

Hogeschool Van Hall Larenstein, University of Applied Sciences

Master degree programme Management of Development

Full Study Programme Assessment

Summary

In January 2019 the *hbo*-master programme Management of Development (MOD) of Van Hall Larenstein University of Applied Sciences (VHL) was visited by an audit panel from NQA. MOD is a fulltime one year master study programme (60 EC), that is delivered at the VHL-campus in Velp. MOD applied for the regular NVAO¹-accreditation and for EADI²-accreditation. Both accreditations can be combined, according to the agreement between NVAO and EADI. Based on the NVAO criteria (2016) the audit panel assesses the quality of the MOD study programme as **satisfactory**.

Intended learning outcomes

The programme receives the assessment **satisfactory** on standard 1.

MOD is clear regarding its focus, professional orientation and the role it has in mind for its students and alumni. MOD has a particular niche in (rural) development studies. This is clearly incorporated in the competences and it suites with the intended master level frameworks. The panel advises to stay close to the roots of the programme, because too much divergence can weaken the focus and diverge from the MOD's expertise. MOD's focus can be enhanced even more by including more international members in the PAC, as MOD mentions in its self evaluation report.

Curriculum

The programme receives the assessment **good** on standards 2, 3 and 4, **satisfactory** on standards 5.

MOD offers the students a well structured and organised programme with a clear professional character in a challenging learning environment. The learning goals and activities are clearly described in the module manuals. The MOD programme offers a solid knowledge base and encourages students to link this with their experience. Students gain the knowledge and tools to address multidisciplinary development issues and analyse the underlying questions of complex practice-based problems. MOD brings significant career development for students and lifts students to the desired master's level. The panel senses a particularly strong focus on leadership, interdisciplinarity and commitment. MOD has strong connections with the professional field and lecturers, students themselves and guest lecturers bring in international experience. The attention that MOD has for applied research skills can be enhanced by more formal collaboration with the applied professorships. The panel is positive regarding the appointing of a special staff member to implement this.

The diversity in the classrooms (cultural and disciplinary) promotes a multidisciplinary approach to complex real-life problems. This is very valuable for the professional and personal growth of students. To activate and challenge the students a variety of teaching methods is used. The panel is especially impressed with the way the teachers use the Forum Theatre and the Video Problem Appraisal techniques.

MOD has a rather steady intake of students, mostly because of the dependency on the scholarships provided by the programme of Nuffic. The procedures for admission are clearly described and performed well by MOD in collaboration with Dutch embassies and Nuffic. MOD is successful in bringing all students up to the same desired level in the first block.

¹ NVAO: Nederlands Vlaams Accreditatie Orgaan/Dutch Flemisch Accreditation Organisation

² European Association of Development Research and Training Institutes

Staff

The programme receives the assessment **good** for NVAO, and **satisfactory** for EADI on standard 6.

MOD has a well organised, well sized and dedicated staff team with a good diversity in disciplines and the desired skills in didactical skills and practical and international experience. Lecturers are highly appreciated by students because of their expertise, practical knowledge, accessibility, commitment, international experience and dedication to education and the tutoring of students. The panel senses good leadership and coordination within the team.

For the EADI audit the lack of cultural diversity in staff background is an issue, although the panel acknowledges that MOD is trying to fulfil vacancies with teachers from other continents and/or other cultural backgrounds. Notwithstanding institutional and national policies, more cultural diversity in the team itself would enrich the programme and the experience of the students even more.

Services and facilities

The programme receives the assessment **good** on standards 7 and 8.

MOD has good facilities that contribute to an attractive learning environment for students. Students and teachers make good use of the well equipped lecture rooms and film studio and have good access to computers, software, internet and the well stocked library. Teachers share office space by hot-desking. VHL is working on improvement regarding affordable housing for students. The panel encourages MOD to continue using the possibilities of e-learning with regard to instructional videos and knowledge clips.

Students are very positive about the formal and more informal tutoring and guidance by mentors, teachers and fellow students. Because of the small group size students develop a good personal relationship with staff, and staff are accessible to students. The panel is very positive about the buddy system with Dutch IDM-students and the peer support system with MOD-students during the thesis phase. The information facilities are improving because of the switch to Moodlerooms. The panel agrees with MOD that all VHL-policy documents relevant to international students should be available in English.

Quality assurance

The programme receives the assessment **satisfactory** on standard 9.

MOD has a system of evaluations and improvements in place in accordance with VHL-policy, mostly based on study unit evaluations and the NSE. The education performance is measured against key performance indicators, the PDCA-cycle is in place and improvements have been put in place. The quality assurance cycle is well documented and visible in the improvement plans and the team plan.

Assessment

The programme receives the assessment **satisfactory** on standard 10.

MOD has a clear and adequate assessment system in place by which it can show that the learning outcomes are achieved by the students. MOD uses a good mix of assessments, some clearly innovative. MOD receives the recommendation to continue with the alignment and calibration among lecturers regarding the practice of assessments, especially for the assessment of the thesis. The assessment forms are improving. The panel finds that the exam committee and the recently started assessment committee need more time to consolidate and take control of the

examination quality and to fill in a more active role in coaching examiners on examination and on evaluating the quality of exams.

Achieved learning outcomes

The programme receives the assessment **satisfactory** on standard 11.

The thesis phase is clearly described in the thesis handbook. The students show that they have mastered all competencies and that they can apply knowledge in an applied research project.

The panel has checked fifteen dossiers of thesis projects, including the thesis assessments. In general the theses are sufficient and meet the master's level. Most theses have an academic-practical to applied nature and address interesting current subjects from the student's home organisations. Some theses can improve in the choice and application of a conceptual framework and in the way the multidisciplinary approach of practical issues is demonstrated. MOD can achieve this, because the relevant elements are already woven into the study units and that the line just needs to be pulled through all the way into the graduation phase. The panel is impressed with the personal and professional growth as shown in the students' and alumni's performance, stance, knowledge and their capabilities to address problems with a multi- and interdisciplinary approach.

MOD has started, together with other development and English taught programmes to set up a student and alumni network and can use its network more as a portal to the work field and potential new students.

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Introduction

This is the assessment report of the Master degree programme Management of Development (MOD) offered by Van Hall Larenstein University of Applied Sciences (VHL). VHL applied for a combined accreditation for NVAO and EADI. This is a possibility due to the agreement between NVAO and EADI. The assessment was conducted by an audit panel that was compiled by NQA and approved and commissioned by VHL. Prior to the assessment process the audit panel has been approved by NVAO and EADI.

In this report the audit panel gives account of its findings, considerations and conclusions. The assessment was undertaken according to the *Assessment frameworks for the higher education system* of NVAO (2016)³ and the *NQA Protocol 2018 for extensive programme assessment*.

The site visit took place on January 24th 2019.

The audit panel consisted of:

Mr. dr. ir. E.D. Ekkel (chairperson, representative profession/discipline)

Mr. J. Mönks PhD (representative profession/discipline EADI)

Mrs. dr. J.R. Budds MA DPhil (representative profession/discipline)

Mr. drs. J.J. Steen (representative for education and examination)

Ms. E.M. Smits BSc (student member)

Mrs. ir. M. Dekker-Joziase, senior NQA-auditor, acted as secretary of the panel.

The MOD degree programme is part of the visitation group 'HBO leefomgeving/development', together with the bachelor programme IDM and the master programme APCM. All three degree programmes were inspected and assessed during a cluster-visit of three days. The panel composition was the same for all three audit days, except from the chair persons. With the IDM and MOD audits mr. Ekkel held the chair position. With the APCM audit the chairperson was mr. H. Kievit.

The study programme offered a critical reflection report; form and content of which was according to the requirements of the appropriate NVAO assessment framework, with additions for the EADI assessment and according to the requirements of the *NQA Protocol 2018*. The audit panel studied the critical reflection report and inspected the study programme. The critical reflection report and all other (oral and written) information have enabled the panel to reach a deliberative judgement.

³ Since the panel has been approved by the NVAO before 15 December 2018, the Assessment framework 2016 is applied

The panel declares that the assessment of the study programme was carried out independently.

Utrecht, April 8th, 2019

Panel chairman



Mr. dr. ir. D. Ekkel

Panel secretary



Mrs. ir. M. Dekker-Joziase

Short outline of the study programme

MOD is a fulltime one year degree programme (60 EC) that started in 2001. Since then more than 400 students have graduated. MOD originated from tropical agricultural programmes, is developed towards rural development and livelihoods and is currently shifted to include a more urban focus as reaction to urbanisation as result of for example population growth, technical advances or disasters.

MOD aims to educate rural development professionals in middle and higher management positions to become facilitators of change for the livelihoods of rural population and make livelihoods more sustainable in a rapid changing environments.

Students and alumni come from forty-six countries, mostly from African countries, Latin-American countries and Asian countries. This provides an international classroom where the diverse background contributes to in depth discussions that are an integral part of education. MOD is a non-funded programme, where most students are admitted with Nuffic-scholarships.

The MOD programme is composed of a nine-month course in Velp and a three-month thesis research project. The programme is divided in four blocks of nine weeks, with a 15 EC study load per block.

In 2017-2018 the specialisations were reconsidered, resulting in today's specialisations a. Food and Nutrition Security, b. Social Inclusion, Gender and Youth and c. Disaster Risk Management. Disaster Risk Management is new and focuses on reducing negative impacts of disasters and conflict on people's lives and livelihoods, and building people's resilience to disasters, crises and conflicts.

Together with APCM, MOD is unique in that its focus is on applying theory directly to students' practice in the field of development studies.

MOD's programme schedule study year 2018-2019:

	Block 1 (15 ECTS)	Block 2 (15 ECTS)	Block 3 (15 ECTS)	Block 4 (15 ECTS)
Generic study units	Introduction (1 ECTS)	Management of development professionalism (4 ECTS)	Research design and Implementation (10 ECTS)	
	Rural development theories (3 ECTS)	Organisations and Institutions (5 ECTS)		
	Personal Leadership (2 ECTS)			
	Food Security and Rural Livelihoods (4 ECTS)			
Specialisation Food and Nutrition Security	Concepts on Food and Nutrition Security (5 ECTS)	Interventions for Food and Nutrition security (6 ECTS)	Facilitating Change in Food and Nutrition Security (5 ECTS)	Thesis (15 ECTS)
Specialisation Social Inclusion, Gender and Youth	Concepts of Gender, Social inclusion, Youth and Empowerment (5 ECTS)	Interventions for Social inclusion and Gender Equality (6 ECTS)	Facilitating Change for Social Inclusion and Gender Equality (5 ECTS)	Thesis (15 ECTS)
Specialisation Disaster Risk Management	Concepts of Disaster Risk Management (5 ECTS)	Interventions for Disaster Risk Management (6 ECTS)	Facilitating Change in Disaster Risk Management (5 ECTS)	Thesis (15 ECTS)

Administrative data

<i>Administrative data of the study programme</i>	
name study programme as in CROHO	M Management of Development
orientation and level study programme	hbo; master
grade	MSc.
number of study credits	60 EC
graduation courses / 'tracks'	Specialisations: - Food and Nutrition Security - Social Inclusion, Gender and Youth - Disaster Risk Management
location	Velp
variant	Fulltime
language used	English
registration number in CROHO	70057

Intended learning outcomes

Standard 1 Intended learning outcomes

The intended learning outcomes of the programme have been concretised with regard to content, level and orientation; they meet international requirements.

Conclusion

Based on its findings the audit panel assesses standard 1 as **satisfactory**.

The panel finds that MOD is conscious regarding its focus, professional orientation and the role it has in mind for its students and alumni. MOD has a clear view on its particular niche in (rural) development studies. This is clearly incorporated in the competences and it suites with the intended master level frameworks. The panel advises to stay close to the roots of the programme, because too much divergence can weaken the focus and diverge from the expertise that MOD clearly has. The assessment of the intended learning outcomes and focus of MOD's can be enhanced by including more international members in the PAC, as MOD mentions in its self evaluation report.

Substantiation

Professional orientation

MOD aims to educate rural development professionals in middle and higher management positions to gain insight into the livelihoods of rural populations, people's coping strategies when at risk of being excluded, and how to make livelihoods more sustainable in a rapidly changing environment. MOD educates professionals to become facilitators of change who are able to translate this into organisational policies, strategies and sustainable practices. This focus complies with the United Nations Sustainable Development Goals 2 (no hunger), 11 (sustainable cities and communities) and 10 (reduced inequalities).

Students need to be able to act upon a changing environment (climate change disasters, power shifts, and political changes) and contribute to innovation and improvement of professional practice by developing relevant professional products or services on thorough practice-oriented research. MOD originates from rural development and is shifting slowly to include more urban development issues.

The panel is of the opinion that MOD occupies a specific and very interesting niche with its focus on rural development and offers relevant specialisations on food security, building resilient communities and disaster risk management. MOD's current focus and specialisations are relevant according to the panel. The panel understands that MOD modifies its programme and competencies to maintain a close fit with professional practice, but also advises against too much divergence from the core focus: rural development, building resilient communities and organisational change. The shift to urban development seems logical, but in that sector there is more competition from other, often more academic, master programmes. Besides that, a broader

choice of specialisations gives a risk of too much divergence and possible dilution in the student population (study units with very low enrolments) and in the expertise among teaching staff.

Final qualifications

MOD has held discussions about job profiles or roles for professionals in rural development and about developments in the professional domain with its PAC. From this a set of eight competences was compiled:

1. to analyse complex problems considering stakeholder and system perspectives;
2. to analyse the strategic performance of rural development organisations in a dynamic international context;
3. to design processes of change from an inclusive perspective;
4. to design and conduct applied research in the context of development studies;
5. to develop reflective professionalism;
6. to communicate to various actors and contribute to knowledge sharing;
7. to apply professional knowledge and understanding (specialisation specific);
8. to integrate knowledge aimed at managing and transforming a work context (specialisation specific).

The intended learning outcomes are developed in line with job profiles, in consultation with the professional field and aligned with the requirements of the Dutch Qualification Framework (EQF level 7) and the master level as described in the Dublin descriptors.

The panel finds the competences relevant for the MOD programme and its specialisations.

Assurance of MOD's specific profile

The MOD programme, specialisations and the adaptations of the programme are regularly discussed with the PAC. Members of the PAC confirmed the importance of disaster risk management and food security. The focus on building resilient communities is expanded to focus on youth in rural areas. The panel is positive about the way MOD uses its PAC members and its network in the work field to monitor and update the profile, competences and content of the MOD programme. The panel agrees with MOD that the experience and role of the PAC as supporting partner would be enhanced if one or two international members could join the PAC. The panel sees possibilities in recruitment among alumni or organisations where alumni or students are working. The panel thinks it is feasible with today's modern facilities to attract and meet on line with international members.

Curriculum

Standard 2 Orientation of the curriculum

The orientation of the curriculum assures the development of skills in the field of scientific research and/or the professional practice.

Conclusion

MOD receives the judgment **good** for standard 2.

MOD offers the students a well structured and organised programme with a clear professional character. Students gain the knowledge and tools to address multidisciplinary development issues and analyse the underlying questions of complex practice-based problems. This is clearly shown in students' and alumni's performance. MOD brings significant career development for students and takes students to the desired master's level. The panel senses a particularly strong focus on leadership, interdisciplinarity and commitment. The panel finds this above average compared to the other development studies (IDM and APCM) of VHL.

The connection with the professional field is strong with the experience of lecturers and students themselves and with the input from guest lecturers. MOD promotes the applied research skills of students throughout the programme. This can be further strengthened with more formal collaboration with the applied professorships. The connections to achieve this are already in place and the panel is positive regarding the appointment of a special staff member to implement this. The high diversity in the class rooms is a positive factor for the development of internationalisation skills.

Substantiation

Professional orientation

The panel finds that MOD offers students a well structured and organised programme with a clear professional character. This is in line with VHL-focus on real-life case-based education, optional study units, diversity, applied research, internationalisation and sustainability. The study units address essential knowledge on relevant disciplines. Often a mix from different disciplines is addressed within a study unit. Students learn to dissect complex problems and analyse the underlying issues and research questions. MOD provides students with the knowledge and tools to do so. Students are challenged to couple these to their own working experience and to discuss the different approaches. This also teaches students to think in an interdisciplinary way and to team up and use each other's expertise in addressing problems.

The above is also visible in the principles for MOD that aim for a strong interaction with the professional field to stay up-to-date with the latest developments and innovations. Furthermore, MOD uses simulation of real-life situations and up-to-date study materials including case studies and assignments to create a challenging realistic case-based learning environment. Students are asked to come up with innovative ideas and to design intervention strategies to contribute to more effective practices in the professional domain. Students appreciate the focus on authentic and practice-based problems that they can really relate to from their experience. Students are also

offered opportunities to take part in conferences, excursions and mini research projects to gain practical expertise in the professional field. The panel finds it positive that the link with the professional field is also strengthened by many guest lecturers, often from NGOs.

Professional growth is an important factor and that was very convincing to the panel. Interviews with the students and alumni and video testimonials of alumni were impressive in showing the personal development of MOD students. Students are encouraged to reflect constantly on professional practice, performance, experience and their professional growth. From the outset students work with a reflective journal to note observations and reflect upon experiences. This helps them to focus and set out their own learning trajectories in a Personal Development Plan. MOD can elaborate more in the BOKS on which methods for reflection are being used.

Professional skills

From the documentation and from the interviews the panel concludes that MOD offers students a rich toolbox with conceptual frameworks, communication skills, facilitation for discussions, analytical tools etc. The body of knowledge and skills gives a clear overview of the theory and concepts and the tools, skills and attributes that students have to obtain, for example Harvard analytical framework, vulnerability and capacity analysis, organisational analysis tools PEST (political, economic, social-cultural and technical), power cube, analytical tools for gender issues, Nutrition security tools, Dietary Diversity Score, Food Consumption Score, Unicef frameworks, conflict-sensitivity tools and so forth. In study unit evaluations the students are clearly satisfied with regard to the toolbox and the broad variety of skills they learn to work with and to critically choose from.

The practical and applied nature of the MOD programme is also demonstrated in the teaching methods that are being used along the theory of transformative learning (see also standard 4), for example Visual Problem Appraisal, mini lectures and games. Students often work in groups or teams, which enhances the communication and reflection skills. Students confirm that they are challenged to think critically before approaching certain dilemma's and research questions.

The panel found that the cases and module assignments clearly showed that students have to obtain an inter- and multidisciplinary way of thinking and acting. Students have to integrate the knowledge from different disciplines from the start and work with different stakeholders. The panel saw proof of this in many study units, assignments and student outputs. As students said: complex is the keyword, next to multi- and interdisciplinarity. Interdisciplinarity is one of the points that always receive high scores in student evaluations.

Research skills

The attention to research skills is intertwined in different study units. In the study unit 'Rural development theories' students learn to work with Participatory Rural Appraisal tools. Interviewing and other research tools are taught in the module Food Security and Rural Livelihoods during visits to Dutch farms. Transcribing interviews is also taught. During the study unit Management of Development students learn about correct citations according to the Harvard reference guide. During the thesis phase the research methods depend on the framing of the research question, the discipline and the context that students work with. The PhD results of one of the lecturers are used to educate students on qualitative and quantitative research methodology, conceptual

framework and operationalisation of concepts, including grounded theory. The students found it stimulating to discuss research with a lecturer who was herself active with research.

The panel concludes that the MOD programme promotes the research skills of students in an applied manner. MOD can gain in its collaboration with the applied professorships. Applied professors do contribute to the curriculum by training of the teaching staff and providing input to the mini-research module and on the topic of sustainable river management. Some staff members participate and students are encouraged to participate in the Ethiopia focus country research project. The panel senses that both MOD and the professors are willing and that the connections are in place, although still rather ad hoc and informal, perhaps due to the relatively recent appointment of the applied professors. The panel finds it positive that MOD has recently appointed a staff member to accomplish this and to further develop the research skills into the curriculum.

Intercultural skills

In the international classroom students have to deal with intercultural differences among students on a daily basis. By working together in assignment groups students have to communicate and learn to address differences and similarities. The high diversity in the class rooms is a positive factor in this case. The increasing number of students from the global North (Europe and North America) could enhance the diversity of the classroom further. Students learn to appreciate complexity and diversity and think about multidisciplinary. Students find the conversations in English productive. There are no specific learning goals for the intercultural and communication competences.

Standard 3 Contents of the curriculum

<i>The contents of the curriculum enable students to achieve the intended learning outcomes.</i>
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Conclusion

The audit panel assesses standard 3 as **good**.

MOD has clearly described the set-up and the content of the programme and has good measures in place to ensure that the learning outcomes can be achieved by the students. The learning goals and activities are clearly described in the module manuals. Students know what they can expect and what is expected of them. The MOD programme offers a solid knowledge base and encourages students to link this with their experience. There is a good balance between theory and practice. The diversity in the classrooms (cultural and disciplinary) promotes a multidisciplinary approach to complex real-life problems. This is substantiated with up-to-date academic and professional literature. The panel sees this clearly in modules like 'lobbying and advocacy' and 'institutes and organisations'. These give a good mix of academic grounding and practical use, knowledge and reflection. The panel saw this confirmed in the professional and personal growth with students and alumni.

Substantiation

The panel finds the descriptions in the module outlines regarding the set-up and the content of the curriculum very clear and thorough. The thesis handbook was judged to be particularly comprehensive. The EER (Education and Examination Rules) provides a complete list of descriptions of all the study units, their goals, BOKS, teaching methods, assessments and the ECs to be gained. This ensures that the learning outcomes are covered by the programmes content. Students receive clear indications of what is expected in the learning goals and description of the learning activities. Since 2018 MOD has connected the learning outcomes with a MOD specific Body of Knowledge and Skills (BOKS). This BOKS was formalised by the PAC in 2018.

MOD consists of generic study units for all students and specific study units for each specialisation. When possible study units are offered to combined groups of students from different specialisations with the opportunity for students to work on assignments within their own specific specialisation. This especially holds for the new, partly to be developed, DRM specialisation.

From its inspection of the learning materials and assignments and outputs the panel concludes that students are provided with a solid theoretical base. There is a rich mix of knowledge on concepts and theory that are linked to current issues. The panel commends the modules 'lobbying and advocacy' and 'institutes and organisations' that show a good mix of academic background and practical use. The panel saw good reading lists with current academic and professional literature. MOD can improve slightly on a more diverse origin of the literature; many publications have an Anglo-Saxon nature.

Every block a common ground on concepts and theory is built in the first part. In the second part students are challenged to re-frame their (working) experience with the newly gained knowledge and skills. Students also learn to become better professionals for example in writing skills, mastering the English language and time management. Students also give each other insight by comparing experience, context and opinions. This enhances the multidisciplinary approach.

Students are very positive about the content and structure of the programme (scores higher than 4.0 in NSE). They acknowledge that they have to read relevant texts on current topics and recent academic articles. They experience the programme as applied and up-to-date on the relevant topics like interdisciplinarity, inclusion, gender issues and risk management. This gives them a good foundation to link everything to practice back home. They learn to think critically, and reflect on theory by comparing it to practical situations. The panel was impressed with the changes it saw in the self-confidence and professional attitude among students and alumni. This fits with the desired master's level.

Standard 4 Learning environment

The structure of the curriculum encourages study and enables students to achieve the intended learning outcomes

Conclusion

MOD receives the judgment as **good** for standard 4.

The panel finds that MOD offers students a safe and challenging learning environment for students to step out of their comfort zones. This is very valuable for the professional and personal growth of students. To activate and challenge the students a variety of teaching methods is used to address different types of learning styles. The panel is especially impressed with the way the teachers use the Forum Theatre and the Video Problem Appraisal techniques. The panel sees a good variety in teaching methods, both innovative and active.

Substantiation

In all study units students are placed in a practical, complex situation, are assigned a project role, and are asked to undertake specific actions, leading to a result or output. In initial sessions students become familiar with the key concepts and theories. Students complete several assignments and their thesis in the domain of their chosen specialisation.

To activate and challenge the students a variety of teaching methods is used to address different types of learning styles. In class teachers use plenary sessions, workshops, gaming and supervision of groups. Presentations are alternated with reading and discussion of articles, watching documentaries and other didactical methods like debates, quizzes, presentations and going on field visits.

In line with the principles of adult learning lecturers use their own and students' experience in their lessons. Students use the knowledge taught to conceptualise their practical knowledge. Students are encouraged to use assignments and cases derived from their actual practise.

Students learn to take increased responsibility for their learning process. The panel recognises this in the teaching methods used, that aim at autonomous, self directed, goal oriented learning. Students are occasionally encouraged to go beyond their comfort zone in a safe learning environment, for example during an excursion students were challenged by an artist to write a poem with appropriate illustrations. This is acknowledged by the students the panel has met. They mention reflection as an important part of their learning experience, for example in the course Advocacy for Social Justice, where students have to incorporate feedback and reflection on a first pitch performance and show improvement in a second filmed pitch. The panel has seen this in filmed pitches, for example on equal opportunities for education for girls in Tanzania.

The panel attended a demonstration of the Forum Theatre teaching method. With the forum theatre drama is used to train students to address sensitive topics like social exclusion in an indirect way using drama. In role plays students act critical situations, discuss and try out possible interventions and learn to use the group facilitator as an intermediary to indirectly influence

situations. This is especially relevant for the programme, as students are being trained to become 'facilitators of change'. This technique is used in several courses and extra-curricular activities. It is sometimes used in combination with the IDM bachelor students to illustrate the intercultural differences which international students encounter in the Netherlands and Dutch students encounter when going abroad. Forum Theatre is also used in the specialisation Social Inclusion, Gender and Youth on issues related to gender and human rights.

The panel also received explanation regarding the technique Visual Problem Appraisal (VPA) where students receive video clips with interviews of different stakeholders with conflicting interests in a certain local issue, for example the challenges in the cocoa value chain. They have to select a few videos which they think are the most important ones and work on analysis of the problem, stakeholders engagement, action and advocacy, capacity building, stakeholder dialogue and conflict management. VPA is an important training method in intercultural and international education and it offers a rich variety of learning activities.

The panel is very positive on the learning environment and the way the lecturers use the variety of teaching methods, especially the use of modern techniques like Forum Theatre and VPA. Students feel challenged and learn to become active within the mixed student groups. This also shows in the high scores (4.2 on challenging education and on development of critical attitude) in the NSE. The panel finds the teaching staff innovative and encourages them to work further on these kinds of techniques. The panel is positive about the fact that MOD has followed up on a recommendation from the previous audit panel and has incorporated more emphasis on the reflection of students as an important part of their learning.

Standard 5 Incoming students

The curriculum ties in with the qualifications of the incoming students.

Conclusion

MOD receives the judgment **satisfactory** for standard 5.

MOD has a rather steady intake of students, mostly because of the dependency on the scholarships provided by the Nuffic. Intake of students with other funding is rare. The procedures for admission are clearly described and performed well by MOD in collaboration with Dutch embassies and Nuffic. MOD is successful in bringing all students up to the same desired level in the first block. If necessary extra courses or training on certain topics are offered to bring students up to par.

Substantiation

The panel found that there are enough potential students that are interested in the MOD programme. Only a limited number of students can obtain a scholarship (mostly from Nuffic). In the previous years the number of students that was admitted ranged from 24 to 33 per year. All admission criteria from Nuffic and from VHL are clearly described on the VHL and Nuffic websites

and in the EER and publicity documents, including the standards for English (TOEFL 550 of IELTS 6.0) and the requirement to have at least two years experience as a rural development professional following the bachelor's degree.

The MOD team makes a priority list of applicants with diversification regarding gender, countries and continents, private and public sectors, chain actor and chain support organisations. Dutch embassies also make a priority list. VHL's admission office checks all the application documents, including the motivation letter and employer references. Nuffic makes the final selection and awards the scholarships. Students without Nuffic scholarship are screened by VHL's admission office, the MOD coordinator and specialisation coordinator. There are on average two students per year with other funding than from Nuffic.

Most students enter the Food and Nutrition Security specialisation. The average work experience is five years. Most students come from Nuffic scholarship focus countries. After finishing the study most students return to the employer in their home country or find it easy to find new jobs.

The panel concludes that the intake procedure is well organised. MOD is fully dependent on the Nuffic scholarship system. MOD tries to enrol a more diverse group of students and hopes to grow 10-15 percent on intake per year, for example by attracting more Dutch and European students from organisations that work in or with developing countries. More funding has been announced by Nuffic for Mediterranean countries. The panel advises to continue with the investments in the connections with the students and alumni and to build a MOD-network from this in order to enlarge the intake. The students and alumni and their organisations are the best advocates for MOD's quality in the 46 countries of origin. MOD can also use the connections of the bachelor IDM and master APCM to market the MOD programme, and consider using the VHL film studio to make a promotional video for the programme. The panel noticed that the applied professors have a wide network, also international, which might be further explored, especially on opportunities to collaborate for longer periods of times in for example the living labs that are currently running in several countries.

MOD is successful in getting students on the same page within the first block, with regard to learning methods, knowledge base and regarding the respect for each others background and specific discipline. If necessary MOD organises extra sessions or training on specific topics to get all students up to the same level.

Staff

Standard 6 Quality of staff

The staff is qualified and the size of the staff is sufficient for the realisation of the curriculum in terms of content, educational expertise and organisation.

Conclusion

The audit panel assesses standard 6 as **satisfactory** for EADI, and **good** for NVAO. MOD has a well organised, well sized and dedicated staff team with a good diversity in disciplines and the desired skills in didactical skills and practical and international experience. Lecturers are highly appreciated by students because of their expertise, practical knowledge, accessibility, commitment, international experience and dedication to education and the tutoring of students. The panel senses good leadership and coordination within the team. For the EADI audit the lack of cultural diversity in staff background is an issue, although the panel acknowledges that MOD is trying to fulfil vacancies with teachers from other continents and/or other cultural backgrounds. At present, this lack is partly covered by guest lecturers. Notwithstanding institutional and national policies, more cultural diversity in the team itself would enrich the programme and the experience of the students even more.

Substantiation

The MOD-programme is organised and taught by the Result Responsible Team Development Studies, conforming to VHL policies. This team is also responsible for the bachelor IDM programme. The MOD team has in total fourteen staff (11.8 fte⁴) of whom six (4.1 fte) form a core MOD team. Most lecturers also perform in the IDM- and APCM-programmes. That way many experiences and information from staff trainings are shared. Lecturers keep up-to-date on their specific specialisations by participation in projects, workshops and seminars, research and networks.

The panel finds the staff highly educated; all lecturers are university educated, fifty percent has a PhD. All staff members are proficient in English (at least C1 level). Team members also cover other languages - French, Spanish, German, Swahili, Filipino, Portuguese, Dhivehi and Nepali. Twelve lecturers have a teacher training or didactical certificate. Two recently appointed lecturers have started didactical training. Since 2015 five lecturers completed their BKE⁵ and six lecturers are completing their BKE dossiers. All lecturers have international experience and MOD frequently has guest lecturers, who are recruited from the personal networks. In 2017-2018 there were guest lecturers from Kenya, Tanzania, Germany, Uganda and Bangladesh.

The panel finds the staff members very well organised, cooperative team of lecturers that is very dedicated to the MOD programme and to the students. The panel sees a good diversity of

⁴ One team member is on an one year assignment in South Africa

⁵ BKE: Basic Qualification Examination training

disciplines among the teachers. The team and individual lecturers are highly appreciated by the students, as the high results in NSE confirm (4.0-4.4). Students appreciate the expertise, practical experience, the didactic quality, the involvement, the quality of feedback, the degree to which lecturers are inspiring and the international connections the lecturer can offer.

MOD is working with IDM on a staff development plan. In this plan an increasing need for staff capacity in disaster risk management will be addressed, and also the fact that MOD desires more staff with a non-Dutch background to get a broader diversity in the teaching staff. From the meetings with management and staff the panel concludes that MOD tries to attract foreign lecturers and that there are applicants, but on previous occasions the case has been that Dutch applicants have still offered the best qualities and experience. Nevertheless, the diversification of the staff stays on top of MOD's priority list and the panel supports this because students mentioned that most lecturers have worked in an international context for many years, but more affinity with rapid changes in e.g. African countries is welcomed. For EADI this is the reason that the judgement for this standard does not reach above satisfactory.

Services and facilities

Standard 7 Services and facilities

The accommodation and the facilities (infrastructure) are sufficient for the realisation of the curriculum.

Conclusion

The study programme receives the judgment **good** for standard 7.

MOD has good facilities that contribute to an attractive learning environment for students. Students and teachers like the estate where VHL is situated and make good use of the well equipped lecture rooms and film studio. Students and teachers have good access to computers, software, internet and the well stocked library. Teachers share office space by hot-desking. The fact that they are still reachable and student oriented is welcomed by the students. VHL is working on improvement regarding affordable housing for students. The panel encourages MOD to continue using the possibilities of e-learning with regard to instructional videos and knowledge clips.

Substantiation

The MOD programme is delivered at the VHL campus in Velp. The educational building, referred to as 'a landed flying saucer', is situated on the Larenstein estate with very green surroundings. This allows for hands-on education for certain topics that offers a rich learning environment. The building is fully equipped for English speaking students and is good accessible for students with a disability. All necessary facilities are present and of good quality. There are classrooms in various

sizes, computer rooms, private work and study spaces, a film studio, GIS (Geographical Information System) room, a well provisioned library. Students and staff have adequate access to computers with the necessary software and connections to the internet. VHL has invested in better access to scientific literature.

Teachers work in open spaces according to the hot-desking principle, where they share desks in an open office space. Provision of laptops and smart-phones made this possible and ensured that teachers are still reachable for students. This is highly appreciated by students. The panel noticed that the teachers make good use of the studio facilities for the training of students and the production of instructional videos and knowledge clips. The panel encourages MOD to continue on this line and to increase the technical possibilities within Moodle rooms for e-learning. This might open possibilities to make even better use of the time for interaction.

Students receive their schedules and changes via Webunits and their progress is tracked by the Student Information System. VHL is switching its educational information system to Moodle rooms for modules and personal portfolios.

On arrival students receive help with housing and the formal requirements. Overall students are very satisfied with the facilities and information systems although they find the housing facilities expensive. It is difficult for students to find suitable and affordable housing in the Velp/Arnhem area. VHL is working on new policy regarding the housing and on better links with the student housing association in Arnhem-Nijmegen and with local councils. The panel heard that most problems occur when students have to prolong their stay in case of resits or extra time needed for the thesis. This gives a conflict with the housing of the new student group.

Standard 8 Tutoring

Tutoring and student information provision bolster students' progress and tie in with the needs of students.

Conclusion

MOD receives the judgment **good** for this standard. Students are very positive about the formal and more informal tutoring and guidance by mentors, teachers and fellow students. There are many contact opportunities regarding study progress and personal development. Because of the small group size students develop a good personal relationship with staff, and staff are accessible to students. Students learn to address and appreciate each other's qualities. The panel is very positive about the buddy system with Dutch IDM-students and the peer support system with MOD-students during the thesis phase. The module outlines are informative to students and the information facilities are improving because of the switch to Moodlerooms. The panel agrees with MOD that all VHL-policy documents relevant to international students should be available in English.

Substantiation

The tutoring system is aimed at getting students accustomed to the new situation in the Netherlands and at supporting their personal development. The tutoring system is in line with the transformative learning approach and VHL policy. Tutoring includes several social events and extracurricular activities. All students meet three times a year with an appointed study mentor (the MOD- or specialisation coordinators) to discuss progress and wellbeing. Tutoring consists of individual interviews (at least three times) and group activities. Students learn to reflect on their own capabilities and to appreciate each other's capabilities rather than weaknesses. For general and more personal support students can turn to the Admissions and Exchange Team, the housing coordinator, the Social Deans and the APC⁶. For more personal issues students can contact a student counsellor.

Students are satisfied in evaluations about the tutoring (scores of 4.2 in NSE). The self evaluation report mentions that students perceive the relationship between teachers and students as equal and committed, but with a professional distance. This is confirmed in the interviews the panel held, where students mentioned that they experience a lot of interaction with teachers and among students. Because of the small group size all students are familiar to the lecturers and they feel individual to them. This is in line with the vision of VHL on student-oriented and tailor-made tutoring. The panel is positive about the study unit Personal Development where after an initial assessment, students work with a Personal Development Plan to map their path towards the fulfilment of the learning outcomes. This also forms the basis for personal reflection, which can be part of the digital portfolio in the Mahara e-portfolio system. The tutoring wrapped up at the end of the taught programme, before students start the field research for the thesis, with a festive event. All students then receive a certificate of attendance. In this way MOD emphasises that all students have made significant progress.

The panel is positive regarding the 'buddy system' from the Ambrosia students' association, which is put in place together with the master programme APCM and the bachelor programme IDM. It includes a cultural programme. It helps students to integrate and become more familiar with Dutch culture and customs.

During the thesis phase Peer Study Support (PSS) groups are formed, for the first time in 2018-2019, where mixed MOD and APCM students support each other. This offers students a good platform to exchange ideas and experiences in this difficult and challenging phase of the programme.

The information provision receives a high score of 4.2 in the NSE. Information on study units is available in Moodlerooms, a relatively new VHL-system. This system has to be filled gradually. The module outlines that the panel saw were of good quality and very informative to students on content and study activities. Formal information are accessible for students on Studentnet. Students receive their schedules via Rostar and their progress is monitored in the Student Information System.

⁶ APC: Academic Programme Committee

The panel agrees with MOD's analysis that VHL could improve on the provision of all tutoring and policy documents, that relate to English taught courses, in English because it is important that students have full access to policy documents.

Quality assurance

Standard 9 Quality assurance

The programme is evaluated on a regular basis, partly on the basis of assessable targets.

Conclusion

Based on its finding the audit panel assesses standard 9 as **satisfactory**.

MOD has a system of evaluations and improvements in place in accordance with VHL-policy, mostly based on study unit evaluations and the NSE. The education performance is measured against key performance indicators and the PDCA-cycle is in place. The panel understands from the interviews and the follow up on evaluation results that improvements have been put in place, for example the restructuring of study units and specialisations. Also the time pressure has been improved for students with minor study unit revisions. The panel thinks that the quality assurance cycle is well documented and clearly visible in the improvement plans and the team plan.

Substantiation

MOD has a system of evaluations and surveys in place in accordance with the VHL quality assurance policy. The assurance scheme is based on the PDCA-cycle and performance is measured against key performance indicators, for example minimal 3.8 score in the NSE, minimal 70% student and alumni satisfaction and 80% of teaching staff having a MSc or PhD degree. Most KPIs are met.

MOD collects data per study unit, at the end of the entire programme and at national level through the NSE. Most study units are evaluated in a three-year cycle according to VHL policy. Students fill in the standard evaluation forms and the quality coordinator compiles the outcome. The results are discussed with all students in focus group discussions that lead to tips for the improvement of the study units. The study unit coordinator discusses these in the team and works on an improvement plan. The improvement plan is discussed and approved in the APC and the outcome is published on Moodlerooms, for students and staff to view. Required improvements are included in the MOD annual teamplan.

The panel is of the opinion that MOD has its quality assurance in place and does follow up on the outcomes. This is visible in the improvement plans that follow a set format and that come across as very seriously. This can be seen in improvements to the programme, for example the restructuring of the specialisations and the adjustments of the study load for certain study units to

even out the work/time pressure for students. Students confirm the above mentioned procedures. They give a 3.8 score for the quality system (on a 5-point scale); which is high. The panel is positive regarding the calibration sessions that are held for examiners of the theses.

Assessment

Standard 10 Assessment system

The programme has an adequate assessment system in place and demonstrates that the intended learning outcomes are achieved.

Conclusion

The study programme receives the judgment **satisfactory** for standard 10. MOD has a clear and adequate assessment system in place by which it can show that the learning outcomes are achieved by the students. This is covered in the policy documents and in the exam plans. MOD uses a good mix of assessments, some clearly innovative. MOD is making a move towards more alignment and calibration among lecturers regarding the practice of assessments. The panel encourages this, especially for the assessment of the thesis, which showed some divergences. The assessment forms are improving and more focus can be given to the alignment of the assessors in the use of the criteria and the grading forms by continuation of the calibration sessions among examiners. MOD is working on this aspect. The panel is of the view that the exam committee and the recently started assessment committee need more time to consolidate and take control of the examination quality, to fill in a more active role in coaching examiners on examination and on evaluating the quality of exams.

Substantiation

VHL has several assessment policy documents (in Dutch) that are aimed at the assessment of competencies through professional skills and products. The EER gives insight into the structure, content and concept of the programme and includes an overview of all the examinations. The alignment of assessment forms and competences is set out in an assessment plan. For each study unit the study manuals offer the essential information to the students: type of assessment, number of partial exams, rubrics and deadlines to submit reports.

MOD uses a wide variety of examinations (formative and summative, individual and group exams) such as written exams, oral exams and portfolio assessments (reports and posters). The panel is positive on the innovative set-up of certain exams, for example the writing of a Nuffic proposal for capacity building. For every module there is an assessment matrix which depicts the coverage of the learning goals by the assessments, including level indicators. Feedback to the students is given immediately after oral examinations. With portfolio assignments the feedback is

given in the forms of comments on the documents. Feedback on written examinations and re-sits are scheduled. The feedback sessions are attended by all students, as part of their learning process.

The validity, reliability and independence of the examinations are among other aspects guaranteed by the BKE-training of staff members, applying the four-eyes-principle during the compilation of written exams and the marking of oral exams. The panel sees a growing interest in the assurance of exam quality and would like to encourage this development. The exam committee is starting a development from 'bookkeeper' to a more active and also coaching role regarding exam quality. An assessment committee has just started under the supervision of the exam committee and will check exams of several master programmes per year. The panel thinks both committees need more time to intensify the scrutiny of exams and given grades. The panel advises to put more effort in checking the way assessment criteria and forms are used and filled in, instead of further refining the criteria within the rubrics. Seeing the differences between assessors, more understanding of the criteria and the alignment in using them is essential to keep assessors on the same track. The MOD team is conscious of the challenge to improve this and is working on it.

The panel advises to strengthen the formal assurance procedures and processes, starting with the formal appointment of each and every examiner in person by the exam committee⁷. MOD can include in its exam plan more attention for the assurance of exam quality. Further more the exam committee can exert greater control. It surveyed two MOD theses in November 2018 and addressed certain points of attention, but could have put more emphasis on critical points to keep examiners commensurate in their understanding and usage of assessment criteria and forms. The panel advises to do this more often and couple this more with calibration sessions that MOD has held with examiners on six theses. The panel finds that examiners can make it clearer how the grading is substantiated and what feedback is given to the students. With some assessments of papers the feedback noted with lower marks is rather minimal.

The thesis handbook is extremely informative on the procedures and the grading of the theses. Although the panel finds that the thesis grading forms can be improved with a better indication of how the grading of both examiners leads to the final grades. It is not always clear whether the mark that the supervisor gives is advisory. The extent of the feedback can be further increased. The panel notices an improvement in the way that examiners note down which criteria are valid and underpin the judgements in a rubric. The panel encourages MOD to continue with the calibration sessions among examiners/assessors in the way that they highlight in the rubric which criteria are met or not met. PAC members, who operate as external examiners for the theses, mention that the calibrations have already led to more equal judgements.

⁷ Shared exam committee with the master Agricultural Production Chain Management

Achieved learning outcomes

Standard 11 Achieved learning outcomes

The programme demonstrates that the intended learning outcomes are achieved.

Conclusion

The study programme receives the judgment **satisfactory** for standard 11.

The thesis phase is clearly described in the thesis handbook, with clear procedures. The students show that they have mastered all competencies and that they can apply knowledge in an applied research project. The panel has checked fifteen dossiers of thesis projects, including the thesis assessments. The panel finds that in general the theses are sufficient and meet the master's level. Most theses have an academic-practical to applied nature and address interesting current subjects from the student's home organisations. For some students the oral presentations are essential in showing their capabilities, because some reports are not strong in language and in the conceptual frameworks. The panel recognises that some theses can improve in the choice and application of a conceptual framework and in the way the multidisciplinary approach of practical issues is demonstrated. The panel has confidence that MOD can achieve this, because the relevant elements are already woven into the study units and that the line just needs to be pulled through all the way into the graduation phase. The panel is impressed with the personal and professional growth as shown in their performance, stance, knowledge and their capabilities to address problems with a multi- and interdisciplinary approach.

MOD has started, together with other development and English taught programmes to set up a student and alumni network. The panel encourages this and advises MOD to use this network as a portal to the work field and potential new students and for opportunities to enhance the international contributions to the programme.

Substantiation

Thesis phase

The thesis phase is clearly described in the informative thesis handbook 'Guidelines for MOD thesis'. In the final thesis students have to show individually that they master all competences. Students are expected to carry out an applied research project, embedded in their professional domain and chosen specialisation. The primary objective is to contribute to addressing specific questions and/or to pursue action. Students have to combine academic research and experiences into operational interventions or recommendations. They also have to assess the feasibility of these interventions. Students show that they can apply newly learned concepts and insights to critically explore and reflect on current practices in rural development. The topic is chosen in consultation with the student's employer to assure the practical relevance, for example the starting of innovation platforms with farmer groups in Uganda.

Students can only start with the thesis phase if they have completed all study units from the first three terms. If this requirement is not met students can receive a certificate of attendance. Under

the guidance of the thesis coordinator of the research unit, and incorporating the concepts studied in the specialisation units, the student writes a research proposal in the third education block in the study unit Research design and Implementation. After assessment by a MOD thesis supervisor as to whether the proposal is a pass or a fail (go/no go), students leave for eight weeks of fieldwork, often in their home countries, doing research for their employing organisation. After returning to VHL, students finalise and present their thesis followed by an oral examination.

The panel finds the Guidelines for MOD thesis manual very informative and thorough on all the processes, steps, objectives and requirements of the thesis, the timelines, the supervision and the assessment procedures and criteria. The thesis report must be accompanied by a separate reflection report or a separate reflection chapter. Students have to address their autonomy and leadership style, their awareness of their positionality in research and how this influences the research, their personal growth and a reflection on the research process. This way students learn to deal with bias or distortion of research outcomes for instance as a result from the interviewer – interviewee interaction. As preparation for the reflection students learn to work with a reflective journal to set out ideas and reflections.

The thesis is checked for plagiarism and assessed by three persons: a VHL supervisor, a second independent VHL assessor and an external assessor. The students present and defend their research work during a twenty minute colloquium and a forty minute oral examination. The student will be informed if it is sufficient and will receive a mark after confirmation in a meeting of the examination board. If they do not pass immediately, students get a chance to improve and resubmit the report. After a fail at the resit they receive a Post-Graduate Certificate. The student receives grades for the thesis report, the presentation and oral defence and the reflection report.

Theses

The panel has chosen the thesis dossiers of fifteen alumni from an overview list of the last two cohorts. The chosen reports cover a wide range of grades and represents all specialisations. The panel finds that in general the theses are sufficient and meet the master's level. The thesis reports and assessments show that students master the intended learning outcomes. The chosen subjects fit with the chosen specialisations. Theses were quite good in content and set-up, ranging from a practical-academic to a quite applied approach.

For two theses the panel held an extra interview with the examiners to clarify the final grades given. In these cases the thesis reports were not very strong in set-up and the conceptual frameworks. The examiners clarified how the oral presentations sometimes can be very impressive, when students are not strong in the process of writing. Some students are more convincing in their oral presentation. This was clearly demonstrated in a meeting the panel had with one of the alumni. The panel recognises that some theses can improve in the conceptual framework and in the way the multidisciplinary approach of practical issues is demonstrated. The panel has confidence that MOD can achieve this, because the relevant elements are already woven into the study units. This line can be drawn more clearly into to graduation phase in the upcoming years.

Since the previous accreditation in 2011 MOD has worked on the recommendation to strengthen the applied nature of the thesis. The panel recognises this in the theses and thinks it is now time to find a relevant balance between conceptual frameworks and the applied nature of theses. The

panel finds that more focus can be put on framing the gained knowledge and on more open definitions of the research questions.

Post graduate certificate and certificate of attendance

For students who are not able to start or could not finish the thesis (ten percent of the student population), MOD offers special certificates to emphasise that all students have shown progress and can make their experiences worthwhile in their further career. Students who did not succeed in passing all the previous study units receive a certificate of attendance to emphasise that they have attended the MOD programme for nine months. Students that started the thesis but did not finish it, or did not pass it, receive a post-graduate certificate.

The panel finds it positive that with these certificates all students can demonstrate that they have learned valuable subjects, even if they didn't obtain the official master degree.

Alumni performance

From the 151 students that started the programme since 2013 137 students have graduated. Four students have graduated cum laude. The panel likes the initiative to compose a yearly overview of all the abstracts of the final theses of the students from MOD and APCM.

From the interviews the panel concludes that the MOD programme significantly enhances the professional and personal skills of students. The panel has a very positive impression regarding the alumni of how they have grown in performance, stance and knowledge. Alumni confirmed the importance and the impact on their professional practice and personal growth. Some stated that the MOD programme has exceeded their expectations and that they experience a good connection between what they have learned and their practice back home. MOD is seen as a good preparation for present work. The programme strengthens the alumni's confidence. The panel is convinced of the added value that the MOD programme delivers to its students and alumni.

In an annex to the self evaluations report MOD shows that alumni hold important positions with organisations, often in their home countries. There is no specific follow up after graduation although there are links through LinkedIn, Facebook or WhatsApp. The MOD team wishes to gain a better insight into what alumni do after their studies and how successful they are with social changes in their organisations and home countries. The recently started study association Ambrosia can be helpful in building a community for students and alumni, together with other bachelor and master programmes taught in English. MOD is also thinking about reviving refresher courses for alumni, but has not yet found funding. The panel advises MOD to keep working on the alumni network as portal to the work field and to potential new students and to new opportunities to enhance the international contributions to the programme.

General conclusion of the study programme

Assessments of the standards

The audit team comes to the following judgements with regard to the standards:

Standard	NVAO	EADI
<i>Standard 1 Intended learning outcomes</i>	Satisfactory	Satisfactory
<i>Standard 2 Orientation of the curriculum</i>	Good	Good
<i>Standard 3 Contents of the curriculum</i>	Good	Good
<i>Standard 4 Structure of the curriculum</i>	Good	Good
<i>Standard 5 Incoming students</i>	Satisfactory	Satisfactory
<i>Standard 6 Quality of staff</i>	Good	Satisfactory
<i>Standard 7 Services and facilities</i>	Good	Good
<i>Standard 8 Tutoring</i>	Good	Good
<i>Standard 9 Quality assurance</i>	Satisfactory	Satisfactory
<i>Standard 10 Assessment system</i>	Satisfactory	Satisfactory
<i>Standard 11 Achieved learning outcomes</i>	Satisfactory	Satisfactory

Considerations and conclusion

Weighing of the judgements with regard to the four standards is based on the assessment rules of NVAO:

- The final conclusion regarding a programme will always be 'unsatisfactory' if standard 1, 10 or 11 is judged 'unsatisfactory'. In case of an 'unsatisfactory' score on standard 1, NVAO cannot grant a recovery period.
- The final conclusion regarding a programme can only be 'good' if at least five standards are judged 'good'; one of these must be standard 11.
- The final conclusion regarding a programme can only be 'excellent' if at least five standards are judged 'excellent'; one of these must be standard 11.

The audit panel assesses the quality of the *hbo*-master study programme Management of Development Van Hall Larenstein University of Applied Sciences as **satisfactory**.

Recommendations

The audit panel has the following recommendations for the MOD study programme:

Standard 1

- The panel advises to stay close to the roots of the programme that form the basis for the special niche, because too much divergence can weaken the focus and the expertise that MOD clearly has

Standard 2

- The panel advises MOD to keep good focus on the applied research skills of students and enhance the collaboration with the applied professorships.

Standard 3

- Try to enhance the international diversity with literature that is used.

Standard 5

- Try to decrease the dependency on Nuffic scholarships by making use of alumni networks in the recruitment of new students, and by exploring options for alternative teaching (such as distance/e-learning). Consider stronger marketing materials

Standard 6

- Try to enhance the international character for the team of lecturers and the PAC.

Standard 7

- The panel encourages MOD to continue using the possibilities of e-learning with regard to instructional videos and knowledge clips.

Standard 8

- Check if all VHL-policy documents relevant to international students are available in English.

Standard 10

- Continue with the reconciliation of the marks between different thesis assessors.
- The panel thinks the exam committee and the recently started assessment committee need more time to step up to the plate and be in control of the examination quality.

Standard 11

- Strengthen the theoretical basis (conceptual frameworks) in the theses and make students more aware of the use of conceptual frameworks in the theses

Appendices

15:00-15:15	Panel discussion	
15:15-15:45	Interview 5: with the management	
15:45-16:30	Panel discussion	
16:30-17:00	Feedback	All
17:00-17:45	Programme development	Topic: Internationalisation Present: MOD core / DS team
From 17:45	Closing and Drinks	All

Appendix 2: Documents examined

MOD:

Self-evaluation Report MOD
Education and examination regulations master MOD 2017-2018 and 2018-2019
Brief descriptions Study Units of MOD
CV's of MOD staff members
Regulations on the complaints procedure regarding undesirable behaviour 2018
Student stature 2015
Study material introduction 2018-2019
Evaluation report and improvement plan Concept Food and Nutrition Security 2017-2018
Evaluation report and improvement plan Rural Development Theories 2017-2018
Assessment plan MOD 2018
Study manual guideline MOD research thesis 2017-2018
Applied research abstract booklet 2018
Example diploma supplement MOD
Study materials, assessments and students output
Selection of fifteen theses

VHL:

Institutional plan 2018-2021 and 2014-2017
Strategic Plan 2018-2021
Inrichting van het onderwijs bij hogeschool Van Hall Larenstein, 2014
Passende extra voorzieningen voor studenten met persoonlijke omstandigheden 2017
Hogeschool VHL Kwaliteitszorgplan 2018-2021 and 2015-2017
Toetsbeleid Van Hall Larenstein 2015
Kadernotitie Internationalisering 2018-2021
Kadernotitie Master VHL 2016
Degree programme committee regulations Van Hall Larenstein 2016