



Datum 29 mei 2019
Kenmerk Policy Department
Auteur Jan Hoekstra
Versie Definitief
Status Vastgesteld door het CvB

Education and Examination Regulations 2019 - 2020, Study Programme part International Development Management (Bachelor)

Decosnumber: beleid 2019 – 70

Official title	Van Hall Larenstein Education and Examination Regulations 2018/2019, study programme International Development Management 2019-2020
Effective date	1 september 2019
Programme Committee	6 mei 2019
Enacted by Executive Board	29 mei 2019
Legal basis	Article 7.13 WHW
Brief description	This study programme part of the Education and Examination Regulations is together with the general part the Education and Examination Regulations (EER) as referred to in Article 7.13 of the WHW (Higher Education and Research Act). These regulations contain the applicable procedures and rights concerning the education and examinations for the academic year 2019-2020 for all students and extranei of the corresponding study programme of Van Hall Larenstein University of Applied Sciences.
Special circumstances	
Location	studentnet



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Chapter 1:

GENERAL PROVISIONS

Article 1.1 The Education and Examination Regulations

1. Each study programme at Van Hall Larenstein University of Applied Sciences (Van Hall Larenstein) has a set of Education and Examination Regulations (EER), as referred to in Article 7.13 of the Act (hereinafter: these Regulations). The EER can be found on *studentnet* and the internet site of Van Hall Larenstein.
2. The Regulations of a study programme consists of two parts: a general part and a study programme part. The Regulations are published on *studentnet* and the webpage of Van Hall Larenstein.
3. These Regulations were enacted by the Executive Board on the date shown on the cover sheet. These Regulations come into force as of the date shown on the cover sheet.
4. Appendixes 1 to 6 are an integral part of these Regulations.
5. In these Regulations, the masculine form of address used for ease of reading.

Article 1.2 Applicability

1. These Regulations apply to the education and examinations of the *HBO Bachelor's* programme International Development Management of Van Hall Larenstein [CROHO = Central Register of Higher Education].
2. These Regulations apply to all students and external students enrolled at Van Hall Larenstein in the *HBO Bachelor's* programme and Associate degree programme referred to in clause 1.
3. These Regulations also apply to prospective students who have requested admission to the *HBO Bachelor's* programme and Associate degree programme referred to in Clause 1 above.



Chapter 2:

CURRICULUM: GENERAL EDUCATION AND EXAM PROGRAMME

Article 2.1 **Aim**

International Development Management (IDM) delivers young professionals who critically reflect and apply theory to practice in the field of international sustainable development. At its heart is the notion that sustainable development is about 5 inseparable P's: prosperity, people, planet, partnerships and peace.

The IDM students get to know the key players in their particular field of expertise and experience the challenges and opportunities of working in an international context.

IDM offers three majors: Disaster Risk Management, Rural Development and Innovation; Sustainable Value Chains.

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

1. The *HBO* Bachelor's programme International Development Management is offered in a full-time variant at the location Velp.
2. *Does not apply.*
3. Various majors are offered within the *HBO* Bachelor's programme.

Article 2.3 **Language of instruction**

1. The education and the examinations are given in English.
2. As an exception to the provisions in the first clause, the description of the study units can stipulate that one or more units will be offered in a different language.
3. A code of conduct for using languages other than Dutch in education is included as Appendix 1 with the general part of the Regulations.



Article 2.4 Learning outcomes of the *HBO* Bachelors programme

1. The degree programme International Development Management distinguishes the following (final) competences and associated learning objectives that must be at the disposal of the graduate in order to function properly in the work field:
1. To conduct applied research
 2. to communicate in an international setting;
 3. to facilitate innovation;
 4. to support organisational development;
 5. to design and manage development projects and initiatives;
 6. to develop personal leadership;
 7. to acquire development sector expertise.

Professional starting qualification (level 3) of the competences of the programme International Development Management is presented in the table below.

Acronym	Title	Description level 3
AR	to conduct applied research	<p>To design and execute research in the complex and dynamic context of the international development sector with the aim to contribute to understanding 'wicked problems'.</p> <p>The graduate decides about the scope of the research project in close consultation with the commissioner.</p> <p>The graduate engages the relevant stakeholders by means of a participatory process.</p> <p>The graduate delivers a professional product with practical relevance for implementation.</p>
CO	to communicate in an international setting	<p>To use appropriate verbal and written communication strategies in interpersonal and team settings.</p> <p>The graduate bases choices on analysis of cross-cultural issues and group dynamics.</p> <p>The graduate confidently engages in a variety of communities including professional networks.</p>
FI	to facilitate innovation	<p>To set up multi-stakeholder processes of co-creation aimed at catalysing (institutional) change.</p> <p>The graduates scopes opportunities for innovation in an often complex and dynamic context.</p> <p>The graduate facilitates interaction between concerned stakeholders.</p>



Acronym	Title	Description level 3
MO	to support organisational development	<p>To act according to the responsibilities and task divisions of teams, organisations and companies.</p> <p>The graduate uses his / her own position in the organisation and his / her room to manoeuvre to support organisational development and inter-organisational cooperation within the given institutional environment.</p>
MP	to design and manage development projects and initiatives	<p>To support stakeholders to develop local interventions that enhance socio-economic returns for direct beneficiaries as well as create value for the society at large.</p> <p>The graduate designs and manages development project proposals or initiatives including viable funding options that are pertinent for the resulting activities.</p> <p>The graduate makes use of tools to plan and implement project activities.</p> <p>The graduate monitors the required human capital and financial means; and identifies possible risks.</p>
PL	to develop personal leadership	<p>To demonstrate choice and commitment toward own life's professional direction.</p> <p>The graduate defends this direction based on regular reflection on oneself, actions and society.</p> <p>The graduate demonstrates presence and personal integrity in teams.</p> <p>The graduate uses a critical compass for the difficulties and dilemmas of the international development sector.</p>
SE	to acquire development sector expertise	<p>To acquire expert knowledge and skills in order to contribute to tackling complex problems in the field of the international development sector.</p> <p>The graduate distinguishes the different roles of the concerned stakeholders with either parallel or conflicting interests.</p> <p>The graduate demonstrates awareness of his / her own role and the boundaries of own expertise.</p>



Article 2.5 Learning outcomes of the Associate degree programme

Does not apply.

Article 2.6 Curriculum of full-time variant of the Bachelor's programme International Development Management

1. The student can choose from several majors in the main phase of the study. The major has a study load of 109.
2. Majors offered by the Study Programme:
 - a. Major Disaster Risk Management;
 - b. Major Rural Development and Innovation;
 - c. Major Sustainable Value Chains.

Article 2.6a Description of major Disaster Risk Management (DRM)

Disaster Risk Management (DRM) educates students to work in contexts of disasters, conflict and protracted crises with affected and intervening actors.

At the start of the second study year the DRM student will spend a practical internship in a company, NGO or governmental organisation. This organisation may be located in the Netherlands, another developed country, or a developing country. The internship has to deal with improved (disaster or crisis) risk management. After the internship, in each term a DRM specific study unit is offered namely 'Disaster, Conflict and Responses', 'Aid Architecture' and 'Crisis and Food Security'. Aside from DRM-specific study units, IDM generic study units are offered such as 'Applied Research', 'Innovation Mapping' and 'Defending a Business Case'.

The first semester of year three will offer four study units with students having to work on an assignment or project for each one of them as indicated below:

- Study unit: 'Integrated Landscape Approaches' - Students use GIS and ICT for data management and in web-based software system for Planning, Monitoring, Evaluation and Reporting (PMER) of projects.
- Study unit: 'Building Resilient Communities' - Students apply resilience models for selected case studies to enhance resilience of local communities and/or systems.
- Study unit; 'Professional Consultancy Training'- Working in groups students will undertake a real-life assignment in the field of Disaster Recovery or Disaster Risk Management using the Project Cycle Management (PCM) or Results Based Management (RBM) approach.
- Study unit: 'Disaster Risk Reduction' – Working in small groups, students develop and deliver sessions on cross-cutting DRR themes. Students will do an individual assignment on a DRM topic developing and delivering a resource package.

As part of the taught program in year two and year three, students must also choose to study Spanish, German or Dutch as a second foreign language. If students consider neither of these languages to be relevant, another language course at the same level can be followed outside VHL University at students' own expenses.



During the second semester of the third study year, the student will do a second long internship, this time acting as a semi-professional in the DRM working field and applying the knowledge and skills specific to the field. The internship is ideally done in a developing country with the placement provider being a major actor in the DRM working field.

The fourth and final year starts with a 20-week Minor, which can be used either for further specialisation in a particular DRM topic or area in line with the interest of the student; or the student may use the Minor to broaden up his DRM knowledge. If required (e.g. because the Minor is only offered once per year), the student may do the Minor in the second semester of the third year and do the internship in the first semester of the fourth year. The study will then culminate in a graduation project, starting with applied research activities, leading to a consult for a commissioner and a written report advising the commissioner. The student will also write a popular article for a broader DRM audience to expand on his/her professional network.

Competences per major: all IDM competences apply to the 3 majors; and all up to and including level 3.

Article 2.6b Description of major Rural Development and Innovation (RDI)

Rural Development and Innovation (RDI) educates students to support and facilitate empowerment processes of marginalized communities towards inclusive development in the rural and rural-urban areas.

At the start of the second study year the RDI student will spend a practical internship in a company or organisation which focuses on rural development. Preferably this company or organisation is located in the Netherlands, (Eastern) Europe, United States, Canada, Australia or New Zealand. In term two, RDI students learn about recent developments in the rural domain anywhere in the world; all kinds of different topics will be discussed. In the third term students learn about all kinds of economic developments that are being carried out to improve the liveability in the rural domain. In the second study unit of the fourth term students learn to facilitate, to bring groups of people together to learn from each other. Aside from RDI-specific study units, IDM generic study units are offered such as 'Applied Research', 'Innovation Mapping' and 'Defending a Business Case'.

The first semester of the third year is comprised of three elements:

- Students write a project proposal for their own NGO using the logframe approach (it includes a scoping, a stakeholder consultation and a planning phase);
- Students advise a commissioner on a new location for its activities using Geographical Information Systems (GIS) and theory on Land and Water Politics for Food Security;
- Students work as junior consultants/facilitators for a local Dutch CBO to improve the liveability in a village or area.

As part of the taught programme in Y2 and Y3, students must also choose to study Spanish, German or Dutch as a second foreign language. If students consider neither of these languages to be relevant, another language course at the same level can be followed outside VHL University at students' own expenses.

During the second semester of the third study year, the student will do a long internship, this time acting as a semi-professional in the RDI domain and applying the knowledge and skills specific to this domain.



The fourth and final year starts with a 20-week minor, which can be used either for breadth or for further specialisation. If required (e.g. because the minor is only offered once per year), the student may do the minor in the second semester of the third year and do the internship in the first semester of the fourth year. The study will then culminate in a graduation project, starting with applied research activities, leading to a consult for the commissioner and report, providing further opportunities to expand a professional network. The student will also write a popular article for a broader RDI audience to expand on his/her professional network.

Competences per major: all IDM competences apply to the 3 majors; and all up to and including level 3.

Article 2.6c Description of major Sustainable Value Chains (SVC)

Sustainable Value Chains (SVC) educates students to support chain actors, ranging from organised smallholder farmers to transnational corporations to strengthen fair and sustainable production and trade.

At the start of the second study year the SVC student will spend a practical internship in a company or organisation - preferably abroad. The internship has to deal with value chains in one form or another. It is recommended that students learn about the producer side of the value chain. After the internship, in each term a SVC specific study unit is offered relating to sustainable food production and the development of sustainable and fair trading systems. Aside from SVC-specific study units, IDM generic study units are offered such as 'Applied Research', 'Innovation Mapping' and 'Defending a Business Case'.

The first semester of year three will offer four study units with students having to work on an assignment or project for each one of them as indicated below:

- Study unit: 'Responsible Sourcing and Quality Management' – Design a logical and quality system to improve market access for smallholder farmers. Student will work on a real life consultancy assignment.
- Study unit: 'Sustaining People, the Planet, and Prosperity' – Getting sustainably produced food to market while setting up an organisational structure for a farmer cooperative and designing a sales strategy based on fairness and equality.
- Study unit: 'Facilitation for Inclusive Chain Development' - Students will become involved in project development and advising a real tropical commodity organisation on how to improve its performance.
- Study unit: 'Integrated Landscape Approaches'- Students analyse sustainable issues for e.g. tea plantations using GIS and ICT for data management and in web-based software system.

As part of the taught programme in Y2 and Y3, students must also choose to study Spanish, German or Dutch as a second foreign language. If students consider neither of these languages to be relevant, another language course at the same level can be followed outside VHL University at students' own expenses.

During the second semester of the third study year, the student will do a second long internship, this time acting as a semi-professional in the SVC working field and applying the knowledge and skills specific to the field. The internship is ideally done in a developing country with the placement provider being a major actor in the SVC working field.



The fourth and final year starts with a 20-week Minor, which can be used either for further specialisation in a particular SVC topic or area in line with the interest of the student; or the student may use the Minor to broaden up his SVC knowledge. If required (e.g. because the Minor is only offered once per year), the student may do the Minor in the second semester of the third year and do the internship in the first semester of the fourth year. The study will then culminate in a graduation project, starting with applied research activities, leading to a consult for a commissioner and a written report advising the commissioner. The student will also write a popular article for a broader SVC audience to expand on his/her professional network.

Competences per major: all IDM competences apply to the 3 majors; and all up to and including level 3.

Article 2.7 Schematic overview of the full-time variant of the Bachelor's programme International Development Management

1. The schematic overview (per cohort) can be found in Appendix 3 of this document. In addition to the schematic overview, the study unit catalogue and annual exam calendar can be found in Appendix 4. The assessment plan for 2019-2020 can be found in Appendix 5. The graduation programmes for cohort 2016-2020 and cohort 2017-2021 can be found in appendix 6.
2. The minor in the main phase comprises a total of 30 credits, in accordance with Article 2.7 of the general section of the EER. The choice of the minor requires approval from the Examination Board.
A further description of the minors and an overview of the minors that have been approved by the Examination Board in advance can be found digitally in the Van Hall Larenstein minor guide via [studentnet](#).
3. If a student chooses a minor which is not approved in advance by the Examination Board, the student has to submit an application to the Examination Board (see also Article 5.2 section 2d of the general section of the EER). The student has to substantiate why the choice of the minor (or the composition of individual study units with a workload of at least 30 EC) broadens or deepens the student's knowledge. An overview of all minors offered at Van Hall Larenstein is published here: [studentnet](#).
4. The Examination Board shall, with the approval of the minor, consider whether:
 - a. the minor has the right level (post-propaedeutic and (at least) bachelorlevel);
 - b. the minor is deepening or broadening;
 - c. the minor contains no part that largely corresponds to units of study from the majorprogramme;
 - d. in case the minor consist of separate units of study: the coherency of the units;
 - e. the minor is 30EC.
5. The start of a minor depends on the number of participants (see also Article 3.28 from the general section of these EER). The dean can make the decision not to start a minor with less than 22 participants. The decision that a minor does not start will be published no later than three weeks before the start of the minor.



6. If students want to use their minor for education outside the study programme, then the provisions in Article 3.27 of the general part of the regulations apply. The Examination Board determines how many credits are allocated to the educational performance of students.

Article 2.8 Curriculum of the part-time variant of the Bachelor's programme

Does not apply.

Article 2.9 Schematic overview of the part-time variant of the Bachelor's programme

Does not apply.

Article 2.10 Curriculum for the Associate degree programme

Does not apply.

Article 2.11 Transfer programme from AD to Bachelor's

Does not apply.

Article 2.12 Accelerated (three-year) track for students with a VWO diploma

Does not apply.



Chapter 3:

SPECIAL NOTATIONS

Article 3.1a Designation “cum laude” for the Bachelor’s programme

1. The Examination Board can, in accordance with Article 3.3 of the general section of these EER, award the designation “cum laude” to a successfully completed final student evaluation of the *HBO* Bachelor’s programme, in any case if the conditions a to d are met:
 - a. the student has completed the study programme within the assigned duration, without retaking examinations;
 - b. during the post-propaedeutic phase, all study units actually taken by the student have been passed with a mark of at least 7.0;
 - c. the thesis has been evaluated with a mark of at least 8.0;
 - d. the following study units of the study programme, with a magnitude of at least 28 credits, have been evaluated with a mark of at least 8.0:

APPLYING TO STUDENTS WHO STARTED IN SEPTEMBER 2016 (ACADEMIC YEAR 2016-2017):

For major Disaster Risk Management (DRM):

- VID3 CT VE - PROFESSIONAL CONSULTANCY TRAINING
- VID3 DR VE - DISASTER RISK REDUCTION
- VID3 II VE –INTERNSHIP DISASTER RISK MANAGEMENT

For major Rural Development and Innovation (RDI):

- VID3 PP VE - PARTICIPATIVE PLANNING
- VID3 FM VE – FACILITATION OF MULTI STAKEHOLDER PARTNERSHIPS II
- VID3 II VE –INTERNSHIP RURAL DEVELOPMENT AND INNOVATION

For major Sustainable Value Chains (SVC):

- VID3 SP VE – SUSTAINING PEOPLE, THE PLANET, AND PROSPERITY
- VID3 FC VE – FACILITATION FOR INCLUSIVE CHAIN DEVELOPMENT
- VID3 II VE –INTERNSHIP SUSTAINABLE VALUE CHAINS

APPLYING TO STUDENTS WHO STARTED IN SEPTEMBER 2017 (ACADEMIC YEAR 2017-2018):

For major Disaster Risk Management (DRM):

- VID3 CT VE - PROFESSIONAL CONSULTANCY TRAINING
- VID3 DR VE - DISASTER RISK REDUCTION
- VID3 II VE – MAJOR SPECIFIC INTERNSHIP

For major Rural Development and Innovation (RDI):

- VID3 PP VE-1 - PARTICIPATIVE PLANNING
- VID3 FM VE – FACILITATION OF MULTI STAKEHOLDER PARTNERSHIPS II
- VID3 II VE – MAJOR SPECIFIC INTERNSHIP



For major Sustainable Value Chains (SVC):

- VID3 SP VE – SUSTAINING PEOPLE, THE PLANET, AND PROSPERITY
- VID3 FC VE – FACILITATION FOR INCLUSIVE CHAIN DEVELOPMENT
- VID3 II VE – MAJOR SPECIFIC INTERNSHIP

Article 3.1b Designation “cum laude” for the Associate degree programme

Does not apply.

Article 3.2 International notation for the Bachelor’s programme

1. A student of International Development Management who is interested in following a learning pathway with international recognition of their studies abroad, may request an additional “international notation” at his or her diploma.
When requesting their diploma, the student must indicate whether they feel they will be eligible for an international notation. The Examination Board only checks for the potential award of an international notation if the student submits an application. If applicable, the student will receive their diploma with an international notation.
The international indication is relevant to both students who want to work in the Netherlands, and students who want to work abroad during their careers.
2. To gain international recognition, the following conditions have to be met:
 - Major internship: The student has to have completed a major specific internship of 30 EC at an organisation abroad, i.e. a country that is not their country of origin.
and/or
Minor: the student has to have earned at least 30 EC in study units at an educational institution abroad, i.e. a country that is not their country of origin.
 - Graduation assignment: The graduation assignment of 30 EC has to be on a topic that is international in nature. This report has to have been written in English and also the presentation has to have been given in English.
 - IELTS academic 7 or a comparable internationally recognised certificate such as Cambridge Advanced (CAE) English: the student must achieve an average score of 7.0 or higher in the IELTS or a C or higher in the CAE test. Four components are currently assessed: speaking, listening, writing and reading.
3. When the student applies for his/her degree, the Examination Board will check whether these conditions have been met.
If you have any questions, contact the concerned major coordinator.



Chapter 4:

STUDY ADVICE

Article 4.1 Issuing the preliminary advice on the first year of enrolment

1. On behalf of the Van Hall Larenstein Executive Board, the Examination Board gives every student a preliminary advice, in accordance with Article 4.5 from the general section of these EER. The student will receive these within 20 working days of the end of the second period of the first academic year of enrolment.
2. The preliminary advice serves as a warning, as described in Article 7.8b clause 4 WHW, for a binding advice to stop the study programme that could possibly be presented at the end of the first year of enrolment.
3. The standard for a positive preliminary advice is a minimum of 21 credits.
4. A positive preliminary advice does not provide entitlement to a positive study advice.
5. A student who does not meet the requirements for getting a positive preliminary advice will receive a negative preliminary advice meaning that on the basis of his/her current study performance he/she is not expected to be able to successfully complete the programme. The student has the opportunity to improve the performance during term 3 and 4.

Article 4.2 Issuing the study advice- first year of enrolment

1. The Examination Board, on behalf of the Van Hall Larenstein Executive Board, provides all students (in accordance with Article 4.6 from the general section of the EER), no later than the end of their first year of enrolment of their study programme, with an advice about continuing their study in the degree programme or elsewhere.
2. A positive advice is made if students have earned at least 46 credits.
3. A binding negative study advice is provided if students at that time have earned fewer than 46 credits.
4. The Examination Board may decide to postpone the issuing of an advice, if in the judgment of the Examination Board the student in all fairness was unable to meet the norm as a result of personal circumstances (in accordance with Article 4.8 of the general section of the EER). An advice must be issued by the end of the second academic year at the latest.
5. Moreover, a binding negative study advice is provided if students de-enrol before the end of the first year of enrolment, but after 31 January of that enrolment year, and do not comply with the standard of the requirements for a positive advice, as outlined in clause 2 of this article.



Chapter 5:

FINAL PROVISIONS

Article 5.1 Additional regulations

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

Article 5.2 Right of appeal

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

Article 5.3 Unforeseen circumstances

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

Article 5.4 Interim provisions

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

Article 5.5 Entry into force and official title

1. These Regulations go into force on 1 September 2019.
2. These Regulations can be amended during the academic year, if and to the extent that students are not disadvantaged as a result. Amendments, as the occasion arises, require approval of the Participational Council and are published on studentnet.
3. These Regulations are officially cited as: Van Hall Larenstein Education and Examination Regulations 2019/2020 study programme International Development Management.



Appendix 1:

ADMISSION

Article 1 Previous educational qualifications

1. Prospective students who wish to be admitted to the Bachelor's degree programme or the Associate degree programme must have one of the following education qualifications as mentioned in Article 7.24 WHW:
 - a. a diploma from pre-university education (VWO);
 - b. A diploma from senior general secondary education (HAVO);
 - c. a degree certificate designated by the Minister, in Dutch or another language, that Van Hall Larenstein Executive Board judges to be at least equivalent to a HAVO or VWO diploma
 - d. a diploma from a management training programme (level 4);
 - e. a diploma from a specialist training programme (level 4);
 - f. a diploma from a professional training programme designated by ministerial decree.

Article 2 Additional educational qualifications

1. Without prejudice to the provisions in Article 1 of this appendix, a prospective student who complies with that Article must also comply with additional qualifications, as the occasion arises.
2. Such additional requirements can apply to the admission of:
 - prospective students as referred to in Article 1 under a of that Article (VWO graduates): profiles NT, NG, EM are adequate, profile CM needs to have Mathematics A or B and Economy.
 - prospective students as referred to in Article 1 under b of that Article (HAVO graduates): profiles NT, NG, EM are adequate, profile CM needs to have Mathematics A or B and Economy.

Article 3 Exception to additional educational qualifications

1. If prospective students do not comply with the additional educational qualifications as referred to in Article 2 of this appendix, they can still be admitted to the study programme if an investigation shows that they comply with the following requirements:
 - Profile CM needs to have Mathematics A or B and Economy;
 - Any other unforeseen situation is to be decided by the admission advisor.



2. Students with a HAVO or VWO CM profile without Mathematics A or B and/or Economy can do a deficiency examination in Mathematics A or B and/or Economy in both Leeuwarden or Velp. See for more information: <http://toelatingstoetsen.nl>.
3. When conducting an investigation about an exception to the additional educational qualifications, no age limit applies. Prospective students must comply with the established requirements before they can enrol.

Article 4 Requirements for the working environment with the part-time variant

Does not apply.

Article 5 Exemptions based on NVAO-accredited diplomas and diplomas designated by the Ministry

1. Prospective students¹ with a degree, diploma or final evaluation as referred to in the first sentence of Article 7.28 clause 1 WHW and the first sentence of Article 7.28 clause 2 WHW are exempt from the previous education requirements referred to in Article 1 above.
2. The degree, diploma or final evaluation referred to in the previous clause is understood to be a degree certificate (final student evaluation) of an NVAO-accredited study programme of a university or legal entity of higher education and a European Baccalaureate of a European school, if that Baccalaureate also has Dutch as a first or second language subject.
3. If additional qualifications are required for the study programme, the prospective students referred to in the first clause cannot take a propaedeutic evaluation or final student evaluation, unless an additional investigation is conducted which demonstrates that the students possess the necessary knowledge and skills to which the additional qualifications apply.
4. The requirements placed on the investigation referred to in the third clause of this article are included in Article 3 clause 2 of this appendix.
5. Prospective students are assumed to have met the requirements referred to in the previous clause if they have passed the following educational components or have received an exemption for them: **VID1 AR VE – Applied Qualitative Research**.
6. No age limit applies to the supplementary investigation referred to in this Article. However, prospective students can enrol and take examinations.

¹ This concerns prospective students who have earned a Bachelor's or Master's degree at a university or institution for higher professional education. It also concerns prospective students who have earned a diploma designated by the Ministry as "at least equivalent".



Article 6 Exemptions based on the Treaty of Lisbon

1. In compliance with the provisions in the Act and this Article, the individuals referred to in Article 7.28 clause 1² second sentence WHW are exempt from the educational qualifications referred to in Article 1 above.
2. If additional qualifications are required for the study programme, the prospective students referred to in the first clause cannot take a propaedeutic evaluation or final student evaluation, unless an additional investigation is conducted which demonstrates that the students possess the necessary knowledge and skills to which the additional qualifications apply.
3. If the diploma referred to in the first clause is earned abroad, and the language of the study programme at the location where the prospective student desires to enrol is Dutch, then the prospective student cannot be enrolled until the Examination Board ascertains that proof has been provided of sufficient proficiency in Dutch to participate in education. This proof is provided if the student passes the course *NT2, niveau II* (Dutch as a second language, level II), an examination at the B2 level of the Common European Framework of Reference for Languages or an examination at a comparable level.
4. If the diploma referred to in the first clause is earned abroad, and the language of the study programme at the location where the prospective student desires to enrol is English, then the prospective student cannot be enrolled until the Examination Board ascertains that proof has been provided of sufficient proficiency in English to participate in education. This proof is provided if the student passes an academic IELTS test with an overall band score of 6.0. If the student submits a different type of language proficiency test, then the standard referred to in article 4.2 of the *Gedragcode Internationale Student in het Hoger Onderwijs* (Code of Conduct) applies.
5. The following students are exempt from providing proof of their English language proficiency:
 - native English speakers from USA, UK, Australia, New Zealand, Ireland and Canada (English speaking areas);
 - Applicants from Austria, Belgium (Flanders), Denmark, Germany, Estonia, Finland, Hungary, Latvia, Lithuania, Luxemburg, Norway, Romania, Slovakia and Sweden who have obtained one of the following diplomas, including a final examination in English.
6. The requirements placed on the investigation referred to in the second clause of this Article are included in Article 3 clause 2 of this appendix.
7. Prospective students are assumed to have met the requirements referred to in the previous clause if they have passed the following educational components or have received an exemption for them: **VID1 AR VE – Applied Qualitative Research.**
8. No age limit applies to the supplementary investigation referred to in this Article. However, the prospective students can be enrolled and take examinations, unless the provisions in clause 3 or 4 this Article apply.

² This includes prospective students from a Member State of the EU.



Article 7 Exemptions based on other diplomas and diplomas from abroad

1. In compliance with the provisions in the Act and this Article, prospective students who hold a diploma from the Netherlands or another country, as referred to in Article 7.28 clause 2 second sentence WHW, can be exempted from the previous education qualifications referred to in Article 2.1.
2. For assessing the equivalency of any diploma, as the occasion arises the Van Hall Larenstein Executive Board requests advice from the Nuffic.
3. If additional qualifications are required for the study programme, the prospective students referred to in the first clause cannot take a propaedeutic evaluation or final student evaluation, unless an additional investigation is conducted which demonstrates that the students possess the necessary knowledge and skills to which the additional qualifications apply.
4. If the diploma referred to in the first clause is earned abroad, and the language of the study programme at the location where the prospective student desires to enrol is Dutch, then the prospective student cannot be enrolled until the Examination Board ascertains that proof has been provided of sufficient proficiency in Dutch to participate in education. This proof is provided if the student passes the course *NT2, niveau II* (Dutch as a second language, level II).
5. If the diploma referred to in the first clause is earned abroad, and the language of the study programme at the location where the prospective student desires to enrol is English, then the prospective student cannot be enrolled until the Examination Board ascertains that proof has been provided of sufficient proficiency in English to participate in education. This proof is provided if the student passes an academic IELTS test with an overall band score of 6.0. If the student submits a different type of language proficiency test, then the standard referred to in article 4.2 of the *Gedragcode internationale student hoger onderwijs* (Code of Conduct) applies.
6. The following students are exempt from providing proof of their English language proficiency:
 - native English speakers from USA, UK, Australia, New Zealand, Ireland and Canada (English speaking areas);
 - Applicants from Austria, Belgium (Flanders), Denmark, Germany, Estonia, Finland, Hungary, Latvia, Lithuania, Luxemburg, Norway, Romania, Slovakia and Sweden who have obtained one of the following diplomas, including a final examination in English.
7. The requirements placed on the investigation referred to in the second clause of this article are included in Article 3 clause 2 of this appendix.
8. Prospective students are assumed to have met the requirements referred to in the previous clause if they have passed the following educational components or have received an exemption for them: **VID1 AR VE – Applied Qualitative Research.**



9. No age limit applies to the supplementary investigation referred to in this Article. However, the prospective students can be enrolled and take examinations, unless the provisions in clause 4 or 5 this Article apply.

Article 8 Exemptions based on an entrance examination (21+ test)

1. In compliance with the provisions in the Act and this Article, prospective students who are 21 years of age or older on 1 September of the academic year in question and who do not meet the previous education requirements referred to in Article 1 of this appendix, and who are not exempt from these requirements pursuant to the provisions in Article 6 or 7, must take an entrance examination. If the Van Hall Larenstein Executive Board decides that the prospective students have passed the entrance examination, then they are exempted from the previous educational requirements referred to in article 1.
2. The entrance examination consists of three components: a (motivation)interview, a language test and a substantive component. The following requirements must be met:
 - a. knowledge of the English language (havo exam level or comparable level B2/IELTS 6);
 - b. mathematics (havo exam level);
 - c. economy (havo exam level).
3. The examination referred to in the second clause of this Article is structured as follows:
 - a. the requirement of knowledge of English are met when a prospective student can prove (with a certificate) that he/she has passed English at havo exam level or at a comparable level;
 - b. the requirement of knowledge of Mathematics A or B are met when the prospective student can prove (with a certificate) that he/she has passed Mathematics at havo exam level;
 - c. the requirement of knowledge of Economy are met when the prospective student can prove (with a certificate) that he/she has passed Economy at havo exam level;
4. When the prospective student do not have the certificates mentioned in clause 3 under a, b and c of this article then he/she can participate in the deficiency test. For more information about the tests: <http://toelatingstoetsen.nl>.
5. The examination referred to in this Article can only be taken by individuals 21 years of age and older. Without a decision from the Van Hall Larenstein Executive Board, individuals cannot be enrolled and are not permitted to take exams.

Article 9 Admission to an accelerated track for prospective students with a VWO diploma

Does not apply.

Article 10 Enrolment in post-propaedeutic phase (main phase)

1. Enrolment in the post-propaedeutic phase of the programme is possible with a completed propaedeutic evaluation.



2. In compliance with the provisions in the Act and this Article, prospective students who hold a diploma from the Netherlands or another country, that the Examination Board judges to be at least equivalent to the propaedeutic evaluation of the programme, will be exempted from the requirement in clause 1 of this Article.
3. If the diploma referred to in the second clause is earned abroad, and the language of the study programme at the location where the prospective student desires to enrol is Dutch, then the prospective student cannot be enrolled until the Examination Board ascertains that proof has been provided of sufficient proficiency in Dutch to participate in education. This proof is provided if the student passes the course *NT2, niveau II* (Dutch as a second language, level II), an examination at the B2 level of the Common European Framework of Reference for Languages or an examination at a comparable level.
4. If the diploma referred to in the second clause is earned abroad, and the language of the study programme at the location where the prospective student desires to enrol is English, then the prospective student cannot be enrolled until the Examination Board ascertains that proof has been provided of sufficient proficiency in English to participate in education. This proof is provided if the student passes an academic IELTS test with an overall band score of 6.0. If the student submits a different type of language proficiency test, then the standard referred to in article 4.2 of the *Gedragcode Internationale Student in het Hoger Onderwijs* (Code of Conduct) applies.
5. A student enrolled in the propaedeutic phase can, with motivation, request the Examination Board to be enrolled to specific study units in the post-propaedeutic phase.
6. Students who received a positive recommendation as mentioned in Article 4.2 can, within the framework of this regulation, be enrolled to study units in the post-propaedeutic phase of the programme.

Article 11 Conditions of enrolment

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

Article 12 Notice of objection

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



Appendix 2:

STUDY UNIT EVALUATIONS

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

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

1. Planning of evaluations, including panel evaluations.

	TERM	Name of Study Unit		Kind of evaluation: questionnaire or/ panel evaluation	Evalueren?
Year 1	Term 1	DEVELOPMENT SECTOR ANALYSIS	VID1 DA VE-2		
		DEVELOPMENT AND SUSTAINABILITY	VID1 DS VE-1		
	Term 2	SUSTAINABLE RURAL LIVELIHOODS	VID1 RL VE		
		APPLIED RESEARCH I	VID1 AR VE-2		
	Term 3	PROJECT MANAGEMENT	VID1 PM VE-2		
		ORGANISATIONAL DEVELOPMENT	VID1 OI VE-1		
	Term 4	INNOVATION FOR DEVELOPMENT	VID1 ID VE-2		
		CONTESTED GLOBAL ISSUES	VID1 CI VE		
		PERSONAL LEADERSHIP DEVELOPMENT I	VID1 PD VE	both	yes
Year 2	Term 1	INTERNSHIP	VID2 IN VE		
		APPLIED RESEARCH II	VID2 AR VE	both	yes
		DISASTERS, CONFLICT AND RESPONSES	VID2 DR VE		
		DYNAMICS OF RURAL DEVELOPMENT	VID2 RD VE-2		
		SUSTAINABLE PRODUCTION AND FAIR TRADE PRINCIPLES	VID2 SP VE		
		Term 3	INNOVATION MAPPING	VID2 IM VE	
		AID ARCHITECTURE	VID2 AA VE-1		
		LOCAL FOOD CHAINS FOR REGIONAL DEVELOPMENT	VID2 FC VE		
	Term 4	DEFENDING A BUSINESS CASE	VID2 BC VE		
		CRISIS AND FOODSECURITY	VID2 CF VE-1		
		PARTICIPATION FOR EMPOWERMENT	VID2 PE VE		
		CHAIN ANALYSIS FOR CREATING SOCIAL IMPACT	VID2 CA VE	both	yes
		PERSONAL LEADERSHIP DEVELOPMENT II	VID2 PD VE	both	yes



Year 3	Term 1	PROFESSIONAL CONSULTANCY TRAINING	VID3 CT VE	both	yes
		PARTICIPATIVE PLANNING	VID3 PP VE-1	both	yes
		SUSTAINING PEOPLE, PLANET, AND PROSPERITY	VID3 SP VE	both	yes
		BUILDING RESILIENT COMMUNITIES	VID3 BR VE-3		
		FACILITATION OF MSP I	VID3 FM1 VE-1	both	yes
		RESPONSIBLE SOURCING AND QUALITY MANAGEMENT	VID3 RS VE-1	both	yes
	term 2	DISASTER RISK REDUCTION	VID3 DR VE		
		FACILITATION OF MSP II	VID3 FM2 VE	both	yes
		FACILITATION FOR INCLUSIVE CHAIN DEVELOPMENT	VID3 FC VE	both	yes
		INTEGRATED LANDSCAPE APPROACHES	VID3 LA VE	both	yes
		PERSONAL LEADERSHIP DEVELOPMENT III	VID3 PD VE	both	yes
	Term 3/4	INTERNSHIP	Internship (or minor)		
Year 4	Term 1/2	MINOR	Minor (or internship)		
	Term 3/4	THESIS	THESIS		

2. Process of publishing the results³ and improvements

Elements of the process	Fill in per study programme
1. The way the results of the evaluation and the plans for improvement are made known to the <u>current student</u> .	A summary of the results of the evaluation and the improvement plan (the AV form) are submitted, discussed, if necessary adapted and then approved by the Academic Programme Committee. Afterwards they are published on Blackboard (or Studentnet) for all students to read.
2. The planning for making known the results of evaluations and improvement plans among <u>current students</u> .	After the meeting of the Academic Programme Committee the results of the evaluation and the improvement plan (the AV form) are published on Blackboard (or Studentnet) for all students to read.
3. The way the results of the evaluation and the plans for improvement are made known to the <u>new student</u> .	At the start of the study unit new students are informed that the results of the evaluation and the improvement plan (the AV form) are published on Blackboard (or Studentnet)
4. The planning for making known the results of evaluations and improvement plans among <u>new students</u> .	At the start of the study unit.
Name contact person⁴	Marcel Put

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

⁴ Regierolhouder quality



Appendix 3: SCHEMATIC OVERVIEW OF THE FULLTIME BACHELOR'S PROGRAMME INTERNATIONAL DEVELOPMENT MANAGEMENT

Legenda for colours as used in the next tables:

first year IDM	IDM generic study units	DRM study units	RDI study units	SVC study units
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All study units **as delivered** in 2019-2020

IDM first year

Term 1	Term 2	Term 3	Term 4
VID1 DA VE 2 Development Sector Analysis (7 credits)	VID1 RL VE Sustainable Rural Livelihoods (7 credits)	VID1 PM VE 2 Project Management (7 credits)	VID1 ID VE 2 Innovation for Development (7 credits)
VID1 DS VE 1 Development and Sustainability (7 credits)	VID1 AR VE 2 Applied Research for Development I (7 credits)	VID1 OI VE 1 Organisational Development (7 credits)	VID1 CI VE Contested Global Issues (7 credits)
VID1 PD VE Personal Leadership Development I (4 credits)			

Second year DISASTER RISK MANAGEMENT

Term 1	Term 2	Term 3	Term 4
VID2 IN VE Internship Year 2 (14 credits)	VID2 AR VE Applied Research for Development II (7 credits)	VID2 IM VE Innovation Mapping (7 credits)	VID2 BC VE Defending a Business Case (7 credits)
	VID2 DR VE Disasters, Conflict and Responses (7 credits)	VID2 AA VE 1 Aid Architecture (7 credits)	VID2 CF VE 1 Crisis and Food Security (7 credits)
VID2 PD VE Personal Leadership Development II (4 credits)			



Second year RURAL DEVELOPMENT AND INNOVATION

Term 1	Term 2	Term 3	Term 4
VID2 IN VE Internship Year 2 (14 credits)	VID2 AR VE Applied Research for Development II (7 credits)	VID2 IM VE Innovation Mapping (7 credits)	VID2 BC VE Defending a Business Case (7 credits)
	VID2 RD VE 1 Dynamics of Rural Development (7 credits)	VID2 FC VE Local Food Chains for Regional Development (7 credits)	VID2 PE VE Participation for Empowerment (7 credits)
VID2 PD VE Personal Leadership Development II (4 credits)			

Second year SUSTAINABLE VALUE CHAINS

Term 1	Term 2	Term 3	Term 4
VID2 IN VE Internship Year 2 (14 credits)	VID2 AR VE Applied Research for Development II (7 credits)	VID2 IM VE Innovation Mapping (7 credits)	VID2 BC VE Defending a Business Case (7 credits)
	VID2 SP VE Sustainable Production and Fair Trade Principles (7 credits)	VID2 FC VE Local Food Chains for Regional Development (7 credits)	VID2 CA VE Chain analysis for creating social impact (7 credits)
VID2 PD VE Personal Leadership Development II (4 credits)			

Third year DISASTER RISK MANAGEMENT

Term 1	Term 2	Term 3	Term 4
VID3 CT VE Professional Consultancy Training (7 credits)	VID3 DR VE Disaster Risk Reduction (7 credits)	VID3 II VE Major specific Internship / Minor (30 credits)	
VID3 BR VE 3 Building Resilient Communities (7 credits)	VID3 LA VE Integrated landscape approaches (7 credits)		
VID3 PD VE Personal Leadership Development III (2 credits)			


Third year RURAL DEVELOPMENT AND INNOVATION

Term 1	Term 2	Term 3	Term 4
VID3 FM1 VE 1 Facilitation of MSP I (7 credits)	VID3 FM2 VE Facilitation of MSP II (7 credits)	VID3 II VE Major specific Internship / Minor (30 credits)	
VID3 PP VE 1 Participative Planning (7 credits)	VID3 LA VE Integrated landscape approaches (7 credits)		
VID3 PD VE Personal Leadership Development III (2 credits)			

Third year SUSTAINABLE VALUE CHAINS

Term 1	Term 2	Term 3	Term 4
VID3 SP VE Sustaining People, the Planet, and Prosperity (7 credits)	VID3 FC VE Facilitation for Inclusive Chain Development (7 credits)	VID3 II VE Major specific Internship / Minor (30 credits)	
VID3 RS VE 1 Responsible Sourcing and Quality Management (7 credits)	VID3 LA VE Integrated landscape approaches (7 credits)		
VID3 PD VE Personal Leadership Development III (2 credits)			

Fourth year DISASTER RISK MANAGEMENT

Term 1	Term 2	Term 3	Term 4
Minor / Internship (30 credits)		VID4 IT VE Major specific Thesis (30 credits)	

Fourth year RURAL DEVELOPMENT AND INNOVATION

Term 1	Term 2	Term 3	Term 4
Minor / Internship (30 credits)		VID4 IT VE Major specific Thesis (30 credits)	

Fourth year SUSTAINABLE VALUE CHAINS

Term 1	Term 2	Term 3	Term 4
Minor / Internship (30 credits)		VID4 IT VE Major specific Thesis (30 credits)	



Curriculum 2016–2020

Applying to students who started in September 2016 (academic year 2016-2017)

IDM first year

Term 1	Term 2	Term 3	Term 4
VID1 DA VE Development Sector Analysis (7 credits)	VID1 RL VE Sustainable Rural Livelihoods (7 credits)	VID1 PM VE 1 Project Management (7 credits)	VID1 ID VE 1 Innovation for Development (7 credits)
VID1 DS VE 1 Development and Sustainability (7 credits)	VID1 AR VE 1 Applied Qualitative Research (7 credits)	VID1 OI VE 1 Organisations and Institutions (7 credits)	VID1 CO VE 1 Challenges and Options in Innovations (7 credits)
VID1 PD VE Personal Leadership I (4 credits)			

Disaster Risk Management year 2 – 4

Second year DISASTER RISK MANAGEMENT

Term 1	Term 2	Term 3	Term 4
VID2 IN VE Internship Year 2 (14 credits)	VID2 AR VE Applied Research for Development (7 credits)	VID2 IM VE Innovation Mapping (7 credits)	VID2 BC VE Defending a Business Case (7 credits)
	VID2 DR VE Disasters, Conflict and Responses (7 credits)	VID2 AA VE 1 Aid Architecture (7 credits)	VID2 CF VE Crisis and Food Security (7 credits)
VID2 PD VE Personal Leadership Development II (4 credits)			

Third year DISASTER RISK MANAGEMENT

Term 1	Term 2	Term 3	Term 4
VID3 CT VE Professional Consultancy Training (7 credits)	VID3 SD VE Spatial Dimensions of DRM (7 credits)	VID3 I3 VE 1 Internship DISASTER RISK MANAGEMENT / Minor (30 credits)	
VID3 BR VE 2 Building Resilient Communities (7 credits)	VID3 DR VE Disaster Risk Reduction (7 credits)		
VID3 PD VE Personal Leadership Development III (2 credits)			

Fourth year DISASTER RISK MANAGEMENT

Term 1	Term 2	Term 3	Term 4
Minor / Internship (30 credits)		VID4 IT VE Major specific Thesis (30 credits)	



Rural Development & Innovation year 2 - 4

Second year RURAL DEVELOPMENT AND INNOVATION

Term 1	Term 2	Term 3	Term 4
VID2 IN VE Internship Year 2 (14 credits)	VID2 AR VE Applied Research for Development (7 credits)	VID2 IM VE Innovation Mapping (7 credits)	VID2 BC VE Defending a Business Case (7 credits)
	VID2 RD VE 1 Dynamics of Rural Development (7 credits)	VID2 RE VE 1 Innovative Rural Entrepreneurship (7 credits)	VID2 FP VE Facilitation and Participation for Empowerment (7 credits)
VID2 PD VE Personal Leadership Development II (4 credits)			

Third year RURAL DEVELOPMENT AND INNOVATION

Term 1	Term 2	Term 3	Term 4
VID3 FM1 VE Facilitation of MSP I (7 credits)	VID3 FM2 VE Facilitation of MSP II (7 credits)	VID3 I2 VE 1 Internship RURAL DEVELOPMENT AND INNOVATION / Minor (30 credits)	
VID3 PP VE Participative Planning (7 credits)	VID3 LG VE Landscape Governing for RDI (7 credits)		
VID3 PD VE Personal Leadership Development III (2 credits)			

Fourth year RURAL DEVELOPMENT AND INNOVATION

Term 1	Term 2	Term 3	Term 4
Minor / Internship (30 credits)		VID4 IT VE Major specific Thesis (30 credits)	

Sustainable Value Chains year 2 - 4

Second year SUSTAINABLE VALUE CHAINS

Term 1	Term 2	Term 3	Term 4
VID2 IN VE Internship Year 2 (14 credits)	VID2 AR VE Applied Research for Development (7 credits)	VID2 IM VE Innovation Mapping (7 credits)	VID2 BC VE Defending a Business case (7 credits)
	VID2 SU VE Sustainable Agriculture (7 credits)	VID2 VC VE 1 Value Chain Development (7 credits)	VID2 CE VE Sustainable Chain Empowerment (7 credits)
VID2 PD VE Personal Leadership Development II (4 credits)			



Third year SUSTAINABLE VALUE CHAINS

Term 1	Term 2	Term 3	Term 4
VID3 SP VE Sustaining People, the Planet, and Prosperity (7 credits)	VID3 FC VE Facilitation for Inclusive Chain Development (7 credits)	VID3 I1 VE 1 Internship SUSTAINABLE VALUE CHAINS / Minor (30 credits)	
VID3 RS VE Responsible Sourcing and Quality Management (7 credits)	VID3 TS VE 1 Traceability for Sustainability (7 credits)		
VID3 PD VE Personal Leadership Development III (2 credits)			

Fourth year SUSTAINABLE VALUE CHAINS

Term 1	Term 2	Term 3	Term 4
Minor / Internship (30 credits)		VID4 IT VE Major specific Thesis (30 credits)	



Curriculum 2017–2021

Applying to students who started in September 2017 (academic year 2017-2021)

IDM first year

Term 1	Term 2	Term 3	Term 4
VID1 DA VE Development Sector Analysis (7 credits)	VID1 RL VE Sustainable Rural Livelihoods (7 credits)	VID1 PM VE 2 Project Management (7 credits)	VID1 ID VE 2 Innovation for Development (7 credits)
VID1 DS VE 1 Development and Sustainability (7 credits)	VID1 AR VE 1 Applied Qualitative Research (7 credits)	VID1 OI VE 1 Organisational Development (7 credits)	VID1 CO VE 2 Challenges and Options in Innovation (7 credits)
VID1 PD VE Personal Leadership Development I (4 credits)			

Disaster Risk Management year 2 – 3

Second year DISASTER RISK MANAGEMENT

Term 1	Term 2	Term 3	Term 4
VID2 IN VE Internship Year 2 (14 credits)	VID2 AR VE Applied Research for Development II (7 credits)	VID2 IM VE Innovation Mapping (7 credits)	VID2 BC VE Defending a Business Case (7 credits)
	VID2 DR VE Disasters, Conflict and Responses (7 credits)	VID2 AA VE 1 Aid Architecture (7 credits)	VID2 CF VE Crisis and Food Security (7 credits)
VID2 PD VE Personal Leadership Development II (4 credits)			

Third year DISASTER RISK MANAGEMENT

Term 1	Term 2	Term 3	Term 4
VID3 CT VE Professional Consultancy Training (7 credits)	VID3 DR VE Disaster Risk Reduction (7 credits)	VID3 II VE Major specific Internship / Minor (30 credits)	
VID3 BR VE 3 Building Resilient Communities (7 credits)	VID3 LA VE Integrated landscape approaches (7 credits)		
VID3 PD VE Personal Leadership Development III (2 credits)			



Rural Development & Innovation year 2 - 3

Second year RURAL DEVELOPMENT AND INNOVATION

Term 1	Term 2	Term 3	Term 4
VID2 IN VE Internship Year 2 (14 credits)	VID2 AR VE Applied Research for Development II (7 credits)	VID2 IM VE Innovation Mapping (7 credits)	VID2 BC VE Defending a Business Case (7 credits)
	VID2 RD VE 1 Dynamics of Rural Development (7 credits)	VID2 FC VE Local Food Chains for Regional Development (7 credits)	VID2 FP VE Facilitation and Participation for Empowerment (7 credits)
VID2 PD VE Personal Leadership Development II (4 credits)			

Third year RURAL DEVELOPMENT AND INNOVATION

Term 1	Term 2	Term 3	Term 4
VID3 FM1 VE 1 Facilitation of MSP I (7 credits)	VID3 FM2 VE Facilitation of MSP II (7 credits)	VID3 II VE Major specific Internship / Minor (30 credits)	
VID3 PP VE 1 Participative Planning (7 credits)	VID3 LA VE Integrated landscape approaches (7 credits)		
VID3 PD VE Personal Leadership Development III (2 credits)			

Sustainable Value Chains year 2 - 3

Second year SUSTAINABLE VALUE CHAINS

Term 1	Term 2	Term 3	Term 4
VID2 IN VE Internship Year 2 (14 credits)	VID2 AR VE Applied Research for Development II (7 credits)	VID2 IM VE Innovation Mapping (7 credits)	VID2 BC VE Defending a Business Case (7 credits)
	VID2 SP VE Sustainable Production and Fair Trade Principles (7 credits)	VID2 FC VE Local Food Chains for Regional Development (7 credits)	VID2 CA VE Chain analysis for creating social impact (7 credits)
VID2 PD VE Personal Leadership Development II (4 credits)			



Third year SUSTAINABLE VALUE CHAINS

Term 1	Term 2	Term 3	Term 4
VID3 SP VE Sustaining People, the Planet, and Prosperity (7 credits)	VID3 FC VE Facilitation for Inclusive Chain Development (7 credits)	VID3 II VE Major specific Internship / Minor (30 credits)	
VID3 RS VE 1 Responsible Sourcing and Quality Management (7 credits)	VID3 LA VE Integrated landscape approaches (7 credits)		
VID3 PD VE Personal Leadership Development III (2 credits)			

General outline IDM year 4

Fourth year IDM / major specific

Term 1	Term 2	Term 3	Term 4
Minor / Internship (30 credits)		Major specific Thesis (30 credits)	



Curriculum 2018 – 2022

Applying to students who started in September 2018 (academic year 2018-2019)

IDM first year

Term 1	Term 2	Term 3	Term 4
VID1 DA VE Development Sector Analysis (7 credits)	VID1 RL VE Sustainable Rural Livelihoods (7 credits)	VID1 PM VE 2 Project Management (7 credits)	VID1 ID VE 2 Innovation for Development (7 credits)
VID1 DS VE 1 Development and Sustainability (7 credits)	VID1 AR VE 2 Applied Research for Development I (7 credits)	VID1 OI VE 1 Organisational Development (7 credits)	VID1 CI VE Contested Global Issues (7 credits)
VID1 PD VE Personal Leadership Development I (4 credits)			

Second year DISASTER RISK MANAGEMENT

Term 1	Term 2	Term 3	Term 4
VID2 IN VE Internship Year 2 (14 credits)	VID2 AR VE Applied Research for Development II (7 credits)	VID2 IM VE Innovation Mapping (7 credits)	VID2 BC VE Defending a Business Case (7 credits)
	VID2 DR VE Disasters, Conflict and Responses (7 credits)	VID2 AA VE 1 Aid Architecture (7 credits)	VID2 CF VE Crisis and Food Security (7 credits)
VID2 PD VE Personal Leadership Development II (4 credits)			

Second year RURAL DEVELOPMENT AND INNOVATION

Term 1	Term 2	Term 3	Term 4
VID2 IN VE Internship Year 2 (14 credits)	VID2 AR VE Applied Research for Development II (7 credits)	VID2 IM VE Innovation Mapping (7 credits)	VID2 BC VE Defending a Business Case (7 credits)
	VID2 RD VE 1 Dynamics of Rural Development (7 credits)	VID2 FC VE Local Food Chains for Regional Development (7 credits)	VID2 PE VE Participation for Empowerment (7 credits)
VID2 PD VE Personal Leadership Development II (4 credits)			



Second year SUSTAINABLE VALUE CHAINS

Term 1	Term 2	Term 3	Term 4
VID2 IN VE Internship Year 2 (14 credits)	VID2 AR VE Applied Research for Development II (7 credits)	VID2 IM VE Innovation Mapping (7 credits)	VID2 BC VE Defending a Business Case (7 credits)
	VID2 SP VE Sustainable Production and Fair Trade Principles (7 credits)	VID2 FC VE Local Food Chains for Regional Development (7 credits)	VID2 CA VE Chain analysis for creating social impact (7 credits)
VID2 PD VE Personal Leadership Development II (4 credits)			

General outline IDM year 3 - 4

Third year IDM / major specific

Term 1	Term 2	Term 3	Term 4
Major specific (7 credits)	Major specific (7 credits)	Major specific Internship / minor (30 credits)	
Major specific (7 credits)	Major specific and interdisciplinary (7 credits)		
Personal Leadership Development (2 credits)			

Fourth year IDM / major specific

Term 1	Term 2	Term 3	Term 4
Minor / Internship (30 credits)		Major specific Thesis (30 credits)	



Curriculum 2019 – 2023

Applying to students who started in September 2019 (academic year 2019-2020)

IDM first year

Term 1	Term 2	Term 3	Term 4
VID1 DA VE 2 Development Sector Analysis (7 credits)	VID1 RL VE Sustainable Rural Livelihoods (7 credits)	VID1 PM VE 2 Project Management (7 credits)	VID1 ID VE 2 Innovation for Development (7 credits)
VID1 DS VE 1 Development and Sustainability (7 credits)	VID1 AR VE 2 Applied Research for Development I (7 credits)	VID1 OI VE 1 Organisational Development (7 credits)	VID1 CI VE Contested Global Issues (7 credits)
VID1 PD VE Personal Leadership Development I (4 credits)			

General outline IDM year 2 - 4

Second year IDM / major specific

Term 1	Term 2	Term 3	Term 4
IDM Internship (14 credits)	IDM generic (7 credits)	IDM generic (7 credits)	IDM generic (7 credits)
	Major specific (7 credits)	Major specific (7 credits)	Major specific (7 credits)
Personal Leadership Development (4 credits)			

Third year IDM / major specific

Term 1	Term 2	Term 3	Term 4
Major specific (7 credits)	Major specific (7 credits)	Major specific Internship / minor (30 credits)	
Major specific (7 credits)	Major specific and interdisciplinary (7 credits)		
Personal Leadership Development (2 credits)			

Fourth year IDM / major specific

Term 1	Term 2	Term 3	Term 4
Minor / Internship (30 credits)		Major specific Thesis (30 credits)	



Appendix 4: STUDY UNIT CATALOGUE AND ANNUAL EXAM CALENDAR OF THE BACHELOR'S PROGRAMME INTERNATIONAL DEVELOPMENT MANAGEMENT

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



Appendix 4.1 IDM generic study units year 1

Year 1 TERM 1

Study unit - code	VID1 DA VE 2
Study unit – name	Development Sector Analysis
Competences	<i>MP – To develop and manage development initiatives and projects; level 1</i>
Learning outcomes	<p><i>The student is able:</i></p> <ul style="list-style-type: none"> • <i>To identify and report the external environment for a specific organisation in the development sector (MP)</i> • <i>To apply the theories and concepts used in a sector analysis (MP)</i> • <i>To present and discuss outcomes of the external sector research</i>
Content	<p>Goal: This study unit introduces the student into the economic, environmental, political and technological aspects of the development sector and focuses on strategic macro positions that social enterprises have or take in and around this sector. The student gains understanding about the analytical tools and techniques to assess the external context of an organisation and to come up with relevant trends that are visible in that sector</p> <p>This study unit contains the first project in which students participate in a team executing a professional assignment for external commissioners.</p> <p>Topics:</p> <ul style="list-style-type: none"> - Sector analysis theory; with focus on market analysis, the external environment and social economy theory; - Sector analysis practice; with focus on desk research, to make an external market audit, applying sector knowledge, project teamwork, written and oral team presentations. <p>Description: Students will learn to apply a diversity of tools and frameworks to analyse the external macro- and micro-environment of an organisation, such as (but not limited to) the PEST-analysis, key driving forces, opportunities and threats. They will describe the external macro- and micro-environment of an organisation operating in the social economy, relate to developments between these environments and identify the main developments, key driving forces, opportunities and threats in the International Development Sector.</p> <p>This is described in a team report and concludes with two realistic scenarios based on the macro- and micro- environment analyses, from which the student will draw proper conclusions, while identifying the opportunities and threats in the sector. Findings will also be presented during the oral exam, through team presentations. All results will be presented in English, which is also evaluated as part of the examination.</p> <p>An assignment in the Open Air Museum on development topics from a historic perspectives can form part of this study unit.</p>
Teaching method(s) and student workload	<p>Approximate student workload almost 200 hours in total</p> <p>Indicative student workload hours per type of activity:</p> <p>22 hours - attending lectures, field work 8 hours - excursion 20 hours - coaching and presentations 80 hours - teamwork including preparation for presentations and team reflection paper</p>



	70 hours - studying literature and preparation for exam.
Rating scale	Numeral between 1 and 10 with a decimal fraction
Examination	<p>CS Partial exam 1 (50): Name: Analysing the development sector Format: computer; multiple choice exam; mark Description:</p> <p>CS Partial exam 2 (50): Name: Analysing a social enterprise Format: team report; mark Description: Analysis report of a Social Enterprise</p>
Mandatory literature	See Moodlerooms
Category of unit of study	<input type="checkbox"/> STD – standard unit of study
Contact person	Ard Schoemaker; ard.schoemaker@hvhl.nl
Language	<input type="checkbox"/> English
Credits	7
Study period	Term 1
Entry requirements/prerequisites	None
Capacity/waiting list	No

Exams

Name and code of the exam	Weight	Rating scale exam	Individual(s) entering grade+ username(s)	Enrollment exam in SIS?		Exam type	Exam duration (in minutes)	Exam policy	Examperiod(s)							
				To schedule					18/19 Term 1	18/19 Term 2 week 6	18/19 Term 2	18/19 Term 3 week 6	18/19 Term 3	18/19 Term 4 week 6	18/19 Term 4	18/19 resit propedeuse
Analysing the development sector	50	1-10	Ard Schoemaker, Monique Heger	X	X	Computer	120	X	X	X	<input type="checkbox"/>					
Analysing a social enterprise	50	1-10	Ard Schoemaker, Monique Heger	<input type="checkbox"/>	<input type="checkbox"/>	Team report	-	<input type="checkbox"/>	X	X	<input type="checkbox"/>					



Year 1 TERM 1

Study unit - code	VID1 DS VE 1
Study unit – name	Development and Sustainability
Competences	<i>SE – To acquire development sector expertise, level 1</i>
Learning outcomes	<p><i>The student is able to:</i></p> <ul style="list-style-type: none"> • <i>To recognize and describe concepts related to Development Approaches and Sustainability issues in Rural Development.</i> • <i>Mention the purpose and wider objectives of the SDGs</i>
Content	<p>The module consists of 3 parts.</p> <p>Goal DEVSUS: This study unit provides general knowledge on the (rural) development sector. Students learn to understand development concepts e.g. Sustainable Development; Sustainable Business; PPP; Participatory Approaches.</p> <p>English (not assessed in this term) <i>Goal:</i> Students begin to feel at ease with using the English language on a daily basis and learn to use it correctly and independently in a professional and academic context both in verbal and written form (CERF); Pre-test level B2 CERF; year 1: B1 for reading , listening and writing skills. B2 for speaking skills</p>
Teaching method(s) and student workload	<p>Approximate student workload almost 200 hours in total</p> <p>Indicative student workload hours per type of activity:</p> <p>50 hours - attending lectures and workshops</p> <p>100 hours – making individual assignments / self-study</p> <p>50 hours - studying literature and preparation for exam</p>
Rating scale	<i>Numeral between 1 and 10 with a decimal fraction</i>
Examination	<p>SE Partial exam 1 (100): Name: Understanding development & sustainability Format: computer; mark</p> <p><i>Description:</i> A written multiple choice exam in which the student is tested on knowledge of development approaches and concepts of sustainability.</p> <p>SE Partial exam 2 (-): Name: Conducting DS assignments Format: assignments; at least 80% of number of assignments handed in at due dates; pass/fail</p> <p><i>Description:</i> Students are given assignments prior to a series of lectures. Assignments must be digitally handed in at due dates. At the end of the term, it will be announced which assignments will be assessed.</p>
Mandatory literature	<p><i>Roorda, D.; 2012; Fundamentals of sustainable Development.</i></p> <p><i>Further, see Moodlerooms.</i></p>
Category of unit of study	<i>STD – standard unit of study</i>
Contactperson	<i>Monique Heger; Monique.heger@hvhl.nl</i>
Language	<i>English</i>
Credits	<i>7</i>
Term	<i>Term 1</i>



Entry requirements/ prerequisites	<i>None</i>
Capacity/waiting list	<i>No</i>

Exams

<i>Name and code of the exam</i>	<i>Weight</i>	<i>Rating scale exam</i>	<i>Individual(s) entering grade+ username(s)</i>	<i>Enrollment exam in SIS?</i>	<i>To schedule</i>	<i>Exam type</i>	<i>Exam duration (in minutes)</i>	<i>Exam policy</i>	<i>Examperiod(s)</i>								
									<i>18/19 Term 1</i>	<i>18/19 Term 2 week 6</i>	<i>18/19 Term 2</i>	<i>18/19 Term 3 week 6</i>	<i>18/19 Term 3</i>	<i>18/19 Term 4 week 6</i>	<i>18/19 Term 4</i>	<i>18/19 resit propedeuse</i>	
Understanding development & sustainability	100	1-10	Monique Heger, Jan Hoekstra	X	X	Computer	90	X	X	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conducting DS assignments		Pass/fail	Monique Heger, Jan Hoekstra	<input type="checkbox"/>	<input type="checkbox"/>	Assignments	-	<input type="checkbox"/>	X	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Year 1 TERM 2

Study unit - code	VID1 RL VE
Study unit - name	Sustainable Rural Livelihoods
Competences	<i>SE – to acquire development sector expertise; level 1</i>
Learning outcomes	<p><i>The student is able to:</i></p> <ul style="list-style-type: none"> • <i>To describe and explain the concept of rural livelihoods</i> • <i>to analyse rural livelihoods by using the sustainable livelihood framework</i> • <i>To define strategies to improve people's livelihoods in a sustainable way</i>
Content	<p><i>Goal:</i></p> <p>Understanding how people make a living is essential when working with people on sustainable change. In this module the student will understand how rural livelihoods are shaped, and livelihood strategies are developed, considering the environment (political, economic, cultural etc.) in which people live and how changes in the external environment impact on livelihood strategies. Furthermore, the student learns what can be done to improve livelihoods in a sustainable way.</p>
Teaching method(s)	<p>Approximate student workload almost 200 hours in total</p> <p>Indicative student workload hours per type of activity:</p> <p>60 hours: Lectures with obligatory assignments. 60 hours: Project (desk study): improving livelihoods, in teams with coaches. 60 hours: Studying literature and preparing for exam. 20 hours: Fieldwork on livelihoods and reporting</p>
Rating scale	<i>Numeral between 1 and 10 with a decimal fraction</i>
Examination	<p>SE Partial exam 1 (60): <i>Name:</i> Understanding rural livelihoods <i>Format:</i> computer; multiple choice; mark</p> <p><i>Description:</i> The student shows knowledge and understanding on different tools, theories and issues. The student shows capacity to apply livelihoods theory on a specific case.</p> <p>SE Partial exam 2 (40): <i>Name:</i> Improving rural livelihoods <i>Format:</i> team report; mark; field work is mandatory</p> <p><i>Description:</i> The student shows understanding of the concept of rural livelihoods by describing rural livelihoods in a specific context. This is done in a team, with a team product. Team will be graded with one mark.</p> <p>SE Partial exam 3 (1): <i>Name:</i> Conducting SRL assignments <i>Format:</i> assignments; at least 80% of number of assignments handed in at due dates; pass/fail</p> <p><i>Description:</i> During the term the student prepares specific assignments related to the lectures and field work and uploads onto Moodlerooms at due dates.</p>
Mandatory literature	<p><i>DFID Sustainable Livelihoods Guidance Sheets</i> <i>Further, see Moodlerooms.</i></p>



Category of unit of study	STD
Contact person	Nellie van der Pasch
Language	English
Credits	7
Term	Term 2
Entry requirements/ prerequisites	None
Capacity/waiting list	No

Exams

Name and code of the exam	Weight	Rating scale exam	Individual(s) entering grade + username(s)	Enrollment exam in SIS?	To schedule	Exam type	Exam duration (in minutes)	Exam policy	Exam period(s)							
									18/19 Term 1	18/19 Term 2 week 6	19/20 Term 2	19/20 Term 3 week 6	18/19 Term 3	18/19 Term 4 week 6	18/19 Term 4	18/19 resit propedeuse
Understanding rural livelihoods	60	1-10	Nellie van der Pasch, Monique Heger	X	X	Computer	180	X	<input type="checkbox"/>	<input type="checkbox"/>	X	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improving rural livelihoods	40	1-10	Nellie van der Pasch, Monique Heger	<input type="checkbox"/>	<input type="checkbox"/>	Team report	-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conducting SRL assignments	1	Pass /fail	Nellie van der Pasch, Monique Heger	<input type="checkbox"/>	<input type="checkbox"/>	Assignments	-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Year 1 TERM 2

Study unit - code	VID1 AR VE 2
Study unit - name	Applied Research for Development I
Competences	AR – To conduct applied research; level 1 CO – To communicate in an international setting; level 1
Learning outcomes	The student is able to: <ul style="list-style-type: none"> • Explain the basic principles of designing, conducting and reporting qualitative research • Describe the steps of the research process and how to carry these out • Reflect on the quality of qualitative research using basic quality criteria • Apply this knowledge in an individual study • Use extend writing skills in the English language
Content	Description: During the research classes you learn, step-by-step, how to conduct qualitative research, from problem identification, designing your research to data collection, analysis and formulating recommendations. You will put what you learned in class into practice by working on an applied research project yourself, partly in groups. Research: all steps of the qualitative research process, from design and execution to report and reflection. Skills building related to doing research and team dynamics English: grammar and formal writing skills
Teaching method(s)	Applied Research for Development I : <ul style="list-style-type: none"> - Lectures, assignments and workshops Approximate student workload almost 200 hours in total Indicative student workload hours per type of activity: <ul style="list-style-type: none"> - 70 hours : attending lectures, language classes and training, - 90 hours: working on applied research project, preparing assignments and workshops - 40 hours: studying literature and preparation for exam
Rating scale	Numeral between 1 and 10 with a decimal fraction
Examination	AR Partial exam 1 (50): Name: Applying qualitative research Format: individual products; written; mark; attendance of at least 80% of the workshops is mandatory <i>Description:</i> You hand in an individual portfolio of a wide range of products which are marked. It consists of assignments related to your applied research project. AR Partial exam 2 (30) Name: Understanding qualitative research Format: Computer; individual <i>Description:</i> You demonstrate basic knowledge on qualitative research in a written exam CO Partial exam 3 (20): Name: Writing English



	<p>Format: computer; individual; mark</p> <p>Description: Comprehensive lexical items including collocations, chunks, formulaic expressions and grammar structures. Also, syntax and semantics related to the study units in term one and two are studied.</p>
Mandatory literature	<p>Baarda, Ben, 2014. Research. This is it! Guidelines how to design, perform and evaluate quantitative and qualitative research.</p> <p>Further, see Moodlerooms.</p>
Category of unit of study	<i>STD – standard unit of study</i>
Contact person	<i>Pleun van Arensbergen; Pleun.vanarensbergen@hvhl.nl</i>
Language	<i>English</i>
Credits	<i>7</i>
Term	<i>Term 2</i>
Entry requirements/ prerequisites	<i>None</i>
Capacity/waiting list	<i>No</i>

Exams

Name and code of the exam	Weight	Rating scale exam	Individual(s) entering grade+ username(s)	Enrollment exam in SIS?		Exam type	Exam duration (in minutes)	Exam policy	Exam period(s)							
				To schedule					18/19 Term 1	18/19 Term 2 week 6	18/19 Term 2	18/19 Term 3 week 6	18/19 Term 3	18/19 Term 4 week 6	18/19 Term 4	18/19 resit propedeuse
Applying qualitative research	50	1-10	Pleun van Arensbergen, Koos Kingma	<input type="checkbox"/>	<input type="checkbox"/>	Individual products	-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understanding qualitative research	30	1-10	Pleun van Arensbergen, Koos Kingma	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Computer	120	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing English	20	1-10	Pleun van Arensbergen, Rachel Polman	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Computer	180	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Year 1 TERM 3

Study unit - code	VID1 PM VE 3
Study unit – name	Project Management
Competences	<i>MP - To develop and manage development initiatives and projects; level 1</i>
Learning outcomes	<p><i>The student is able to:</i></p> <ul style="list-style-type: none"> • <i>Demonstrate basic understanding of project management (exam and report)</i> • <i>To apply theoretical knowledge and tools to design a practical project plan (rapport)</i> • <i>To manage a practical project in a team</i>
Content	<p>The theory that is part of this module will give students an insight and understanding of the theory behind project management. Students are expected to combine the theory with practical work of implementing a project (growing plants).</p> <p>A major part of this study unit is to write a “project plan”. This will give students an insight in the different elements of a project plan, including a project budget.</p> <p>Another part of this module is to “implement” a project, related to horticultural practices. Students experiment with growing plants themselves. This will be done in the greenhouse. A number of the lectures will also take place in the greenhouse. Students work in teams and all teams are expected to sell their products and make a profit.</p>
Teaching method(s) and student workload	<p>Approximate student workload almost 200 hours in total</p> <p>Indicative student workload hours per type of activity:</p> <p>60 hours - attending lectures including practicum (soil) including 10 hours work (regular checks in the greenhouse)</p> <p>50 hours – teamwork</p> <p>10 hours - coaching</p> <p>80 hours - studying literature and preparation of lectures and for exam</p>
Rating scale	<i>Numeral between 1 and 10 with a decimal fraction</i>
Examination	<p>MP Partial exam 1 (50): Name: Understand and apply project management Format: computer; mark</p> <p><i>Description:</i></p> <p>MP Partial exam 2 (50): Name: Defending a project plan Format: written project plan defended during oral; team; mark for both</p> <p><i>Description:</i> Students write a project plan in a team, based on the 10 sections of the GRIT method and defend their project plan as a team during the oral exam. The written project plan accounts for 75% and the oral for 25% of the mark of partial exam 2.</p> <p>Partial exam 3 (-) Name: Assignments project management Format: assignments; pass/fail</p>



	<i>Description: at least 80% of the assignments have to be handed in at due dates.</i>
Mandatory literature	<i>Roel Grit, 2008. Project Cycle Management. A practical Approach. ISBN 978-90-01-60506</i> <i>Further, see Moodlerooms.</i>
Category of unit of study	<i>STD – standard unit of study</i>
Contact person	<i>Ard Schoemaker; ard.schoemaker@hvhl.nl</i>
Language	<i>English</i>
Credits	<i>7</i>
Term	<i>Term 3</i>
Entry requirements/prerequisites	<i>None</i>
Capacity/waiting list	<i>No</i>

Exams

<i>Name and code of the exam</i>	<i>Weight</i>	<i>Rating scale exam</i>	<i>Individual(s) entering grade+ username(s)</i>	<i>Enrollment exam in SIS?</i>		<i>Exam type</i>	<i>Exam duration (in minutes)</i>	<i>Exam policy</i>	<i>Exam period(s)</i>								
				<i>To schedule</i>	<i>To schedule</i>				<i>18/19 Term 1</i>	<i>18/19 Term 2 week 6</i>	<i>18/19 Term 2</i>	<i>18/19 Term 3 week 6</i>	<i>18/19 Term 3</i>	<i>18/19 Term 4 week 6</i>	<i>18/19 Term 4</i>	<i>18/19 resit propedeuse</i>	
Understand and apply project management	50	1-10	Arno de Snoo, Ard Schoemaker	X	X	Computer	120	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	X	<input type="checkbox"/>	<input type="checkbox"/>
Defending a project plan	50	1-10	Arno de Snoo, Ard Schoemaker	<input type="checkbox"/>	X	Oral, team	-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	X	<input type="checkbox"/>	<input type="checkbox"/>
Assignments project management		Pass/fail	Arno de Snoo, Ard Schoemaker	<input type="checkbox"/>	<input type="checkbox"/>	Assignments	-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	X	<input type="checkbox"/>	<input type="checkbox"/>



Year 1 TERM 3

Study unit - code	VID1 OI VE 1
Study unit – name	Organisational Development
Competences	<i>MO – To manage organisational development; level 1 CO – To communicate in an international setting; level 1</i>
Learning outcomes	<p><i>The student is able:</i></p> <ul style="list-style-type: none"> • <i>To recognize the different elements of an organisation or company</i> • <i>To recognize and visualise the elements of an organisation of choice</i> • <i>To evaluate characteristics of an organisation that supports their preference for different organisations</i>
Content	<p>During this module students will learn to analyse organizations and companies. How is the organization structured to achieve its goals and mission? How is it influenced by its environment and media? And what are factors that can be changed to improve the management and output of an organization.</p> <p>Understanding institutions is important as it explains the norms and values of an organizations and the influence on the environment of the organisation.</p> <p>Part of the module is also to learn how to assess the financial aspects of organizations and companies.</p> <p>This module will also give you the tools to make a quick scan of an organization to understand how it works. This can be particularly useful when you start working for a new organisation, e.g. for your internship organisation.</p> <p>Finally you will gain insight in how you will fit into an organizational structure and where your competences might fit in. Also the student will be able to present individual organisational analysis during a poster presentation.</p> <p>English</p> <ol style="list-style-type: none"> a) Expanding vocabulary linked to human resource management, organizational strengthening and institutional development b) Formal vs informal language in written communication (rules of the game), including writing formal letters c) Legal language
Teaching method(s) and student workload	<p>Approximate student workload almost 200 hours in total</p> <p>Indicative student workload hours per type of activity:</p> <p>50 hours - attending lectures (including English)</p> <p>30 hours – fieldwork (preparing and having interviews)</p> <p>30 hours – making individual assignment (making and presenting a poster)</p> <p>10 hours - coaching on poster making and presentation</p> <p>80 hours - studying literature; preparation of lectures and for exam</p>
Rating scale	<i>Numeral between 1 and 10 with a decimal fraction</i>
Examination	<p>MO Partial exam 1 (50): Name: Understanding organisational theories Format: computer; mark</p> <p><i>Description:</i></p>



	<p>MO Partial exam 2 (30): Name: Analysing an organisation Format: assignments; mark</p> <p><i>Description:</i> Assignments consisting of an Infographic poster about an organisation, with additional explanatory notes.</p> <p>CO Partial exam 3 (20): Name: Speaking English Format: oral; mark</p> <p><i>Description:</i> Poster pitch.</p>
Mandatory literature	<p>TACSO, 2011. <i>CSO Management – Practical Tools for Organizational Development Management</i> http://www.tacso.org/doc/doc_manual_1.pdf</p> <p>Capacity.org, 2009. <i>Understanding Context. Capacity.org Issue 37 / September 2009.</i> http://www.capacity.org/capacity/export/sites/capacity/documents/journals-pdfs/CAP37_0809_Context_ENG.pdf</p> <p>Further, see Moodlerooms.</p>
Category of unit of study	STD – standard unit of study
Contactperson	Arno de Snoo; arno.desnoo@hvhl.nl
Language	English
Credits	7
Term	Term 3
Entry requirements/prerequisites	None
Capacity/waiting list	No

Exams

Name and code of the exam	Weight	Rating scale exam	Individual(s) entering grade+ username(s)	Enrollment exam in SIS?		Exam type	Exam duration (in minutes)	Exam policy	Exam period(s)								
				X	To schedule				18/19 Term 1	18/19 Term 2 week 6	18/19 Term 2	18/19 Term 3 week 6	18/19 Term 3	18/19 Term 4 week 6	18/19 Term 4	18/19 resit propedeuse	
Understanding organisational theories	50	1-10	Arno de Snoo, Monique Heger	X	X	Computer	180	X	<input type="checkbox"/>	X	X	<input type="checkbox"/>	<input type="checkbox"/>				
Analysing an organisation	30	1-10	Arno de Snoo, Monique Heger	<input type="checkbox"/>	X	Assignments	-	<input type="checkbox"/>	X	X	<input type="checkbox"/>	<input type="checkbox"/>					
Speaking English	20	1-10	Arno de Snoo, Rachel Polman	<input type="checkbox"/>	<input type="checkbox"/>	Oral	10	<input type="checkbox"/>	X	X	<input type="checkbox"/>	<input type="checkbox"/>					



Year 1 TERM 4

Study unit - code	VID1 ID VE 2
Study unit – name	Innovation for Development
Competences	<i>FI - To facilitate innovation, level 1</i>
Learning outcomes	<p><i>The student is able:</i></p> <ul style="list-style-type: none"> • <i>To explain innovation theory and concepts and the importance of innovation.</i> • <i>To apply innovation theory concepts based on field work within an international context</i>
Content	<p>Description: The student attends lectures on innovation theory and develops his/her knowledge in the field of innovation concepts such as TEES.</p> <p>Within the context of international development the student develops an innovation.</p> <p>Ideas for enhancing innovation are developed in a team of 5-6 students. The process consists of several activities: brainstorming, analysing the context (secondary resources, fieldwork), scoping opportunities, consultation of stakeholders, presenting a draft innovation to local stakeholders, (technical, economic, environmental, social (TEES) and validation of the opportunity. This results in a team report.</p> <p>Students present the outcome of the innovation process at the end of the term to a wider audience.</p> <p>Topics: Innovation Theory: definition; context; diffusion; characteristics; pathways; management; patents & intellectual property; platforms. English (not assessed in this term)</p>
Teaching method(s) and student workload	<p>Approximate student workload almost 200 hours in total</p> <p>Indicative student workload hours per type of activity: 40 hours - attending lectures and workshops 40 hours – field research (week) 10 hours – field work and excursion 10 hours – coaching (apart from field research week) 40 hours – team work (apart from field research week) 20 hours – individual assignments 40 hours - studying literature; preparation of lectures and for exam</p>
Rating scale	<i>Numeral between 1 and 10 with a decimal fraction</i>
Examination	<p>FI Partial exam 1 (40): Name: Explaining innovation theory Format: written; mark</p> <p><i>Description:</i></p> <p>FI Partial exam 2 (60): Name: Designing an innovation project Format: assignments (team report); mark</p> <p><i>Description:</i></p>



	NB The mark is the average for the team: team members may suggest differentiation between individuals based on his / her performance. The coach takes final decision.
Mandatory literature	<i>See Moodlerooms.</i>
Category of unit of study	<i>STD – standard unit of study</i>
Contactperson	<i>Nellie van der Pasch; nellie.vanderpasch@hvhl.nl</i>
Language	<i>English</i>
Credits	<i>7</i>
Term	<i>Term 4</i>
Entry requirements/ prerequisites	<i>None</i>
Capacity/waiting list	<i>No</i>

Exams

Name and code of the exam	Weight	Rating scale exam	Individual(s) entering grade+ username(s)	Enrollment exam in SIS?		Exam type	Exam duration (in minutes)	Exam policy	Examperiod(s)								
				To schedule					18/19 Term 1	18/19 Term 2 week 6	18/19 Term 2	18/19 Term 3 week 6	18/19 Term 3	18/19 Term 4 week 6	19/20 Term 4	19/20 resit propedeuse	
Explaining innovation theory	40	1-10	Nellie van der Pasch, Monique Heger	X	X	Written	135	<input type="checkbox"/>	X	X							
Designing an innovation project	60	1-10	Nellie van der Pasch, Monique Heger	<input type="checkbox"/>	<input type="checkbox"/>	Assignments	-	<input type="checkbox"/>	X	X							



Year 1 TERM 4

Study unit - code	VID1 CI VE
Study unit – name	Contested Global Issues
Competences	<i>SE – to acquire development sector expertise; level 1</i>
Learning outcomes	<p><i>The student is able:</i></p> <ul style="list-style-type: none"> • <i>To explain the impact of contested issues on vulnerable communities.</i> • <i>To recognize different perspectives and positions while dealing with these contested issues.</i> • <i>To position him/her in a debate or other setting about determined contested issues in the development sector.</i>
Content	<p>Topics: Addressing contested issues in a globalised world is a challenge for everyone, especially for the voiceless communities. During this study unit we will deal with a wide range of contested issues within present-day themes and topics. Who are the main stakeholders? What are their positions and why? What does this imply for vulnerable groups in society? Where would you position yourself and why?</p> <p>Description: The student prepares different topics by reading a variety of state-of-the-art articles related to the selected themes. During lectures, contested issues are introduced and translated into a statement. The student is stimulated to take active position based on facts and arguments that he/she has read in these articles. The series of lectures will be concluded with a debating session. Topics are related to lecture statements.</p> <p>Training: Workshop debating.</p>
Teaching method(s) and student workload	<p>Approximate student workload almost 200 hours in total</p> <p>Indicative student workload hours per type of activity: 48 hours - attending lectures 12 hours - workshop (including a debate) 60 hours – making mandatory, individual assignments 80 hours - studying literature; preparation of lectures and for exam</p>
Rating scale	<i>Numeral between 1 and 10 with a decimal fraction</i>
Examination	<p>SE Partial exam 1 (80): Name: Understanding contested issues Format: computer; multiple choice; mark</p> <p><i>Description:</i> ... in a globalised world ...</p> <p>PL Partial exam 2 (20): Name: Taking position in a contested issue Format: computer; mark</p> <p><i>Description:</i> The student takes a position in the debate concerning a contested issue based on evidence, facts.</p>



Mandatory literature	<i>See Moodlerooms.</i>
Category of unit of study	<i>STD – standard unit of study</i>
Contactperson	<i>Arno de Snoo; Arno.desnoo@hvhl.nl</i>
Language	<i>English</i>
Credits	<i>7</i>
Term	<i>Term 4</i>
Entry requirements/prerequisites	<i>None</i>
Capacity/waiting list	<i>No</i>

Exams

Name and code of the exam	Weight	Rating scale exam	Individual(s) entering grade + username(s)	Enrollment exam in SIS?		Exam type	Exam duration (in minutes)	Exam policy	Exam period(s)								
				To schedule	To schedule				18/19 Term 1	18/19 Term 2 week 6	18/19 Term 2	18/19 Term 3 week 6	18/19 Term 3	18/19 Term 4 week 6	18/19 Term 4	18/19 resit propedeuse	
Understanding contested issues in a globalized world	80	1-10	Arno de Snoo Monique Heger	X	X	Computer	135	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	X
Taking position in a contested issue	20	1-10	Arno de Snoo, Monique Heger	X	X	Computer	60	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	X



Year 1

Study unit - code	VID1 PD VE
Study unit – name	Study Mentoring year 1 (Personal Leadership Development)
Name for Diploma	Personal Leadership Development I
Competences	<i>PL – To develop personal leadership; level 1</i>
Learning outcomes	<p><i>The student:</i></p> <ul style="list-style-type: none"> • <i>is able to identify a meaningful experience.</i> • <i>describes a situation he/she has experienced by using the 5G model (experience, thoughts, thoughts, feelings, behaviour and consequences).</i> • <i>can identify how this relates to different situations within the study program and in daily life.</i> • <i>translates his/her own meaningful experience into a personal "impression" of him/herself (What does this say about me?).</i> • <i>names several choices, learning objectives and actions in regard to the study program and his/her professional orientation on the basis of the insights.</i> • <i>is able to use the three reflection steps (1. meaningful experience, 2. insight and 3. choice, learning objective, action).</i> • <i>is able to manages himself in performing his duties and in his development and ensures that he is up to date with the latest developments in terms of knowledge and skills and in terms of ethical dilemmas and socially accepted norms and values.</i> • <i>is capable of studying successfully and independently and to reflect on performance.</i> • <i>is working on a professional attitude and familiarizing himself/herself with professional practice.</i>
Content	<p><i>Study mentoring focuses on guiding students to teach them how to study and prepare them as professionals in their career. The guidance consists of individual mentor sessions and group activities. In the individual sessions the progress of the student's studies and career orientation are discussed. The student's personal talents and situation is the starting point of the session.</i></p> <p><i>In group activities, students can share experiences and learn from each other's experiences. Outside the classroom students perform various assignments and activities for the portfolio. The assignments and activities help students both to learn how to study and to increase their ability to manage and also gain insight into their personal work style, talents and interests. Finally, for study career orientation points, students may spend about half of the total available hours engaging in their choice of activities that contribute to their personal career development and professional orientation</i></p> <p><i>Topics year 1 ;</i></p> <p><i>Study skills, communication skills, learning styles, reflection on group work and personal development, preparation on placement, professional behaviour.</i></p>
Teaching method(s) and student workload	<i>Approximate student workload 110 hours in total for individual sessions, coaching, group meetings/ training and various tasks and activities</i>



Appendix 4.2 IDM generic study units year 1

Year 2 TERM 1

Study unit - code	VID2 IN VE
Study unit – name	Internship Year 2
Name for Diploma	Short Internship International Development Management
Competences	<p><i>CO – To communicate in an international setting; level 2</i></p> <p><i>MO – To manage organisational development; level 2</i></p> <p><i>PL – To develop personal leadership; level 2</i></p> <p><i>SE – To acquire development sector expertise; level 2</i></p>
Learning outcomes	<p><i>The student is able:</i></p> <ul style="list-style-type: none"> • <i>To discuss – both in writing and verbally - the influence of your own norms and values on communication.</i> • <i>To recognize different meanings of verbal and non-verbal communication.</i> • <i>To analyse and act in a variety of cross-cultural situations and adapt to new working environment.</i> • <i>To describe the functioning of a professional organization.</i> • <i>To apply frameworks, tools, and skills acquired during the first year of the study such as IOM, PEST and SWOT analysis, SLF, PAR model, etc.</i> • <i>To mention key stakeholders and analyse the forces at play in the sector of your specialization.</i> • <i>To contribute to (parts of) workflow of your internship organization.</i> • <i>To work independently and with a 'feeling' for the organisation.</i> • <i>To identify relevant actors in the professional network.</i> • <i>To reflect critically on his/her performance and working environment.</i>
Content	<p>IDM General The student participates in regular activities of the internship provider, which offers the opportunity to gain insight in the functioning of an organisation in the field of future expertise. The internship can take place anywhere in the world; safe embedded and approved environment.</p> <p>SVC The internship takes place in the primary agricultural sector or its periphery involving activities connected to the beginning of the value chain: primary producers and their organisations.</p> <p>RDI The internship takes place in the rural development domain. During the internship the student participates in the ongoing activities of the host organisation, learning how RDI activities are managed.</p> <p>DRM The internship takes place in the DRM domain. During the internship the student participates in the ongoing activities of the host organisation, learning how DRM activities are managed.</p>
Teaching method(s) and student workload	<p>Approximate student workload almost 400 hours in total</p> <p>Indicative student workload hours per type of activity: 300 hours – practical work (the actual field experience) 100 hours – report writing; - 70 hours for the internship report</p>



	- 30 hours for the reflection report.
Rating scale	<i>Numeral between 1 and 10 with a decimal fraction</i>
Examination	<p>MO Partial exam 1 (50): Name: Writing an internship report Format: individual report 1; mark</p> <p><i>Description:</i></p> <p>CO/ PL Partial exam 2 (25): Name: Reflecting on the internship Format: individual report 2; mark</p> <p><i>Description:</i></p> <p>SE / CO / PL Partial exam 3 (25): Name: Presenting and defending the internship Format: oral; mark</p> <p><i>Description:</i> Oral based on individual reports 1 and 2.</p>
Mandatory literature	<i>See Moodlerooms.</i>
Category of unit of study	<i>INT - internship</i>
Contactperson	<i>IDM Internship coordinator Sonja Bleeker; sonja.bleeker@hvhl.nl</i>
Language	<i>English</i>
Credits	<i>14</i>
Term	<i>Term 1</i>
Entry requirements/prerequisites	<i>None</i>
Capacity/waiting list	<i>No</i>

Exams

Name and code of the exam	Weight	Rating scale exam	Individual(s) entering grade+ username(s)	Enrollment exam in SIS?	To schedule	Exam type	Exam duration (in minutes)	Exam policy	Examperiod(s)							
									18/19 Term 1	18/19 Term 2 week 6	18/19 Term 2	18/19 Term 3 week 6	18/19 Term 3	18/19 Term 4 week 6	18/19 Term 4	18/19 resit propedeuse
Writing an internship report	50	1-10	Sonja Bleeker, Monique Heger	<input type="checkbox"/>	<input type="checkbox"/>	Individual report	-	<input type="checkbox"/>	X	X	<input type="checkbox"/>					
Reflecting on the internship	25	1-10	Sonja Bleeker, Monique Heger	<input type="checkbox"/>	<input type="checkbox"/>	Individual report	-	<input type="checkbox"/>	X	X	<input type="checkbox"/>					
Presenting and defending the internship	25	1-10	Sonja Bleeker, Monique Heger	<input type="checkbox"/>	<input type="checkbox"/>	Oral	-	<input type="checkbox"/>	X	X	<input type="checkbox"/>					



Year 2 TERM 2

Study unit - code	VID2 AR VE
Study unit – name	Applied Research for Development II
Competences	<i>AR – To conduct applied research; level 2</i>
Learning outcomes	<p><i>The student is able:</i></p> <ul style="list-style-type: none"> • <i>To design a research proposal for applied quantitative research that includes the use of relevant literature in order to design a conceptual framework, operationalize an IDM concept and design a research strategy and suggest research tools.</i> • <i>To design a questionnaire, interview respondents and enter data into SPSS to analyze data using descriptive and inferential statistics.</i> • <i>To write a complete research report on the basis of the above mentioned research proposal.</i>
Content	<p>Students get classes in (1) applied research, (2) statistics and (3) English.</p> <p>(1) applied research: Students are informed about the main elements of a research proposal including the conceptual framework and the unravelling / operationalization of a specific IDM concept. The link between the unravelled IDM concept and the questionnaire is explained as well as the importance of a proper research design. At the end students get classes on the way to report their main findings.</p> <p>(2) statistics: Students get classes on descriptive and inferential statistics (SPSS), entering data in SPSS and analysing data using SPSS.</p> <p>(3) English (no examination this term): Students learn to summarize relevant IDM specific literature in order to write a literature review in the research report.</p> <p>The assignment is as follows: students in a team do a survey for a commissioner, using a questionnaire, to study a IDM phenomenon. On the basis of the theoretical classes a coach gives feedback on the team's research proposal and the questionnaire. Once the proposal and the questionnaire is approved by the coach the team is allowed to undertake the fieldwork by interviewing a reasonable number of respondents. The results of the fieldwork are analysed applying descriptive and inferential statistics (with the aid of SPSS software).</p>
Teaching method(s) and student workload	<p>Approximate student workload almost 200 hours in total</p> <p>Indicative student workload hours per type of activity: 50 hours - attending lectures 100 hours – teamwork including literature review and field work 10 hours – coaching team work 50 hours - studying literature; preparation of lectures and for exam</p>
Rating scale	<i>Numeral between 1 and 10 with a decimal fraction</i>
Examination	<p>AR Partial exam 1 (50): Name: Writing a research report Format: team report; mark</p> <p><i>Description: On the basis of the research proposal teams carry out the research and report on the findings in a research report. This report is marked using a rubric.</i></p>



	<p>AR Partial exam 2 (50): Name: Understanding applied research and analyzing quantitative data Format: individual, computer; mark</p> <p><i>Description: Students analyze quantitative data in a SPSS data file by way of descriptive and inferential statistics and answer open questions about the theory of applied research.</i></p>
Mandatory literature	See Moodle rooms.
Category of unit of study	STD – standard unit of study
Contactperson	Vaca
Language	English
Credits	7
Term	Term 2
Entry requirements/ prerequisites	None
Capacity/waiting list	No

Exams

Name and code of the exam	Weight	Rating scale exam	Individual(s) entering grade+ username(s)	Enrollment exam in SIS?	To schedule	Exam type	Exam duration (in minutes)	Exam policy	Exam period(s)							
									18/19 Term 1	18/19 Term 2 week 6	18/19 Term 2	18/19 Term 3 week 6	18/19 Term 3	18/19 Term 4 week 6	18/19 Term 4	18/19 resit propedeuse
Writing a research report	50	1-10	Vaca	<input type="checkbox"/>	<input type="checkbox"/>	Team report	-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understanding applied research and analyzing quantitative data	50	1-10	Vaca	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Computer	180	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Year 2 TERM 3

Study unit - code	VID2 IM VE
Study unit – name	Innovation Mapping
Competences	<i>MP – To design and manage development initiatives and projects; level 2</i> <i>SE – To acquire sector expertise; level 2</i>
Learning outcomes	<p><i>The student is able:</i></p> <ul style="list-style-type: none"> • <i>To identify own competences, values and beliefs with regard to entrepreneurial behaviour (MP)</i> • <i>To identify and validate customer challenges opportunities and innovations in the IDM work field (SE)</i> • <i>To analyse and demonstrate an understanding of the business models of existing social enterprises (MP)</i> • <i>To develop a value proposition for an innovation (SE)</i> • <i>To explore and ensure the sustainability and social impact of innovations. (MP)</i>
Content	<p>In this study unit, students identify and explore customer challenges, opportunities and possible innovations for a sustainable change. First of all students reflect on their own entrepreneurial competence through assignments, a self-test, interviews and games. In the 'idea generation phase', students learn about social entrepreneurship in the development sector, with examples of innovative enterprises and projects. Students learn about the value proposition and business model CANVAS, by analyzing existing social enterprises in the classroom and during excursions and field research. Moreover, all students develop a value proposition Canvas for an innovative idea, which needs to be validated through a market research.</p> <p>The circular economy is also part of the lectures in social entrepreneurship.</p> <p>Finally, students learn about modes of financing including public private partnerships and crowd funding.</p>
Teaching and learning method(s) and student workload	<p>Approximate student workload almost 200 hours in total</p> <p>Indicative student workload hours per type of activity:</p> <p>100 hours - attending lectures</p> <p>50 hours – individual assignments</p> <p>50 hours - studying literature; preparation of lectures and for exam</p> <p>Teaching method(s): games, (guest) lectures, excursion, market research, flipped classroom, individual assignments, self-study, excursion</p>
Rating scale	<i>Numeral between 1 and 10 with a decimal fraction</i>
Examination	<p>MP Partial exam 1 (50):</p> <p>Name: Innovation mapping theory</p> <p>Format: computer; mark</p> <p><i>Description:</i></p> <p>Multiple choice and open questions.</p> <p>SE Partial exam 2 (50):</p> <p>Name: Writing a popular article</p> <p>Format: essay; mark</p> <p><i>Description:</i></p>



Mandatory literature	<i>Alexander Osterwalder e.a. (2014). Value Proposition Design. Wiley. ISBN 9781118968055 Further, see Moodlerooms.</i>
Category of unit of study	<i>STD – standard unit of study</i>
Contact person	<i>Leonoor Akkermans: Leonoor.akkermans@hvhl.nl</i>
Language	<i>English</i>
Credits	<i>7</i>
Term	<i>Term 3</i>
Entry requirements/ prerequisites	<i>None</i>
Capacity/waiting list	<i>No</i>

Exams

Name and code of the exam	Weight	Rating scale exam	Individual(s) entering grade+ username(s)	Enrollment exam in SIS?	To schedule	Exam type	Exam duration (in minutes)	Exam policy	Examperiod(s)							
									18/19 Term 1	18/19 Term 2 week 6	18/19 Term 2	18/19 Term 3 week 6	18/19 Term 3	18/19 Term 4 week 6	18/19 Term 4	18/19 resit propedeuse
Innovation mapping theory	50	1-10	Leonoor Akkermans, Jan Hoekstra	X	X	Computer	180	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	X	<input type="checkbox"/>	<input type="checkbox"/>
Writing a popular article	50	1-10	Leonoor Akkermans, Jan Hoekstra	<input type="checkbox"/>	<input type="checkbox"/>	Essay	-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	X	<input type="checkbox"/>	<input type="checkbox"/>



Year 2 TERM 4

Study unit - code	VID2 BC VE
Study unit – name	Develop a Business Case
Competences	<i>CO – To communicate in an international setting; level 2 (English)</i> <i>MO – To manage organisational development; level 2</i>
Learning outcomes	<p><i>The student is able:</i></p> <ul style="list-style-type: none"> <i>To develop and validate a viable business case for a social enterprise (MO)</i> <i>To make and defend choices in relation to financial (MO/CO) organizational and sustainability aspects of the enterprise</i> <i>To pitch and defend a business case in a convincing manner (CO)</i> <p><i>English:</i></p> <ul style="list-style-type: none"> <i>To use the English language on a daily basis and learn to use it correctly and independently in a professional and academic context both in verbal and written forms</i>
Content	In this study unit, the value propositions CANVAS will be presented and a number of ideas will be selected as a basis for developing a business case in a team. There will be lectures and coaching sessions to assist students to develop and validate their business model, develop a lean organizational model, and prepare a 'minimum viable product' or pilot. In addition, students will prepare a (video) pitch which will be presented at the VHL business fair. Students will also follow classes on 'financing the social enterprise' where they learn to prepare a financial budget with cash flow.
Teaching and learning method(s) and student workload	<p>Approximate student workload almost 200 hours in total</p> <p>Indicative student workload hours per type of activity (including English language classes):</p> <p>40 hours - attending lectures 100 hours – teamwork 10 hours – coaching team work 50 hours - studying literature; preparation of lectures and for exam</p> <p>Teaching and learning methods: Flipped classroom, lectures, group assignments, business fair</p>
Rating scale	<i>Numeral between 1 and 10 with a decimal fraction</i>
Examination	<p>MO Partial exam 1 (40): Name: Reporting your business case Format: Team products; mark</p> <p><i>Description:</i> A wide range of products will be graded.</p> <p>MO Partial exam 2 (30): Name: Presenting your business case Format: oral; individual; mark</p> <p><i>Description:</i> Oral based on team product(s) and reflection. This is physically the same occasion as partial exam 3 but a separate mark.</p>



	<p>CO Partial exam 3 (30): Name: Speaking English professionally Format: oral; individual; mark</p> <p><i>Description:</i> This is physically the same occasion as exam 2 but a separate mark.</p>
Mandatory literature	<p>Alexander Osterwalder e.a. (2014). <i>Value Proposition Design</i>. Wiley. ISBN 9781118968055</p> <p><i>English:</i></p> <ul style="list-style-type: none"> - Oxford Advanced Learners Dictionary with Oxford Writing Tutor (iWriter), 1952 pages Oxford University Press 8th Revised edition (also apps available for iPhone and iPad) - Argent, S, Olwyn A, Access EAP, Garnett Education, ISBN 978185964524-6
Category of unit of study	STD – standard unit of study
Contactperson	Leonoor Akkermans: Leonoor.akkermans@hvhl.nl
Language	English
Credits	7
Term	Term 4
Entry requirements/ Prerequisites	Having followed the study unit VID2 IM VE (Innovation Mapping), and in particular handed in the assignments, is essential to successfully complete this study unit.
Capacity/waiting list	No

Exams

Name and code of the exam	Weight	Rating scale exam	Individual(s) entering grade+ username(s)	Enrollment exam in SIS?	To schedule	Exam type	Exam duration (in minutes)	Exam policy	Examperiod(s)									
									18/19 Term 1	18/19 Term 2 week 6	18/19 Term 2	18/19 Term 3 week 6	18/19 Term 3	18/19 Term 4 week 6	18/19 Term 4	18/19 resit propedeuse		
Reporting your business case	40	1-10	Leonoor Akkermans, Jan Hoekstra	<input type="checkbox"/>	<input type="checkbox"/>	Team report	-	<input type="checkbox"/>	<input type="checkbox"/>									
Presenting your business case	30	1-10	Leonoor Akkermans, Jan Hoekstra	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Oral	30	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>								
Speaking English professionally	30	1-10	Reena Bakker-Dhaliwal Leonoor Akkermans,	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Oral	30	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>								



Year 2

Study unit - code	VID2 PD VE
Study unit – name	Study Mentoring year 2 (Personal Leadership Development II)
Name on Diploma	Personal Leadership Development II
Competences	<i>PL – To develop personal leadership; level 2</i>
Learning outcomes	<p><i>The student:</i></p> <ul style="list-style-type: none"> • <i>reflects on his / her own performance and development.</i> • <i>determines his / her own learning objective and learning strategy in consultation/without assistance</i> • <i>reflects on results he/she can identify how this relates to different situations within the study program and in daily life.</i> • <i>can put in words in which way he/she has learned from the experience. Is able to explain usefulness of doing personal and professional wise.</i> • <i>is able to use feedback on his own performance to adapt to the working environment.</i> • <i>is able to use the three reflection steps (1. meaningful experience, 2. insight and 3. choice, learning objective, action).</i> • <i>is able to manages himself in performing his duties and in his development and ensures that he is up to date with the latest developments in terms of knowledge and skills and in terms of ethical dilemmas and socially accepted norms and values.</i> • <i>is capable of studying successfully and independently and to reflect on performance.</i> • <i>is working on a professional attitude and familiarizing himself/herself with professional practice.</i>
Content	<p>Study mentoring focuses on guiding students to teach them how to study and prepare them as professionals in their career. The guidance consists of individual mentor sessions and group activities. In the individual sessions the progress of the student's studies and career orientation are discussed. The student's personal talents and situation is the starting point of the session.</p> <p>In group activities, students can share experiences and learn from each other's experiences. Outside the classroom students perform various assignments and activities for the portfolio. The assignments and activities help students both to learn how to study and to increase their ability to manage and also gain insight into their personal work style, talents and interests. Finally, for study career orientation points, students may spend about half of the total available hours engaging in their choice of activities that contribute to their personal career development and professional orientation.</p>
Teaching method(s) and student workload	<p>Approximate student workload 110 hours in total for individual sessions, coaching, group meetings/ training and various tasks and activities</p> <p>Indicative student workload hours per type of activity:</p> <p>10 hours - attending plenary presentations (about 2/3 of 10 hours) and individual coaching sessions (about 1/3 of 10 hours)</p> <p>48 hours –various assignments and activities</p>



	56 hours –personalised activities (for study career and professional orientation credits)
Rating scale	<i>Sufficient / insufficient</i>
Examination	<p>PD Partial exam 1 (100): Name: Demonstrating professional progress 2 Format: oral; sufficient/insufficient</p> <p><i>Description:</i> The assessment consists of the presentation of a digital portfolio. The portfolio presentation takes place in the last individual meeting with mentor and an extra assessor in term 4.</p> <p><i>In the portfolio the student shows his/her development during the second year in the area of study skills and career orientation. And is able to reflect on the passing year and to make improvements/plan of action for year 3.</i></p> <p><i>The Portfolio should contain: prove of the student's presence at the mentor meetings, activities and assignments and activities for study career orientation points.</i></p>
Mandatory literature	<i>For study materials see Moodlerooms</i>
Category of unit of study	<i>NOA – No assessment:</i>
Contactperson	<i>Sigrid Wintermans; sigrid.wintermans@hvhl.nl</i>
Language	<i>English</i>
Credits	4
Term	<i>Academic year; Terms 1 through 4; year 2</i>
Entry requirements/prerequisites	<p>The student has passed Personal Leadership Development I (Study Mentoring / professional development, year 1)</p> <p>The student has been exposed to the sector during the Internship.</p>
Capacity/waiting list	<i>No</i>

Exams

Name and code of the exam	Weight	Rating scale exam	Individual(s) entering grade+ username(s)	Enrollment exam in SIS?	To schedule	Exam type	Exam duration (in minutes)	Exam policy	Examperiod(s)							
									18/19 Term 1	18/19 Term 2 week 6	18/19 Term 2	18/19 Term 3 week 6	18/19 Term 3	18/19 Term 4 week 6	18/19 Term 4	18/19 resit propedeuse
Demonstrating professional progress 2	100	Pass/fail	Sigrid Wintermans, Jan Hoekstra	<input type="checkbox"/>	<input type="checkbox"/>	Oral	30	<input type="checkbox"/>	X	<input type="checkbox"/>						



Appendix 4.3 IDM generic study units year 3

Year 3 TERM 2

Study unit - code	VID3 LA VE
Study unit – name	Integrated landscape approaches
Competences	<i>AR – To conduct applied research; level 2</i> <i>SE – To acquire development sector expertise; level 2</i>
Learning outcomes	<p>The students will develop a number of scenarios and trends for a specific region based on input from multiple disciplines. These will be presented at the end of the term.</p> <p><i>(1) to acquire development sector expertise (SE)</i> <i>Students contribute their major-specific expertise to the assignment related to integrated landscape approaches. This means they approach the landscape related problem from their sector expertise, and use their skills to negotiate, collaborate and innovate with students from other disciplines.</i></p> <p><i>(2) to conduct applied research (AR)</i> <i>Students learn to apply Geographical Information Systems (GIS) techniques to identify critical issues related to land use such as environmental degradation, urbanization, climate change and disaster risks. Students will further combine GIS data with qualitative participatory methods to collect and analyse data in order to develop scenario's for a sustainable area development. This research approach visualizes the consequences of implementing land use scenario's. Students gain insight into the spatial and time dimensions of the IDM professional field.</i></p>
Content	<p>“Lectures and assignments focus on the application of a landscape approach, aiming to balance competing land use demands in a way that is best for human well-being and the environment. For example, students learn about and create solutions that consider food and livelihoods, value chains, finance, rights, restoration and progress towards climate and development goals.</p> <p>Students are challenged to work across scales, for instance, linking village level issues to a landscape approach, translating climate change scenarios to local level actions, addressing immediate livelihoods needs by engaging with the broader institutional context which relates to decisions about allocation of resources and land use. The specific use of ICT and technologies in this process is highlighted.</p> <p>Students apply Geographical Information System (GIS) techniques to do research into the possibilities and constraints concerning the development of rural and urban areas. They learn about the possibilities of using GIS to visualize problems, scenarios and solutions and the value of making this spatial information available to relevant stakeholders.”</p>
Teaching method(s) and student workload	<p>Approximate student workload almost 200 hours in total</p> <p>Indicative student workload hours per type of activity:</p> <p>24 hours - attending lectures 16 hours - coaching 40 hours - of fieldwork/workshops 74 hours - team work 46 hours - studying literature</p>
Rating scale	<i>Numeral between 1 and 10 with a decimal fraction</i>
Examination	<i>Re-sits of the exams are in term 3 week 2</i>



	<p>SE Partial exam 1 (40): Name: Understanding Integrated Landscape Approaches Format: computer; mark</p> <p><i>Description:</i></p> <p>AR/SE Partial exam 2 (30): Name: Applying ICT for scenario building Format: individual report; mark</p> <p><i>Description:</i></p> <p>AR Partial exam 3 (30): Name: Defending ICT applications Format: oral; individual; mark</p> <p><i>Description:</i></p>
Mandatory literature	See Moodlerooms.
Category of unit of study	STD – standard unit of study NOA?
Contact person	Sonja Bleeker; sonja.bleeker@hvhl.nl
Language	English
Credits	7
Term	Term 2
Entry requirements/prerequisites	None
Capacity/waiting list	no

<i>Name and code of the exam</i>	Weight	Rating scale exam	Individual(s) entering grade+ username(s)	Enrollment exam in SIS?	To schedule	Exam type	Exam duration (in minutes)	Exam policy	Exam period(s)								
									18/19 Term 1	18/19 Term 2 week 6	18/19 Term 2	18/19 Term 3 week 2	18/19 Term 3	18/19 Term 4 week 6	18/19 Term 4	18/19 resit propedeuse	
Understanding Integrated landscape approaches	40	1-10	Sonja Bleeker, Jan Hoekstra	X	X	Computer	120	X	<input type="checkbox"/>	<input type="checkbox"/>	X	X	<input type="checkbox"/>				
Applying ICT for scenario building	30	1-10	Sonja Bleeker, Jan Hoekstra	<input type="checkbox"/>	<input type="checkbox"/>	Individual report	-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	X	<input type="checkbox"/>				
Defending ICT applications	30	1-10	Sonja Bleeker, Jan Hoekstra	<input type="checkbox"/>	X	Oral	30	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	X	<input type="checkbox"/>				



Year 3; terms 1 and 2

Study unit - code	VID3 PD VE
Study unit – name	Study Mentoring year 3 (Personal Leadership Development III)
Name of Diploma	Personal Leadership Development III
Competences	<i>PL – To develop personal leadership; level 2</i>
Learning outcomes	<p><i>The student:</i></p> <ul style="list-style-type: none"> • <i>manages himself in his own work</i> • <i>makes a career development plan and setting his own new learning objectives.</i> • <i>is able to adapt his own performance on the basis of experience.</i> • <i>is able to account to others for his own actions and giving reasons for choices to be made.</i> • <i>is able to use reflection in order to confirm a professional environment in a practical and theoretical way.</i> • <i>is able to use reflection as a tool to make decisions in a management or leadership role.</i> • <i>is able to manages himself in performing his duties and in his development and ensures that he is up to date with the latest developments in terms of knowledge and skills and in terms of ethical dilemmas and socially accepted norms and values</i> • <i>is capable of studying successfully and independently and to reflect on performance</i> • <i>Is working on a professional attitude and familiarizing himself/herself with professional practice.</i>
Content	<p>Just like in Year 1 and 2, Study mentoring focuses on guiding students through individual mentor meetings and group activities. In year 3, the emphasis will be on guidance towards finding a suitable Internship and preparing practically and mentally for this. Guidance is also towards the choice of a Minor that is a good additional contribution to the studies so far, considering the student's personal interests and vision for the future. A choice for minor could be to deepen current expertise, or to widen it. Already, Study mentoring is making the student aware of her/his final Thesis trajectory. In all this, the updating of the personal development portfolio is a crucial instrument.</p> <p>For Professional Orientation credits, students may still spend 27 hours engaging in their choice of activities that contribute further to their own personal and professional career development.</p> <p>All in all, Study Mentoring supports students towards an increased personal leadership and professionalism in the international development sector.</p>
Teaching method(s) and student workload	<p>Approximate student workload is 55 hours in total. It consists of:</p> <ul style="list-style-type: none"> • individual sessions, coaching, group meetings / training • preparing and implementing personalised activities and assignments.
Rating scale	<i>Sufficient / insufficient</i>
Examination	PL Partial exam 1 (100):



	<p>Name: Demonstrating personal leadership Format: oral based on portfolio; sufficient / insufficient</p> <p><i>Description:</i> The assessment consists of the presentation of a digital portfolio. The portfolio presentation takes place in the last individual meeting with mentor and an extra assessor in term 2.</p> <p>In the portfolio the student shows his/her development during the second year in the area of study skills and career orientation. And is able to reflect on the passing year and to make improvements/plan of action for the second half of year 3 and year 4.</p>
Mandatory literature	See Moodlerooms
Category of unit of study	NOA – No assessment:
Contact person	Sigrid Wintermans; sigrid.wintermans@hvhl.nl
Language	English
Credits	2
Term	Terms 1 and 2; year 3
Entry requirements/prerequisites	The student has passed Personal Leadership Development II (Study Mentoring / professional development, year 2)
Capacity/waiting list	No

Exams

Name and code of the exam	Weight	Rating scale exam	Individual(s) entering grade+ username(s)	Enrollment exam in SIS?	To schedule	Exam type	Exam duration (in minutes)	Exam policy	Exam period(s)							
									18/19 Term 1	18/19 Term 2 week 6	18/19 Term 2	18/19 Term 3 week 6	18/19 Term 3	18/19 Term 4 week 6	18/19 Term 4	18/19 resit propedeuse
Demonstrating personal leadership 3	100	Pass/fail	Sigrid Wintermans, Jan Hoekstra	<input type="checkbox"/>	<input type="checkbox"/>	Oral	30	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Year 3 TERM 3+4

Study unit – code	VID3 II VE
Study unit – name	Major Specific Internship
Name on Diploma	Major Specific Internship International Development Management
Competences	<p><i>MO – To manage organisational development; level 3</i></p> <p><i>SE – To acquire development sector expertise; level 3</i></p> <p><i>PL – To develop personal leadership; level 3</i></p>
Learning outcomes	<p><u><i>MO: To manage organizational development</i></u></p> <ul style="list-style-type: none"> <i>Describe and analyse the functioning of the internship company / organisation, their target or client group and the political and institutional environment (context) in which the internship company / organisation operates.</i> <i>Describe and analyse your internship assignments, relate them to the functioning of the internship organisation and suggests recommendations for improvement.</i> <i>Get insight into your preferred methods of working and executing an assignment – from problem analysis towards problem solving.</i> <p><u><i>SE: To acquire sectoral expertise</i></u></p> <ul style="list-style-type: none"> <i>Apply sector-specific concepts, theories, frameworks, tools, standards and skills acquired during the study programme so far.</i> <i>Explain and justify the use of sector-specific concepts and approaches, the proper use of methods and tools applied during internship and sector-specific assignments.</i> <p><u><i>PL: To develop personal leadership</i></u></p> <ul style="list-style-type: none"> <i>Work independently to complete assignments.</i> <i>Deal with cross-cultural and ethical dilemmas.</i> <i>Expand your professional network.</i> <i>Critically reflect on your performance and working environment.</i>
Content	<p>DRM</p> <p>The half year internship in Y3S2 enables you to develop, practice and experience a variety of competences by working in a professional DRM environment. You will master a solid basis of knowledge, skills and attitude on DRM specific issues contributing to improved risk management and extending your professional qualities. In general, you will be able to work independently with sector-specific information, in an objective-oriented and problem-solving manner.</p> <p>Students may gain a better understanding, develop professional skills and attitude, and substantiated knowledge on how to:</p> <ul style="list-style-type: none"> - Improve needs assessments and situation analyses. This is important to provide assistance in a timely and appropriate manner, to provide evidence about the populations affected, to estimate the length of disaster recovery assistance needed and what can be done in the pre-disaster phase. - Apply evidence-based decision-making processes in disaster risk management. Disaster risk programs must be based on analysis rather than on assumptions of what is needed. Many factors contribute to how agencies select a response (response choice) but it is important that response choices are made on the basis of evidence and analysis (response analysis). - Develop and implement context specific response options which will enhance the coherence and synergy between different actors in DRM (such as state, lower level governmental players, market, voluntary & non-profit organisations and communities). This key issue also includes developing and implementing appropriate Planning and



	<p>Monitoring & Evaluation systems for Impact (accountability and learning).</p> <ul style="list-style-type: none"> - Address challenges faced by agencies and staff in responding to disasters. These include short planning time-frames, restricted humanitarian access, safety and security for staff as well as psychosocial issues. <p>RDI</p> <p>By working in a RDI professional environment the internship project enables the student to develop a variety of RDI competences. It enables to increase the students' professional qualities that are necessary to function adequately in the field of expertise after graduation.</p> <p>The half year internship offers the student the opportunity to get acquainted with the RDI domain in practice. It offers the student the opportunity to learn which topic(s) within the RDI domain is(are) attractive and may be selected for a future career. The internship should increase the students' decision making capacity regarding the minor and the thesis topic. At the same time the internship offers the opportunity to extend a professional network, which is useful to find job opportunities after the study.</p> <p>The internship assignment will be seen as a practical exercise of "managing a project". During the internship students have to set and re-set their own professional and personal learning objectives. They will analyse the internship organisation and its target group. The student reflects on and reports about their internship activities and the learning objectives the student has set for the internship.</p> <p>SVC</p> <p>Graduates of SVC become active in supply chains for tropical commodities coming from production systems that range from small holder farming to plantations in lower-income countries. The driving activity is to promote and secure value addition in a sustainable way which can be described as value chain development.</p> <p>It concerns production, processing, sourcing and certification for local, regional or international agri-markets.</p> <p>The driver of value chain development is the cooperation of various actors in the chain. Graduates can become active with all of these actors.</p> <p>Graduates know the agronomic perspective well and can act from the farmers' interest and entrepreneurship.</p> <p>The 5-month internship exposes the student to experiences and expertise in a professional setting as how to manage an agricultural chain (local, regional and/or international) in lower-income countries aiming at an increase of sustainable productivity and to link farmers and their organisations to markets.</p> <p>The students may gain a better understanding and substantiated knowledge on how to:</p> <ul style="list-style-type: none"> - Organise and implement improved cultivation practices.
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	<ul style="list-style-type: none"> - Structure better logistic and warehousing operations. - Apply Quality Management systems - Facilitate cooperation and build organisational structures - Stimulate entrepreneurial dynamics - Deliberate and negotiate with the different actors in the supply chain - Implement essential financial and technological tools - Assess the impact of value chain development by means of certification systems
Teaching method(s) and student workload	<p>Approximate student workload almost 840 hours in total</p> <p>Indicative student workload hours per type of activity:</p> <p>4 hours - attending internship preparation sessions</p> <p>800 hours – participation in regular activities of the host organisation and desk study; conducting an internship assignment.</p> <p>6 hours – contact with coach</p> <p>30 hours – Internship Reflection Days</p>
Rating scale	<i>Numeral between 1 and 10 with a decimal fraction</i>
Examination	<p>PL Partial exam 1 (25): Name: Reflecting on personal performance Format: individual report; mark</p> <p><i>Description:</i></p> <p>MO Partial exam 2 (50): Name: Managing an internship project Format: individual report; mark</p> <p><i>Description:</i></p> <p>SE Partial exam 3 (25): Name: Explain and defend sector specific concepts, approaches and tools Format: oral based on report; mark</p> <p><i>Description:</i></p>
Mandatory literature	<i>See Moodlerooms.</i>
Category of unit of study	<i>INT - internship (no enrolment for the exams in SIS)</i>
Contactperson	<i>IDM internship coordinator Sonja Bleeker; sonja.bleeker@hvhl.nl</i>
Language	<i>English</i>
Credits	<i>30</i>
Term	<i>Terms 3 and 4, year 3; or, term 1 and 2, year 4</i>
Entry requirements/prerequisites	<p><i>Passing the propaedeutic examination as well as the positive assessment of the Y2 internship and successful completion of study unit VID2 PD VE (Personal Leadership Development II) are requirements for admission to the Y3 internship.</i></p> <p><i>A second requirement is that the study delay in the main phase of the programme is less than 30 ECTS.</i></p>



	<p>The internship organisation has to be approved by the major co-ordinator, based on the following criteria:</p> <ul style="list-style-type: none"> - The choice of company / organization and the activities that the student executes during the internship are in line with the concerned major. - During the internship period the organisation is willing and capable to provide appropriate guidance and assessment. This means that it will appoint somebody to be the student's supervisor. - Additionally the internship organisation must be able to ensure proper safety and security management (documented guidelines and the organisation must demonstrate that these guidelines are practical and adhered to in day-to-day office/field practice).
Capacity/waiting list	No

Exams

Name and code of the exam	Weight	Rating scale exam	Individual(s) entering grade+ username(s)	Enrollment exam in SIS?	To schedule	Exam type	Exam duration (in minutes)	Exam policy	Exam period(s)							
									18/19 Term 1	18/19 Term 2 week 6	18/19 Term 2	18/19 Term 3 week 6	18/19 Term 3	18/19 Term 4 week 6	18/19 Term 4	18/19 resit propedeuse
Reflecting on personal performance	25	1-10	Sonja Bleeker, Jan Hoekstra	<input type="checkbox"/>	<input type="checkbox"/>	Report	-	<input type="checkbox"/>	X	X	<input type="checkbox"/>	<input type="checkbox"/>	X	X	<input type="checkbox"/>	<input type="checkbox"/>
Managing an internship project	50	1-10	Sonja Bleeker, Jan Hoekstra	<input type="checkbox"/>	<input type="checkbox"/>	Report	-	<input type="checkbox"/>	X	X	<input type="checkbox"/>	<input type="checkbox"/>	X	X	<input type="checkbox"/>	<input type="checkbox"/>
Explain and defend sector specific concepts, approaches and tools	25	1-10	Sonja Bleeker, Jan Hoekstra	<input type="checkbox"/>	<input type="checkbox"/>	Oral	60	<input type="checkbox"/>	X	X	<input type="checkbox"/>	<input type="checkbox"/>	X	X	<input type="checkbox"/>	<input type="checkbox"/>



Appendix 4.4 IDM generic study units year 4

Year 4; TERM 3+4

Study unit – code	VID4 IT VE
Study unit – name	Major Specific Thesis IDM
Name on Diploma	Major Specific Thesis International Development Management
Competences	<p>AR – To conduct applied research; level 3</p> <p>CO – To communicate in an international setting; level 3</p> <p>SE – To acquire development sector expertise; level 3</p>
Learning outcomes	<p>After this term students are able:</p> <ul style="list-style-type: none"> To write a complete research proposal including a problem statement, research objective, research questions, literature review leading to a theoretical framework and the unravelling of basic concepts and research methodology. (Preferably) To undertake fieldwork based on the aforementioned methodology and interview respondents and key persons. To analyse the information and write a complete research rapport including research findings, discussion, conclusion and recommendations. To organize and conduct an interactive consult in which the main research findings and recommendations are discussed with the commissioner and the most important stakeholders in such a way that these are convinced to implement the recommendations. To write an article for a lay audience explain the relevance of the research findings.
Content	<p>The thesis is the final assignment in the educational programme which results in a written report, a “consultation” and an article. The thesis starts with executing a specific assignment for an major specific type of organization (called the commissioner). The student has to find this organization himself and agree with it on the research topic. It results in a written (research) report for the commissioner or any other medium like a film, a video game, business plan, communication plan, etc., which is accompanied by a report explaining how these products were made. During the consultation, the outcomes written down in the report are converted into practical actions for the organisation and communicated in an interactive meeting organised and managed by the student. The article is about the project, taking into account the international character and the mission of connecting domains of VHL.</p>
Teaching method(s) and student workload	<p>Approximate student workload almost 840 hours in total</p> <p>Lecture on research methods and research proposal writing before the start of the thesis trajectory. The project has to be completed independently from start to finish; the student has full responsibility for planning, executing and evaluating the entire project.</p>
Rating scale	<i>Numeral between 1 and 10 with a decimal fraction</i>
Examination	<p>AR + CO Partial exam 1 (50): Name: Writing a thesis report Format: individual report; mark</p> <p><i>Description:</i> The student is able to execute a request to make a contribution to rural development and innovation</p> <p>SE + CO Partial exam 2 (40): Name: Defending a thesis report</p>



	<p>Format: oral; mark</p> <p><i>Description:</i> The student is able to convert and communicate outcomes, answers into practical actions for the company/organisation.</p> <p>SE + CO Partial exam 3 (10): Name: Writing a thesis article Format: individual article; mark <i>Description:</i></p>
Mandatory literature	See Moodlerooms.
Category of unit of study	INT - Thesis (No assessment: no enrolment for the exams in SIS)
Contactperson	IDM thesis coordinator (and SVC major coordinator) Arno de Snoo; arno.desnoo@hvhl.nl ; DRM major coordinator: Annelies Heijmans; annelies.heijmans@hvhl.nl RDI major coordinator: Koos Kingma; koos.kingma@hvhl.nl
Language	English
Credits	30
Term	Terms 3 and 4; year 4
Entry requirements/prerequisites	A student is admitted to the thesis defence only if all credits (ECTS) of the programme (other than the credits connected to the thesis) have been obtained. However, the student can start working on the thesis before this.
Capacity/waiting list	No

Exams

Name and code of the exam	Weight	Rating scale exam	Individual(s) entering grade+ username(s)	Enrollment exam in SIS?	To schedule	Exam type	Exam duration (in minutes)	Exam policy	Examperiod(s)								
									18/19 Term 1	18/19 Term 2 week 6	18/19 Term 2	18/19 Term 3 week 6	18/19 Term 3	18/19 Term 4 week 6	18/19 Term 4	18/19 resit propedeuse	
Writing a thesis report	50	1-10	Arno de Snoo, Annelies Heijmans	<input type="checkbox"/>	<input type="checkbox"/>	Individual Report	-	<input type="checkbox"/>	X	<input type="checkbox"/>							
Defending a thesis report	40	1-10	Arno de Snoo, Annelies Heijmans	<input type="checkbox"/>	<input type="checkbox"/>	Oral	90	<input type="checkbox"/>	X	<input type="checkbox"/>							
Writing a thesis article	10	1-10	Arno de Snoo, Annelies Heijmans	<input type="checkbox"/>	<input type="checkbox"/>	Individual article	-	<input type="checkbox"/>	X	<input type="checkbox"/>							



Appendix 4.5 DRM study units

4.5.1 Study units of major Disaster Risk Management; year 2

Year 2 TERM 2

Study unit - code	VID2 DR VE
Study unit – name	Disasters, Conflict and Responses
Competences	<i>SE – to acquire development sector expertise; level 2</i>
Learning outcomes	<p><i>The student is able to:</i></p> <ul style="list-style-type: none"> • <i>Understand how different types of hazards contribute to the making of a disaster.</i> • <i>Describe the context within which disasters take place and able to explain the impact of disasters on development.</i> • <i>Analyse a disaster on the basis of disaster theory.</i> • <i>Operationalise the Sendai (and Hyogo) framework by suggesting practical action for community based disaster risk reduction.</i> • <i>Know the impact of disasters on disaster victims and aid workers and suggest practical action to prepare people for disaster response.</i> • <i>Analyse communities' vulnerabilities and capacities, and advise how to build on those for improved risk management.</i>
Content	<p>The module consists of lectures and sessions organised in 5 separate but interrelated parts:</p> <ol style="list-style-type: none"> 1. Hazards: How Hazards turn into Disasters; Data Sources on Hazards; Strengths and Weaknesses of such Datasets. 2. The Context of Disasters: Disasters, Crises and Development; the Sendai (and Hyogo) Framework; Impact of Disasters on Development & Development and Disasters. 3. Analysing Disasters & Conflict: Frameworks & Tools (including Pressure and Release Model, Capacity & Vulnerability Analysis); Analysing Disasters and Conflict and Managing Responses; Community Based Disaster Risk Reduction 4. The Impact of Disasters on Victims and Aid Practitioners 5. Disaster Response: Recovery and Community Risk Management; Approaches to Programming; Development Strategies in Times of War <p>The Assignment: Development of a Disaster Response Programme based on a past or current disaster:</p> <ul style="list-style-type: none"> - The student in the role of junior DRM advisor analysis a concrete disaster event and develops response analysis and options for different stakeholders. <p>Second foreign language - (assessment in year 2, term 4)</p>
Teaching method(s) and student workload	<p>Approximate student workload almost 200 hours in total</p> <p>Indicative student workload hours per type of activity:</p> <p>67 hours - attending lectures including workshops</p> <p>62 hours – teamwork</p> <p>3 hours – coaching team work</p> <p>68 hours - studying literature; preparation of lectures and for exam</p>



Rating scale	<i>Numeral between 1 and 10 with a decimal fraction</i>
Examination	<p>SE Partial exam 1 (60): Name: Analysing disasters, conflict and responses Format: written; mark</p> <p><i>Description:</i></p> <p>SE Partial exam 2 (40): Name: Writing a disaster recovery plan Format: team report; mark</p> <p><i>Description:</i></p>
Mandatory literature	<p>1) <i>At Risk. Natural Hazards, People's Vulnerability and Disasters. Wisner et al, 1994.</i></p> <p>2) <i>Rising from the Ashes. Development Strategies in Times of Disaster. Anderson & Woodrow, 1998.</i></p> <p>3) <i>2015 World Disaster Report.</i></p> <p><i>Further, see Moodlerooms.</i></p>
Category of unit of study	<i>STD – standard unit of study</i>
Contactperson	<i>Gerrit-Jan van Uffelen; gerrit-jan.vanuffelen@hvhl.nl</i>
Language	<i>English</i>
Credits	<i>7</i>
Term	<i>Term 2</i>
Entry requirements/prerequisites	<i>None</i>
Capacity/waiting list	<i>No</i>

Exams

<i>Name and code of the exam</i>	<i>Weight</i>	<i>Rating scale exam</i>	<i>Individual(s) entering grade + username(s)</i>	<i>Enrollment exam in SIS?</i>	<i>To schedule</i>	<i>Exam type</i>	<i>Exam duration (in minutes)</i>	<i>Exam policy</i>	<i>Exam period(s)</i>							
									<i>18/19 Term 1</i>	<i>18/19 Term 2 week 6</i>	<i>18/19 Term 2</i>	<i>18/19 Term 3 week 6</i>	<i>18/19 Term 3</i>	<i>18/19 Term 4 week 6</i>	<i>18/19 Term 4</i>	<i>18/19 resit propedeuse</i>
Analysing disasters, conflict and responses	60	1-10	Gerrit-Jan van Uffelen, Annelies Heijmans	X	X	Computer	180	X	<input type="checkbox"/>	<input type="checkbox"/>	X	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing a disaster recovery plan	40	1-10	Gerrit-Jan van Uffelen, Annelies Heijmans	<input type="checkbox"/>	<input type="checkbox"/>	Team report	-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Year 2 TERM 3

Study unit - code	VID2 AA VE 1
Study unit – name	Aid Architecture
Competences	<p><i>CO – To communicate in an international setting; level 2 (English)</i></p> <p><i>FI – To facilitate innovation; level 2</i></p> <p><i>SE – To acquire development sector expertise; level 2</i></p>
Learning outcomes	<p><i>The student is able to:</i></p> <ul style="list-style-type: none"> • <i>State how roles of global DRM actors have changed & innovated in order to stay relevant in responding to current day disasters and crises in a changing world.</i> • <i>Know and reflect on the norms and policies of disaster and crisis governance systems and understand how these need to be applied in contexts that are dynamic and often chaotic (good practice and innovative ideas/tools).</i> • <i>Understand and experience how portrayal of disaster victims informs programming and practice on the ground, and understand why and how to place disaster victims at the centre of interventions.</i> • <i>Understand the importance of safety and security and able to operationalise safety and security in a concrete setting.</i> • <i>Apply 'DRM Aid Architecture' knowledge to develop a training module aimed at preparing young DRM professionals to work in a disaster or crisis context; this training module should have innovative aspects demonstrating student's awareness about the need for innovation to produce relevant products.</i> <p><i>Communication:</i></p> <p><i>Students show positive attitudes and understanding of interpersonal professional communication. They use communication skills at a junior professional level, also in more complicated situations. They further their insights into their personality and qualities and choose instruments to study, to communicate and develop professionally.</i></p> <p><i>English</i></p> <p><i>Students increase proficiency in using the English language on a daily basis and learn to use it correctly and independently in a professional and academic context both in verbal and written forms</i></p>
Content	<p>Aid Architecture:</p> <p>The modules consists of lectures and sessions organised in four separate but interrelated parts:</p> <ol style="list-style-type: none"> 1. Global Actors in Disaster Management: Institutions; Actors, Aid Co-ordination and; Future of the International Humanitarian System. 2. Disaster and Crisis Governance Systems: Partnerships; Codes of Conduct, Technical & Minimum Standards and Protocols; Multi-Stakeholder Processes; Lobby and Advocacy. 3. Local Communities; Communities, Portrayal and Participation; Accountability. 4. Safety and Security; Operational Security Management. <p>English:</p>



	<p>Topics</p> <ul style="list-style-type: none"> - Academic paper writing skills - Report writing skills <p>Description: Write workshops</p>
Teaching method(s) and student workload	<p>Approximate student workload almost 200 hours in total</p> <p>Indicative student workload hours per type of activity:</p> <p>67 hours - attending lectures including workshops</p> <p>62 hours – team work / individual assignment</p> <p>3 hours – coaching team work / individual assignment</p> <p>68 hours - studying literature; preparation of lectures and for exam</p>
Rating scale	<i>Numeral between 1 and 10 with a decimal fraction</i>
Examination	<p>SE/FI Partial exam 1 (40): Name: Understanding Aid architecture Format: written; mark</p> <p><i>Description:</i></p> <p>SE/FI Partial exam 2 (30): Name: Applying aid architecture Format: team report; mark</p> <p><i>Description:</i></p> <p>CO Partial exam 3 (30): Name: Writing argumentative text (English) Format: written; mark</p> <p><i>Description:</i></p>
Mandatory literature	<p><i>DRM Aid Architecture:</i></p> <ol style="list-style-type: none"> 1. Walker, P. and D. Maxwell, 2009. <i>Shaping the Humanitarian World</i>. Routledge, London. 2. <i>Reader with electronic papers and articles.</i> <p><i>English:</i></p> <ul style="list-style-type: none"> - <i>Oxford Advanced Learners Dictionary with Oxford Writing Tutor (iWriter), 1952 pages Oxford University Press 8th Revised edition (also apps available for iPhone and iPad)</i> - <i>Argent, S, Olwyn A, Access EAP, Garnett Education, ISBN 978185964524-6</i>
Category of unit of study	<i>STD – standard unit of study</i>
Contact person	<i>Gerrit-Jan van Uffelen; gerrit-jan.vanuffelen@hvhl.nl</i>
Language	<i>English</i>
Credits	<i>7</i>
Term	<i>Term 3</i>
Entry requirements/prerequisites	<i>None</i>
Capacity/waiting list	<i>No</i>



Exams

Name and code of the exam	Weight	Rating scale exam	Individual(s) entering grade+ username(s)	Enrollment exam in SIS?	To schedule	Exam type	Exam duration (in minutes)	Exam policy	Exam period(s)								
									18/19 Term 1	18/19 Term 2 week 6	18/19 Term 2	18/19 Term 3 week 6	18/19 Term 3	18/19 Term 4 week 6	18/19 Term 4	18/19 resit propedeuse	
Understanding Aid architecture	40	1-10	Gerrit-Jan van Uffelen, Annelies Heijmans	X	X	Computer	180	X	<input type="checkbox"/>	X	X	<input type="checkbox"/>	<input type="checkbox"/>				
Applying aid architecture	30	1-10	Gerrit-Jan van Uffelen, Annelies Heijmans	<input type="checkbox"/>	<input type="checkbox"/>	Team report	-	<input type="checkbox"/>	X	X	<input type="checkbox"/>	<input type="checkbox"/>					
Writing argumentative text	30	1-10	Gerrit-Jan van Uffelen; Reena Bakker-Dhaliwal	X	X	Computer	180	X	<input type="checkbox"/>	X	X	<input type="checkbox"/>	<input type="checkbox"/>				



Year 2 TERM 4

Study unit - code	VID2 CF VE 1
Study unit – name	Crisis and Food Security
Competences	<p><i>SE – To acquire development sector expertise; level 2</i></p> <p><i>MP – To design and manage development initiatives and projects; level 2</i></p> <p><i>CO – To communicate in an international setting; level 2 (2nd foreign language)</i></p>
Learning outcomes	<p><i>The student is able to:</i></p> <ul style="list-style-type: none"> • <i>Understand and explain the core concepts of Food and Nutritional Security, including response analysis in Food and Nutrition Security.</i> • <i>Apply the Food and Nutrition Security concepts and frameworks to analyse Food and Nutrition Security.</i> • <i>Understand which strategies and interventions can be applied in which context</i> • <i>Propose an intervention based on a food security response analysis</i> • <i>Understand what is needed for a proper response planning of an intervention</i>
Content	<p>The module focuses on 2 main topics: Food and Nutrition Security, and Response analysis (analysing and reflecting on different contexts: Disaster/Emergency, Protracted Food Crises and Development)</p> <p>The module consists of four interrelated parts:</p> <ol style="list-style-type: none"> 1. Food and Nutrition Security (FNS): Concepts & Frameworks 2. Food and Nutrition Security Response Analysis: Strategies and Interventions 3. Food and Nutrition Security Response Analysis: cases in different contexts 4. In-depth insights in Food and Nutrition Security: measurement tools for Food & Nutrition Security diagnosis. <p>The module will focus on Food and Nutrition Security and in particular on Linking Emergency/Humanitarian Assistance (as in crisis/disaster) to Rehabilitation and Recovery (as in Development).</p> <p>The Assignment:</p> <ul style="list-style-type: none"> • The student will work in a small group to analyse a current disaster or emergency, focusing on Food and Nutrition Security, and suggest appropriate interventions applying the Response Analysis Framework. <p>Second foreign language (assessment in year 2, term 4)</p>
Teaching method(s) and student workload	<p>Approximate student workload almost 200 hours in total</p> <p>Indicative student workload hours per type of activity:</p> <p>36 hours - attending lectures including workshops</p> <p>58 hours – team work / individual assignment</p> <p>6 hours – coaching team work / individual assignment</p>



	20 hours - studying literature (including on-line specialised training course on Food & Nutrition Security; FAO, Rome); preparation of lectures and for exam
Rating scale	<i>Numeral between 1 and 10 with a decimal fraction</i>
Examination	<p>SE Partial exam 1 (50): Name: Theory on crisis and food security Format: computer; multiple choice and open questions; mark</p> <p><i>Description:</i></p> <p>SE/MP Partial exam 2 (30): Name: Writing a response analysis report Format: team report; mark</p> <p><i>Description:</i></p> <p>CO Partial exam 3 (20): Name: Writing a 2nd Foreign Language Format: written; mark</p> <p><i>Description: Listering, reading and writing, including grammar and vocabulary.</i></p>
Mandatory literature	<p><i>Levine, S and Chastre, C (2011) Nutrition and food security response analysis in emergency context. HPG commissioned paper</i></p> <p><i>Maxwell, D., Stobaugh, H., Parker, J., McGlinchy, M. (2013) Response Analysis and response choice in food security crisis: a roadmap. Network Paper HPN/ODI</i></p> <p><i>The State of food and agriculture (SOFI yearly update), FAO</i></p> <p><i>Online courses on Food and Nutrition Security, FAO: http://www.fao.org/elearning/#/elc/en/courseCategories</i></p>
Category of unit of study	<i>STD – standard unit of study</i>
Contactperson	<i>Gerrit-Jan van Uffelen; gerrit-jan.vanuffelen@hvhl.nl Suzanne Nederlof; suzanne.nederlof@hvhl.nl</i>
Language	<i>English</i>
Credits	<i>7</i>
Term	<i>term 4</i>
Entry requirements/ prerequisites	<i>None</i>
Capacity/waiting list	<i>No</i>

Exams

Name and code of the exam	Weight	Rating scale exam	Individual(s) entering grade+ username(s)	Enrollment exam in SIS?	To schedule	Exam type	Exam duration (in minutes)	Exam policy	Exam period(s)									
									18/19 Term 1	18/19 Term 2 week 6	18/19 Term 2	18/19 Term 3 week 6	18/19 Term 3	18/19 Term 4 week 6	18/19 Term 4	18/19 resit propedeuse		



Theory on crisis and food security	50	1-10	Gerrit-Jan van Uffelen Suzanne Nederlof, Annelies Heijmans	X	X	Computer	180	X	<input type="checkbox"/>	X	<input type="checkbox"/>						
Writing a response analysis report	30	1-10	Gerrit-Jan van Uffelen Suzanne Nederlof, Annelies Heijmans	<input type="checkbox"/>	<input type="checkbox"/>	Team report	-	<input type="checkbox"/>	X	<input type="checkbox"/>							
Writing a 2nd Foreign Language	20	1-10	Amaya Quintero Alvarez, Annelies Heijmans	X	X	Written	90	<input type="checkbox"/>	X	<input type="checkbox"/>							



4.5.2 Study units of major Disaster Risk Management; year 3

Year 3 TERM 1

Study unit - code	VID3 CT VE
Study unit – name	Professional Consultancy Training
Competences	<i>MP – To design and manage development initiatives and projects; level 3</i> <i>SE – To acquire development sector expertise; level 3</i>
Learning outcomes	<p>At the end of this study unit students are capable to:</p> <ul style="list-style-type: none"> • Execute a consultancy assignment in a DRM project context, including the assignment products to be delivered. • Build knowledge and skills specifically related to the assignment, including selecting, applying and combining frameworks and tools they are acquainted with so far creatively and flexibly (or/and additional ones). • Coordinate, negotiate and communicate with professional commissioners in the DRM field of work and other stakeholders involved. • Understand the nature and specifics of consultancy work in the DRM field of work and compare it with other types of assignments they have done.
Content	<p>This study unit particularly aims at building students' competence in consultancy work within the field of disaster risk management. Consultancy work in the field of disaster risk management involves the 'clever' and integrated use of many of your existing skills and knowledge, and building new (sometimes complicated) skills.</p> <p>Special attention is given to the use of Project Cycle Management and the Theory of Change.</p> <p>Student teams (3 – 5 persons) undertake a real-life assignment in the field of Disaster Recovery or Disaster Risk Reduction (DRR). Deliverables will depend on the specific assignment as agreed upon with the commissioner, and may include:</p> <ul style="list-style-type: none"> - Vulnerability and hazard analysis (incl needs assessment & baseline) - Risk Analysis - Response Analysis, Options and Activities - Project funding and strategies - Evaluating Humanitarian and DRM Action - Planning and/or executing educational or training activities <p>On an individual basis, through lectures and guest lectures students will gain understanding of the nature of consultancy work, its added value in the DRM field and common pitfalls and difficulties consultants and commissioners experience. In an individual paper, students show their understanding of consultancy work and reflect upon their own readiness to engage as a consultant.</p>
Teaching method(s) and student workload	<p>Approximate student workload almost 200 hours in total</p> <p>Indicative student workload hours per type of activity:</p>



	15 hours - attending lectures including workshops 100 hours – team work including discussions/negotiations with commissioner 15 hours – attending coaching sessions team work 70 hours – collecting and studying literature; preparation of sessions and writing deliverables and reflection paper for exam
Rating scale	<i>Numeral between 1 and 10 with a decimal fraction</i>
Examination	<p>MP Partial exam 1 (70): Name: Developing and presenting written product(s) for a commissioner Format: team products; mark <i>Description: the written product depends on the ToR as coordinated with the commissioner.</i></p> <p>SE Partial exam 2 (30): Name: Understanding and reflecting on consultancy work Format: individual products; mark <i>Description: Individual paper in which the student demonstrates his/her understanding of DRM consultancy work and reflects upon his/her own readiness to engage as a consultant.</i></p>
Mandatory literature	<i>See Moodlerooms.</i>
Category of unit of study	<i>NOA - No assessment: no enrolment for the exams in SIS</i>
Contact person	<i>Sonja Bleeker; sonja.bleeker@hvhl.nl</i>
Language	<i>English</i>
Credits	<i>7</i>
Term	<i>Term 1</i>
Entry requirements/prerequisites	<i>None</i>
Capacity/waiting list	<i>No</i>

Exams

Name and code of the exam	Weight	Rating scale exam	Individual(s) entering grade+ username(s)	Enrollment exam in SIS?	To schedule	Exam type	Exam duration (in minutes)	Exam policy	Examperiod(s)							
									18/19 Term 1	18/19 Term 2 week 6	18/19 Term 2	18/19 Term 3 week 6	18/19 Term 3	18/19 Term 4 week 6	18/19 Term 4	18/19 resit propedeuse
Developing written product for a commissioner	70	1-10	Sonja Bleeker, Leonoor Akkermans	<input type="checkbox"/>	<input type="checkbox"/>	Team products	-	<input type="checkbox"/>	X	X	<input type="checkbox"/>					
Reflecting on consultancy work and own performance	30	1-10	Sonja Bleeker, Leonoor Akkermans	<input type="checkbox"/>	<input type="checkbox"/>	Individual products	-	<input type="checkbox"/>	X	X	<input type="checkbox"/>					



Year 3 TERM 1

Study unit - code	VID3 BR VE 3
Study unit – name	Building Resilient Communities
Competences	<p><i>MP – To design and manage development initiatives and projects; level 2</i></p> <p><i>SE – To acquire development sector expertise; level 2</i></p> <p><i>CO – To communicate in an international setting; level 2 (2nd foreign language)</i></p>
Learning outcomes	<p><i>The student will be able to:</i></p> <ul style="list-style-type: none"> • <i>Map, reflect and act on complexities related to fostering community resilience.</i> • <i>Conduct more complex risk assessments recognizing people's broad spectrum of risks and vulnerabilities including their underlying causes.</i> • <i>Apply various integrated approaches to address crucial issues to build community resilience.</i> • <i>Articulate governance challenges and opportunities while building community resilience, and suggest operational recommendations to address challenges and seize opportunities.</i> • <i>Become aware of how to deal with multiple views, interests and agendas of different stakeholders, recognizing power dynamics.</i> • <i>Design, present and discuss interventions and strategies (including funding strategies) to increase community resilience from the perspective of a community, a NGO, the government and the private sector.</i>
Content	<p>Students learn about the key elements to enhance the resilience of communities in the face of natural / man-made hazards.</p> <p>Students will gain a deeper understanding of how people's risk landscape, governance structures and institutions affect people's vulnerability in the face of natural / man-made hazards; they will learn relevant approaches to increase the resilience of communities.</p> <p>By making use of selected models, such as the Reaching Resilience Model (RRM), students learn to understand and address critical issues in building resilience.</p> <p>Students learn how resilience can be promoted, how this can be achieved and what this means for local communities on the ground and actors involved in the project.</p> <p>Topics: the module consists of 5 interrelated parts:</p> <ol style="list-style-type: none"> 1. Origins and Relevance of the Concept 'Resilience' (week 1): introduction to different 'resilience' definitions, frameworks and models. 2. Community Risk Profiling (week 2 and 3): Tools for analysing barriers and opportunities for building community resilience 3. Identifying Strategies (including funding strategies) and Interventions to Build Resilient Communities (week 4). Presentation round I of case studies: risk analysis and potential strategies to build community resilience from the perspective of local communities, NGOs, local government and private sector; Disasters as window of opportunities. 4. Exploring integrated approaches to build resilient communities (week 5 and 6)



	<p>5. Designing interventions (including funding strategies) to build resilient communities (week 7 and 8) from the perspective of local communities, NGOs, local government and private sector. Module will be closed by Presentation round II: all case study groups present their solutions for a particular context</p> <p>Assignment:</p> <ul style="list-style-type: none"> - Students apply selected models for selected case studies to enhance resilience of local communities and/or systems. Students search & select a Disaster Issue with resilience as central topic.
Teaching method(s) and student workload	<p>Approximate student workload almost 200 hours in total</p> <p>Indicative student workload hours per type of activity:</p> <p>67 hours - attending lectures including workshops 62 hours – individual assignment 3 hours – coaching individual assignment 68 hours - studying literature; preparation of lectures and for exam</p>
Rating scale	<i>Numeral between 1 and 10 with a decimal fraction</i>
Examination	<p>CS / SE Partial exam 1 (50): Name: Building Resilient Communities Format: computer; mark</p> <p><i>Description:</i></p> <p>CS / SE/FI Partial exam 2 (30): Name: Defending a case study report Format: oral; team; mark</p> <p><i>Description:</i> Oral (team) based on a portfolio consisting of a team report, including design strategies and intervention to build resilience, from a selected case study.</p> <p>CO Partial exam 3 (20): Name: Applying a 2nd Foreign language Format: oral; mark</p> <p><i>Description:</i> <i>Speaking, applying grammar and vocabulary in different oral exercises.</i></p>
Mandatory literature	<i>See Moodlerooms. These include: Disaster Risk System Analysis (FAO); Characteristics of Resilient Communities (Hulme).</i>
Category of unit of study	<i>STD – standard unit of study</i>
Contactperson	<i>Gerrit-Jan van Uffelen; gerrit-jan.vanuffelen@hvhl.nl</i>
Language	<i>English</i>
Credits	<i>7</i>
Term	<i>Term 1</i>
Entry requirements/prerequisites	<i>None</i>
Capacity/waiting list	<i>No</i>



Exams

<i>Name and code of the exam</i>	Weight	Rating scale exam	Individual(s) entering grade+ username(s)	Enrollment exam in SIS?	To schedule	Exam type	Exam duration (in minutes)	Exam policy	<i>Examperiod(s)</i>							
									18/19 Term 1	18/19 Term 2 week 6	18/19 Term 2	18/19 Term 3 week 6	18/19 Term 3	18/19 Term 4 week 6	18/19 Term 4	18/19 resit propedeuse
Building Resilient Communities	50	1-10	Gerrit-Jan van Uffelen, Annelies Heijmans	<input type="checkbox"/>	X	Written	180	X	X	X	<input type="checkbox"/>					
Defending a case study report	30	1-10	Gerrit-Jan van Uffelen, Annelies Heijmans	<input type="checkbox"/>	X	Oral, team	-	<input type="checkbox"/>	X	X	<input type="checkbox"/>					
Applying a 2nd Foreign Language	20	1-10	Amaya Quintero Alvarez, Gerrit-Jan van Uffelen	X	X	oral	90	<input type="checkbox"/>	X	X	<input type="checkbox"/>					



Year 3 TERM 2

Study unit - code	VID3 DR VE
Study unit – name	Disaster Risk Reduction
Competences	<i>FI – To facilitate innovation; level 3</i> <i>SE – To acquire development sector expertise; level 3</i>
Learning outcomes	<p><i>The student is able to:</i></p> <ul style="list-style-type: none"> • <i>Make a motivated choice for a particular technical response (why would it work for this hazard, and in this geographical, social, economic and political context?).</i> • <i>Conduct applied research into a technical response to a specific hazard.</i> • <i>Write-up a coherent, attractive brochure or briefing note about the technical response.</i> • <i>Develop a capacity building resource package about the technical response.</i> • <i>Verbally present and defend final work.</i> • <i>Organize and facilitate sessions, debates and invite/manage (guest) lectures.</i> • <i>Design a multi-stakeholder process with a short protocol for effective MSP facilitation and recommendation for participatory tools that enable actors to work together creatively and constructively.</i>
Content	<p>The module offers students the opportunity to explore and familiarize themselves with specific DRR responses to particular hazards in a specific context, and critical issues therein (cross-cutting themes and practical considerations).</p> <p>In small groups, students prepare and manage sessions on cross-cutting DRR themes and practical considerations (e.g corruption and ethics, financing DRR, gender and culture, politics). Additionally, students will work on an individual assignment on a topic of their choice and approved by the lecturers. They will present and defend their work by acting as a junior advisor.</p> <p>Based on literature review, practical case studies and good practice, students present their 'resource package' to their peers.</p> <p>Possible topics:</p> <ul style="list-style-type: none"> - Logistical Management after cyclones - Urban Flood Management - Drought responses in the light of El Niño and climate change - DRR and volcanic eruptions - Disasters, DRR and environmental issues
Teaching method(s) and student workload	<p>Approximate student workload almost 200 hours in total</p> <p>Indicative student workload hours per type of activity:</p> <p>50 hours - attending lectures including workshops</p> <p>120 hours –work on individual assignment</p> <p>5 hours – coaching on assignment</p> <p>25 hours - studying literature; preparation of lectures and for exam</p>



Rating scale	<i>Numeral between 1 and 10 with a decimal fraction</i>
Examination	<p>SE Partial exam 1 (60): Name: Understanding Disaster Risk Reduction Format: written; individual report; mark</p> <p><i>Description:</i></p> <p>FI Partial exam 2 (40): Name: Presenting, defending a DRM case Format: oral, individual; mark</p> <p><i>Description:</i> Presenting and defending an individual assignment. Preparing and managing a session on a selected DRR cross-cutting theme including actionable recommendations to address critical issues.</p>
Mandatory literature	<i>See Moodlerooms.</i>
Category of unit of study	<i>STD – standard unit of study</i>
Contact person	<i>Annelies Heijmans; annelies.heijmans@hvhl.nl</i>
Language	<i>English</i>
Credits	<i>7</i>
Term	<i>term 2</i>
Entry requirements/ prerequisites	<i>None</i>
Capacity/waiting list	<i>No</i>

Exams

<i>Name and code of the exam</i>	<i>Weight</i>	<i>Rating scale exam</i>	<i>Individual(s) entering grade+ username(s)</i>	<i>Enrollment exam in SIS?</i>	<i>To schedule</i>	<i>Exam type</i>	<i>Exam duration (in minutes)</i>	<i>Exam policy</i>	<i>Examperiod(s)</i>								
									<i>18/19 Term 1</i>	<i>18/19 Term 2 week 6</i>	<i>18/19 Term 2</i>	<i>18/19 Term 3 week 2</i>	<i>18/19 Term 3</i>	<i>18/19 Term 4 week 6</i>	<i>18/19 Term 4</i>	<i>18/19 resit propedeuse</i>	
Understanding Disaster Risk Reduction	60	1-10	Annelies Heijmans, Jan Hoekstra	<input type="checkbox"/>	<input type="checkbox"/>	Individual report	-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presenting, defending a DRM case	40	1-10	Annelies Heijmans, Jan Hoekstra	<input type="checkbox"/>	X	Oral	-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Appendix 4.6 RDI study units

4.6.1 Study units of major Rural Development & Innovation; year 2

Year 2 TERM 2

Study unit - code	VID2 RD VE 2
Study unit – name	Dynamics of Rural Development
Competences	<i>SE – to acquire development sector expertise; level 2</i>
Learning outcomes	<p><i>Student:</i></p> <ul style="list-style-type: none"> • <i>Is able to show insight in current debates on specific rural development issues, theories and concepts</i> • <i>Is able to identify various relevant stakeholders, their interests and influence</i> • <i>Is able to understand a rural issue in practice</i>
Content	<p>In order to meet the emerging challenges and opportunities in rural life – and improve prospects for the achievement of several Sustainable Development Goals – rural areas must transform rapidly and inclusively according to IFAD's Rural Development report (2016). Putting the rural world on a sustainable and resilient development path requires bold and transformative steps. Stakeholders in the so-called welfare triangle are essential players in this process.</p> <p>A number of pre-selected themes, based on current news items in dynamics of rural development, form the basis for the content of this study unit. Students/student pairs select out of these 1-2 themes and define its major elements based on relevant literature and current news articles. Student/student pairs present and discuss their findings during a lecture which is developed around this theme.</p> <p>Based on a specific (pre-selected) rural dynamic context, students describe different stakeholder's positions and develop possible responses in which the triangle of government, community and private sector play a meaningful role. The student presents this in a news article of 750 words.</p>
Teaching method(s) and student workload	<p>Approximate student workload almost 200 hours in total</p> <p>Indicative student workload hours per type of activity:</p> <p>50 hours - attending lectures</p> <p>70 hours – assignments including presentations during a lecture and news article</p> <p>80 hours - studying literature and news articles, preparation of lectures for exam</p>
Rating scale	<i>Numeral between 1 and 10 with a decimal fraction</i>
Examination	<p><i>SE Partial exam 1 (40):</i></p> <p><i>Name:</i> Describing rural development theory</p> <p><i>Format:</i> computer; mark</p> <p><i>Description: exam is based on the co-creation sessions, lectures, guest lectures, excursions and indicated literature.</i></p>



	<p>SE Partial exam 2 (40): Name: News article on rural-urban dynamics Format: individual article; mark</p> <p><i>Description:</i> 750 words</p> <p>SE Partial exam 3 (20): Name: Presenting a rural dynamic topic Format: oral based on team product; mark</p> <p><i>Description:</i> Based on the co-created lectures and the new article the student defends his/her case. NB: the student's individual contribution to lecture development, presentation and discussion is mandatory. NB: in case the co-created lectures have not been completed by the individual student, he/she will automatically resit for the oral exam.</p>
Mandatory literature	G.P. Green (2013): Handbook of rural development. Further, see Moodlerooms.
Category of unit of study	STD – standard unit of study
Contact person	Nellie van der Pasch; nellie.vanderpasch@hvhl.nl
Language	English
Credits	7
Term	Term 2
Entry requirements/prerequisites	None
Capacity/waiting list	no

Exams

Name and code of the exam	Weight	Rating scale exam	Individual(s) entering grade + username(s)	Enrollment exam in SIS?	To schedule	Exam type	Exam duration (in minutes)	Exam policy	Exam period(s)											
									18/19 Term 1	18/19 Term 2 week 6	18/19 Term 2	18/19 Term 3 week 6	18/19 Term 3	18/19 Term 4 week 6	18/19 Term 4	18/19 resit propedeuse	19/20 term 1 week 6			
Describing rural development theory	40	1-10	Nellie van der Pasch, Koos Kingma	X	X	Computer	180	X	<input type="checkbox"/>	<input type="checkbox"/>	X	X	<input type="checkbox"/>							
News article on rural-urban dynamics	40	1-10	Nellie van der Pasch, Koos Kingma	<input type="checkbox"/>	<input type="checkbox"/>	Individual article	-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	X	<input type="checkbox"/>							
Presenting a rural dynamic topic	20	1-10	Nellie van der Pasch, Koos Kingma	<input type="checkbox"/>	X	Oral	20	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	X	<input type="checkbox"/>							



Year 2 TERM 3

Study unit - code	VID2 FC VE
Study unit – name	Local Food Chains for Regional Development
Competences	<p><i>CO – To communicate in an international setting; level 2</i></p> <p><i>FI – To facilitate innovation; level 2</i></p> <p><i>SE – To acquire development sector expertise; level 2</i></p>
Learning outcomes	<p><i>The student:</i></p> <ul style="list-style-type: none"> • <i>Is able to apply the concepts 'origin food' and 'value chain approach' in the context of sustainable regional development</i> • <i>To differentiate the roles of the stakeholders in regional development</i> • <i>To determine the necessary steps and select appropriate tools for facilitating a decision making process</i> • <i>To write an argumentative text in English</i>
Content	<p>The main focus of this study unit is "How can local food initiatives contribute to sustainable regional development?".</p> <p>Lectures are delivered on the topics of 'origin food' and 'Geographical indication'; value chain concept; the role of government and spatial planning; Developing local products (food or non-food) is a strategy to make change happen in rural areas. Based on the lectures about value chain analysis & development,</p> <p>Students will research a regional food product in the context of sustainable development.</p> <p>English; topics:</p> <ul style="list-style-type: none"> - Academic paper writing skills <p>Report writing skills</p>
Teaching method(s) and student workload	<p>Approximate student workload almost 200 hours in total</p> <p>Indicative student workload hours per type of activity:</p> <p>16 hours - attending lectures including guest lectures</p> <p>8 hours - coaching and presentation</p> <p>6 hours - training</p> <p>24 hours - attending mini-lectures delivered by students</p> <p>24 hours - team work on assignment 'local product'</p> <p>90 hours - self-study</p>
Rating scale	<i>Numeral between 1 and 10 with a decimal fraction</i>
Examination	<p>SE Partial exam 1 (40):</p> <p>Name: Applying 'origin food' concept in regional development context</p> <p>Format: computer; mark</p> <p><i>Description:</i></p> <p>Combination of multiple-choice questions and questions related to a short case.</p> <p>FI Partial exam 2 (30):</p> <p>Name: Explaining interactive decision-making processes</p>



	<p>Format: oral; mark</p> <p>Description: Oral based on portfolio: poster, explanatory notes, and mandatory workshops.</p> <p>CO Partial exam 3 (30): Name: Writing argumentative text (English) Format: computer; mark</p> <p>Description:</p>
Mandatory literature	See Moodlerooms.
Category of unit of study	STD – standard unit of study
Contactperson	Jan Hoekstra; jan.hoekstra@hvhl.nl
Language	English
Credits	7
Term	Term 3
Entry requirements/prerequisites	None
Capacity/waiting list	No

Exams

Name and code of the exam	Weight	Rating scale exam	Individual(s) entering grade+ username(s)	Enrollment exam in SIS?	To schedule	Exam type	Exam duration (in minutes)	Exam policy	Examperiod(s)							
									18/19 Term 1	18/19 Term 2 week 6	18/19 Term 2	18/19 Term 3 week 6	18/19 Term 3	18/19 Term 4 week 6	18/19 Term 4	18/19 resit propedeuse
Applying 'origin food' concept in regional development context	40	1-10	Jan Hoekstra, Arno de Snoo	X	X	Computer	180	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	X	<input type="checkbox"/>	<input type="checkbox"/>
Explaining interactive decision making processes	30	1-10	Jan Hoekstra, Arno de Snoo	<input type="checkbox"/>	X	Oral	-	<input type="checkbox"/>	X	X	<input type="checkbox"/>	<input type="checkbox"/>				
Writing argumentative text	30	1-10	Reena Bakker-Dhaliwal, Jan Hoekstra	X	X	Computer	180	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	X	<input type="checkbox"/>	<input type="checkbox"/>



Year 2 TERM 4

Study unit - code	VID2 PE VE
Study unit - name	Participation for empowerment
Competences	SE – to acquire development sector expertise; level 2 MP – To design and manage development initiatives and projects; level 2 CO – To communicate in an international setting; level 2
Learning outcomes	<i>The student:</i> <ul style="list-style-type: none"> • Is able to apply theories about participation and empowerment with focus on specific marginalised groups • Is able to plan and manage the delivery of a product • Is able to speak and write a second foreign language
Content	In the 1980s when development work did not yield expected outcomes, participation of local population in development became popular, also as a way of empowering. Ever since participatory approaches have evolved, many countries became democracies and civil societies emerged. Lectures are given on participatory approaches in society and current topics like accountability, do it yourself participation and citizen initiatives like movement building. A focus is put on youth regarding involvement in development while using theory of change approach.
Teaching method(s)	Approximate student workload almost 200 hours in total Indicative student workload hours per type of activity: 50 hours – preparing and attending lectures on participation, empowerment 70 hours - workshops on facilitation for empowerment, and preparing the facilitation of a workshop on sharing knowledge 70 hours - attending lectures and implementing project regarding youth engagement
Rating scale	Numeral between 1 and 10 with a decimal fraction
Examination	MP Partial exam 1 (30): <i>Name:</i> Designing proposals for civil society building <i>Format:</i> oral based on portfolio; individual; mark <i>Description:</i> An oral exam based on a portfolio of a range of student products. SE Partial exam 2 (50) <i>Name:</i> Understanding participatory approaches <i>Format:</i> written; computer <i>Description:</i> CO Partial exam 3 (20): <i>Name:</i> Writing a 2 nd Foreign Language <i>Format:</i> written; mark <i>Description:</i> <i>Listening, reading and writing, including grammar and vocabulary.</i>
Mandatory literature	See Moodlerooms.
Category of unit of study	STD – standard unit of study
Contact person	Koos Kingma; koos.kingma@hvhl.nl
Language	English
Credits	7
Term	Term 4



Entry requirements/prerequisites	None
Capacity/waiting list	No

Exams

Name and code of the exam	Weight	Rating scale exam	Individual(s) entering grade + username(s)	Enrollment exam in SIS?	To schedule	Exam type	Exam duration (in minutes)	Exam policy	Exam period(s)								
									18/19 Term 1	18/19 Term 2 week 6	18/19 Term 2	18/19 Term 3 week 6	18/19 Term 3	18/19 Term 4 week 6	18/19 Term 4		
Understanding participatory approaches	50	1-10	Koos Kingma, Nellie van der Pasch	X	X	Computer	180	X	<input type="checkbox"/>	X	<input type="checkbox"/>						
Designing proposals for civil society building	30	1-10	Nellie van der Pasch, Koos Kingma	<input type="checkbox"/>	X	Oral	-	<input type="checkbox"/>	X	<input type="checkbox"/>							
Writing a 2 nd Foreign Language	20	1-10	Amaya Quintero Alvarez, Koos Kingma	X	X	Written	90	<input type="checkbox"/>	X	<input type="checkbox"/>							



4.6.2 Study units of major Rural Development & Innovation; year 3

Year 3 TERM 1

Study unit - code	VID3 PP VE 1
Study unit – name	Participative Planning
Competences	<i>MP – To design and manage development initiatives and projects; level 3</i> <i>SE – To acquire development sector expertise; level 3</i>
Learning outcomes	<p><i>After this term the student:</i></p> <ul style="list-style-type: none"> • <i>Is able to design a project proposal in a participatory, interactive way for a marginalized group, keeping the socio-economic context in mind.</i> • <i>The students is able to defend the project proposal using the correct terms and theories</i> • <i>Is able to deliver a pitch based on an advocacy plan.</i>
Content	<p>Students get classes in (1) participative planning and (2) lobby and advocacy. Consultancy insteek.</p> <p>(1) participative planning Students are informed about the need for participative or interactive planning and the principles of Objective Oriented Project Planning including the logframe approach. In workshops they learn how to fill out such a logframe which is the basis for a project plan they need to write for their commissioner.</p> <p>(2) lobby and advocacy Students learn to identify relevant issues for advocacy and how to develop a pitch for lobby based on an advocacy plan.</p> <p>The assignment for participative planning is as follows: Students in a team write a project proposal in a format used by the European Union, using the principles of Objective Oriented Project Planning including the logframe approach. Using a tool called Visual Problem Appraisal students undertake a desk study (the scoping phase), 'meet' various stakeholders (the stakeholder consultation phase) and do suggestions to improve the livelihood of the target group by designing a participative and innovative project proposal.</p> <p>The assignment for lobby and advocacy is as follows: each student writes an advocacy plan to convince an external actor to change.</p>
Teaching method(s) and student workload	<p>Approximate student workload hours in total = 200</p> <p>Indicative student workload hours per type of activity: 40 hours - attending lectures including workshops 100 hours – teamwork 10 hours – coaching team work</p>



	50 hours - studying literature; preparation of lectures and for exam
Rating scale	<i>Numeral between 1 and 10 with a decimal fraction</i>
Examination	<p>MP Partial exam 1 (40%): Name: <i>Design a participatory plan</i> Format: team report, mark</p> <p><i>Description:</i></p> <p>MP Partial exam 2 (20%): Name: <i>Bidding for a project</i> Format: oral, individual, mark</p> <p><i>Description:</i></p> <p>SE Partial exam 3 (40%): Name: <i>Advocating by pitch</i> Format: oral, individual, mark</p>
Mandatory literature	<i>See Moodlerooms.</i>
Category of unit of study	<i>STD – standard unit of study</i>
Contactperson	<i>vac</i>
Language	<i>English</i>
Credits	<i>7</i>
Term	<i>Term 1</i>
Entry requirements/ prerequisites	<i>None</i>
Capacity/waiting list	<i>No</i>

Exams

<i>Name and code of the exam</i>	<i>Weight</i>	<i>Rating scale exam</i>	<i>Individual(s) entering grade + username(s)</i>	<i>Enrollment exam in SIS?</i>	<i>To schedule</i>	<i>Exam type</i>	<i>Exam duration (in minutes)</i>	<i>Exam policy</i>	<i>Examperiod(s)</i>							
									<i>18/19 Term 1</i>	<i>18/19 Term 2 week 6</i>	<i>18/19 Term 2</i>	<i>18/19 Term 3 week 6</i>	<i>18/19 Term 3</i>	<i>18/19 Term 4 week 6</i>	<i>18/19 Term 4</i>	<i>18/19 resit propedeuse</i>
<i>Designing a participatory plan</i>	40	1-10	<i>Vacature; Koos Kingma</i>	<input type="checkbox"/>	<input type="checkbox"/>	<i>Team report</i>	-	<input type="checkbox"/>	X	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Bidding for a EU project</i>	20	1-10	<i>Vacature; Koos Kingma</i>	<input type="checkbox"/>	X	<i>Oral</i>	30	<input type="checkbox"/>	X	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Advocating by pitch</i>	40	1-10	<i>Vacature; Koos Kingma</i>	<input type="checkbox"/>	<input type="checkbox"/>	<i>oral</i>	-	<input type="checkbox"/>	X	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Year 3 TERM 1

Study unit - code	VID3 FM1 VE 1
Study unit – name	Facilitation of Multi Stakeholder Partnerships I
Competences	<i>SE – To acquire development sector expertise; level 3 CO – To communicate in an international setting; level 2</i>
Learning outcomes	<p><i>The student:</i></p> <ul style="list-style-type: none"> • <i>Knows theory on MSP</i> • <i>Is able to design MSP for a commissionaire</i> • <i>Is able to critically reflect on MSP process and own functioning</i> • <i>Knows second foreign language</i>
Content	<p>Students get insight in Multi Stakeholder Partnerships by getting lectures, and studying a book.</p> <p>Students are also commissioned by a local organization to undertake a project that aims to work on a complex, disputed process in a rural area. Students learn to get familiar with the rural context, can describe the political, social, economic environment, and can identify opportunities and ways for the rural population to facilitate empowerment towards a more sustainable livelihood.</p> <p>Students learn how to facilitate a process design from start to finish.</p> <p>MSP consist of the following interrelated parts:</p> <ul style="list-style-type: none"> - Lectures about how to design and facilitate multi-stakeholder partnerships in the Netherlands and abroad. - Students will work in a real life project and carry out assignments. (assessed in term 2) - Lectures & workshops to support the project work. <p>The project will take place in the field with a commissioner for two days a week during the semester. Students have to travel on their own to the location. Working with the organisation and being in the office during office hours is obligatory.</p>
Teaching method(s) and student workload	<p>Approximate student workload almost 200 hours in total</p> <p>Indicative student workload hours per type of activity: 40 hours - attending lectures including workshops 40 hours – team work 120 hours - studying literature; preparation of lectures and for exam</p>
Rating scale	<i>Numeral between 1 and 10 with a decimal fraction</i>
Examination	<p>SE Partial exam 1 (80): Name: Understanding multi stakeholder partnerships Format: individual, written, computer; mark</p> <p><i>Description:</i></p> <p>CO Partial exam 2 (20): Name: Applying a 2nd Foreign language Format: oral; mark</p>



	<i>Description: Speaking, applying grammar and vocabulary in different oral exercises.</i>
Mandatory literature	<i>Brouwer, H, and J. Woodhill, 2015. The MSP Guide; How to design and facilitate multi-stakeholder partnerships. Centre for Development Innovation, Wageningen.</i> <i>Also available on: http://www.mspguide.org/sites/default/files/case/msp_guide-2016-digital.pdf</i> <i>Further, see Moodlerooms.</i>
Category of unit of study	<i>STD – standard unit of study</i>
Contactperson	<i>Monique Heger; monique.heger@hvhl.nl</i>
Language	<i>English</i>
Credits	<i>7</i>
Term	<i>Term 1</i>
Entry requirements/ prerequisites	<i>None</i>
Capacity/waiting list	<i>No</i>

Exams

<i>Name and code of the exam</i>	<i>Weight</i>	<i>Rating scale exam</i>	<i>Individual(s) entering grade+ username(s)</i>	<i>Enrollment exam in SIS?</i>	<i>To schedule</i>	<i>Exam type</i>	<i>Exam duration (in minutes)</i>	<i>Exam policy</i>	<i>Examperiod(s)</i>								
									<i>18/19 Term 1</i>	<i>18/19 Term 2 week 6</i>	<i>18/19 Term 2</i>	<i>18/19 Term 3 week 6</i>	<i>18/19 Term 3</i>	<i>18/19 Term 4 week 6</i>	<i>18/19 Term 4</i>	<i>18/19 resit propedeuse</i>	
Understanding multi stakeholder partnerships	80	1-10	Monique Heger; Koos Kingma	X	X	Computer	180	X	X	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Applying a 2nd Foreign Language	20	1-10	Amaya Quintero Alvarez; Koos Kingma	X	X	oral	90	<input type="checkbox"/>	X	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Year 3 TERM 2

Study unit - code	VID3 FM2 VE
Study unit – name	Facilitating Multi Stakeholder Partnerships II
Competences	<i>FI – To facilitate innovation; level 3</i> <i>SE – To acquire development sector expertise; level 3</i>
Learning outcomes	<p><i>After this semester the student:</i></p> <ul style="list-style-type: none"> • <i>Can think strategically about an innovative process in the rural areas</i> • <i>Has a clear insight in the process (rather than a limited focus on product or outcome)</i> • <i>Can discuss with the commissioner about the implementation of the project</i> • <i>Can perform routine with clearly identified choices and limited complexities, some accountability for the quality of outputs, some share of responsibility</i> • <i>Can identify and include different stakeholders in a complex and non-linear process</i> • <i>Can initiate, organise, arrange logistics and chair meetings with different stakeholder groups to broker an innovation</i> • <i>Can use different concepts and tools to solve non-routine problems and evoke group creativity</i> • <i>Can apply proper facilitation skills, techniques and attitudes during sessions (including addressing group dynamics, power relations and time management)</i> • <i>Can interpret the different learning styles of a group and will apply this by using the proper tool in the learning circle of Kolb in the different stages of the process</i> • <i>Can reflect on his/her performance</i>
Content	<p>Students are commissioned by a local organization to undertake a project that aims to improve the liveability of a rural area. Students learn to get familiar with the rural context, can describe the political, social, economic environment, and can identify opportunities and ways for the rural population to facilitate empowerment towards a more sustainable livelihood.</p> <p>MSP consist of the following interrelated parts:</p> <ul style="list-style-type: none"> - Students will work in a real life project and carry out assignments. - Lectures & workshops to support the project work. - Working with the organisation and being in the office during office hours is obligatory <p>The project will take place in the field with a commissioner for two days a week during the semester. Students have to travel on their own to the location. Field work is mandatory.</p>
Teaching method(s) and student workload	<p>Approximate student workload almost 200 hours in total</p> <p>Indicative student workload hours per type of activity: 40 hours - attending lectures including workshops</p>



	140 hours – team work 20 hours - coaching
Rating scale	<i>Numeral between 1 and 10 with a decimal fraction</i>
Examination	<p>FI Partial exam 1 (50): Name: Facilitating a multi stakeholder process Format: oral, individual, mark</p> <p><i>Description:</i></p> <p>SE Partial exam 2 (50): Name: Presenting trending topics in rural development Format: individual products; mark</p> <p><i>Description:</i> <i>Outcome gelinked aan process design in a MSP way.</i></p>
Mandatory literature	<i>See Moodlerooms.</i>
Category of unit of study	<i>STD – standard unit of study</i>
Contactperson	<i>Monique Heger; monique.heger@hvhl.nl</i>
Language	<i>English</i>
Credits	<i>7</i>
Term	<i>Term 2</i>
Entry requirements/ prerequisites	<i>None</i>
Capacity/waiting list	<i>No</i>

Exams

<i>Name and code of the exam</i>	<i>Weight</i>	<i>Rating scale exam</i>	<i>Individual(s) entering grade + username(s)</i>	<i>Enrollment exam in SIS?</i>	<i>To schedule</i>	<i>Exam type</i>	<i>Exam duration (in minutes)</i>	<i>Exam policy</i>	<i>Examperiod(s)</i>							
									<i>18/19 Term 1</i>	<i>18/19 Term 2 week 6</i>	<i>18/19 Term 2</i>	<i>18/19 Term 3 week 2</i>	<i>18/19 Term 3</i>	<i>18/19 Term 4 week 6</i>	<i>18/19 Term 4</i>	<i>18/19 resit propedeuse</i>
Facilitating a multi stakeholder process	50	1-10	Monique Heger, vac	<input type="checkbox"/>	X	Oral	-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presenting trending topics in rural development	50	1-10	Monique Heger, vac	<input type="checkbox"/>	<input type="checkbox"/>	Individual products	-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Appendix 4.7 SVC study units

4.7.1 Study units of major Sustainable Value Chains; year 2

Year 2 TERM 2

Study unit - code	VID2 SP VE
Study unit – name	Sustainable Production and Fair Trade Principles
Competences	<i>SE – To acquire development sector expertise; level 2</i>
Learning outcomes	<p><i>The student:</i></p> <ul style="list-style-type: none"> • <i>Understands and can explain aspects of sustainable production of (tropical) commodities</i> • <i>Understands and can explain market mechanisms for several tropical commodities and related fields as sustainable fisheries and forestry.</i> • <i>Is able to apply an analytical framework for sustainability</i> • <i>Is able to differentiate between various certification schemes and explain characteristics of fair trade principles</i>
Content	<p>Overall this term introduces you to tropical agricultural production, farming systems, cropping patterns, tropical commodities and provides insights on 'sustainability in agriculture' concepts for the rest of the bachelor program. Additionally you will learn about principles and practices of sustainable trade and development.</p> <p>The</p> <p>In the value chain, agricultural production and in particular the primary producers (farmers) play an important role. The decisions producers make in relation to farming systems, cropping patterns, agronomic practices in relation to climatic conditions, soils give crucial background knowledge for the SVC professional. A good understanding of the conditions of tropical agricultural production systems, the critical issues of sustainability and the concerns of a commercial environment is important. This requires balancing between long term strategies (sustainability) and short-term strategies that often drive both commercial departments and farmers. Exploring this field of tensions and challenges prepares the SVC students for their professional career.</p>
Teaching method(s) and student workload	<p>Approximate student workload almost 200 hours in total</p> <p>Indicative student workload hours per type of activity:</p> <p>64 hours - attending lectures including workshops</p> <p>10 hours – teamwork</p> <p>126 hours - studying literature; preparation of lectures and for exam</p> <p>Interactive lectures, desk study, interview, presentations</p>
Rating scale	<i>Numeral between 1 and 10 with a decimal fraction</i>
Examination	<p>SE Partial exam 1 (50):</p> <p>Name: Analysing sustainable agriculture</p> <p>Format: computer; mark</p> <p><i>Description:</i></p>



	<p>SE Partial exam 2 (50): Name: Discussing sustainable agriculture Format: oral; mark</p> <p><i>Description:</i> SE Partial exam 3 (-): Name: Assignments for Sustainable Production Format: written assignments; at least 80% of number of assignments handed in at due dates; pass/fail</p> <p><i>Description:</i> at least 80% of the assignments have to be handed in at due dates.</p>
Mandatory literature	See Moodlerooms.
Category of unit of study	STD – standard unit of study
Contactperson	Arno de Snoo; arno.desnoo@hvhl.nl
Language	English
Credits	7
Term	Term 2
Entry requirements/ prerequisites	None
Capacity/waiting list	No

Exams

Name and code of the exam	Weight	Rating scale exam	Individual(s) entering grade+ username(s)	Enrollment exam in SIS?		Exam type	Exam duration (in minutes)	Exam policy	Examperiod(s)								
				To schedule					18/19 Term 1	18/19 Term 2 week 6	18/19 Term 2	18/19 Term 3 week 6	18/19 Term 3	18/19 Term 4 week 6	18/19 Term 4	18/19 resit propedeuse	
Analysing sustainable agriculture	50	1-10	Arno de Snoo Jan. Hoekstra	X	X	Computer	180	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discussing sustainable agriculture	50	1-10	Arno de Snoo Jan. Hoekstra	<input type="checkbox"/>	X	Oral	60	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assignments for Sustainable Production		Pass/fail	Arno de Snoo Jan. Hoekstra	<input type="checkbox"/>	<input type="checkbox"/>	Assignments	-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Year 2 TERM 3; with RDI major

Study unit - code	VID2 FC VE
Study unit – name	Local Food Chains for Regional Development
Competences	<p>CO – To communicate in an international setting; level 2</p> <p>FI – To facilitate innovation; level 2</p> <p>SE – To acquire development sector expertise; level 2</p>
Learning outcomes	<p>The student:</p> <ul style="list-style-type: none"> • Is able to apply the concepts 'origin food' and 'value chain approach' in the context of sustainable regional development • To differentiate the roles of the stakeholders in regional development • To determine the necessary steps and select appropriate tools for facilitating a decision making process • To write an argumentative text in English
Content	<p>The main focus of this study unit is "How can local food initiatives contribute to sustainable regional development?".</p> <p>Lectures are delivered on the topics of 'origin food' and 'Geographical indication'; value chain concept; the role of government and spatial planning; Developing local products (food or non-food) is a strategy to make change happen in rural areas. Based on the lectures about value chain analysis & development,</p> <p>Students will research a regional food product in the context of sustainable development.</p> <p>English; topics:</p> <ul style="list-style-type: none"> - Academic paper writing skills - Report writing skills
Teaching method(s) and student workload	<p>Approximate student workload almost 200 hours in total</p> <p>Indicative student workload hours per type of activity:</p> <p>16 hours - attending lectures including guest lectures</p> <p>8 hours - coaching and presentation</p> <p>6 hours - training</p> <p>24 hours - attending mini-lectures delivered by students</p> <p>24 hours - team work on assignment 'local product'</p> <p>90 hours - self-study</p>
Rating scale	<i>Numeral between 1 and 10 with a decimal fraction</i>
Examination	<p>SE Partial exam 1 (40):</p> <p>Name: Applying 'origin food' concept in regional development context</p> <p>Format: computer; mark</p> <p><i>Description:</i></p> <p>Combination of multiple-choice questions and questions related to a short case.</p> <p>FI Partial exam 2 (30):</p> <p>Name: Explaining interactive decision-making processes</p>



	<p>Format: oral; mark</p> <p><i>Description:</i> Oral based on portfolio: poster, explanatory notes, and mandatory workshops.</p> <p>CO Partial exam 3 (30): Name: Writing argumentative text (English) Format: computer; mark</p> <p><i>Description:</i></p>
Mandatory literature	<i>Titles are available through the study unit manual and Moodlerooms.</i>
Category of unit of study	<i>STD – standard unit of study</i>
Contactperson	<i>Jan Hoekstra; jan.hoekstra@hvhl.nl</i>
Language	<i>English</i>
Credits	<i>7</i>
Term	<i>Term 3</i>
Entry requirements/prerequisites	<i>None</i>
Capacity/waiting list	<i>No</i>

Exams

<i>Name and code of the exam</i>	<i>Weight</i>	<i>Rating scale exam</i>	<i>Individual(s) entering grade+ username(s)</i>	<i>Enrollment exam in SIS?</i>	<i>To schedule</i>	<i>Exam type</i>	<i>Exam duration (in minutes)</i>	<i>Exam policy</i>	<i>Exam period(s)</i>								
									<i>18/19 Term 1</i>	<i>18/19 Term 2 week 6</i>	<i>18/19 Term 2</i>	<i>18/19 Term 3 week 6</i>	<i>18/19 Term 3</i>	<i>18/19 Term 4 week 6</i>	<i>18/19 Term 4</i>	<i>18/19 resit propedeuse</i>	
Applying 'origin food' concept in regional development context	40	1-10	Jan Hoekstra, Arno de Snoo	X	X	Computer	180	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	X	<input type="checkbox"/>	<input type="checkbox"/>
Explaining interactive decision making processes	30	1-10	Jan Hoekstra, Arno de Snoo	<input type="checkbox"/>	X	oral	-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	X	<input type="checkbox"/>	<input type="checkbox"/>	
Writing argumentative text	30	1-10	Reena Bakker-Dhaliwal, Jan Hoekstra	X	X	Computer	180	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	X	<input type="checkbox"/>	<input type="checkbox"/>	



Year 2 TERM 4

Study unit - code	VID2 CA VE
Study unit – name	Chain Analysis for Creating Social Impact
Competences	<p><i>SE – To acquire development sector expertise; level 2</i></p> <p><i>MP – To design and manage development initiatives and projects; level 2</i></p> <p><i>CO – To communicate in an international setting; level 2</i></p>
Learning outcomes	<p><i>The student:</i></p> <ul style="list-style-type: none"> • <i>Is able to efficiently search, select and process secondary information to analyse a value chain (SE)</i> • <i>Is able to apply a range project management tools in a simulated reality (MP)</i> • <i>Can elaborate how organised farmers may play a role in getting access to markets (SE)</i> • <i>Shows a high level of professionalism in both team work and communicating its results (CO)</i>
Content	<p>Description:</p> <p>This study unit 'Chain analysis for creating social impact' provides expertise about executing a sector analysis with the aim to strengthen the farmers' market position in a sustainable way.</p> <p>Based on readily available and collected information, a student team proposes contextualised and concrete interventions to enhance market access of farmers.</p> <p>Interventions will be designed using project management tools including Theory of Change.</p> <p>Second foreign language (assessment in year 2, term 4)</p>
Teaching method(s) and student workload	<p>Approximate student workload almost 200 hours in total</p> <p>Indicative student workload hours per type of activity:</p> <p>40 hours - attending lectures including workshops</p> <p>20 hours – study materials on project management</p> <p>20 hours – individual scoping phase; writing mandatory individual (research) assignments</p> <p>100 hours – teamwork including coaching</p> <p>20 hours - studying literature; preparation of lectures and for exam</p>
Rating scale	<i>Numeral between 1 and 10 with a decimal fraction</i>
Examination	<p>SE Partial exam 1 (50):</p> <p>Name: Analysing sector issues</p> <p>Format: team report; mark</p> <p><i>Description:</i></p> <p>MP Partial exam 2 (30):</p> <p>Name: Discussing chain interventions</p> <p>Format: oral; mark</p> <p><i>Description:</i></p>



	CO Partial exam 3 (20): Name: Writing a 2 nd Foreign Language Format: written; mark Description: Listening, reading and writing, including grammar and vocabulary.
Mandatory literature	<i>Titles are available through the study unit manual and Moodlerooms.</i>
Category of unit of study	<i>STD – standard unit of study</i>
Contact person	<i>Leonoor Akkermans; leonoor.akkermans@hvhl.nl</i>
Language	<i>English</i>
Credits	<i>7</i>
Term	<i>Term 4</i>
Entry requirements/prerequisites	<i>None</i>
Capacity/waiting list	<i>No</i>

Exams

Name and code of the exam	Weight	Rating scale exam	Individual(s) entering grade+ username(s)	Enrollment exam in SIS?	To schedule	Exam type	Exam duration (in minutes)	Exam policy	Exam period(s)								
									18/19 Term 1	18/19 Term 2 week 6	18/19 Term 2	18/19 Term 3 week 6	18/19 Term 3	18/19 Term 4 week 6	18/19 Term 4	18/19 resit propedeuse	
Analysing sector issues	50	1-10	Leonoor Akkermans, Jan Hoekstra	<input type="checkbox"/>	<input type="checkbox"/>	Team report	-	<input type="checkbox"/>	<input type="checkbox"/>								
Discussing chain interventions	30	1-10	Leonoor Akkermans, Jan Hoekstra	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Oral	30	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>							
Writing a 2nd Foreign Language	20	1-10	Amaya Quintero Alvarez, Leonoor Akkermans	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Written	90	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>							



4.7.2 Study units of major Sustainable Value Chains; year 3

Year 3 TERM 1

Study unit - code	VID3 SP VE
Study unit – name	Sustaining People, the Planet, and Prosperity
Competences	<i>MP – To design and manage development initiatives and projects; level 3 SE – To acquire development sector expertise; level 3</i>
Learning outcomes	<p><i>The student:</i></p> <ul style="list-style-type: none"> • <i>Understands organic agricultural production.</i> • <i>Apply theory to real life case to set up a commodity project.</i> • <i>Create opportunities for communication in the value chain</i> • <i>Understands basics of sustainable finance</i> • <i>Understand the concepts of ecosystem services</i> • <i>Can analyse the supply chain and act on market opportunities.</i>
Content	<p>During the last Term of the Major phase of the SVC programme the students will work on the core competence of SVC: To develop a sustainable agricultural chain i.e. developing sustainable cultivation plans, negotiate and creating opportunities with stakeholders in the chain.</p> <p>Practical study will be made possible by visits to organic farms.</p> <p>Additionally the students work on a case-study of farmers who are interested to convert their farm into a sustainable enterprise using Organic Farm practices or LEISA- methods (Low External Input and Sustainable Agricultural) or Fair Trade Certification.</p> <p>After analysing the farming system students will design a conversion plan for these farmers of which the cultivation plan is the most important element. Possible bottlenecks in the process of conversion are identified and the kind of support needed for the farmers to get a certification is suggested. The proposed crop rotation should be critically looked at from the different perspectives –sustainability, economics and labour. Strategies for soil and pest and disease management are part of the cultivation plan.</p> <p>The cultivation plan does not make sense if it is not clear what will be done with the product, therefore a market access plan is essential.</p> <p>The Market Access Plan and the Conversion Plan are interconnected. One cannot do without the other. The Market Access Plan contains strategies for the farmers groups based on research obtained from primary and secondary sources.</p> <p>Ideally first a Market Access Plan is designed, before the cultivation plan. This Market Access Plan is an analysis of the consumer demand, the crop range, price levels and volumes required, committed market channels and enabling environment. It entails also an analysis of the need to guarantee chain.</p>
Teaching method(s) and student workload	<p>Approximate student workload almost 200 hours in total</p> <p>Indicative student workload hours per type of activity: 50 hours - attending lectures including workshops</p>



	100 hours – teamwork including coaching 20 hours – farm visit 10 hours - studying literature; preparation of lectures and for exam
Rating scale	<i>Numeral between 1 and 10 with a decimal fraction</i>
Examination	<p>SE Partial exam 1 (40): Name: Assessing people, planet, prosperity Format: computer; mark</p> <p><i>Description:</i></p> <p>SE Partial exam 2 (30): Name: Reporting people, planet, prosperity Format: team report; mark</p> <p><i>Description:</i></p> <p>MP / SE Partial exam 3 (30): Name: Oral on people, planet, prosperity Format: oral; mark</p> <p><i>Description:</i></p>
Mandatory literature	<i>Titles are available through the study unit manual and Moodlerooms.</i>
Category of unit of study	<i>STD – standard unit of study</i>
Contactperson	<i>Arno de Snoo; arno.desnoo@hvhl.nl</i>
Language	<i>English</i>
Credits	<i>7</i>
Term	<i>Term 1</i>
Entry requirements/ prerequisites	<i>None</i>
Capacity/waiting list	<i>No</i>

Exams

Name and code of the exam	Weight	Rating scale exam	Individual(s) entering grade+ username(s)	Enrollment exam in SIS?	To schedule	Exam type	Exam duration (in minutes)	Exam policy	Examperiod(s)								
									18/19 Term 1	18/19 Term 2 week 6	18/19 Term 2	18/19 Term 3 week 6	18/19 Term 3	18/19 Term 4 week 6	18/19 Term 4	18/19 resit propedeuse	
<i>Assessing people, planet, prosperity</i>	40	1-10	Arno de Snoo, Jan Hoekstra	X	X	Computer	180	X	X	X	<input type="checkbox"/>						
<i>Reporting on people, planet, prosperity</i>	30	1-10	Arno de Snoo, Jan Hoekstra	<input type="checkbox"/>	<input type="checkbox"/>	Team report	-	<input type="checkbox"/>	X	X	<input type="checkbox"/>						
<i>Oral on people, planet, prosperity</i>	30	1-10	Arno de Snoo, Jan Hoekstra	<input type="checkbox"/>	X	Oral	30	<input type="checkbox"/>	X	X	<input type="checkbox"/>						



Year 3 TERM 1; study unit

Study unit - code	VID3 RS VE.1
Study unit – name	Responsible Sourcing and Quality Management
Competences	<i>SE – To acquire development sector expertise; level 2</i> <i>CO – To communicate in an international setting; level 2</i>
Learning outcomes	<p><i>The student:</i></p> <ul style="list-style-type: none"> • <i>Knows and can elaborate on aspects of responsible sourcing and sustainable fruit production</i> • <i>Can individually design and justify an Operational Handbook for a medium sized fruit chain warehouse</i> • <i>Knows how to apply a QMS for this warehouse</i> • <i>Is able to defend the choices made for the Operational Handbook</i>
Content	<p>Ensuring an optimal development of the cooperation within the chain in terms of sustainable production, logistics, quality management, certification systems, marketing and economic equality. Developing sustainable cultivation plans, negotiate and creating opportunities with stakeholders in the chain.</p> <p>Also being able to relate growing and handling practises to quality management.</p> <p>The programme of this term focuses on the analysis of more or less informal supply chains and on the setup of a quality improvement plan. The programme incorporates research on the basis of value chain analysis. We will focus on optimising fruit cultivation production and the function of a wholesale company.</p> <p>It is possible to add more value to agricultural products by chain management. To be able to make an analysis, it is necessary to know the production system of a commodity; the harvesting and post-harvest activities applied; the packing and logistics; and the method of quality management. These activities are laid down in an Operational Handbook (OH)</p> <p>The student will operate as a junior chain development manager of a wholesale company with the task to come up with an improvement plan to increase the quantity and quality of the production. The student will apply for the job as a plant manager on the basis of his own operational handbook and warehouse design.</p> <p>Co-ordinating (part of) projects related to the rural areas of developing countries, either commercial or development-oriented. Designing projects and managing processes, intervening in critical situations.</p>
Teaching method(s) and student workload	<p>Approximate student workload almost 200 hours in total</p> <p>Indicative student workload hours per type of activity:</p> <p>50 hours - attending lectures including excursions and workshops</p> <p>100 hours – individual assignment including coaching</p> <p>50 hours - studying literature; preparation of lectures and for exam</p>
Rating scale	<i>Numeral between 1 and 10 with a decimal fraction</i>
Examination	<p>SE Partial exam 1 (30):</p> <p>Name: Advising on production and sourcing</p>



	<p>Format: computer; mark</p> <p><i>Description:</i></p> <p>SE Partial exam 2 (50): Name: Designing and defending an Operational Handbook Format: oral based on individual products; mark</p> <p><i>Description:</i></p> <p>CO Partial exam 3 (20): Name: Applying a 2nd Foreign language Format: oral; mark</p> <p><i>Description:</i> <i>Speaking, applying grammar and vocabulary in different oral exercises.</i></p>
Mandatory literature	<p><i>Visser and van Goor. (2006) . Logistics, Principles and Practice. Wolters noordhoff. ISBN: 9020733044</i></p> <p><i>Luning and Marcelis. (2009). Food Quality Management. Wageningen Publishers. ISBN: 9086861164</i></p> <p><i>Other titles are available through the study unit manual and Moodlerooms.</i></p>
Category of unit of study	STD – standard unit of study
Contactperson	Arno de Snoo; arno.desnoo@hvhl.nl
Language	English
Credits	7
Term	Term 1
Entry requirements/ prerequisites	None
Capacity/waiting list	No

Exams

Name and code of the exam	Weight	Rating scale exam	Individual(s) entering grade+ username(s)	Enrollment exam in SIS?	To schedule	Exam type	Exam duration (in minutes)	Exam policy	Exam period(s)							
									18/19 Term 1	18/19 Term 2 week 6	18/19 Term 2	18/19 Term 3 week 6	18/19 Term 3	18/19 Term 4 week 6	18/19 Term 4	18/19 resit propedeuse
Advising on production and sourcing	30	1-10	Arno de Snoo, Jan Hoekstra	X	X	Computer	180	X	X	X	<input type="checkbox"/>					
Designing and defending an Operational Handbook	50	1-10	Arno de Snoo, Jan Hoekstra	<input type="checkbox"/>	X	Oral	-	<input type="checkbox"/>	X	X	<input type="checkbox"/>					
Applying a 2nd Foreign Language	20	1-10	Amaya Quintero Alvarez, Jan Hoekstra	X	X	oral	90	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Year 3 TERM 2



Study unit - code	VID3 FC VE
Study unit – name	Facilitation for Inclusive Chain Development
Competences	<i>FI – To facilitate innovation; level 3</i> <i>SE – To acquire development sector expertise; level 3</i>
Learning outcomes	<p><i>The student:</i></p> <ul style="list-style-type: none"> • <i>Reflects on her/his role and capacities as a facilitator of transformative change.</i> • <i>Uses the characteristics, principles and key elements of facilitation of multi-stakeholder partnerships.</i> • <i>Applies a conceptual framework to give meaning to selected information.</i> • <i>Writes an evidence-based essay on a topic linked to the concept of inclusive chain development.</i>
Content	<p>Description:</p> <p>This study unit deals with facilitation for inclusive chain development. To guide value chain development the role of facilitators is important. Such a facilitation trajectory involves multiple stakeholders and, where it concerns issues like child labour or safe working conditions, even a sector as a whole may be engaged.</p> <p>To contribute to the Sustainable Development Goals increasingly companies and organisations are looking for ways to make value chains more sustainable and just. Facilitation of these processes on embedding sustainability issues requires skills and a long-term vision.</p> <p>Second foreign language (assessment; this term 1)</p>
Teaching method(s) and student workload	<p>Approximate student workload almost 200 hours in total</p> <p>Indicative student workload hours per type of activity:</p> <p>40 hours attending lectures including facilitation workshops</p> <p>10 hours preparing, executing and evaluating one of the facilitation workshops</p> <p>60 hours studying literature</p> <p>10 hours developing a conceptual framework</p> <p>10 hours discussing draft papers of peers</p> <p>40 hours writing mandatory assignment: individual paper</p> <p>30 hours studying literature and preparation for exam</p>
Rating scale	<i>Numeral between 1 and 10 with a decimal fraction</i>
Examination	<p>FI Partial exam 1 (60):</p> <p>Name: Facilitation for inclusive chain development</p> <p>Format: oral; mark</p> <p><i>Description:</i></p> <p>Oral is based on portfolio of a range of team and individual products in a facilitation trajectory; and theory.</p> <p>SE Partial exam 2 (40):</p>



	<p>Name: Writing an article on chain facilitation</p> <p>Format: individual paper; mark</p> <p><i>Description:</i></p>
Mandatory literature	<p><i>The MSP guide (2015), Brouwer H. et al. CDI Wageningen</i></p> <p><i>Titles are available through the study unit manual and Moodlerooms.</i></p>
Category of unit of study	STD – standard unit of study
Contact person	Jan Hoekstra; jan.hoekstra@hvhl.nl
Language	English
Credits	7
Term	Term 1
Entry requirements/prerequisites	None
Capacity/waiting list	No

Exams

Name and code of the exam	Weight	Rating scale exam	Individual(s) entering grade+ username(s)	Enrollment exam in SIS?	To schedule	Exam type	Exam duration (in minutes)	Exam policy	Exam period(s)							
									18/19 Term 1	18/19 Term 2 week 6	18/19 Term 2	18/19 Term 3 week 2	18/19 Term 3	18/19 Term 4 week 6	18/19 Term 4	18/19 resit propedeuse
Facilitation for inclusive chain development	60	1-10	Jan Hoekstra, Arno de Snoo	<input type="checkbox"/>	X	Oral	30	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing an article on chain facilitation	40	1-10	Jan Hoekstra, Arno de Snoo	<input type="checkbox"/>	<input type="checkbox"/>	Individual paper	-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



4.8 Minors for IDM

Unit of study	Minor; information depends on the chosen minor
Competences	Depending on chosen minor.
Learning outcomes	Depending on chosen minor.
Entry requirements / prerequisites	<p>Passing the foundation phase examination (propaedeutic) is a requirement for admission to the minor.</p> <p>A second requirement is that a student may be no more than 30 ECTS behind in the main phase of the programme.</p> <p>The minor is approved by the major co-ordinator, based on the following criteria:</p> <ul style="list-style-type: none"> - The minor should be in line with the domain of the major and at the appropriate level (final phase Bachelor or Master). - It is an existing minor; if not, then the (sub)modules should cover not more than two subjects. - The minor should be in line with the student's PDP (Personal Development Plan).
Content	The minor should deliver students added value in their development.
Student workload	Approximate student workload almost 840 hours in total
Language	Depending on chosen minor
Teaching methods	Depending on chosen minor
Examination	Depending on chosen minor
Credits	30
Term	Terms 1 and 2; year 4. Or, Terms 3 and 4; year 3
Mandatory literature	<i>Depending on chosen minor.</i>
Contact person	<p>Major coordinator DRM: Annelies Heijmans; annelies.heijmans@hvhl.nl</p> <p>Major coordinator RDI: Marcel Put; marcel.put@hvhl.nl</p> <p>Major coordinator SVC: Arno de Snoo; arno.desnoo@hvhl.nl</p>
Remarks	



Appendix 4.9 STUDY UNITS Second Foreign Languages

Appendix 4.9.1 Year 2 TERM 2, 3, 4 & Year 3 TERM 1; Spanish

Unit of study - code	See below under "Examination" for the concerned study units in the respective IDM years
Study unit - name	SVC/ RDI/ DRM: Using Second Foreign Language*: Spanish
Competences	CO – to communicate in an international setting
Learning outcomes	The student is able to: <ul style="list-style-type: none"> - Communicate at an elementary level (A1/A2) with a native speaker of Spanish, using a functional vocabulary and the basic grammatical structures; - Understand a Spanish native speaker in conversation, that is understand the relevant information; - Comprehend descriptive, functional texts, informative practical texts and texts related to real-life situations and field of study at level A1/A2; - Write a simple text related to own study field or personal letter in which spelling, accents, and punctuation are used properly, and in which grammar and vocabulary are appropriately; - Give a short presentation about the study field or professional organization involved and being able to answer questions.
Entry	None
Content	This beginner's level course mainly emphasizes on speaking, listening, writing and on reading comprehension as well; in each class, the instruction provides the grammar and vocabulary needed to reach the level of proficiency. All of the exercises are focused on practical, real-life situations and business life; in addition, vocabulary is related to the vocational field of study.
Student workload	Approximate student workload hours in total = 160 hours
Languages	Spanish and English
Teaching methods	Interactive sessions
Examination	Examination in <u>year 2</u> , term 4 of DRM, RDI and SVC: Partial exam 3 in: VID2 CF VE.1 / VID3 FP VE.1 / VID3 CA VE Name: Writing a 2 nd Foreign Language Format: written; mark Description: Listening, reading and writing, including grammar and vocabulary. Examination <u>year 3</u> , term 1 Partial exam 3 in: VID3 BR VE.3 / VID3 FM1 VE.1 / VID3 RS VE.1 Name: Applying a 2 nd Foreign language Format: oral; mark Description: Speaking , applying grammar and vocabulary in different oral exercises.
Term	Lectures are delivered in terms 2, 3 and 4 of year 2; and term 1 of year 3
Mandatory literature	AULA INTERNACIONAL 1, Nueva edición (glosario + audio cd) ISBN: 978-94-6030-6150
Contact person	Spanish Lecturer Amaya Quintero Álvarez; amaya.quinteroalvarez@hvhl.nl

*As part of the taught programme in Y2 and Y3, students must also choose to study Spanish, German or Dutch as a second foreign language. If students consider neither of these languages to be relevant, another language course at the same level can be followed outside VHL University at students' own expenses.



Appendix 4.9.2 Year 2 TERM 2+3+4 & Year 3 TERM 1; German

Unit of study - code	See below under "Examination" for the concerned study units in the respective IDM years
Study unit - name	SVC/ RDI/ DRM: Using Second Foreign Language*: German
Competences	CO – to communicate in an international setting
Learning outcomes	<p>The student is able to:</p> <ul style="list-style-type: none"> - Communicate with native German speakers on elementary level (A1/A2), using basic general expressions and business vocabulary and basic grammatical structures; - Understand German native speakers in a business conversation and understand business presentations - Comprehend business information, general information and e-mails, informative practical texts and texts related to daily life and field of study at level A1/A2; - Write simple business e-mails, making appointments and reservations and describing work tasks and filling in forms in which spelling, umlauts, and punctuation are used properly, and in which grammar and vocabulary are used appropriately; - Give a short business presentation or a presentation about the study field or professional organization involved and being able to answer questions from the audience.
Entry	None
Content	This beginner's level course mainly emphasizes on speaking, listening, writing and on reading comprehension as well; in each class, the instruction provides the grammar and vocabulary needed to reach the level of proficiency. All of the exercises are focused on practical, real-life situations and business life; in addition, vocabulary is related to the vocational field of study.
Student workload	Approximate student workload hours in total = 160 hours
Languages	German and English
Teaching methods	Interactive sessions
Examination	<p>Examination in <u>year 2</u>, term 4 of DRM, RDI and SVC: Partial exam 3 in: VID2 CF VE.1 / VID3 FP VE.1 / VID3 CA VE Name: Writing a 2nd Foreign Language Format: written; mark</p> <p><i>Description: Listening, reading and writing, including grammar and vocabulary.</i></p> <p>Examination <u>year 3</u>, term 1 Partial exam 3 in: VID3 BR VE.3 / VID3 FM1 VE.1 / VID3 RS VE.1 Name: Applying a 2nd Foreign language Format: oral; mark</p> <p><i>Description: Speaking, applying grammar and vocabulary in different oral exercises.</i></p>
Term	Lectures are delivered in terms 2, 3 and 4 of year 2; and term 1 of year 3
Mandatory literature	<p>DAF im Unternehmen A1/A2, Kursbuch (mit Audios und Filmen online). ISBN: 978-3-12-676460-5</p> <p>DAF im Unternehmen A1/A2, Übungsbuch (mit Audios online) ISBN: 978-3-12-676459-9</p>
Contact person	German Lecturer Beate Olfen; beate.olfen@hvhl.nl

*As part of the taught programme in Y2 and Y3, students must also choose to study Spanish, German or Dutch as a second foreign language. If students consider neither of these languages to be relevant, another language course at the same level can be followed outside VHL University at students' own expenses



Appendix 4.9.3 Year 2 TERM 2+3+4 & Year 3 TERM 1; Dutch

Unit of study - code	See below under "Examination" for the concerned study units in the respective IDM years
Study unit - name	SVC/ RDI/ DRM: Using Second Foreign Language*: Dutch
Competences	<i>CO – to communicate in an international setting</i>
Learning outcomes	The student is able to: <ul style="list-style-type: none"> - <i>Communicate at an elementary level (A1/A2) with a native speaker of Dutch, using a functional vocabulary and the basic grammatical structures;</i> - <i>Understand a Dutch native speaker in conversation, that is understand the relevant information;</i> - <i>Comprehend descriptive, functional texts, informative practical texts and texts related to real-life situations and field of study at level A1/A2;</i> - <i>Write a simple text or personal letter in which spelling, accents, and punctuation are used properly, and in which grammar and vocabulary are appropriately applied.</i>
Entry	None
Content	This beginner's level course mainly emphasizes on speaking, listening, writing and on reading comprehension as well; in each class, the instruction provides the grammar and vocabulary needed to reach the level of proficiency. All of the exercises are focused on practical, real-life situations and business life.
Student workload	Approximate student workload hours in total = 160 hours
Languages	Dutch and English
Teaching methods	Interactive sessions
Examination	Examination in <u>year 2</u> , term 4 of DRM, RDI and SVC: Partial exam 3 in: VID2 CF VE.1 / VID3 FP VE.1 / VID3 CA VE <i>Name:</i> Writing a 2 nd Foreign Language <i>Format:</i> written; mark <i>Description:</i> <i>Listening, reading and writing, including grammar and vocabulary.</i> Examination <u>year 3</u> , term 1 Partial exam 3 in: VID3 BR VE.3 / VID3 FM1 VE.1 / VID3 RS VE.1 <i>Name:</i> Applying a 2nd Foreign language <i>Format:</i> oral; mark <i>Description:</i> Speaking , <i>applying grammar and vocabulary in different oral exercises.</i>
Term	<i>Lectures are delivered in terms 2, 3 and 4 of year 2; and term 1 of year 3</i>
Mandatory literature	NEDERLANDS IN GANG. <i>Nederlands voor hoogopgeleide anderstaligen (Text book + website)</i> ISBN: 978-904-690-5609
Contact person	<i>Dutch lecturer Yvette Tijssen; yvette.tijssen@hvhl.nl</i>

*As part of the taught programme in Y2 and Y3, students must also choose to study Spanish, German or Dutch as a second foreign language. If students consider neither of these languages to be relevant, another language course at the same level can be followed outside VHL University at students' own expenses.



Appendix 5: ASSESSMENT PLAN 2019-2020 OF THE FULLTIME BACHELOR'S PROGRAMME INTERNATIONAL DEVELOPMENT MANAGEMENT

Legenda for colours as used in the next tables:

first year IDM	IDM generic study units	DRM study units	RDI study units	SVC study units
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Name of Study Unit			AR -to conduct applied research	CO - to communicate in an international setting	FI to facilitate innovation	MO to manage organisational development	MP to design and manage development projects and initiatives	PL to develop personal leadership	SE to acquire development sector expertise
Year 1	Term 1	DEVELOPMENT SECTOR ANALYSIS	VID1 DA VE-2				Level 1	Level 1	
		DEVELOPMENT AND SUSTAINABILITY	VID1 DS VE-1						Level 1
	Term 2	SUSTAINABLE RURAL LIVELIHOODS	VID1 RL VE						Level 1
		APPLIED RESEARCH I	VID1 AR VE-2	Level 1	Level 1				
	Term 3	PROJECT MANAGEMENT	VID1 PM VE-3				Level 1		
ORGANISATIONAL DEVELOPMENT		VID1 OI VE-1		Level 1		Level 1			
Term 4	INNOVATION FOR DEVELOPMENT	VID1 ID VE-2			Level 1				
	CONTESTED GLOBAL ISSUES	VID1 CI VE						Level 1	Level 1
		PERSONAL LEADERSHIP DEVELOPMENT I	VID1 PD VE					Level 1	
Year 2	Term 1	INTERNSHIP	VID2 IN VE		Level 2		Level 2	Level 2	Level 2
	Term 2	APPLIED RESEARCH II	VID2 AR VE	Level 2					
		DISASTERS, CONFLICT AND RESPONSES	VID2 DR VE						
		DYNAMICS OF RURAL DEVELOPMENT	VID2 RD VE-2						Level 2



Name of Study Unit				AR -to conduct applied research	CO - to communicate in an international setting	FI to facilitate innovation	MO to manage organisational development	MP to design and manage development projects and initiatives	PL to develop personal leadership	SE to acquire development sector expertise
		SUSTAINABLE PRODUCTION AND FAIR TRADE PRINCIPLES	VID2 SP VE							Level 2
	Term 3	INNOVATION MAPPING	VID2 IM VE					Level 2		Level 2
		AID ARCHITECTURE	VID2 AA VE-1		Level 2	Level 2				Level 2
		LOCAL FOOD CHAINS FOR REGIONAL DEVELOPMENT	VID2 FC VE		Level 2	Level 2				Level 2
		LOCAL FOOD CHAINS FOR REGIONAL DEVELOPMENT	VID2 FC VE		Level 2	Level 2				Level 2
	Term 4	DEFENDING A BUSINESS CASE	VID2 BC VE		Level 2		Level 2			
		CRISIS AND FOODSECURITY	VID2 CF VE-1		Level 2		Level 2	Level 2		Level 2
		PARTICIPATION FOR EMPOWERMENT	VID2 PE VE		Level 2		Level 2	Level 2		Level 2
		CHAIN ANALYSIS FOR CREATING SOCIAL IMPACT	VID2 CA VE		Level 2		Level 2	Level 2		Level 2
		PERSONAL LEADERSHIP DEVELOPMENT II	VID2 PD VE						Level 2	
Year 3	Term 1	PROFESSIONAL CONSULTANCY TRAINING	VID3 CT VE					level 3		level 3
		PARTICIPATIVE PLANNING	VID3 PP VE-1					level 3		level 3
		SUSTAINING PEOPLE, PLANET, AND PROSPERITY	VID3 SP VE					level 3		level 3
		BUILDING RESILIENT COMMUNITIES	VID3 BR VE-3		Level 2					Level 2
		FACILITATION OF MSP I	VID3 FM1 VE-2		Level 2					Level 2
		RESPONSIBLE SOURCING AND QUALITY MANAGEMENT	VID3 RS VE-1		Level 2					Level 2
	term 2	DISASTER RISK REDUCTION	VID3 DR VE				level 3			level 3
		FACILITATION OF MSP II	VID3 FM2 VE				level 3			level 3
		FACILITATION FOR INCLUSIVE CHAIN DEVELOPMENT	VID3 FC VE				level 3			level 3
		INTEGRATED LANDSCAPE APPROACHES	VID3 LA VE		level 2					level 2
	PERSONAL LEADERSHIP DEVELOPMENT III	VID3 PD VE						Level 2		
Term 3/4	MAJOR SPECIFIC INTERNSHIP (or minor)	VID3 II VE				level 3		level 3	level 3	
Year 4	Term 1/2	MINOR (or internship)	Minor							
	Term 3/4	MAJOR SPECIFIC THESIS	VID4 IT VE	level 3	level 3					level 3



Appendix 6: GRADUATION PROGRAMMES 2019-2020 OF THE FULLTIME BACHELOR'S PROGRAMME INTERNATIONAL DEVELOPMENT MANAGEMENT

Overview of the IDM graduation programme cohort 2016-20. Applying to students who started in September 2016 (academic year 2016-2017). (See also Article 3.1 concerning Designation cum laude).

Major	Study unit code	Name of study unit	Competences (See Article 2.4 for an explanation of acronyms.)						
			AR	CO	FI	MO	MP	PL	SE
DRM									
	VID4 IT VE	Major specific Thesis	X	X					X
	VID3 II VE	Major specific Internship				X		X	X
	VID3 CT VE	Professional Consultancy Training					X		X
	VID3 DR VE	Disaster Risk Reduction			X				X
RDI									
	VID4 IT VE	Major specific Thesis	X	X					X
	VID3 II VE	Major specific Internship				X		X	X
	VID3 PP VE	Participative Planning					X		X
	VID3 FM2 VE	Facilitation of Multi stakeholder Partnerships II			X				X
SVC									
	VID4 IT VE	Major specific Thesis	X	X					X
	VID3 II VE	Major specific Internship				X		X	X
	VID3 SP VE	Sustaining People, the Planet, and Prosperity					X		X
	VID3 FC VE	Facilitation for Inclusive Chain Development			X				X



Overview of the IDM graduation programme cohort 2017-21. Applying to students who started in September 2017 (academic year 2017-2018). (See also Article 3.1 concerning Designation cum laude).

Major	Study unit code	Name of study unit	Competences (See Article 2.4 for an explanation of acronyms.)						
			AR	CO	FI	MO	MP	PL	SE
DRM									
	VID4 IT VE	Major specific Thesis	X	X					X
	VID3 II VE	Major specific Internship				X		X	X
	VID3 CT VE	Professional Consultancy Training					X		X
	VID3 DR VE	Disaster Risk Reduction			X				X
RDI									
	VID4 IT VE	Major specific Thesis	X	X					X
	VID3 II VE	Major specific Internship				X		X	X
	VID3 PP VE	Participative Planning					X		X
	VID3 FM2 VE	Facilitation of Multi stakeholder Partnerships II			X				X
SVC									
	VID4 IT VE	Major specific Thesis	X	X					X
	VID3 II VE	Major specific Internship				X		X	X
	VID3 SP VE	Sustaining People, the Planet, and Prosperity					X		X
	VID3 FC VE	Facilitation for Inclusive Chain Development			X				X



Appendix 7: OVERVIEW OF THE STUDY UNITS OF THE FULLTIME BACHELOR'S PROGRAMME INTERNATIONAL DEVELOPMENT MANAGEMENT THAT PHASE OUT IN 2019-2020



The overview below presents all study units with both a change of name and a new code – sometimes getting an extension number, only.

year, term, code	name study unit	2018-2019					
Year 1 IDM		Year 1 IDM					
VID1 DA VE 2	DEVELOPMENT SECTOR ANALYSIS	VID1 DA VE 1	DEVELOPMENT SECTOR ANALYSIS				
computer 50%	Analysing the development sector	computer 50%	Analysing the development sector				
team report 50%	Analysing a social enterprise	team report 50%	Analysing a social enterprise				
		pass / fail	Reflecting on team work				
Year 2 RDI		Year 2 RDI					
VID2 PE VE	PARTICIPATION FOR EMPOWERMENT	VID2 FP VE 1	FACILITATION AND PARTICIPATION FOR EMPOWERMENT				
oral 30%	Designing proposals for civil society building						
		oral 30%	Facilitating interactive processes				
computer 50%	Understanding participatory approaches	computer 50%	Applying participatory approaches				
written 20%	Writing a 2nd Foreign Language	written 20%	Writing a 2nd Foreign Language				
Year 3 IDM		Year 3 IDM					
VID3 LA VE	INTEGRATED LANDSCAPE APPROACHES	VID3 SD VE	SPATIAL DIMENSIONS OF DRM	VID3 LG VE-1	LANDSCAPE GOVERNING FOR RDI	VID3 TS VE 1	TRACEABILITY FOR SUSTAINABILITY
written 40%	Understanding Integrated landscape approaches	written 40%	Understanding Spatial Dimensions of DRM	written 40%	Understanding landscape governing for RDI	written 40%	Understanding traceability for sustainability
individual report 30%	Applying ICT for scenario building	individual report 30%	Applying ICT for scenario building	individual report 30%	Applying ICT for scenario building	individual report 30%	Applying ICT for scenario building
oral 30%	Defending ICT applications	oral 30%	Defending ICT applications	oral 30%	Defending ICT applications	oral 30%	Defending ICT applications
VID3 II VE	MAJOR SPECIFIC INTERNSHIP INTERNATIONAL DEVELOPMENT MANAGEMENT	VID3 I3 VE 1	INTERNSHIP DISASTER RISK MANAGEMENT	VID3 I2 VE 1	INTERNSHIP RURAL DEVELOPMENT AND INNOVATION	VID3 I1 VE 1	INTERNSHIP SUSTAINABLE VALUE CHAINS
report 25%	Reflecting on personal performance	report 25	Reflecting on personal performance	report 25	Reflecting on personal performance	report 25	Reflecting on personal performance



year, term, code	name study unit		2018-2019				
report 50%	Managing an internship project		report 50 Managing an internship project		report 50 Managing an internship project		report 50 Managing an internship project
oral 25%	Explain and defend sector specific concepts, approaches and tools		oral 25 Explain and defend sector specific concepts, approaches and tools		oral 25 Explain and defend sector specific concepts, approaches and tools		oral 25 Explain and defend sector specific concepts, approaches and tools
Year 3 DRM			Year 3 DRM				
Written 50%	Building Resilient Communities		Written 50% Building Resilient Communities				
Oral, team 30%	Defending a case study report		Oral, team 30% Defending a case study report				
Oral 20%	Applying a 2nd Foreign Language		Written 20% Applying a 2nd Foreign Language				
Year 3 RDI			Year 3 RDI				
VID3 FM1 VE 1	FACILITATION OF MULTI STAKEHOLDER PARTNERSHIPS I		VID3 FM1 VE FACILITATION OF MULTI STAKEHOLDER PARTNERSHIPS I				
computer 80%	Understanding multi stakeholder partnerships		computer 50% Knowing multi stakeholder partnerships				
			individual products 30% Process design				
written 20%	Applying a 2nd Foreign Language		oral 20% Applying a 2nd Foreign Language				
VID3 PP VE 1	PARTICIPATIVE PLANNING		VID3 PP VE PARTICIPATIVE PLANNING				
			written 40% Writing a project proposal				
written 40%	Designing a participatory plan						
			oral 40% Bidding for a EU project				
oral 20%	Bidding for a EU project						
			written 20% Making an advocacy plan				
oral 40%	Advocating by pitch						
Year 3 SVC			Year 3 SVC				
Computer 30%	Advising on production and sourcing		Computer 30% Advising on production and sourcing				
Oral 50%	Designing and defending an Operational Handbook		Oral 50% Designing and defending an Operational Handbook				



year, term, code	name study unit	2018-2019					
oral 20%	Applying a 2nd Foreign Language	written 20%	Applying a 2nd Foreign Language				
Year 4 IDM		Year 4 IDM					
VID4 IT VE	MAJOR SPECIFIC THESIS INTERNATIONAL DEVELOPMENT MANAGEMENT	VID4 T3 VE	THESIS DISASTER RISK MANAGEMENT	VID4 T2 VE	THESIS RURAL DEVELOPMENT AND INNOVATION	VID4 T1 VE	THESIS SUSTAINABLE VALUE CHAINS
report 50%	Writing a thesis report	report 50%	Writing a thesis report	report 50%	Writing a thesis report	report 50%	Writing a thesis report
oral 40%	Defending a thesis report	oral 40%	Defending a thesis report	oral 40%	Defending a thesis report	oral 40%	Defending a thesis report
oral 10%	Writing a thesis article	oral 10%	Writing a thesis article	oral 10%	Writing a thesis article	oral 10%	Writing a thesis article



The following 6 study units have a new examination format. The others keep the exact same examination format; these concern mergers of study units separately offered by the 3 majors into IDM-wide interdisciplinary study units with major specific entry points. The study unit that phases out can be scheduled at the same date and time as the new one.

Study unit - code	VID1 DA VE 1
Study unit – name	Development Sector Analysis

Name of the exam	Weight	Rating scale exam	Individual(s) entering grade+ username(s)	Enrollment exam in SIS?		Exam type	Exam duration (in minutes)	Exam policy	Exam period(s)									
				To schedule					18/19 Term 1	18/19 Term 2 week 6	18/19 Term 2	18/19 Term 3 week 6	18/19 Term 3	18/19 Term 4 week 6	18/19 Term 4	18/19 resit propedeuse	19/20 term 1 week 6	
Analysing the development sector	50	1-10	Ard Schoemaker, Monique Heger	X	X	Computer	120	X	X	X								
Analysing a social enterprise	50	1-10	Ard Schoemaker, Monique Heger			Team report	-		X	X								
Reflecting on team work		Pass/fail	Ard Schoemaker, Monique Heger			Written	-		X	X								

Study unit - code	VID3 BR VE 3
Study unit – name	Building Resilient Communities

Name and code of the exam	Weight	Rating scale exam	Individual(s) entering grade+ username(s)	Enrollment exam in SIS?		Exam type	Exam duration (in minutes)	Exam policy	Exam period(s)									
				To schedule					18/19 Term 1	18/19 Term 2 week 6	18/19 Term 2	18/19 Term 3 week 6	18/19 Term 3	18/19 Term 4 week 6	18/19 Term 4	18/19 resit propedeuse	19/20 term 1 week 6	
Building Resilient Communities	50	1-10	Gerrit-Jan van Uffelen, Annelies Heijmans		X	Written	180	X	X	X								
Defending a case study report	30	1-10	Gerrit-Jan van Uffelen, Annelies Heijmans		X	Oral, team	-		X	X								
Applying a 2nd Foreign Language	20	1-10	Amaya Quintero Alvarez, Gerrit-Jan van Uffelen	X	X	oral	90		X	X								



Study unit - code	VID2 FP VE 1
Study unit - name	Facilitation and participation for empowerment

Name of the exam	Weight	Rating scale exam	Individual(s) entering grade+ username(s)	Enrollment exam in SIS?	To schedule	Exam type	Exam duration (in minutes)	Exam policy	Examperiod(s)									
									18/19 Term 1	18/19 Term 2 week 6	18/19 Term 2	18/19 Term 3 week 6	18/19 Term 3	18/19 Term 4 week 6	18/19 Term 4	18/19 resit propedeuse	19/20 term 1 week 6	
Facilitating interactive processes	30	1-10	Koos Kingma, Marcel Put	<input type="checkbox"/>	X	Oral	-	<input type="checkbox"/>										
Applying participatory approaches	50	1-10	Koos Kingma, Marcel Put	X	X	Computer	180	X	<input type="checkbox"/>									
Writing a 2nd Foreign Language	20	1-10	Amaya Quintero Alvarez, Koos Kingma	X	X	Written	90	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>							

Study unit - code	VID3 PP VE
Study unit - name	Participative Planning

Name of the exam	Weight	Rating scale exam	Individual(s) entering grade+ username(s)	Enrollment exam in SIS?	To schedule	Exam type	Exam duration (in minutes)	Exam policy	Examperiod(s)									
									18/19 Term 1	18/19 Term 2 week 6	18/19 Term 2	18/19 Term 3 week 6	18/19 Term 3	18/19 Term 4 week 6	18/19 Term 4	18/19 resit propedeuse	19/20 term 1 week 6	
Writing a project proposal	40	1-10	Marcel Put, Jan Hoekstra	<input type="checkbox"/>	<input type="checkbox"/>	Team report	-	<input type="checkbox"/>	X	X	<input type="checkbox"/>							
Bidding for a EU project	40	1-10	Marcel Put, Jan Hoekstra	<input type="checkbox"/>	X	Oral	30	<input type="checkbox"/>	X	X	<input type="checkbox"/>							
Making an advocacy plan	20	1-10	Marcel Put, Jan Hoekstra	<input type="checkbox"/>	<input type="checkbox"/>	Individual report	-	<input type="checkbox"/>	X	X	<input type="checkbox"/>							

Study unit - code	VID3 FM1 VE.1
Study unit - name	Facilitation of Multi Stakeholder Partnerships I

Name of the exam	V	E	R	A	-	L	O	-	V	E	E	T	E	X	A	M	E	Examperiod(s)
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