinator), will determine and advise the Examination Board about the quality of the thesis.
In case the thesis is insufficient, the internal assessors will advise the Examination Board with justification that the candidate may improve the thesis in 2 or 4 weeks. This thesis assessment is considered as resit.

6. If during the thesis assessment no agreement is reached between the supervisor, the VHL assessor and the external assessor, the VHL supervisor is responsible for the final mark which has to be presented to the Examination Board for approval.

7. The mark for the thesis is expressed as an integer, with decimal point 5 (five) rounded up.

8. The marks for the thesis assessments are determined by the Examination Board.

9. An external assessor will be present at the thesis assessment. Reports relating to this thesis are to be sent to the external assessor beforehand.

10. An external assessor must have an academic degree and/or must have affinity with the subject.

Article 4.27   Post Graduate Degree

1. A candidate qualifies for a Post Graduate Degree when:
   a. The candidate has not been admitted to the thesis phase of the programme by the Examination Board but has a weighted average final mark of 5.0 or higher.
   b. The candidate has been admitted to the thesis research phase by the Examination Board, but has decided not to finalise the thesis research.
   c. The candidate has been admitted to the thesis research but failed for the thesis.

2. Candidates who complete the programme with a weighted average final mark of less than 5.0 for the taught programme will be awarded neither a Professional Master Degree nor a Post Graduate Degree, but only a Certificate of Attendance.

CHAPTER 5   STUDY PROGRESS, STUDY SUPERVISION AND STUDY RECOMMENDATION

Article 5.1   Study progress

The VHL Executive Board is responsible for registering the study results in such a way that all students can see the exams they have passed by means of the study progress system.

Article 5.2   Study development counselling

1. The VHL Executive Board provides students with adequate facilities to ensure proper study progress.

2. The VHL Executive Board is responsible for the individual study counselling of the students who are enrolled in the study programme, to ensure the monitoring of their study progress to benefit their orientation towards possible study routes inside and outside the study programme.

3. If students experience study delay due to personal circumstances, they can contact the student dean's office.

Article 5.3   Special provisions for students with disabilities

1. If requested by students, VHL takes measures, where this is reasonable, that enable students to take assessments adapted to their functional disabilities. For this purpose, students should submit a request to the student dean's office.

2. The provisions and the corresponding procedure regarding a request as referred to in this Article are specified in Appendix 1.

CHAPTER 6   EXAMINATION BOARDS

Article 6.1   Establishment and appointment

1. The Examination Board is the body that, in an objective and expert fashion, determines whether students comply with the conditions in the Education and Assessment Regulations with respect to the competences that are necessary for obtaining a degree.

2. An Examination Board is established by the VHL Executive Board for each study programme or group of study programmes.

3. The members of the Examination Board are appointed annually by the VHL Executive Board based on their expertise in the field of the corresponding study programme or group of study programmes. Each Examining Board has at least one external member. Appointment is based on nomination by the Director. Before a new member is appointed, the current members of the Examination Board are given a hearing by or on behalf of the VHL Executive Board.

4. The study programme publishes the composition of the Examination Board on *studentnet.*

Article 6.2   Duties and powers

1. The Examination Board performs all duties assigned to it by or pursuant to the Act or the regulations of VHL, which include at least the following duties, as referred to in the Act:
   a. assuring the quality of the assessments and evaluations (Article 7.12b clause 1 sub a WHW);
   b. granting exemptions (Article 7.12b clause 1 sub d WHW);
   c. In case of fraud, revoking the right of students to take certain assessments or evaluations (Article 7.12b clause 1 sub d WHW);
   d. In case of fraud, revoking the right of students to participate in an optional course (Article 7.12b clause 1 sub d WHW);
   e. in cases of serious fraud, advise the Institutional Board about terminating the enrolment of the student concerned (Article 7.12b clause 1 sub d WHW);
   f. establish guidelines and instructions within the framework of the Education and Assessment Regulations to assess and record the results of assessments and evaluations (Article 7.12b clause 1 sub b WHW);
   g. appoint Assessors (Article 7.12c clause 1 WHW);
   h. as the occasion arises, conduct a study to ascertain whether students have passed the final evaluation (Article 7.10 clause 2 WHW);
   i. determine whether students comply with the conditions in the Education and Examination Regulations concerning the knowledge, understanding and skills that are required to obtain the degree (Article 7.12 clause 2 WHW);
   j. award degree certificates (Article 7.11 clause 2 WHW);
   k. provide declarations to students who do not qualify for a certificate, but who have passed one or more assessments (Article 7.11 clause 5 WHW
   l. deal with submitted complaints and requests (Article 7.12b clause 4 WHW);
   m. prepare an annual report on its activities, which is submitted to the Institutional Board (Article 7.12b clause 5 WHW);
   n. extend the validity of a successfully completed assessment at the request of the student (Article 7.13 clause 2 sub k WHW).

2. In these Regulations, the following duties and powers, among others, (in addition to supplementing the provisions in clause 1) are allocated to the Examination Board:
   a. assessing the proof of competency in Dutch, as referred to in Articles 2.6 and 2.7 of these Regulations;
   b. on behalf of the VHL Executive Board, issuing a preliminary report and a study recommendation;
   c. approving requests from students to take an assessment in a different format, as defined in Article 4.8 clause 3 of this regulation;

d. establishing a list with approved electives, establishing a list with *a priori* approved minors and granting written permission for taking different minors or electives, as defined in Chapter 3 of this regulation;
e. granting approval for taking study units from a different study programme at VHL, at a different university or equivalent institution;
f. awarding the "cum laude" distinction upon graduation, as defined in Article 4.3 of this regulation;

3. When performing the duties and exercising the powers referred to in the previous clause, the Examination Board acts within the frameworks established by the Act, these Regulations and, as the occasion arises, other regulations established by VHL.

4. The Examination Board establishes rules about the execution of duties and powers granted by them by either the Act or the regulations of VHL, and about any measure that they can take in this context.

5. The Examination Board provides advice to the Executive Board on the enactment, amendment or periodic assessment of the Education and Examination Regulations for the study programme or group of study programmes for which the Examination Board has been established.

Article 6.3   General regulations

1. The Examination Board establishes a set of general regulations.

2. The general regulations referred to in clause 1 contain, as a minimum, provisions in the matter of:
   a. the frequency of meetings and whether the meetings are open to the public;
   b. method of decision-making and the quorum;
   c. to the extent not already provided for in these Regulations, the method of communication with students and the time periods within which students can receive a response to their submitted requests or complaints;
   d. how guidelines, instructions and procedures (rules) are determined;
   e. record keeping.

CHAPTER 7   FINAL PROVISIONS

Article 7.1   Additional regulations

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

Article 7.2   Right of appeal

Students have the right to submit an appeal to the Appeals Board for VHL Students against their treatment while taking an assessment or participating in an evaluation and against decisions of the Examination Board, Assessor or invigilator. The term for submitting the notification of appeal is 30 working days following the date on the decision. The notification of appeal must be submitted to the ~~Facility~~ Counter for complaints and disputes *~~loket voor klachten en geschillen~~*. The appeals procedure is described in more detail in the Regulations of the Appeals Board for VHL Students (*Reglement van het College van Beroep voor Studenten VHL*), which is published on Studentnet.

Article 7.3   Unforeseen circumstances

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

Article 7.4   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 7.5   Entry into force and official title

1.   These Regulations go into force on <~~insert date~~1st October 2015>.

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: VHL Education and Examination Regulations 2015/2016 study programme Master Management of Development.

Appendix 1   Provisions for special groups of students

Article 1 Functional limitations

1. Functional limitations include any physical, sensory or other impairments (such as chronic illness), which limit a student in his/her ability to take part in education, tests or exams.
2. At the student's request, the University of Applied Science will take any reasonable steps to help the student participate in education or exams in a manner suited to his/her special needs.

Article 2 Procedure

1. Students and prospective students with a functional limitation can apply to the student dean's office for special provisions.
2. The student dean will discuss the problem areas, the possibilities and the steps that need to be taken with the student concerned.
3. The decision about granting provisions relating to education and exams is the responsibility of the Examination Board and the Director of the corresponding programme department.
4. The student must personally ask the Examination Board of the programme department for permission to take an exam in a way that deviates from the procedure described in these Regulations or established in the contract.
5. The student dean is authorised to grant special provisions to students with certain circumstances or conditions, such as dyslexia.

Article 3 Recording agreements

1. The agreements made relating to education and testing should be laid down in a contract.
2. The Director and the Examination Board must approve the contract.
3. The permanent programme supervisor or the student dean is responsible for communicating and implementing the agreements laid down in the contract, after the Examination Board has made a positive recommendation.

Article 4 Provisions

1. The provisions referred to above should be taken to mean provisions such as extra time for tests, allowing aids to be used during tests and providing a separate room for the student to sit tests or exams.
2. In addition, the deans can provide information about requesting other facilities such as applying for an extra year of student grant, an extension of the diploma deadline or applying for financial assistance on the basis of the Profiling Fund regulations.

Article 5 Equal treatment

If a student does not think that the University of Applied Science is offering the provisions to which he/she is entitled, he/she can file a complaint with the faculty on the grounds of Art. 7.59b of the Dutch Higher Education & Research Act. The student may also refer the matter to the Equal Treatment Committee.

Appendix 2: List of study units (modules)

Module	VMA5INVE Introduction module
Content	This module aims to achieve familiarity with the educational philosophy, staff and other students, so that students will get to grips with the Master 's Programme and their stay in the Netherlands. At the same time, the 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 course students at van Hall Larenstein University. A wide range of introductory activities concerning studying, learning and self-development will form the content of this module. Important topics are: Introduction to the programme, Realities back home and studying at van Hall Larenstein, Identities, Frame of reference, Culture stress, Personal strengths and weaknesses, Introduction to Dutch agriculture, Essential study skills, Learning processes, Intercultural communication.
Student workload	2 ects
Period	October
Teaching method(s)	By taking part in a set of lively yet structured activities the students will achieve the learning outcomes stated above. Methods range from classroom session within each separate Master's programme, to a field excursion with all four of the specialisations. Some individual reading and skills practice will be done.
Assessment	Students will not be assessed formally for this module, but attendance is compulsory. On some occasions, assignments have to be carried out on which students will receive feedback. The written parts have to be stored in their digital portfolio. Credits are given based on the portfolio before the start of the thesis. Through the reflective nature of the module, a constant monitoring takes place about whether students are keeping up with contents and methods.
Mandatory literature	Reader with a variety of articles. Sinfield, Sandra and Tom Burns(2002), *Essential Study Skills*, Sage publications. Hofstede, Geert (1991), Culture and Organizations: Software of the mind, McGraw-Hill.

Contact person	Westendorp, A. 0317- 486289. annemarie.westendorp@wur.nl
Module	**VMD5MDVE Management of Development**
Entry requirements/prerequisites	none
Content	**Rural Development Theories** Rural development theories address the essence of rural development and provide an overview of the major shifts in rural thinking since the 1950s. Rural areas are changing, particularly with respect to demography, diversification and linkages with national and global economies. The accelerated change of rural realities make the development agenda more complicated and therefore new challenges are facing current development thinking. This part brings to the discourse changes in development approaches, and key issues of the specialisations. **Management of Development Professionalism** This part explores the field of MOD professionalism through the simulation through the simulation of a consultancy assignment where a complex, multi-disciplinary problem needs to be analysed and framed by means of stakeholder consultation. Students explore the various stages in dealing with the complex problems of integrated coastal zone management in Kerala State in the South-western part of India. Besides subject matter expertise and doing research, personal development is looked at through a structured process of continuous self-reflection.
Student workload	9 ects
Period	October-November
Teaching method(s)	Lectures, Workshops, Visual Problem Appraisal
Assessment	**Rural Development Theories (4 ects):** Students individually write an essay critically analyzing the rural development processes in their respective countries in reference to poverty eradication, extension and gender. **Management of Development Professionalism (5 ects):** Students individually write an issue paper reflecting the results of the scoping phase. Students individually write an exam in relation to the various lectures. The facilitator's of the module will assess the final presentation and corresponding report of each consultancy

	team. Each student will be assessed by his / her group members. This means that all students write a comprehensive assessment of each of his / her team members.
Mandatory literature	Ellis, F., (2000), Rural *Livelihoods and Diversity in Developing Countries,* Oxford University Press. Enserink. B. et all. (2010) *Policy Analysis of Multi-Actor Systems.* Lemma. The Hague Reader of Rural Development Theories
Contact person	Witteveen, L. 0317-486301 loes.witteveen@wur.nl
Remarks	

Module	**VMA5REVE Research design and implementation**
Entry requirements/prerequisites	none
Content	The module has three sections: a general section for MOD and APCM Masters, a Master specific section and a mini research. Part 1 General. 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 students want to achieve) and the technical design (how to realise it). Research types and tools are discussed. The module further deals 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 Specialisation specific. MOD students will focus on qualitative research, ethics of research and analysis of qualitative data. The APCM students will focus on quantitative data analysis using the software programme SPSS. Part 3 Mini research. A programme specific mini research is conducted in which all elements of research (design, data collection, data analysis, interviewing, and write-up) are considered and practised.
Student workload	6 ects
Period	April and June
Teaching method(s)	Topics will be introduced by lecturers. Plenary discussion will

	be followed by individual assignments. These assignments will focus on the thesis proposal of the individual student. In the course of the module the thesis proposal is supposed to improve. The mini research follows the principle of learning by doing. The topic is basically free choice but must be somehow connected with the specialisation. The mini research is done in groups of 3 students.
Assessment	Final test covering the entire module, multiple choice questions (4.5 ects) Mini research as group assignment (1.5 ects)
Mandatory literature	Verschuren P, Dodewaard H. (2010). *Designing a Research Project.* 2nd ed. Uitgeverij Lemma, Utrecht. Olivier, P. (2008). *Writing your Thesis,* (sec.ed.) Sage, Londen.
Contact person	Baars, R. 0317- 486237 robert.baars@wur.nl
Remarks	

Module	**VMD5PEVE Professional Environment**
Entry requirements/prerequisites	none
Content	The Professional Environment is a cluster of modules designed for all MOD students. The entire cluster takes 7 weeks, of which 2 are offered at the level of specialization. Some are applied and train students' skills as a professional whilst others are more theoretical. **Organisational Environment** Developments in the institutional and organisational environment directly influence the organisations' behaviour. This module emphasises the consequences of development for organisations. We deal with questions such as: Why are organisations designed as they are? What is the influence of the market, history, culture, region and the country? We will conceptualise different options to structure and develop an organisation. Knowledge of operational management and how organisations can create certain behaviour is needed. It is studied how different theoretical concepts can be used to realize this. Furthermore theoretical background is given to create an efficient span of control. Models of quality

| | management as a theoretical framework for the design and change of organisations are studied. The module will be rounded off by discussing why some organisations are more successful than others even if both function in the same market, with the same product, in the same region.

Institutional Environment

The wider environment around an organisation is referred to as the institutional environment. The module institutional analysis begins by looking at the rapid changes across the globe with reference to the differences between the nature and velocity of changes in developing and developed worlds. Globalisation is tackled in relation to the livelihood of people, impacts on their patterns of behaviour, family structure and on organisations interacting with them.
With this rapidly changing world, the module institutional analysis goes beyond the traditional paradigms of development and focuses further on a more dynamic approach to development. The issues of sustainable rural livelihood, empowerment of the poor and the disadvantaged segments of the society and good governance are central elements of the module. The content also covers the dynamic interaction between the organisation and the institutional environment. Institutional factors that we pay special attention to are World Trade and Globalisation. An example of an institutional actor of importance in this module is the State.

Organisational Change: in this unit, concepts from the organisational environment and the institutional environment will be brought together and the focus is on processes of change. The pre-assumption is that organisations need to change as a consequence of dynamic internal and external forces. In some cases change takes place more voluntarily than in others.

Working from a preference for an emergent approach to organisational change rather than ready-made plans and recipes, we will learn to use models that can help decide in favour of or against a certain change, such as force field analysis, stakeholder analysis. Different types of change will be dealt with, as well as timing, and some of the likely forms of resistance. We continuously make the link with the nature of the organisation and what changes are more favourable or likely in what sort of organisation under what circumstances. We will look more deeply into a model of Organisational Development (OD) and the different intervention levels. Finally, we will look into the position of the internal change agent: what does it take to incite and/or support change processes in your own organisation. In this latter point there is a strong link with the Communication and Leadership module.

Communication and Leadership |
|---|---|

	Mid-career professionals of organizations for rural development need to have a good insight into how to apply appropriate personal and interpersonal skills to the best advantage of their organizations. This module aims to support professionals in rural development organizations to improve and practice good communication and leadership skills in their work with staff, clients and donors. Their practical experience will be enriched with theory and applied in practical situations.
	Communication and Leadership provides an introduction to management theories and practices relevant to managers working in the field of rural development. The module comprises five days with training sessions on leadership and motivation (using the model of Quinn), conducting effective interviews, meetings and presentations, and on self-management. Theory is combined with practical work.
Student workload	12 ects
Teaching method(s)	Practical training, self-reflection, feedback and reflection on performance. Interactive lectures, small group work, critical incidents, classroom debate, interviews, organisational assessment based on excursion, case studies.
Period	January - March
Assessment	**General (Professional Environment) (5 ects):** Portfolio **Organisational Environment (2 ects):** This unit will be assessed through a written test, in combination with the module Institutional Environment. Furthermore, the module is assessed in the Professional Environment Analysis Paper, in which students analyse their own organisation; see above. **Institutional Environment (2 ects):** Apart from the earlier mentioned portfolio, the module institutional environment is assessed by means of a written test in combination with organisational environment. **Communication and Leadership (ects n.a.):** The performance during the training is observed. Students write a self-reflection report; the theoretical parts are examined in a written test. **Specialisation specific assessment (3 ects)**
Mandatory literature	Rollinson Derek and Broadfield A. (2005) *Organisational Behaviour and Analyses, An integrated approach,* Third edition, New York:, Prentice Hall. Quinn, Robert e.a. (2003) *Becoming a Master Manager*, Ed.:

	John Wiley In addition, a reader is provided with relevant articles and chapters from books including sections from: MDF (2000). Set of papers on Institutional Development and Organisational Strengthening. Ede, the Netherlands: MDF Publications
Contact person	Nederlof, Suzanne, 0317- 485622 suzanne.nederlof@wur.nl
Remarks	

Module	**Capita Selecta VMD5C1VE VMD5C2VE VMD5C3VE**
Entry requirements/prerequisites	none
Content	To be determined
Student workload	3 ects
Language	English
Teaching method(s)	Depending on topics
Assessment	Depending on topics
Period	June
Mandatory literature	To be determined
Contact person	Westendorp, A. 0317-486289 ; annemarie.westendorp@wur.nl
Remarks	

Module	**VMA5THVE Thesis**
Entry requirements/prerequisites	To have a 'go ahead' for the thesis trajectory from examination board
Content	The thesis is the final assignment of the study programme.

	The student explores a problem from the professional field. The research topic must be relevant to the professional activities of the specialisation and be related to an existing problem. He / she applies theories and concepts for collection and analyses of data and demonstrates the ability to integrate knowledge and formulate judgements. The student supervisor, in accordance with the specialisation coordinator, must approve the research topic and research proposal. The proposal has to outline what, why, where and how the field research will be done and how the data will be analysed. The thesis report should contain a description of the problem to be studied, a review of relevant literature, the research methodology, findings, conclusions and recommendations.
Student workload	18 ects
Language	English
Teaching method(s)	The student does the research and thesis project independently and has full responsibility for planning and execution. Each student will be assigned a supervisor.
Assessment	First phase of the study programme (the taught course) must be completed with a weighted average mark of 6.0 or more. In case the weighted mark is between 5.5 and 6.0 the examination board will decide on admission to the thesis phase. Presentation and defence during a colloquium and an oral exam.
Period	July - September
Mandatory literature	Depending on topic of thesis
Contactperson	Specialisation coordinators: Rural Development and HIV/AIDS: Koos Kingma Rural Development and Communication: Loes Witteveen Rural Development and Food Security: Suzanne Nederlof Rural Development and Gender: Annemarie Westendorp
Remarks	

SPECIALISATION MODULES

Rural Development and HIV/AIDS

Module	**VMD5ADVE Rural Development and HIV/AIDS**
Entry requirements/prerequisites	none
Content	**Introduction to the RDA specialization** In this sub module the framework for responding to the epidemic by development organisations is given and first steps are made for becoming a HIV AIDS professional. Basic knowledge on HIV and AIDS, the cause of the epidemic and history of responses to the epidemic are studied. Against this background the niche for responding as a development organisation is explored by exploring the link between development and the HIV AIDS epidemic. Furthermore, an introduction is given to the core principles underlying responses: gender equality and rights based approach to development. Next step is to formulate the role of rural development professionals in this change process and identify competences needed to undertake this role. **Drivers and impact of HIV/AIDS epidemics** Students explore in more depth the interlink ages between livelihoods and HIV/AIDS. They will understand that some individuals, households or livelihood strategies have a higher chance of getting infected by HIV (susceptibility to HIV) and how AIDS impacts them differently (vulnerability to the impact of AIDS). Within this framework students will analyze the impact of HIV and AIDS and understand responses of households. Hereafter, attention is given to the drivers of the epidemic at socio-economic level that influence susceptibility to HIV especially gender inequality, poverty and mobility.
Student workload	4 ects Introduction to rural development and HIV/AIDS (1 ects) Drivers and impact of HIV/AIDS on rural livelihoods (3 ects)
Teaching method(s)	Case studies, lectures, tests, discussions, debates, exercises, role plays and reflections
Assessment	**Introduction to the RDA specialization (1 ECTS)**: Write a letter to their boss in the organization explaining the type of response his/her organization should have to the HIV/AIDS epidemic and the potential role of the student in future responses. **Drivers and impact of HIV/AIDS epidemic (3 ECTS)**:

	Written assessment
Period	October and December
Mandatory literature	Niehof, A., G. Rugalema and S. Gillespie, 2010 *AIDS and Rural Livelihoods. Dynamics and diversity in Sub-Saharan Africa.* Baylies, C. (2002). *The Impact of AIDS on Rural households in Africa: a shock like any other?* Barnett, T and Alan Whiteside. (2004). A*IDS in the Twenty-First Century. Disease and Globalization.* Chapter 2, 3, 6,7 and 9 Seeley, J. (2002). *Thinking with the livelihoods framework in the context of the HIV/AIDS epidemic.* Loevinshohn, Michael and Stuart Gillespie. (2003).*HIV/AIDS, food security and rural livelihoods: Understanding and responding.* FCND Discussion paper no. 157. IFPRI Holden, Sue. (2003). *AIDS on the agenda. Adapting Development and Humanitarian Programmes to Meet the challenge of HIV/AIDS.* Chapter 5. Why mainstream HIV/AIDS? Selected articles
Contactperson	Kingma, K. 0317-486300 koos.kingma@wur.nl
Remarks	

Module	**VMD5AEVE Responding to the epidemic**
Entry requirements/prerequisites	none
Content	**External mainstreaming: appropriate responses** Organisations (NGO's, CBO's, producer organisations and government organisations) need to adapt their work to an environment in which HIV and AIDS are prevalent. They need to be able to adapt their programmes to the needs of their (changed) target populations/beneficiaries/members. However, the needs of an HIV/AIDS affected population are most likely to be broader than the mandates of these organizations. Guiding principles for the responses are to act from the core-business and to use the comparative advantage of the organization. Mainstreaming HIV and AIDS is therefore the most appropriate approach to identify and create responses for these organizations. It is referred to as external mainstreaming. In this module the process of external mainstreaming is based on analysis of the changed context and its impact on the rural population is central. Students learn how HIV/AIDS issues may be taken into consideration within the HIV/AIDS mainstreaming

	process. They are able to facilitate the process of mainstreaming and formulate appropriate responses. **Applying multi-sectoral approach** Years after the onset of the HIV epidemic it became clear that the health sector on its own cannot stop the epidemic. In the absence of a vaccine or cure, the global response to the epidemic expanded far beyond the traditional confines of the health sector. Links between AIDS and the greater development processes are perceived. The expanded response aims to come to a comprehensive package of HIV and non-HIV services to target populations. Identifying the potential contribution of different sectors in response to the epidemic is a first step to implement a broad multi-sectoral agenda, followed by identifying a wide array of stakeholders to implement it.
Student workload	7 ects External mainstreaming 5 ects Applying multi-sectoral responses 2 ects
Teaching method(s)	Lectures, case-studies and exercises
Assessment	**External mainstreaming (5 ECTS):** Portfolio of individual assignments (2.5 ECTS) Group assignment: designing appropriate responses (2.5 ECTS). **Applying multi-sectoral approach (2 ECTS):** Analyse a case and formulate responses.
Period	April
Mandatory literature	Niehof, A., G. Rugalema and S. Gillespie, 2010 *AIDS and Rural Livelihoods. Dynamics and diversity in Sub-Saharan Africa.* Barnett, T and Alan Whiteside. (2004). A*IDS in the Twenty-First Century. Disease and Globalization.* Chapter 2, 3, 6,7 and 9 Seeley, J. (2002). *Thinking with the livelihoods framework in the context of the HIV/AIDS epidemic.* Hemrich, Gunter and Daphne Topouzis. (2000). *Multi-sectoral responses to HIV/AIDS: constraints and opportunities for technical co-operation.* Journal of International Development, 12, 85-99. Gavian, Sarah, David Galaty and Gilbert Kombe. (2005). *Evolving Multisectoral HIV/AIDS approaches.* In: Gillespie, Stuart, ed. 2006. *AIDS, poverty and hunger:* Challenges and responses. Highlights of the International Conference on HIV/AIDS and Food and Nutrition Security, Durban, South Africa. April 14-16, 2005. Washington, D.C.: International Food Policy Research Institute. Binswanger, Hans P., Stuart Gillespie and Suneetha Kadiyala. (2005). *Scaling up Multisectoral Approaches to Combating HIV and AIDS.* In: Gillespie, Stuart, ed. 2006. *AIDS, poverty and hunger:*

	Challenges and responses. Highlights of the International Conference on HIV/AIDS and Food and Nutrition Security, Durban, South Africa. April 14-16, 2005. Washington, D.C.: International Food Policy Research Institute.
Contactperson	Kingma, K. 0317-486300 koos.kingma@wur.nl
Remarks	

Module	**VMD5ASVE Challenging stigma**
Entry requirements/prerequisites	none
Content	**HIV and AIDS and me** Working on HIV/AIDS related issues means that you get confronted with your own norms and values. HIV/AIDS is still mostly transmitted through heterosexual unsafe sex. Sex and sexuality are issues embedded in societal/religious and personal norms and values. The students explore their own attitudes and norms towards sexuality, sexual behaviour and HIV+ people and get insight into the impact of HIV and AIDS at an individual level to understand what a professional attitude to HIV and AIDS requires. Working on HIV and AIDS means that you are confronted with situations of illness, suffering, sorrow, death and anxieties. How do you deal with this in a professional way? The principles of the Rights Based Approach are discussed to inspire professional attitude. **Challenging stigma** Visibility and openness about AIDS are prerequisites for formulating proper responses to address the HIV/AIDS epidemic. However, from the start of the AIDS epidemic, stigma and discrimination continue to be manifested in every country and region. This situation silences open discussion and creates major barriers to prevent further infection, mitigate the impact and provide adequate care, support and treatment. Consequently, transmission of HIV is fuelled. In this module the students learn how they themselves can contribute to challenging HIV related stigma: in the communities they work, in the office and through communication.
Student workload	4 ects HIV&AIDS & me : 2 Challenging stigma: 2
Teaching method(s)	Exercises, discussions, role plays and self-reflection by keeping a daily journal.

Assessment	**HIV and AIDS and me: Written assessment (2 ects):** Cite 4 insights gained in developing a professional attitude and analyse a critical incident. **Challenging stigma (2 ects):** Analyse a case and formulate responses through role plays.
Period	January and May
Mandatory literature	ICRW (2003), *Understanding and Challenging HIV Stigma: Toolkit for Action* UNIFEM (2000). *Gender, HIV, and Human Rights: A Training Manual* (UNIFEM, UNFPA, and UNAIDS, 2000). Welbourn, A., 1995, *Stepping Stones: a Training Package on HIV/AIDS*, Communication and Relationship Skills, ActionAid, London UNAIDS, 2005. HIV- Related stigma, discrimination and human rights violations. Case studies of successful programmes. UNAIDS Best Practice Collection ACORD, 2008. Addressing HIV and AIDS related stigma and discrimination in Uganda and Tanzania: A synthesis of issues, practices and lessons.
Contactperson	Kingma, K. 0317-486300 koos.kingma@wur.nl
Remarks	

Module	**VMD5ACVE Managing Change**
Entry requirements/prerequisites	none
Content	**Promoting Learning and Change** Students can plan and implement training programmes which are appropriate and realistic in terms of training needs, training objectives sought, time available and so on, depending on the type of audience, in order to increase understanding, learning and awareness about HIV/AIDS issues. This aim is in line with the expectations that superiors and other staff often have of the students when they return to their organisation as an 'HIV/AIDS specialist'. **Doing advocacy** Responding to HIV and AIDS in an organisation not dealing with health often requires changes that are not understood by all staff/management. It is not always obvious for outsiders as well as insiders why rural development professionals should get engaged in efforts to respond to the HIV and AIDS epidemic. The students need to be able to advocate for these changes like getting an HIV AIDS workplace policy, an HIV AIDS focal person, to work in a multi-sectoral setting. Advocacy is a necessary tool to facilitate change, inside or outside the organisation. The students learn the basic issues

	for advocacy.
Student workload	5 ects
Teaching method(s)	Interactive lectures are interchanged with literature review, group, and paired and individual work, frequently addressing the process of working towards the planned training programme. The actual learning process taking place in class will be reflected upon, thus linking the process and the content of the module. For advocacy, the students develop step-by-step an advocacy strategy by applying lectures directly
Assessment	**Promoting Learning and Change (3 ects:** A pair-wise assignment is given to design a training programme and to deliver a small part (45 minutes) of this training. Design and delivery lead to two separate marks. Individually each student draws up an evaluation plan for other training and carries out the evaluation including feedback after delivery. This leads to one more mark. Final mark for the module is the average of the 3 marks. **Doing advocacy (2 ects):** Oral assessment: present the message you want to deliver to an identified audience. Message and audience are part of a formulated advocacy strategy for addressing a relevant issue (regarding HIV/AIDS and your organisation).
Period	
Mandatory literature	Caffarella, Rosemary (2002). *Planning Programs for Adult Learners.* A practical guide for educators, trainers, and staff developers, 2nd edition. San Francisco: Jossey-Bass. Irama, Jane Ocaya, (2004). *Reflection on Advocacy in Africa.* Evans, Kristy, (2005). A *guide to feminist advocacy. In: Gender and Development,* vol. 13. no. 3. VeneKlasen, Lisa with Valerie Miller. (2002). *A New Weave of Power. The Action Guide for Advocacy and Citizen Participation. Selected chapters.*
Contact persons	(promoting learning and change) De Moor, I. 0317-486 ivonne.demoor@wur.nl (doing advocacy) Kingma, K. 0317-486300 koos.kingma@wur.nl
Remarks	

Rural Development and Communication

Module	VMD5CIVE Communication & Innovation
Entry requirements/prerequisites	none
Content	**Communication for Innovation in Rural Context** This part introduces basic concepts, theories, models and issues in the field of communication and innovation studies. This unit builds on notions previously addressed as 'agricultural extension' as it gives insight into the concepts that guided agricultural extension organisations and processes. This historical background is addressed in order to highlight recent thinking on communication and learning processes for change in the context of rural development. **Public Participation** The module public participation and knowledge circulation aims to enhance the familiarity with current issues and debates surrounding the framework of social and economic development of rural communities. Point of departure is the emerging recognition that the directly affected poor and other vulnerable groups are competent actors in development. In this module public participation in studied in the context of environmental impact assessment as the legal framework for this context is mandatory and in the nearby future maybe exemplary for similar developments in the field of agriculture and rural development. The basic focus is on the higher levels of public participation: collaboration and decision making (after IAP2) from the perspectives of the government, the practitioners and civil society. Public participation is also studied in its wider context and related to issues as good governance, community development, gender, degradation of natural resources, to urban – rural migration, conflict management, political issues and rivalry amongst organisations. Frictions in public participation are framed as indicators for deeper rooted problems brought into the playing field by the various partners. It is expected that students contribute to the module with their knowledge and insight into organisational theories and debates such as transparency and accountability, lack of (trained/ experienced) staff, discrepancy between planning and implementation and the concept of the learning organisation. Feasibility will be highlighted as students are challenged to recognise normal professional thinking, values, methods and behaviour, to recognize practical principles and modes of thought, and the potential for change from new procedures which are simple, participatory, and sparing in demand on staff time. Knowledge of negotiation theories will be refreshed and of a variety of deliberate strategies in order to keep all parties on board will be practiced. Ultimately the module will challenge students to frame

	professional challenges as evidence of an ever changing and dynamic context. To improve strategic thinking and to practise their ability to manage risk and competing priorities as to meet tight deadlines they have to put in practice the content of the module to a professional assignment.
Student workload	9 ects Communication for innovation – 6 ects Public participation – 3 ects
Teaching method(s)	The programme of this module is based on a literature study, interactive lectures and workshops complemented with excursions. It is facilitated through a digital learning environment in Blackboard/Eduweb
Assessment	Communication and Innovation Individual assessment takes place by written assignments. The assignments provide opportunities to reflect on the content of the module and its meaning for work place experiences of the students (6 ECTS) Public participation The assessment is based on an issue paper and an individual exam.
Period	
Mandatory literature	Robert Chambers, 2005), Challenging the Professions, frontiers for rural development, ITDG publishing, Warwickshire, UK Robert Chambers, (2005), Ideas for Development, Earthscan, London, UK Cees Leeuwis, (2004), Communication for Rural Innovation, rethinking agricultural extension, Blackwell science, Oxford, UK, Part 1,2,3 Jan Servaes, ed. (2002), Approaches to Development Communication, Paris: UNESCO CD-rom Arjan E.J.Wals (ed), (2007), Social Learning towards a sustainable world, principles, perspectives and praxis, Wageningen Academic Publishers, ISBN 978-90-8686-031-9 South African Institute for Environmental Assessment (SAIEA), 2005. Training course – Public participation in Environmental Assessment in South Africa. Developed as part of the SAIEA Calabash Project. First Edition, 2005 IAIA/public participation section, (2006) International Association for Impact Assessment, Public Participation Best Practice Principles Website: http://www.saiea.com http://www.iaia.org

	□
Contactperson	Witteveen, L. 0317-486301 loes.witteveen@wur.nl
Remarks	

	VMD5CLVE Learning & Transformation
Module	
Entry requirements/prerequisites	none
Content	**Foundations of Learning and Transformation** Foundations of knowledge, learning and transformation as the name suggests, deals with two themes which are fundamental for understanding Information, Education & Communication processes in settings of development and social change. Rural development organisations and individual change agents, use information, education and communication in trying to bring about change and innovations. Concepts of learning play a central part in these processes. We will look at the theories behind concepts such as experiential learning, social learning, action and participatory learning. At the root of these learning theories there are also theories of knowledge in which philosophical concepts are important. We will explore and experience how having a certain view on learning and knowledge, influences our role as a change agent and we will find out how learning can really become transformational. **Planning of Training and Facilitation** In this module Planning and Management of Training and Facilitation we make a direct link between development and extension approaches, the organisational environment and the training of staff. Each extension approach has its specific training needs for how extension or field workers are expected to work with client groups. Design of training programmes aims at laying the theoretical and practical planning foundations for training activities as a response to these learning needs. Students learn to analyse learning needs from the perspective of individual trainees as well as from the perspective of the organisation. They will learn to develop and formulate a training programme that addresses the trainees' needs considering both perspectives. Trainers' competences are an application of theories of learning into the actual practice of being a trainer. Preparing thoroughly and then doing it, are key words. Trainers' competences: After the introduction of and an exercise concerning the learning cycle and a test on communication styles, the students develop a micro-training session by which they

	apply and show the competences required for a trainer, both in giving the training as well as commenting on the performance of training efforts by their colleagues.
Student workload	7 ects
Language	
Teaching method(s)	Foundations of knowledge, learning and transformation is based on literature study combined with the observation of video films and collaborative learning assignments. Planning and design comprises a step-by-step process to develop a training programme which is relevant for the student's own professional practice. In this process we use interactive lectures, plenary and subgroup discussions, individual study of the literature, assessing existing training proposals and reflection on own experiences.
Assessment	Foundations of Learning and Transformation (3 ects): Individual assessment takes place by a small written assignment and a written exam at the end of the sub module. Planning of Training and Facilitation (4 ects): The assessment takes place through a number of comprehensive assignments. The mark for the planning and design assignment has twice the weight of the micro-training. Planning and design: Students develop a training programme which is justifiably relevant to their own working environment. This programme proposal will be assessed in terms of consistency, feasibility, layout and content. Training competences: Each student's competences as a trainer will be assessed during a so-called micro-training session.
Period	
Mandatory literature	Jarvis, Peter et al (2003). The theory and practice of learning. London: Routledge. Carmen, Raff. 1996. Autonomous Development. Humanizing the landscape. London: Zed Books. Chapter 4: The Ownership and Creation of Knowledge. Cees Leeuwis, (2004), Communication for Rural Innovation, rethinking agricultural extension, Blackwell science, Oxford, UK De Moor, Ivonne (1999), Women's learning as empowerment. University of Manchester: unpubl. MEd dissertation. Pages 33-37. Mann, Pete. (1999). Expanded Teaching Outcomes - Enhanced learning impacts. Workshop handout TRDG

	University of Manchester. Hiyama, Chiharu and Meg Keen (2004), Analysis of Learning Cycles in Participatory Environment and Development Projects: lessons from Nepal. Environmental Management and Development Occasional Papers, no. 6. Pages 11-15.
Contact person	Moor, I. 0317- 486291 ivonne.demoor@wur.nl
Remarks	

Module	**VMD5CMVE Media Design for Social Change**
Entry requirements/prerequisites	none
Content	Rural development organizations are actively engaged in the creation of spaces of communication. They organise meetings with stakeholders; they promote the use of social media in rural communities and engage in advisory services on food security and agricultural production. Conventional linear and top-down information flows become obsolete with the increase of complexity and the changing media landscape. The message as the steering element in a process of innovation is replaced by drivers like participation, inspiration and social learning. Although the societal justification for new spaces of communication, innovation and knowledge creation may be recognized, it is not yet aligned with the training of the professionals involved. Themes like agricultural art, creative complexity, learning by designed confusion or poetry for transformation are not yet found in the curricula of the life sciences. This course carries the ambition to provide a new look on graphics, text and visuals in mediated processes of social change. Students gain a basic insight into key concepts of media, arts and creative industries and have been exposed to creative and artistic elements in media design for social change. Students become competent and inspiring partners in commissioning, monitoring and assessing media production and using creativity and media in learning and change processes. Media studies, semiotics, representations, narratives, and audiences provide a theoretical point of departure in the course. The wider context of media studies focuses on the interpretation of media products as reflections of assumed client perceptions and action, and also as reflections of contemporary patterns of technology and economy. You will learn about visual literacy and apply these insights to graphic material that is produced and used in a context of rural innovation, agricultural extension and communication for social change. Students will explore key concepts of narratives and representations to emphasize that media are realistic not real. You will learn how things come to have significance and how people construct an identity in line with the signs and symbols surrounding them. Media texts are analysed from perspectives of semiotics, narratives, and audiences.

Student workload	4 ects
Teaching method(s)	The learning strategy of this module entails participating in media design, media-production and campaign planning. The dynamics of a workshop are reflected in the programme; a limited amount of theoretical exposures will be combined with practical assignments, excursions and other events.
Assessment	Participation is compulsory. Assessment will be based on a reflective journal and diverse assignments.
Period	
Mandatory literature	Brandston Gill, Roy Stafford (fifth edition 2010), *the Media Students' Book*, Routledge. Jan Servaes, ed. (2002), *Approaches to Development Communication*, Paris: UNESCO CD-rom Caffarella, Rosemary (2002). *Planning Programs for Adult Learners*. Second Edition. San Francisco: Jossey-Bass Publishers. Pretty, Jules N. (1995) *A trainer's guide for participatory learning and action*, IIED, London. Chapters 2, 3 and 7. Jarvis, Peter et al (2003). *The theory and practice of learning*. London: Routledge Falmer.
Contact person	Witteveen, L. 0317-486301 loes.witteveen@wur.nl
Remarks	

Rural Development and Food Security

Module	VMD5FCVE Setting the scene: Concepts on Food and Nutrition Security
Entry requirements/prerequisites	none
Content	In this module the basic concepts related to food and nutrition security in a globalising world are discussed and taught. The students will share their working experiences and build on these. The different dimensions of Food Security (availability, accessibility, utilization, stability) will be discussed as well as the different levels. The students will also analyse how the current interventions of their organisations on Food Security are situated. The students will also learn different tools to analyse Food Security and gain basic knowledge about different Food Security Frameworks.
Student workload	3 ects
Teaching method(s)	Interactive lectures, with visual aids. Group and individual work. E-learning and guest lectures. Analysis of own case
Assessment	Written exam
Period	October and January
Mandatory literature	Selected articles E-course
Contactperson	Nederlof, E.S. 0317-485622 suzanne.nederlof@wur.nl
Remarks	

Module	VMD5FLVE Food security and rural livelihoods
Entry requirements/prerequisites	none
Content	This module is concerned with the interrelated issues of food security, prosperity and diversification of rural livelihoods, which are considered central to the achievement of rural development. People in the countryside of developing countries gain their livelihoods in a variety of ways: from different types of farming to a wide range of other activities. They do so with varying degrees of success related to their capabilities, access to resources and employment and how they deal with pressure

	arising from social political, economic and environmental change. For organisations active in rural development it is of utmost importance to have a good understanding of the livelihoods of the target populations and their coping strategies.
Student workload	4 ects
Teaching method(s)	Interactive lectures, with visual aids. Group and individual assignments, Case studies. Farm visit(s), discussions.
Assessment	Written exam
Period	December
Mandatory literature	Selected articles
Contact person	Westendorp, A. 0317-486289 annemarie.westendorp@wur.nl
Remarks	

Module	**VMD5FVVE Value chains, markets and businesses for Food Security**
Entry requirements/prerequisites	none
Content	In this module critical issues related to Food Security are addressed. This includes the role of Value Chains in Food Security, the role of producers' organisations in the food chain, functioning of food markets and domestic (local) markets. It also includes the role of business and the importance of entrepreneurship. The module pays specific attention to livestock. The module also discusses the importance and potential in economical / financial terms of local (agricultural) production systems in an ever globalizing world, for the local economy.
Student workload	4 ects
Teaching method(s)	Interactive lectures, with visual aids. Group and individual assignments, Case studies, discussions.

Assessment	Written report
Period	
Mandatory literature	Reader Value Chain Analysis
Contact person	Nederlof, E.S. 0317-485622 suzanne.nederlof@wur.nl
Remarks	

Module	**VMD5FNVE Natural Resource Management and Food Security**
Entry requirements/prerequisites	None
Content	People depend on natural resources, whether these are soils, water, forests or pastures. People often having conflicting interests over these resources and power imbalances. How to deal with these competing claims' and how to build capacity to manage conflicts over natural resources? The module pays specific attention to conflicts between pastoralists, cattle owners and crop farmers.

As a development professional you help farmers and other stakeholders develop natural resource management strategies to build their livelihoods. In this module you will acquire knowledge on natural resource management, learn skills to deal with conflict and apply tools to understand the complex nature of conflicting interests and power imbalances.

This module will pay specific attention to different participatory tools that can be applied to understand a situation and define appropriate actions in the context of natural resource management. |
Student workload	4 ects
Teaching method(s)	Interactive lectures, with visual aids. Group and individual assignments, Case studies, discussions.
Assessment	TBD
Period	
Mandatory literature	Selected articles
Contact person	Nederlof, E.S. 0317-485622 suzanne.nederlof@wur.nl

Remarks	

Module	VMD5FIVE Interventions and strategies for Food and Nutrition Security
Entry requirements/prerequisites	none
Content	During this module possible strategies for students' own organisations to improve Food Security are discussed and criticised. How can the diversification of livelihoods be taken into account in the planning and realisation of programmes focussed on food security? Which approach is appropriate for which circumstance? How to deal with adverse effects of globalisation for the local food security? This module links back to earlier modules on basic concepts for Food Security and livelihoods. It takes the student's own cases as a starting point. Students carry out a situational analysis of their situation back home, they identify different response options and take informed decisions on the intervention that could effectively address the issue at stake.
Student workload	5 ects
Teaching method(s)	Interactive lectures, with visual aids. Group and individual assignments, Case studies. Discussions. Analysis of own case.
Assessment	Oral and written
Period	
Mandatory literature	Reader on interventions, methodologies and strategies for Food Security Cees Leeuwis, (2004), Communication for Rural Innovation, rethinking agricultural extension, Blackwell science, Oxford, UK
Contact person	Nederlof, E.S. 0317-485622 suzanne.nederlof@wur.nl
Remarks	

Rural Development and Gender

Module	**VMD5GCVE Introduction to course concepts**
Entry requirements/prerequisites	
Content	The aim of this module is to familiarise students with the 3 key concepts of the specialisation: Social Exclusion, Gender and Empowerment. They will exercise to operationalise and apply these concepts to get a better understanding of their professional and personal life. This module gives specific attention to analytical skills.
Student workload	2 ects
Teaching method(s)	Interactive lectures, with visual aids. Group and individual work. Case studies.
Assessment	Written exam
Period	
Mandatory literature	Bhasin, Kamla, (2000) Understanding Gender, Pauls Press, New Delhi. Reeves H and Baden S., (2000) Gender and Development: Concept and Definitions, BRIDGE report no. 55, Institute of Development Studies. Recommended websites www.eldis.org www.siyanda.org www.un.org\womenwatch www.ids.ac.uk/bridge/
Contact person	Westendorp, A. 0317- 486289 annemarie.westendorp@wur.nl
Remarks	

Module	**VMD5FLVE Food security and rural livelihoods**
Entry requirements/prerequisites	
Content	This module explores the interrelated issues of food security and diversification of rural livelihoods from a gender perspective. People in the countryside of developing

	countries gain their livelihoods in a variety of ways from different types of farming to a wide range of other activities. They do so with varying degrees of success dependent on their capabilities, access to resources and employment and their capacity to deal with pressure arising from social, political, economic and environmental forces. The household, the sustainable livelihood analytical framework, and food security strategies will be studied from a gender perspective. Students are asked to apply theoretical concepts to analyse rural livelihoods in their working place
Student workload	4 ects
Teaching method(s)	Interactive lectures, with visual aids. Group and individual work. Case studies. Farm visit(s).
Assessment	Case study analysis exam
Period	
Mandatory literature	Devereux S. and Maxwell S. (eds.) (2001), Food Security in Sub-Saharan Africa, Institute of Development Studies, 2001. Ellis, F., (2000), Rural Livelihoods and Diversity in Developing Countries, Oxford University Press. Mackintosh, M. Gender, Class and Rural Transition, Agribusiness and the Food Crisis in Senegal, Zedbooks, 1989 Thomson A., 2001, Food Security and Sustainable Livelihoods: the Policy Change, The Society for International Development, SAGE Publications Recommended: Satgé de R. et al. (2002). Learning about Livelihoods: Insights from Southern Africa, Oxfam, United Kingdom Video: Understanding Livelihoods – Complexity, Choices and Policies in Southern India DFID Lost Harvest Learning about Livelihoods: Insights from Southern Africa Oxfam (2003) Website a.o.: www. livelihoods. Org, www.eldis.org
Contact person	Westendorp, A. 0317- 486289 annemarie.westendorp@wur.nl
Remarks	This module takes place for the RDFS and RDG students combined

Module	**VMD5GSVE Social Exclusion, Gender and Community Action**
Entry requirements/prerequisites	

Content	The aim of this module Social Exclusion, Gender and Community Action is to understand the dynamics in the communities they work and to increase the capacity of students to develop action plans that mobilise client populations to participate in the programmes and projects of their organisations. The focus in this module is on the community. Communities are not homogeneous. Various social categories can be distinguished based on particular characteristics, like economic class, ethnic, gender or caste. Gender is an always present characteristic. As a development professional, it is important to realize that we also belong to a particular social category which influences the relationship with client groups. Forms of participation, group formation, the difference between community driven and community based, stakeholder analysis are among the topics studied in this sub-module.
Student workload	4 ects
Teaching method(s)	Interactive lectures, with visual aids. Group and individual work. Case studies.
Assessment	Individual assignment
Period	
Mandatory literature	DFID, Unequal citizens, gender caste and ethnic exclusion in Nepal, 2006 Guijt, MK Shah The myth of community: Gender issues in participatory development - London: IT, 1998 Pretty J.N., et al.- 1995 - Trainer's guide for participatory learning and action, International Institute for Environment and Development, London. Ganapati, N.E. (2012). In good company: why social capital matters for women during disaster recovery. Public Administration Review, Vol. 72(3), pp. 419-427. Kissawike K. (2008) Irrigation--based Livelihood Challenges and Opportunities: A gendered technography of irrigation development intervention in the Lower Moshi irrigation scheme in Tanzania, PhD thesis Wageningen University and Research.
Contact person	Westendorp, A. 0317- 486289 annemarie.westendorp@wur.nl
Remarks	

Module	VMD5GVVE Value Chain Development
Entry requirements/prerequisites	
Content	The aim of this module is to enable students to make a gender analysis of an agricultural value chain in order to enhance (economic) empowerment of women in or through these chains. Supply chains, value chains and chain development will be discussed. Students will be provided with tools for mapping, stakeholder analysis and quantified chain analysis. Male and female farmers undertake different activities in an agricultural chain. In analysing value chains from a gender perspective this has to be looked at. Besides that, farmers can be more or less involved in the management of the chain e.g. in decision making processes about quantities to sell, in setting prices, in defining grades and production standards. Again the question is how this involvement differs for men and women. It is commonly noticed that agricultural developments have had a negative influence on gender equality. Women often lose control over production and income. A gender specialist should advise how to reduce gender inequality within the chain and how chain empowerment can be combined with gender empowerment.
Student workload	2 ects
Teaching method(s)	(Interactive) lectures, with visual aids. Case study analysis. Group and individual work, assignments, discussions, exercise.
Assessment	Report on gender analysis of an agricultural chain in the students' home country
Period	
Mandatory literature	Reader Value Chain Analysis and markets
Remarks	This module takes place for the RDFS and RDG students together

Module	VMD5GIVE Inclusive Service Delivery
Entry requirements/prerequisites	None
Content	This module aims to enhance the capacity of students to make programmes of service delivery organisation contributing to gender equality and equity. The module treats the nature of delivery systems as a whole as well as elements of the system separately. Attention will be given to analyses of the services and how content of services, and the way

	services are provided exclude women. Students are pushed to be creative and to come forward with solutions to make service delivery inclusive for socially vulnerable groups such as rural women or HIV/AIDS affected livelihoods. Specific attention is given to services related to business development, agricultural marketing and credit supply. In the case of gender mainstreaming or social inclusion interventions motivating and convincing people is important. In most cases identification of allies and partnerships are essential. Acquaintance with and use of national legislations and international conventions is important to convince policy makers. Forum theatre is an interactive theatre, an important tool to empower the marginalised and voiceless people. Students will organise a forum theatre for the VHL community about a topic of present interest.
Student workload	3 ects
Teaching method(s)	(Interactive) lectures, with visual aids. Case study analysis. Group and individual work, assignments, discussions, exercise.
Assessment	Presentation, individual report and performance of a forum theatre play
Period	
Mandatory literature	Chapter 3 World Bank Development Report 2004: The framework for service provision Chapter 1 The Challenge of Agricultural Lending in Better Practices in Agricultural Lending, FAO Document Website: http://www.fao.org/ag/AGS/AGSE/agse_e/GENERAL/CONT1.htm Reader with a variety of essential and recommended articles and chapters
Contact person	Westendorp, A. 0317- 486289 annemarie.westendorp@wur.nl
Remarks	

Module	**VMD5GLVE Promoting Learning and Change**
Entry requirements/prerequisites	
Content	In this module students learn to plan and implement training or educational programmes with the objective to increase understanding, learning and awareness about gender concepts and inequalities. Attention is given to ensure the

	programmes are appropriate and realistic in terms of training needs, training objectives, time available and so on, depending on the type of audience. In addition the difference in attitude of a "facilitator" or a "teacher" and its impact on learning processes will be critically looked at.
Student workload	3 ects
Teaching method(s)	Interactive lectures are interchanged with literature review, group, and paired and individual work, frequently addressing the process of working towards the planned training programme. The actual learning process taking place in class will be reflected upon, thus linking the process and the content of the module.
Assessment	A pair-wise assignment is given to design a training programme and to deliver a small part (45 minutes) of this training. Design and delivery lead to two separate marks. Individually each student draws up an evaluation plan for other training and carries out the evaluation including feedback after delivery. This leads to one more mark. Final mark for the module is the average of the 3 marks
Period	
Mandatory literature	Caffarella, R. (2002). Planning Programs for Adult Learners. A practical guide for educators, trainers, and staff developers. 2nd edition. San Francisco: Jossey-Bass. Pretty, Jules N., Irene Guijt, John Thompson and Ian Scoones (1995). Participatory Learning & Action: a trainer's guide. London, IIED. Royal Tropical Institute (1998). The Oxfam gender-training manual. Amsterdam: KIT Press. Williams, Suzanne, Janet Seed and Adelina Mwau (1995). The Oxfam Gender Training Manual. Oxford, Oxfam Academic.
Contact person	De Moor, I. 0317-486291; ivonne.demoor@wur.nl
Remarks	This module takes place for the RDA and RDG students together

Module	**VMD5GMVE External mainstreaming**
Entry requirements/prerequisites	
Content	External mainstreaming: appropriate responses Organisations (NGO's, CBO's, producer organisations and government organisations) need to adapt their work to an environment in which gender is taken into account but also HIV and AIDS are prevalent. They need to be able to adapt their programmes to the needs of their (changed) target populations/beneficiaries/members. However, the needs of

	an HIV/AIDS affected population are most likely to be broader than the mandates of these organizations. Guiding principles for the responses are to act from the core-business and to use the comparative advantage of the organization. Mainstreaming gender and HIV and AIDS is therefore the most appropriate approach to identify and create responses for these organizations. It is referred to as external mainstreaming. In this module the process of external mainstreaming is based on analysis of the changed context and its impact on the rural population is central. Students learn how gender and HIV/AIDS issues may be taken into consideration within the mainstreaming process. They are able to facilitate the process of mainstreaming and formulate appropriate responses.
Student workload	2 ects
Teaching method(s)	Group assignment: project proposal based on case-study
Assessment	Group assignment
Period	
Mandatory literature	Hemrich, Gunter and Daphne Topouzis. (2000). *Multi-sectoral responses to HIV/AIDS: constraints and opportunities for technical co-operation.* Journal of International Development, 12, 85-99. Gavian, Sarah, David Galaty and Gilbert Kombe. (2005). *Evolving Multisectoral HIV/AIDS approaches.* In: Gillespie, Stuart, ed. 2006. *AIDS, poverty and hunger:* Challenges and responses. Highlights of the International Conference on HIV/AIDS and Food and Nutrition Security, Durban, South Africa. April 14-16, 2005. Washington, D.C.: International Food Policy Research Institute. FAO, 2004 *HIV/AIDS, gender inequality and rural livelihoods. The impact of HIV/AIDS on rural livelihoods in Nothern Province, Zambia.* http://www.manoffgroup.com/resources/Exchange_2006_1_en.pdf Groverman, V *(2007) Test your Organisation with the 12-Boxes Framework. A Facilitators' Guide to Support NGOs in Self-Assessing their Response to HIV and AIDS in their Workplace and in their Work Using a Gender Perspective.*Oxfam Novib White, S.C. (2010) Analysing wellbeing: A framework for development practice, *Development in Practice*, 20(2), pp. 158-172
Contact person	A. Westendorp: annemarie.westendorp@wur.nl
Remarks	This module takes place for the RDA and RDG students together

Appendix 3 : Organisation

In this final chapter administrative information is provided of the organisation of Van Hall Larenstein University of Applied Sciences.

1. Administrative organisation

VHL Executive Board
Managing Director   Mr. Peter van Dongen
Director Operations   Ms. Diane Keizer-Mastenbroek

VHL Management
Domain Director Food and Dairy   Ms. Wendy Zuidema-Haans
Adjunct Director Food and Dairy   Mr. Jan van Grunsven

Domain Director Animals and Business   Mr. Tjalling Huisman
Adjunct Director Animals and Business   Mr. Arjen Heerema

Domain Director Delta Areas & Resources   Mr. Harry Ankoné
Adjunct Director Delta Areas & Resources   Ms. Angelique Kuiper

Mr. Harry Ankone is the location manager of VHL - Velp

2. Master Programme Coordinators

Management of Development (MoD)   *Annemarie Westendorp*
Rural Development and Food Security   Suzanne Nederlof
Rural Development and Communication   Loes Witteveen
Rural Development and Gender   Annemarie Westendorp
Rural Development and HIV-AIDS   Koos Kingma

Agriculture Production Chain Management (APCM)   *Marco Verschuur*
Livestock Chain   Marco Verschuur
Horticulture Chain   Albertien Kijne

Quality Control Team   Renske Wijtsma
                                                     Marie-Noelle Jouet

Student Counsellors   Tom Wiggers
                                                     Ivonne de Moor

3. Academic Programme Committee
Chairman   Johan Meinderts
Secretary   Ivonne de Moor
Member   Robert Baars
Student representative of each specialisation

4. Examination Board
Management of Development (MoD)
Chairman   Marcel Put
Secretary   Loes Witteveen
Member   Suzanne Nederlof

Agriculture Production Chain Management (APCM)
Chairman   Marcel Put
Secretary   Loes Witteveen
Member   Marco Verschuur