Van Hall Larenstein University of applied sciences

B International Development Management

Full Study Programme Assessment

Summary

In January 2019 the hbo-bachelor programme International Development Management (IDM) of Van Hall Larenstein University of Applied Sciences (VHL) was visited by an audit panel ofNQA. IDM is a fulltime programme with a duration of four years and in total 240 EC. The programme is delivered at the VHL-campus in Velp. The audit panel assesses the quality of the study programme as **satisfactory**.

Intended learning outcomes
The programme receives the assessment **satisfactory** on standard 1.
IDM uses a clear set of competences and learning goals. This set is composed by IDM itself, with input from its Professional Advisory Committee (PAC) regarding the relevant disciplines in the working field. The competences are related and compared to the Dublin descriptors at bachelor level and relevant disciplines. IDM receives the recommendation to strengthen its profile by describing more clearly what the central understanding is of the multi- or interdisciplinary context and what the intellectual content and academic depth and foundation are. This can enhance students' awareness of the field they will be working in and their possibilities to intervene in complex situations. The PAC can be enforced with international members.

Curriculum
The programme receives the assessment **satisfactory** on standard 2, 3, 4 and 5.
The panel is convinced that IDM offers an interesting programme that has great influence on the personal and professional development of students. This became convincingly clear in the interviews with students and alumni. The panel is convinced that the learning environment and the lecturers attention for the students is beneficial to the personal development of the students. This is a strong feature of IDM.
IDM is clearly oriented at the development of professional skills. This becomes clear in the activities students perform and in the broad toolbox that students obtain. IDM receives the recommendation to better specify to the students what the role is of the underlying knowledge and theories to make students more conscious of the possibilities of their toolbox. The programme does offer ample opportunities for students to obtain relevant knowledge and experiences, but the share of academic literature can be enhanced to give students a more solid knowledge background, analytical skills, awareness of the contexts of development work and better skills in critical thinking. Elements are clearly present in the programme but can be incorporated more systematically to enhance the coherence of the programme.
Students can tailor their studies to their own interests, within the boundaries of the body of knowledge for the chosen major. IDM is recommended to enhance the relation with the lectors to further strengthen the theoretical embedding and the applied research learning line.
There is good and ample opportunity for students to interact with teachers and receive the essential information, but the module descriptions/manuals can be more specific with information on what students' activities will be, what reading is necessary and what different types of literature students have to capture in a module. The ambition to evaluate the learning goals and align these better with the BOKS could be a starting point to achieve this.
IDM follows regular and formal entry requirements. The IDM study programme is feasible for incoming students, although it is not always suitable for regular havo-graduates without travel or work experience. IDM can use its international network more to attract a more diverse international student body.

Staff
The programme receives the assessment **good** on standard 6.
IDM has an adequately sized and experienced team of teachers who are very capable to realize the educational programme. Teachers are very enthusiastic and have a student centred approach. Teachers are highly appreciated by students. They have broad international experience, are highly educated and well trained in didactical aspects. The team as a whole shares experience and aligns the education every term during scheduled teamdays, which is beneficial for education and for students. The panel understands the ambition to attract more foreign teachers, but has not succeeded yet. The panel encourages these efforts further and sees more opportunities with the growing network IDM has with the work field, alumni and the PAC.

Services and facilities
The programme receives the assessment **good** and **satisfactory** on standard 7 and 8.
IDM has good facilities that contribute to an attractive learning environment for students. Students and teachers have good access to well equipped lecture rooms, computers, software, internet and the well stocked library. The virtual information facilities are improving because of the switch from Blackboard to Moodle rooms. Teachers share office space by hot-desking. The fact that they are student oriented and can easily be reached, is welcomed by the students, although a more formal structure and space for student appointments would be desirable.
Tutoring and student information systems are set up to support students' study progress. Students are guided by trained tutors who guide them through the first study years with the help of the specific study unit Personal Leadership Development. Tutors coach students with important study choices (internships, major, thesis) and monitor their personal and professional development.

Quality assurance
The programme receives the assessment **satisfactory** on standard 9.
IDM evaluates its study programme and study units on a regular basis. A PDCA-cycle is operational and the processes are in place. IDM compares the evaluation and survey outcomes with set targets. When scores are below these targets improvement plans are set in motion. Besides the formal processes, the informal often shorter routes are also important for quick responses to students. This does not always lead to transparency in the organisational set-up as a Result Responsible Team. The governance could be clearer within the small team.

Assessment
The programme receives the assessment **satisfactory** on standard 10.
IDM applies a range of different sorts of assessment in written or oral form, individual or in group assignments and reports. The panel recommends including more variety and rigour in the assessments in the first year, where there are many multiple choice exams. In assessments more emphasis can be put on the understanding of the underlying theory and principles. Assurance of assessments is in place but this can be better positioned and equipped. The exam committee has a rather formal role and could take in a more active role when better facilitated. Within the staff team there are checks and balances to uphold the exam quality, for example the four-eyes-

principle in the development of exams and for oral examinations. Calibration sessions among examiners could be strengthened by comparing the way examiners interpret and apply the assessment criteria.

Achieved learning outcomes
The programme receives the assessment **satisfactory** on standard 11.
The panel finds that IDM demonstrates with the results of graduates and with the set-up of the graduation phase that students achieve the intended learning outcomes. The thesis and other final products and assessments show that students are successful at bachelor's level. This is acknowledged by the organisations they work for and the success of alumni and students in the workfield.

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Introduction

This is the assessment report of the bachelor degree programme International Development Management (IDM) offered by Van Hall Larenstein University of Applied Sciences (VHL). The assessment was conducted by an audit panel compiled by Netherlands Quality Agency (NQA) and commissioned by VHL. Prior to the assessment process the audit panel had been approved by NVAO.

In this report the NQA panel gives an account of its findings, considerations and conclusions. The assessment was undertaken according to the *Assessment frameworks for the higher education system* of NVAO (2016)[1] and the *NQA Protocol 2018 for extensive programme assessment*.

The site visit took place on the 22nd of January 2019.
The audit panel consisted of:
Mr. dr. ir. D. Ekkel (chairperson, representative discipline)
Mr. J. Mönks PhD (representative profession, for EADI audit)
Mrs. dr. J.R. Budds DPhil (representative discipline)
Mr. drs. J.J. Steen, (representative for ECA audit)
Ms. E.M. Smits BSc (student member)

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

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

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

Utrecht, April 8th, 2019

Panel chairman   Panel secretary

Mr. dr. ir. D. Ekkel   Mrs. ir. M. Dekker-Joziasse

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[1] Since the panel has been approved by the NVAO before 15 December 2018, the Assessment framework 2016 is applicable

Short outline of the study programme IDM

IDM, in its current form started in 2014-2015 and is part of the VHL-domain Food& Dairy. IDM is unique in The Netherlands with its four year English taught programme in international cooperation with a focus on developing countries and Europe. IDM is an integration of two educational programmes: Agri-Systems Management and Rural Innovation. Both original programmes delivered graduates who are often eager to work in the field of international cooperation. Both original programmes continued as majors within IDM: Rural Development and Innovation (RDI) and Sustainable Value Chains (SVC). A third major was added: Disaster Risk Management (DRM). Each major has a size of 109 ECTS:

- DRM educates students to work in contexts of disasters, conflicts and protracted crises with affected communities/ populations and intervening actors
- RDI: educates students to support and facilitate empowerment processes of marginalized communities towards inclusive development in rural and rural-urban areas.
- SVC: educates students to support chain actors, ranging from organized smallholder farmers to transnational corporations to strengthen fair and sustainable production and trade.

The IDM-degree programme is delivered by a team of 15 lecturers with experience in the domain of international cooperation. The degree programme has 255 students (2018-2019). The yearly intake has grown from 69 in 2016-2017 to 93 in 2018-2019. The average yearly intake is 70 students.

IDM is internationally oriented by nature with its international classroom, usage of international literature and case studies, international internships and (guest) lecturers with a career in international cooperation.

IDM was accredited a three star-AISHE (Auditing Instrument for Sustainability in Higher Education) quality mark for sustainability in education in January 2018.

Administrative data

Administrative data of the study programme	
name study programme as in CROHO	B International Development Management
orientation and level study programme	hbo; bachelor
grade	BSc
number of study credits	240 EC
graduation courses / 'tracks'	Disaster Risk Management (DRM) Rural Development and Innovation (RDI) Sustainable Value Chains (SVC)
location(s)	Velp
variant(s)	Fulltime
language used	English
registration number in CROHO	34203

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

The study programme receives the judgment **satisfactory** for standard 1.

IDM uses a clear set of competences and learning goals. This set is composed by IDM itself, with input from its Professional Advisory Committee (PAC) regarding the relevant disciplines in the working field. The competences are related and compared to the Dublin descriptors at bachelor level and relevant disciplines. The panel finds the learning outcomes rather broad, aimed at all Sustainable Development Goals and a wide variety of sectors/domains. Competences can be strengthened in the understanding of what the multi- or interdisciplinary context is and what the intellectual content and academic depth and foundation are. The panel finds this essential for students' awareness of the field they will be working in and their possibilities to intervene in complex situations. This will strengthen the specific profile of the degree programme. This can be enhanced by enforcing the PAC with international members and clearer goals regarding internationalisation and multi- and interdisciplinarity.

Substantiation

Professional orientation

IDM's vision (2018) is to deliver "young professionals who critically reflect and apply theory to practice in the field of international sustainable development….that is….about the 5 inseparable P's: prosperity, people, planet, partnerships and peace. 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". Alumni will be able to obtain jobs as a project manager, lobbyist/social justice advocate, human capacity builder/trainer, social entrepreneur, facilitator of expert/adviser/consultant, with an (international) development dimension.

From its analysis of the work field IDM concludes that the professional field asks for experts in rural development, sustainable value chains and disaster risk management. This is the basis for the three majors RDI, SVC and DRM.

The panel has discussed the professional profile with students, alumni, teachers and the Professional Advisory Committee (PAC) and concludes that IDM offers a broad programme. Students can make their own choice as to which Sustainable Development Goal (SDG) they want to focus on. Students for example put their focus on building resilient communities, urbanisation, globalisation, inclusion. The study is about helping those who need help most and working on solutions by a systematic approach to issues. IDM teaches students that people can help themselves but that they as change makers can facilitate a change process. Students learn that

solutions should not so much be suggested by them but by the target group. Students learn to do applied research on a validated basis and to work with proper project management. The fact that every student has to find their own SDG's to focus on and find his/her own way is not always clear for starting students. PAC members state that alumni have no difficulties in finding a job. The profile and content of IDM will even become more relevant in future, for smaller and bigger companies and organisations.

The panel advises to offer students a clearer framework for their choices. The seventeen SDG's cover a very broad spectrum, where student can easily lose their focus.

The panel noticed that the PAC has mostly Dutch members and advises IDM to continue its search for PAC-members from other countries, especially the 'southern' countries, to receive more divers input on international and intercultural aspects within the field of development studies. During a VHL mid-term review it was also noted that IDM could team up with more strategic foreign partners from the developing countries in the domain of international cooperation. With the rapid changing speed of international development, there is an additional need for keeping good links to the professional field.

Final qualifications, competences

Since there is no comparable bachelor programme in The Netherlands, IDM has designed its own seven competences and accompanying learning outcome, on the basis of relevant job profiles, input from the national and international professional field and the annual meeting with the Professional Advisory Committee. In addition the learning outcomes have been checked against the Dublin descriptors at BSc level. Every Dublin descriptor is matched to at least three competences at level 3. The learning goals are linked to the Sustainable Development Goals (SDGs) and the five Ps: people, planet, partnership, prosperity and peace. This is in line with the VHL-policies and aims for sustainability[2].

The competences and learning outcomes cover the overlapping tasks and responsibilities for all three majors, in line with the broad perspective of the IDM programme. This makes the set of competences and learning outcomes very broad, without sufficient specification for the three majors.

The panel recommends IDM to define in the competences what focus is desired regarding multi- and interdisciplinarity. Which kind of tools and knowledge does a student have to master from different domains (social, financial, ethical, technical, ecological)? The Body of Knowledge and Skills (BOKS) general knowledge, many skills and tools and attitude goals and provides an overview of the literature supplied to students on theories and tools related to international development. But the panel finds that there is no specification of which (academic) knowledge base students have to master to be able to choose and use the appropriate theories and tools in specific circumstances.

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[2] VHL, IDM has obtained the AISHE three star certificate in January 2018.

Overview of the IDM competences and learning outcomes

Acronym	Title	learning outcomes at level 3
AR	to conduct applied research	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'.
CO	to communicate in an international setting	To choose, use and evaluate appropriate verbal and written communication strategies in international team and interpersonal settings, based on sound analyses of cross-cultural issues and group dynamics.
FI	to facilitate innovation	To set up multi-stakeholder processes of co-creation aimed at catalysing (institutional) change. The graduate scopes opportunities for innovation in an often complex and dynamic context and facilitates interaction between concerned stakeholders.
MO	to support organizational development	To act according to the responsibilities and task divisions of teams, organizations and companies. The graduate uses his/her own position in an organization and his / her room to manoeuvre to support organisational development and inter-organisational cooperation within the given institutional environment.
MP	to design and manage development projects and initiatives	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. The graduate designs and manages development project proposals or initiatives including viable funding options that are pertinent for the resulting activities. The graduate makes use of tools to plan and implement project activities. The graduate monitors the required human capital and financial means; and identifies possible risks.
PL	to develop personal leadership	To demonstrate choice and commitment toward one's own life's professional direction. The graduate defends this direction based on regular reflection on oneself, actions and society. The graduate demonstrates presence and personal integrity in teams. The graduate uses a critical compass for evaluating difficulties and dilemmas of the international development sector.
SE	to acquire development sector expertise	To acquire expert knowledge and skills in order to contribute to tackling complex problems in the field of the international development sector. The graduate distinguishes between different roles of concerned stakeholders with either parallel or conflicting interests. The graduate demonstrates awareness of his / her own role and the boundaries of his/her own expertise.

Specific profile
IDM presents its study programme with a specific focus on internationalisation and sustainability. The sustainability feature is acknowledged by the AISHE three star certificate that IDM received in January 2018.

Regarding internationalisation IDM follows the VHL-policies, that aim at international classrooms, knowledge of other cultures, cases and assignments with international focus, intercultural awareness, communication skills and personal attitude. Competences do touch on internationalisation within the working field, organisations and sectors. The panel finds it relevant to describe the internationalisation experiences and intercultural skills more explicitly.

This does not mean that IDM is not international. The programme has an international classroom, subjects, classes and cases do address international subjects and the language of instruction and the literature is in English.

To the panel there is another feature that makes the IDM profile specific: the agricultural/rural background from where the programme originates. This gives a specific context that is special compared to other study programmes that address developmental issues. The panel encourages IDM to use this more as distinctive characteristic, in combination with the attention that is given to soft skills and project management.

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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

The study programme receives the judgment **satisfactory** for standard 2.

IDM's orientation assures the development of professional skills with its applied profile. Students are educated and trained to become the change makers who will induce stakeholders to start thinking about solutions on the basis of their own strengths for complex problems in developmental issues, mostly in developing countries. The applied nature becomes clear in the activities students perform and in the broad toolbox that students obtain. Module descriptions can be more specific with information on what students' activities will be and what the connections are with the underlying knowledge and theories. This can make students more conscious of the possibilities of their toolbox and it will help them with their focus within the programme.

Substantiation

The IDM study programme is clearly set out with the focus on professional practice, as is suitable for a University of Applied Sciences. Other development study programmes on international development are often more academically oriented, where as IDM has a more practical (applied) and a broader focus (more rural, more agricultural, more socio-economics). Students and alumni confirm and like the practical character of the programme. They are taught to become the change makers and global citizens for the future who induce stakeholders to start thinking about solutions on the basis of their own strengths for complex problems in societies. This focus is not always clear for first year students and could be explained more clearly in the module descriptions. That said, it is important for students to become familiar with development thinking, as this orients towards the practice that is the core focus of this programme. In the first year of the programme students are taught about different development approaches and their effect on development policies and projects.

The applied nature of the programme is demonstrated by guest lectures with international speakers, workshops, case studies from developing countries, focus on applied research within project assignments, internships and thesis. Students learn many general skills like conceptual approaches and critical thinking, project management, teamwork, research methods and oral and written communication skills, personal development and self reflection. They also learn to apply tools in the domain of development studies, like for example
- Integrated Organisational Model in the TASCO toolkit (Technical Assistance for Civil Society Organisations);
-stakeholder analysis tools (power/interest tools)
-Sustainable Livelihood Framework
-Pressure and release model for vulnerability, risk and crisis analysis
-inclusive facilitation techniques
-TEES-test (technical, economic, ecological, social)

-planning with a gantt chart
-scale of Bennett
-business model Canvas
-the power cube of Gaventa

The fieldwork week in Romania, the internships and the thesis are important elements for students to connect theory and practice. In the first term of year two students do their first internship to find out what they can do with the study. Students become more confident and learn that they can contribute to changes. Students learn that they cannot always immediately solve the problems, but that they have to facilitate change processes by way of an interactive multi-stakeholder process. To achieve that the complexity of a problem has to be understood, the right right factors have to be addressed and the right stakeholders must participate. As the staff explained: they are not training development workers but facilitating change makers with a human focus. This starts in the first year where students present their results of project during an innovation marketplace.

The panel heard many inspiring activities from the students and alumni. For example the alumnus who is investigating sustainable gold mining in Uganda with a hands-on approach and consideration of ethical issues, empowerment and building resilience, or the students who proposed and made plans to set up an association for beekeeping in Romania. The PAC members acknowledge that the programme has a hands-on mentality and is directed at flexibility, communication and personal skills. Students learn to perceive the world critically and build on a tool box for interrogative thinking and technical skills. The panel recommends offering a good balance of practical skills and theoretical knowledge in a way that students become more conscious of the ethical issues associated with international development and reasoning behind the use of the tools. The ambition of IDM to update the BOKS annually, following discussions with the PAC and alumni, would be beneficial to keep the BOKS up to date and in alignment with the learning goals and competences.

The panel appreciates the fact that students could elaborate on the issues regarding critical thinking, and its link with development practice. Students learn to question the motivation behind actions and look beyond intentions. Awareness is raised that results have to be taken up with local stakeholders, that aid should not be provided when is not needed or asked for and that development agencies must be able to withdraw in the end.

Going abroad for internships or the thesis is not mandatory, although many students do go abroad. It is not easy for students to find proper internships. Additional support from within IDM would be helpful. The panel recommends that IDM can use the connections of a broader and more international PAC to bring in more international context and internship companies. IDM could also benefit from the set-up of a network of alumni.

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Standard 3   Contents of the curriculum

The contents of the curriculum enable students to achieve the intended learning outcomes

Conclusion
The study programme receives the judgment **satisfactory** for standard 3.

IDM's programme is in line with the intended learning outcomes. The panel finds that the contents do offer ample opportunities for students to obtain relevant knowledge and experiences. Students can tailor their studies to their own interests, within the boundaries of the body of knowledge for the chosen major. The information in the module descriptions/manuals can be more specific with information on what students' activities will be, what reading is necessary and what different types of literature students have to capture in a module. The share of academic literature can be enhanced to give students a more solid knowledge background, analytical skills, awareness of the contexts of development work and better skills in critical thinking. Elements are present in the programme but can be incorporated more systematically to enhance the coherence of the programme. More clarity can be given to the way multi- and interdisciplinarity is built into the programme. The ambition to evaluate the learning goals and align these better with the BOKS could be a starting point to achieve this. The strengthening of the connection with the lectors is recommended to enhance the knowledge and understanding aspects and theoretical embedding with underlying principles. This will also benefit the applied research skills and the international experience of students.
The panel is convinced that IDM offers an interesting programme that has great influence on the personal and professional development of students. This became convincingly clear in the interviews with students and alumni.

Substantiation

Relation study programme with the learning outcomes
The competences are clearly operationalized into learning outcomes (see table in standard 1) at three levels: basic, advanced and professional. The basic level is covered in the first year. The advanced level is covered in the second year and the professional level is covered in the third and fourth year and assessed in the thesis phase. The BOKS describes per competence the knowledge, skills and tools students have to obtain and the attitude students have to develop. In the BOKS there is a distinction between the three majors in the descriptions of the seventh competence (sector expertise). The learning goals and student activities are described in more detail in the module descriptions.

Knowledge
As mentioned above students are offered a broad programme that they can tailor to their preferences in the major, the internship, the thesis, by choosing certain SDGs as main focus or a focus on a specific sector/domain or country/continent. In the first year students become familiarized with the history of developmental cooperation, important actors, policies, trends, shifts and influences and students gain awareness of pitfalls. Students learn from an overview, to the organisational level and specific issues (macro to meso and micro). Each term students follow two study units of 7 EC and 1 EC for Personal Leadership Development. Each study unit consists

of theory and an assignment (often in teams) where the theory is applied. In the fourth term everything is combined in the East European fieldwork trip.

The second year starts with a ten week internship in an organisation related to the chosen major. Many students go abroad for internships in developing countries. Each major has a size of 109 EC: 7 major specific study units, the third year internship (30 EC) and the thesis (30 EC). In the third year students have to choose a second language (Spanish, German or Dutch) that they have to acquire at level A1/A2. In the third year internship students have to act as a semi-professional in the working field of the major. Many students go abroad; some students prefer to work in a Dutch organisation. In the fourth year students do a minor (30 EC) and the thesis project (30 EC). This setup of the programme is acknowledged and supported by the students, staff, alumni and the PAC.

The panel has studied the module descriptions and sets of study materials, used literature and the outcome of students' projects and assignments. The panel finds that the module descriptions could be more specific regarding the information on students' activities and assignments, the academic dimensions and different types of literature used and which reading is necessary or optional. Most of the literature used is handbooks. Students indicate that mandatory readings could be better used during lectures. Students found it hard to mention leading-articles from professional or academic journals. IDM could elaborate more in the module descriptions in a way that the content, activities and coherence become clearer to the students and the information about the nature of exams and reading lists.

For students who are interested in a specific major, the first year is very broad and the linkage with the following study is not always clear. The study programme could gain from a more solid knowledge foundation to underpin the interesting topics and further promote skills for critical thinking. Students mention some tools they have mastered, when they are asked which theory was addressed and they seemed to find practice more relevant than theory. The panel concludes that the practical nature of the programme appears as predominant. The focus on the application of theory does not make students sufficiently conscious of theory and the context of problems and research questions.

A second advantage is the guide line the module descriptions can offer to the teachers. Students and alumni mentioned that there are undesirable differences among lecturers in the way they look at assignments.
IDM acknowledges in its self evaluation that the operationalisation of the learning outcomes and the content of the BOKS need further improvement.

Regarding the languages courses, students would like to add courses in French, since this is an important language in many African countries and in the international context/ international organisations.

Current topics
From the interviews the panel concludes that current topics and trends are addressed in the study programme, for example the SDGs, urbanisation, rural out-migration, environmental degradation and the changing relations between producers, consumers, government, NGOs and the private sector. In addition, students are able to pursue particular foci through their internship and thesis topic choices. The upcoming importance of digital literacy (big data and social media), funding

arrangements and strategies are mentioned in the deliberations with the PAC. Current topics are brought up during lectures and workshops and part of the literature used comes from developing countries. The panel appreciates the efforts to keep the study programme up to speed with current topics and trends, and notes the importance of staff development in this regard. The panel observed that many issues are dealt with from the perspective of development practitioners and local stakeholders, which is positive.

Multi- and interdisciplinarity
The panel received different explanations from the stakeholder groups on how multi- and interdisciplinarity is integrated in the programme. On the one hand students mention that it is normal for them that issues and research questions are approached from different angles: economic, legal, sociological, ecological. Sometimes it is also explained as a multi-stakeholders facilitation or the combination of different sectors/domain.
Alumni and PAC mention that the interest in multi-stakeholder approach has increased. Through the group work assignments there is often a mix of students from the three majors, which enhances a multidisciplinary approach. Students mention that teachers steer discussions and results in an interdisciplinary context and the effect it has on different stakeholders and organisations. The panel recommends IDM to address the multi- and interdisciplinarity more consciously as an essential factor in development processes. IDM can articulate more clearly what is interdisciplinary about the programme and why different disciplinary approaches (using concepts and methods from different disciplines e.g. economics, anthropology et cetera) do matter. The elements are there, but can be put more into perspective with clearer distinction between different disciplines and different types of issues of stakeholders.

The panel also recommends to obtain more current working experience among staff. Students would appreciate the knowledge and experience from teachers that have been embedded in the developmental cooperation sector. Most teachers have worked in developing countries but not necessarily in development work and some of their experience is quite old now. This might fine-tune the perspectives given in the programme. Some students for example mentioned that examples/cases from African countries are often homogenised as if all African countries were very similar. Students would prefer a more divers approach with attention to the different economic and cultural backgrounds in countries in Africa and other continents.

Research skills
VHL policy pays attention to applied research, research capabilities and a professional product as outcome of applied research. In the IDM programme research skills are gradually built from the first year onwards from 'using research results of others to performing applied research oneself'.

The panel concludes that the development of an inquiring attitude is the central starting point in the programme for the development of research skills. From there students learn basic research methods for applied research projects. This is done with input from the lectors of the Applied Research Centres (ARC) of VHL. They act as guest lecturers, bring in interesting cases, project assignments, subjects for internships and theses. The positive feature is that students and teachers participate in the ARC's research projects and acquire hands-on experience in the Living Lab projects, for example, the lectors in Sustainable Agribusiness in Metropolitan Areas and Sustainable River Systems operate in living labs in India, Romania, Kenia, Ethiopia and The Netherlands. This enhances students' opportunities for international experience during

internships and thesis projects related to the living labs. Most student projects focus on stakeholder analysis and stakeholder maps. For bachelor students this is quite challenging, also because of the interaction with researchers and master's students. The panel finds that that the relation with the professorships can be further developed or strengthened with respect to the research skills learning line and a continuum in the participation of students and lecturers in the ARC research projects..

Internationalisation
The panel finds that IDM is an international programme that offers students lots of opportunities to learn about cross cultural diversity and acquire their own international experience. Many students prefer to go abroad, but not all. Although going abroad is not mandatory, the panel would recommend that the programme gives stronger advice for students with only a secondary school (havo/vwo) background to obtain international experience, since those students with sometimes minimal travelling experience can stay in The Netherlands for their internships and thesis. The panel finds that all students should have some experience abroad. IDM can use its connections with universities in China, East Timor, Indonesia, Ethiopia and Romania to enhance the international experience of students. The class room is international, with twenty-five percent of students having an international background, although Dutch and German students are predominant. The panel thinks that it is relevant that students know more about the contextual aspects of development work through hands-on experience. In that way they are also better prepared for the effects the programme will have on their personal and professional development.

Standard 4   Learning environment

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

Conclusion
The study programme receives the judgment **satisfactory** for standard 4.

The panel is convinced that the learning environment and the lecturers attention for the students is beneficial to the personal development of the students. This is a strong feature of IDM. There is good and ample opportunity for students to interact with teachers and receive the essential information. The didactical approach is clear from the beginning and enhances the responsibility students have for their own study paths and successes. Students have ample opportunities to achieve the learning outcomes.

Substantiation
The panel has studied a selection of study materials and found confirmation that IDM's learning environment and policy is based on the VHL education vision (competence based learning) and in line with the five characteristics: a) real world centred, b) freedom of choice, c) diversity, d) up-to-date digital resources and e) attention to research, internationalisation and sustainability.

The panel recognizes these features in the study programme. Assignments, examples and case studies are often based on contemporary issues and cases. Students have to play an active role in the design of their learning process and study route by choosing their major, minor, internships and thesis project. In the Personal Leadership Development study unit they can spend 56 hours on activities that will benefit their personal and professional development. Diversity is a factor in the cultural and educational background of the student and the composition of student groups. Diversity in teaching methods and assignments can be enhanced. Many study units are still lecture dominated, although teachers do incorporate more interactive methods during assignments. The panel heard several examples of digital media being used in lectures, like Kahoot, Ted-talks, Visual Problem Appraisal, serious gaming and Shakespeak or Socrative.

The panel is positive regarding the way teachers actively engage with the students. Their way of lecturing and the provision of additional information is well appreciated by students. It helps students to make the proper choices in their study career. There seem to be close connections between students and teachers. The didactical approach with small groups, activity based learning and personal attention are beneficial. The attention to the personal development of students is a strong feature. A point of attention is the alignment between teachers. Students sometimes experience different approaches in the marking approaches to the same subject, which can make them feel unsure on how to prepare for assignments and exams. Manuals could be more uniform in clarity and detail (especially readings and assignments, as noted above). Staff members indicate that improvements are being made to lessen the differences between teachers for the same module.

Standard 5   Incoming students

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

Conclusion
The study programme receives the judgment **satisfactory** for standard 5.

IDM follows regular and formal entry requirements. The IDM study programme is feasible for incoming students, although it is not always suitable for regular havo-graduates without travel or work experience. IDM can use its international network more to attract a more diverse international student body.

Substantiation
The IDM study programme is eligible for students with prior pre-university education (vwo with NT, NG, EM and CM (including mathematics and economics) profiles or higher general secondary education (havo, same profiles as vwo). Applicants from an associated secondary vocational level (MBO) must master the subjects of English, mathematics and economics at havo-level. Applicants of twenty-one years or older have to do an admissions test. The level of foreign diplomas is assessed against Nuffic criteria and the level English is checked (TOEFL 550 or IELTS 6.0). Most students receive a positive outcome for the study compatibility check.

IDM attracts a diverse population of students regarding educational background, age, life experience and proficiency in English. Most students are havo-graduates and 75 percent are Dutch. Twenty percent of the students are German and a few students are from other countries. Many students come from mixed cultural backgrounds. IDM is growing in student numbers, from 70 in 2016-2017 to 93 in 2018-2019. From the interviews the panel concludes that dropouts are mostly havo-graduates without previous travelling experience. Students and alumni prefer more diversity and mention that students with prior work, volunteering or travel experience are more likely to succeed. Students from Germany told that they had other expectations and felt they were not challenged enough by the programme. IDM has to take these differences in expectations into account.

IDM has adjusted its recruitment information on the web site with informative videos on student activities and job opportunities. Recruitment is carried out at VHL-level, aiming at more incoming international students. The panel recommends that IDM is more directly involved in the recruitment of foreign students. In that way IDM has more direct influence regarding the information offered to students and the selection of prospective students. IDM can use its network of international contacts and alumni more to promote itself abroad.

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 study programme receives the judgment **good** for standard 6.

IDM has an adequately sized and experienced team of teachers who are very capable to realize the educational programme. Teachers are very enthusiastic and have a student centred approach. They have broad international experience, are highly educated and well trained in didactical aspects. The team as a whole shares experience and aligns the education every term during scheduled teamdays, which is beneficial for education and for students. Teachers are highly appreciated by students. The panel understands the ambition to attract more diversity among staff. IDM has made efforts to attract foreign teachers, but has not succeeded yet, and faces external constraints (e.g. immigration policies).. The panel would like to encourage these efforts further and sees more opportunities with the growing network IDM has with the work field, alumni and the PAC.

Substantiation

The panel finds that the IDM staff team is very motivated and enthusiastic regarding the study programmes profile and that teachers have a clear student centred approach. Teachers keep their knowledge up to date by working in research projects with the lectors, by lecturing in the master programmes Management of Development and Agricultural Production Chain Management. Teachers also visit congresses and symposia, which is important for keeping up to date in the field. During scheduled training staff share experiences, discuss good practices and work on the improvement of the IDM study programme. This open atmosphere is very beneficial for the education.

IDM has enough qualified staff to realize the study programme both as to content and organisation. IDM has fifteen staff members totalling 11.5 fte, and is expanding depending on the growth of student numbers. Staff members also contribute to other study programmes, like the master's programmes. Most teaching staff have Dutch nationality. All have worked internationally for more than five years in developing countries; more current experienced could be welcomed according to the panel. Five staff members hold a PhD, nine hold a Master's degree and one holds a Bachelor's degree. Twelve staff members have a didactical certificate and two are following a course for this certificate. Since 2014 four staff members have earned the BKE-certificate (basic examiner's qualification) and eight are completing their BKE-portfolios. Two staff members will start. Tutors are specifically trained for their task. All IDM-staff have achieved an advanced level C1 for English.

The panel concludes that the staff is highly qualified to conduct the IDM study programme. IDM in its reflection is conscious that more cultural diversity in staff is needed. Despite efforts to attract more teachers with different backgrounds, IDM has not been successful. Although current staff have a large international network with companies, universities and alumni and through cooperation with the lectors, the panel encourages the IDM management to keep searching for more teachers with other nationalities and with hands-on work experience in developmental cooperation. Students experience and appreciate the practical knowledge and experience of teachers, but would certainly welcome more teachers from countries in the southern hemisphere with actual experience in the developmental cooperation sector. This would give an extra plus to the programme. From interviews the panel concludes that IDM makes good use of its network and PAC-connections to broaden the horizon for students with experienced guest lecturers from the workfield.

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.

IDM has good facilities that contribute to an attractive learning environment for students. Students and teachers like the campus where VHL is situated and make good use of the green environment and the well equipped lecture rooms and other facilities. Students and teachers have good access to computers, software, internet and the well stocked library. The virtual information facilities are improving because of the switch from Blackboard to Moodle rooms. Teachers share office space by hot-desking. The fact that they are student oriented and can easily be reached, is welcomed by the students, although a more formal structure and space for student appointments would be desirable.

Substantiation

The IDM programme is delivered at the VHL location 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 which offers a rich learning environment. All necessary facilities are present and of good quality. There are classrooms of various sizes, computer rooms, private work and study spaces, a GIS (Geographical Information System) room, a well provisioned library. Students and staff have adequate access to computers with the necessary software and internet connections.

Teachers work in open spaces. According to the hot-desking principle they do not have their own desk but share office space. Provision of laptops and smart-phones made this possible and ensured that teachers can still easily be reached by students, which is highly appreciated by students. Teachers use modern computer and social media facilities in their classes, e.g. by flipping the classroom and the use of instructional videos or you-tube videos on new topics. In the self-evaluation report a shortage of areas for confidential discussions was raised. However during interviews this did not seem to be a major problem to students.

Standard 8   Tutoring

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

Conclusion

The study programme receives the judgment **satisfactory** for standard 8.

Tutoring and student information systems are set up to support students' study progress. Students are guided by trained tutors who guide them through the first study years with the help of the specific study unit Personal Leadership Development. Tutors coach students with important study choices (internships, major, thesis) and monitor their personal and professional development. Students become more and more responsible for their own learning environment. VHL and IDM have invested in the improvement of tutoring and the guidance of students. This does not yet show in lower drop-out rates. Improvements can also be seen in the provision of information to students. On this issue the panel recommends that all policy documents should be available in English.

Substantiation
The tutoring is performed conforming to VHL policy. All students have a tutor who guides the students individually and in group workshops. Tutoring is a tool to strengthen the development of students and the responsibility for their study progress and personal development. In the first two years tutors have regular meetings (at least two per term) with students in which study progress is discussed and tutors check if the programme aligns with the expectations of students. Tutors also keep an eye on the wellbeing of foreign students and check whether they face culture shock, feel home sick or lonely. The VHL International Office helps students with bureaucratic issues like visa, bank accounts and insurance. The recently started Study Association Ambrosia informs students about Dutch culture. For students with disabilities a specific VHL-policy is in place, indicating that these students can receive extra support, some dispensations and special tutoring. Students with functional disabilities are coached by special trained tutors. In specific more complex cases tutors can refer students to the student counsellor.

Unfortunately the drop out rates of IDM are rather high: 25-40% of students terminate their study in the first year. To tackle this problem better, IDM has improved its tutoring, conforming to VHL-policy. A new Personal Leadership Development (PLD) study unit was launched. This study unit offers a toolbox with a diverse set of assignments to focus further on and to consider student choices. It offers lectures and workshops on smart and effective studying, how to prepare for internships and thesis and how to prepare for a professional career. The students work on a Personal Development Plan as a guiding document in the first two years and gather results of PLD in a portfolio. Students learn to build their own profile and start networks on social media like LinkedIn. Self reflection is an important part of the PLD study unit and this also helps students to reflect on teamwork during projects.

The panel is positive about the extra remedial classes that VHL offers students who fall behind with their studies. A specially assigned IDM teacher tries to stimulate students to finalize their study. The panel finds it important that these students are directly addressed and can link with fellow students in the same position. This can give an extra stimulus.

The panel is positive about the buddy system with bachelor and foreign master students that started in 2016. This offers bachelor students chances to experience cross cultural differences and train their communication and social skills. It offers master students opportunities to blend in with Dutch society and culture and settle more easily.

The overall provision of information is adequate. General policy documents are available on the VHL-Studentnet. Examination results are available in the Student Information System (SIS). IDM is switching to Moodlerooms, an information platform with ample possibilities for information storage and easy access for teachers and students. Moodlerooms was partially filled at the time of the site visit and will be further filled during the next terms and years. For general questions about education students can go to scheduled walk-in office hours. The panel recommends IDM and VHL to check if all guidelines and policy documents are available to students in English. All students should have good access to the English documents in order to be aware of their rights and obligations. The panel saw that several policy documents were only offered in Dutch. Student evaluations also show that students want better information about rules and regulations. IDM has addressed this issue with the management and profess is slow in this regard. IDM mentions that all IDM documents are in English.

Quality assurance

Standard 9   Quality assurance

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

Conclusion

The study programme receives the judgment **satisfactory** for standard 9.

IDM evaluates its study programme and study units on a regular basis. A PDCA-cycle is operational and the processes are in place. IDM compares the evaluation and survey outcomes with set targets. When scores are below these targets improvement plans are set in motion. Besides the formal processes, the informal often shorter routes are also important for quick responses to students. This does not always lead to transparency in the organisational set-up as a Result Responsible Team. The panel finds that the governance could be clearer within the small team.

Substantiation

IDM has a system of evaluations and surveys in place. Study units are evaluated among students at least once per three years. Results are also discussed in Focus Groups. The programme as a whole is evaluated by graduates. IDM also receives information from the National Student Survey (NSE) and the HBO-monitor for alumni. Furthermore IDM recently started with a Startmonitor, a survey about the experience of first year students, and with an exit interview to monitor the reasons for dropping out. Results from study unit evaluations are sent to the study unit coordinator and discussed with the study unit team before setting up an improvement plan. Improvements need approval from the Curriculum Committee and the Degree Programme Committee. Improvements in the last years were directed at decreasing the number of teachers per study unit, quicker feedback on assignments, a better link between literature in PowerPoint slides used, checking exams for spelling mistakes, better information during introductory lessons, more theory classes and lowering the study load. One of the team members monitors the evaluations and improvements, in the role as Facilitator Quality Management.

The relation with the professional field is monitored in the Curriculum Committee, in staff meetings and with the PAC. Staff satisfaction is evaluated with a survey and the performance of individual staff members is discussed in the annual interview with the director.

From the survey and evaluations it is clear that the NSE scores have improved and most scores are well above the threshold score of 3.4. Lower scores on the provision of information, assessments and quality assurance are addressed by the above mentioned improvements. This shows that a Plan-Do-Check-Act cycle is in place, but the panel recommends staying on top of the improvement of NSE outcomes since half of the evaluation score are under the minimum threshold. Staff members are working on improvements, hence the above mentioned improvements. During education days the team is working on more alignment between and within study units and better information for the students.

The panel finds that the different stakeholders are involved in quality assurance. With the organisational set-up as a Result Responsible Team in combination with the small team size the

panel finds the governance structure not always clear. Formal and informal channels are operational and seem to conflict sometimes. Formally improvements have to be drawn up by a study coordinator and sent to the Degree Programme Committee for approval. But the role of the Curriculum Committee, responsible for the programme content, can be clarified regarding the final decisions on changes in the curriculum.

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.

IDM follows the assessment policy of VHL. It applies a range of different sorts of assessment in written or oral form, individual or in group assignments and reports. The panel finds the overall quality of the assessments satisfactory. The panel recommends to include more variety and rigour in the assessments in the first year, where there are many multiple choice exams. It recommends to put more emphasis on the understanding of the underlying theory and principles. Students felt that there was a lot of groupwork. Assurance of assessments is in place but this can be better positioned and equipped. The Examination Board has a rather formal role and could take in a more active role. The assessment committee needs more facilitation to enhance its checks of the exam papers, because it seems that the quality check is delegated to the teaching staff. Within the staff team there are checks and balances to uphold the exam quality, for example the four-eyes-principle in the development of exams and for oral examinations. Calibration sessions among examiners could be strengthened by comparing the way examiners interpret and apply the assessment criteria.

Substantiation

System

The panel finds that IDM has an assessment system in place that for the most part complies with VHL policy. In the Examination and Education Regulations (EER) and in the Examination Plan it is clear in which study units and at what level the competences and learning goals are assessed. Examination criteria and standards are defined beforehand. Oral assessments are conducted by two examiners. Written exams are designed by two or more examiners. Examiners are appointed formally by the Exam Board. Lecturers are being formally trained for the BKE-certificate. There is room for improvement to enhance the quality, validity, reliability and transparency of the assessments. The panel finds the module descriptions not always clear and complete on the description of the sort of exam and the criteria used for marking. The assessment committee mentioned that there are some study units that have assessment matrices in place, but there are no specification grids/rubrics. The information to students beforehand can be improved. Students now have to rely on the information given during introductory lessons, which they feel may be forgotten by them or adjusted by the lecturer subsequently.

The exam policy prescribes the balance between group and individual exams. The curriculum committee can prescribe the kind of exam. Students confirm that there is a mix of group and individual exams per term and study unit. IDM is working on enforcement of the rules regarding

hand-in deadlines and the time needed for feedback. Some teachers were more flexible with deadlines than others.

Assessment quality
The panel finds the overall quality of the assessments satisfactory. The panel has viewed a selection of assessments from all study years. IDM uses a mix of assessment forms, for example: oral or written exams, multiple choice or open questions, essay and reports, individual or group exams, presentations and portfolio. Improvements are possible for the first year assessments regarding the (academic) knowledge foundation and regarding the understanding of underlying theory and principles. Many first year exams are multiple choice exams that aim at reproduction of knowledge, and not so much at understanding or applying the knowledge. There is plenty of room for the assessment of practical skills. The panel has not seen many written assignments or essays where students are challenged to formulate their own understanding and opinions.

Assurance
IDM has the appropriate bodies and procedures in place for the assurance of assessment quality. Nevertheless the panel finds that the assurance can be strengthened further, and documented more clearly. The Exam Board fulfills its legal function, enforces the formal rules and organizes calibration sessions on the thesis assessments together with the curriculum committee. The assessment committee was installed in 2017 and is still being built up. The number of IDM examinations that have been checked by the assessment committee is still low, because of limitations in allocated hours. The committee will focus first on the non-BKE teachers.

The panel finds that measures to guarantee quality of assessments are in place among the lecturers themselves. Assessments per study unit are made by two or more teachers and the marking rubric and assessment criteria are checked. Students confirm that oral examinations are always performed with two examiners using a rubric. Testimonials of internship organisations are used as advisory input. Reports are marked by an independent examiner and combined in a calibration session with the marks from a study unit leader. This complies with the four-eyed check principle.

The panel recommends paying more attention to the calibration between examiners in the way they apply the assessment criteria and/or rubrics. The panel recommends to make it more visible how the marks are reconciled e.g. a simple average despite the sometimes wide difference between two markers or an 'agreed mark' whereby the two markers discuss with each other the rationale and come to an agreement. IDM mentions in its self evaluation report that it can improve on the formulation of criteria in the assessment matrices and rubrics. The panel would like to add that more attention can be given to how teachers interpret and apply those criteria and find ways to better align their judgments.

The panel recommends the Exam Board to become more active and act closer to IDM and really form its own judgment regarding the quality of assessments and especially the final exams/theses. IDM needs more investment in assurance of assessment quality.

Achieved learning outcomes

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 panel finds that IDM demonstrates with the results of graduates and with the set-up of the graduation phase that students achieve the intended learning outcomes. The thesis and other final products and assessments show that students are successful at the bachelor's level. This is acknowledged by the companies they work for and that the alumni are successful in the workfield. Representatives of the work field are enthusiastic about students' and graduates' performances.

Substantiation

Graduation phase

The graduation programme consists of study units of the third and fourth year, in which all the competences are covered: the third-year internship preferably in a developing country and the thesis project. The thesis assesses whether a student is competent in: applied research,communication in an international setting and developmental cooperation sector expertise. The internship assesses the communication skills, the support of organisational development, sector expertise and the development of personal leadership. The major study units assess whether the student is competent in facilitating innovation, organisational development and sector expertise. With the internship and the thesis the student also reflects on the development of his/her competences. From their major students select relevant topics and find an organisation which will commission a research topic. Most such commissioners are from The Netherlands or from the country of origin of the student and operate with an international perspective. For the thesis fieldwork is mandatory. Students must write a thesis report that includes research results and analysis, a professional product and often recommendations for the commissioner. Students defend the recommendations in an interactive consultation within the commissioner's organisation. The outcome of the thesis must be explained to the general public in writing (article) or via another medium. IDM would prefer a broader variety of thesis products in future, for example professional products like business plans, a lecture or workshop series or an instructional video.

Graduation products

The panel has selected the theses of fifteen graduate students from the last two graduation years. The grades ranged from 5.7 to 8.5. For the total overview the panel also had insight into the products from the other study units and internships. The thesis grades on the whole compare well with the impression the panel members had of the theses. The reports are rather comprehensive and tend to focus on the advice and recommendations for the commissioners. As

IDM mentions in the self evaluation report the presentation and defence of the thesis often gives more distinctive information on the achieved competences in total.
Students tackle interesting and suitable issues in the thesis: rural migration in Melanesia, the role of NGOs in agribusiness investments in fragile states, service accessibility to children in mining areas or sustainable assessment in farming. The theses are sometimes broad and descriptive and aim at recommendations for the commissioner. Theses could gain more in-depth description of underlying knowledge and theory and reflection on the outcomes and with stronger links between problem, data, analysis, interpretation and the conclusion. The discussion sections could address more literature.

Workfield success
From the interviews and the students chapter the panel concludes that students and alumni are successful in finding adequate jobs and interesting positions with companies and organisations in The Netherlands and abroad. A striking example was one very successful alumnus who now operates in a consultancy firm on the topic of voluntary certification for gems and gold with the use of block chain mechanism. PAC-members and alumni are seriously impressed about how students look at reality and adapt to developments. Students and alumni are capable of finding practical solutions in complex contexts with an eye for the motivation behind the action and the importance of local stakeholders.

The panel recommends IDM to make better use of its alumni and connections for the marketing of its study programme. Alumni are organising their own network and students become more active in the student association Ambrosia. These are worthwhile initiatives to let the IDM programme become more known to prospective students.

General conclusion of the study programme

Assessments of the standards

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

Standard	Assessment
Standard 1 Intended learning outcomes	Satisfactory
Standard 2 Orientation of the curriculum	Satisfactory
Standard 3 Contents of the curriculum	Satisfactory
Standard 4 Structure of the curriculum	Satisfactory
Standard 5 Incoming students	Satisfactory
Standard 6 Quality of staff	Good
Standard 7 Services and facilities	Good
Standard 8 Tutoring	Satisfactory
Standard 9 Quality assurance	Satisfactory
Standard 10 Assessment system	Satisfactory
Standard 11 Achieved learning outcomes	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 existing hbo-bachelor International Development Management of Van Hall Larenstein University of Applied Sciences as *satisfactory*.

Recommendations

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

Standard 1
- The panel advises to offer students a clearer framework for their choices. The seventeen SDG's cover a very broad spectrum, where students can easily lose their focus.
- Competences can be strengthened in the understanding of what the multi- or interdisciplinary context is and what the intellectual content and academic depth and foundation are.
- The panel noticed that the PAC has mostly Dutch members and advises IDM to continue its search for PAC-members from other countries, especially the 'southern' countries, to receive more diverse input on international and intercultural aspects within the field of development studies.

Standard 2
- The panel recommends offering a good balance of practical skills and theoretical knowledge in a way that students become more conscious of the reasoning behind the use of the tools.
- The panel recommends that IDM can use the connections of a broader and more international PAC to bring in more international context and internship companies
- The panel suggests that IDM could offer greater support with identifying good quality internship placements.

Standard 3
- The panel finds that the module descriptions could be more specific regarding the information on students' activities and assignments, the academic dimensions and different types of literature used making it clear which is core and which is optional.
- The panel concludes that the practical nature of the programme is predominant, and that IDM can emphasize to students more clearly the importance of identifying and contextualising the problem by questioning and framing it, before they start to work on possible interventions and solutions with stakeholdergroups. Students are still not always aware of this and still show an urge to act on problems themselves.
- Although going abroad is not mandatory, the panel would recommend a stronger advice for students with only a secondary school (havo/vwo) background to obtain international experience.

Standard 4
- The didactical approach with small groups, activity based learning and personal attention are beneficial. The attention to the personal development of students is a strong feature. A point of attention is the alignment between teachers. Students sometimes experience different approaches to the same subject.

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Standard 5
- The panel recommends that IDM is more directly involved in the recruitment of foreign students. In that way IDM has more direct influence regarding the information offered to students and the selection of prospective students.
- The panel encourages the IDM management to try to recruit more teachers with other nationalities and with hands-on development work experience when future vacancies arise.

Standard 7
- The panel recommends that all policy documents should be available in English, especially within VHL.

Standard 8
- The panel recommends that students be given greater guidance with their choice of major.

Standard 9
- The panel finds that the governance could be clearer within the core IDM team.

Standard 10
- The panel recommends to include more variety in the assessments in the first year, with less use of multiple-choice tests.
- The panel recommends paying more attention to the calibration between examiners in the way they apply the assessment criteria and/or rubrics in order to reduce differences between different markers.
- The panel recommends the Exam Board to become more active and act closer to IDM and really form its own impression regarding the quality of assessments and especially the final exams/theses.

Standard11
- Theses could gain with more in depth description of underlying knowledge and theory and reflection on the outcomes. The discussion sections could address more literature and the contributions of the study to it.
- The panel recommends IDM to use its alumni and connections more for the marketing of its study programme.

Appendices

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Appendix 1: Programme site visit

time	Activity of expert panel	Present (apart from panel of experts)
8:15-8:30	Reception at the entrance + short cross-section impression the facilities	
8:30-9:00	**IDM: the core proudly presented**	All DS-team members and students involved in the expert panel visit, are invited.
9:00-10:30	Study of the materials (includes a break)	
10:30-11:00	**Interview: with the management**	
11:00-11:15	Break	
11:15-12:15	**Interaction with students**	
12:15-13:00	Break: Food for thought	
13:00-13.45	**Interview: the learning environment**	
13:45-14:00	Break	
14:00-14:30	**Interview: quality assurance**	
14:30-14:45	Break	
14:45-15:30	**IDM at work**	*Members IDM Professional Advisory Committee:*
15:30-16:15	Discussion within expert panel	
16:15-16:45	Feedback	All
16:45-17:30	**Workshop:** The Sustainable Development Goals inextricably intertwined; the challenge of the next generation IDM graduates and the implications for their education.	Invited: DS-team members and other staff involved in today's programme Members Programme Advisory Committee IDM Alumni
From 17:30	Closing and Drinks	Expert panel members, DS-team and all others involved in today's programme

Appendix 2: Documents examined

IDM:
Selfevaluation report IDM VHL, December 2018
Overview thesis and internships
Minutes PAC
AISHE report 2018
IDM Future Final Report
EER 18-19 Final Study Programme, including description study units
NSE 2018
Dropouts in Y1 and Study mentoring
IDM Assessment Plan
Internship Manual 2018-2019
Manual Thesis 2018-2019
Thesis protocol Bachelor study programme IDM 2018
Videos student chapter

VHL:
Institutional plan 2018-2021 en 2014-2017
Strategic Plan 2017
Besturingsfilosofie en organisatie inrichting VHL 2014, met organogram
Inrichting van het onderwijs bij hogeschool Van Hall Larenstein, 2014
Studeren met een functiebeperking, mrt 2013
Passende extra voorzieningen voor studenten met persoonlijke omstandigheden 2017
Beleidsnotitie Studieloopbaanbegeleiding 2015-2016
Toelating bij Van Hall Larenstein 2016
Regeling VHL studiekeuzecheck DEF 15-16
Handreiking onderzoekend vermogen
Handreiking Afstudeerprotocol 2015
VHL Academy
Visie op digitale leerwerk omgeving
Hogeschool VHL Kwaliteitszorgplan 2018-2021
Format VHL toetsmatrijs
Toetsbeleid Van Hall Larenstein 2015
Format VHL toetsplan
VHL handreiking Afstudeerprotocol 2015
Handreiking beoordeling groepswerk 2017
Kadernotitie Internationalisering 2018-2021