

ASSESSMENT REPORT

Report on the assessment of

Bachelor Agri-Systems Management Van Hall Larenstein, University of Applied Sciences

Croho-registration number: 34203

with regard to the NVAO Accreditation framework

The assessment has taken place on June 3rd and July 1st 2010

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On behalf of her,

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Identification

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Scope and aim of the assessment

The assessment concerns:

- Van Hall Larenstein, University of Applied Sciences (BRIN nummer Larenstein 22ND)
- Bachelor Agri-Systems Management
- Full-time programme
- Location: Wageningen

The aim of this assessment has been to verify whether and to what extent the degree course is in accordance with the accreditation framework of NVAO of February 2003.

Composition of the assessment team

Chairman:	Dr. M.S. Leloux
External experts:	Ir. Th. Hilhorst, Ir W.C.S. Heemskerk
Student member:	R.G.S. van 't Ende, Ba
Secretary:	Drs. C.J. de Monchy

Method of assessment

The programme Bachelor Agri-Systems Management has written a self-assessment report and has sent this report to the assessment team on April 23 2010. The first visit of the assessment team took place on June 3rd 2010 and the second visit was on July 1st 2010. The draft version of the report was sent to the management of the programme on 23rd of July. On 26th of October 2010 the management of the programme has sent a written response with regard to the draft version of the report. This has led to this final version of the report.

Before the visits the chairman of the assessment team and representatives of Van Hall Larenstein have met once. This meeting was meant to exchange information, to plan the dates of the visits by the assessment team and to discuss the programme of these visits.

Management summary

On June 3rd and July 1st 2010 the assessment team of Certiked has performed an assessment of the degree programme Bachelor Agri-Systems Management of Van Hall Larenstein, University of Applied Sciences in Wageningen. The aim of the assessment was to verify the quality of the programme with regard to the accreditation framework of the NVAO.

General remarks

The degree programme Agri-Systems Management is part of Van Hall Larenstein (VHL), University of Applied Sciences. VHL is part of Wageningen University and Research (Wageningen UR). The Foundation Van Hall Larenstein comprises two Universities of Applied Sciences, Van Hall Institute (BRIN nummer 24LE) and Larenstein (BRIN nummer 22ND). The Van Hall Institute courses are provided in Leeuwarden, the Larenstein courses in Velp and in Wageningen (until June 2006 in Deventer). With a personnel contingent of more than 400 FTEs, VHL provides education to more than 4,000 students in 14 registered Bachelor courses, three Master courses and three Associate Degree courses.

The (Larenstein-) degree program Agri-Systems Management (ASM) qualifies students for bachelor positions within the following professional domains

1. Agronomic services for Good Agricultural Practices;
2. Commercial sustainable chain facilitation;
3. Certification auditing and consultancy.

The framework to describe the area, context, focus and attitudinal requirements of ASM graduates was based on input from the Ministry of Agriculture and Food (LNV), the WerkVeldAdviesCommissie (WVAC) Civil-society Organisations, job vacancies and positions, such as: manager production/processing facility, manager of quality systems, value chain consultant, manager sustainable procurement (private company or NGO), and surveys among alumni. Recently, major developments within the VHL University of Applied Sciences have led to a number of changes. The merger with the Wageningen University and Research (WUR) included the move from the Deventer location to the Forum building in Wageningen, and retirement of core staff members (completed in September 07). In 2005 the Competence-based Educational Concept was introduced in all programs of VHL, including ASM and the language of instruction for ASM changed from Dutch into English. The influx of new students dropped dramatically in 2006 and 2007, causing strong concern among the staff. After in depth discussions both internally and with the WVAC it was decided to concentrate the ASM programme in one major course named: Fair Trade Management. VHL considers this name to be appealing to young students. This year 2010 VHL is involved in developing a new strategy for all bachelors in the green economy field, yielding to intensive discussions about the profile, positioning and feasibility of the ASM programme – and in the slipstream about the names ‘Agri-Systems Management’ and ‘Fair Trade Management’.

The ASM programme has a long history of intensive contacts with the relevant professional field, ensuring an ongoing consultation with the profession. The programme has an international orientation and uses adequate and relevant up-to-date professional literature up to international standards. The assignments for the students, the placements (abroad) and the thesis assignments are based on real issues or questions in the professional field, thus ensuring that the programme is very much linked to the professional field. The didactic concept, which is well developed in the VHL institute, is based on competence-based learning. The competences define the specific learning objectives of each module, which are leading for the assessments. The learning process and preparations for the assessments are supported by career counselling. The bachelor level is reached in the thesis trajectory. The lecturers have the required professional competences and have been trained in the didactical competences needed for the educational concept. The HRM policy of VHL offers ample opportunity for personal development the development of teamwork. In the interviews with the teaching staff the assessment teams enjoyed the enthusiasm and commitment to the new curriculum. The main drawback is in the organisational matters. The scarcity of staff resources flows over into the quality of the organisation, it just does not function smoothly. The management of the ASM course seeks systematically input from a broad variety of stakeholders to improve the quality of the course.

The assessment team was positively impressed by the following facet's: Requirements for professional orientation (2.1), Correspondence between aims & objectives and contents of the programme (2.2), Assessments and examinations (2.8), Quality of Staff (3.3), Material facilities (4,1) and Involvement of staff, students, alumni and the professional field (5.3).

Some topics for improvement are the following: a further sharpening of domain-specific requirements linked to professional orientation, curriculum consistency, consolidation of the knowledge base in the competence-oriented curriculum, vulnerability of the lecturer quantity, further aligning of the diverse information channels, and increasing enrolment.

The assessment team of Certiked has reviewed the degree programme Bachelor Agri-Systems Management. The assessment team has been able to study all of the relevant documents and to speak to all persons involved in the programme. Therefore the assessment team feels to be in a position to give a sound evaluation and assessment of the programme. The assessment team of Certiked concludes on the basis of the findings that the programme Bachelor Agri-Systems Management meets all requirements of all themes and standards of the accreditation framework of the NVAO.

Findings

Below, the assessment team will give their findings with regard to the themes and standards of the accreditation framework of the NVAO. The assessment team states each of these findings under the heading of each of the themes and the standards of the accreditation framework of the NVAO.

Overview of the assessments of the degree course

<i>Themes and standards</i>	<i>Assessment</i>
<p>Aims and objectives of the degree course</p> <ul style="list-style-type: none"> ▪ Domain-specific requirements ▪ Level: Bachelor ▪ Orientation: Professional 	<p>Positive</p> <p>Satisfactory Satisfactory Satisfactory</p>
<p>Programme</p> <ul style="list-style-type: none"> ▪ Requirements for professional orientation ▪ Correspondence between aims & objectives and contents of the programme ▪ Consistency of the curriculum ▪ Study load ▪ Admission requirements ▪ Duration ▪ Coherence of structure and contents ▪ Assessments and examinations 	<p>Positive</p> <p>Good</p> <p>Good Satisfactory Satisfactory Satisfactory Satisfactory Satisfactory Good</p>
<p>Deployment of staff</p> <ul style="list-style-type: none"> ▪ Requirements for Applied University ▪ Quantity of staff ▪ Quality of staff 	<p>Positive</p> <p>Satisfactory Satisfactory Good</p>
<p>Facilities and provisions</p> <ul style="list-style-type: none"> ▪ Material Facilities ▪ Student support and guidance 	<p>Positive</p> <p>Excellent Satisfactory</p>
<p>Internal quality assurance</p> <ul style="list-style-type: none"> ▪ Evaluation of results ▪ Measures to effect improvement ▪ Involvement of staff, students, alumni and the professional field 	<p>Positive</p> <p>Satisfactory Satisfactory Good</p>
<p>Results</p> <ul style="list-style-type: none"> ▪ Level that has been achieved ▪ Results of teaching 	<p>Positive</p> <p>Satisfactory Satisfactory</p>

1. Aims and objectives of the degree course

1.1 Domain-specific requirements

The final qualifications of the programme correspond with the requirements set by professional colleagues, both nationally and internationally and the professional practice to a degree course in the relevant domain .

Findings:

- The historical roots of the degree programme Agri-Systems Management go back to the four-year programme Tropical Agriculture, designed in the early 70ties to meet the need for rural development workers in Developing Countries. In the late '90ties, the government restructured the educational sector, and the Tropical Agriculture programme did not fit in. So in 1998 the influx of students stopped. In response to market and student demands VHL¹ restarted in the fall of 2003 a programme, with more focus on international trade flows, marketing and agribusiness, and emphasizing the philosophy 'Trade for Aid' and "people, planet, profit". A choice was made also for focussing on equity issues in trade (hence faire trade) combined with "ecological/ biological" agricultural production processes to reflect the "sustainability" principle. Hence the name Tropical Agriculture has been changed in Agri-Systems Management (ASM). This programme with four major courses has been accredited in 2005 by the NVAO.
- The ASM staff has formulated three job profiles for which the ASM programme qualifies students:
 1. Agronomic services for Good Agricultural Practices;
 2. Commercial sustainable chain facilitation;
 3. Certification auditing and consultancy.VHL used the job profiles as a framework to describe the area, context, focus and attitudinal requirements of ASM graduates. This framework has been based on input from the Ministry of Agriculture and Food (LNV), Civil-society Organisations, job vacancies and positions, and surveys among alumni.
- Since then major developments within the VHL University of Applied Sciences have led to a number of changes. The merger with the Wageningen University and Research (WUR) included the move from the Deventer location to the Forum building in Wageningen, and retirement of core staff members (completed in September 07). In 2005 the Competence-based Educational Concept was introduced in all programs of VHL, including ASM and the language of instruction for ASM changed from Dutch to English.
- The influx of new students dropped dramatically in 2006 and 2007, causing strong concern among the staff. After in depth discussions both internally and with the Word field Advisory Committee (WerkVeld Advies Commissie WVAC) it was decided to concentrate the ASM programme in one major course named: Fair Trade Management. VHL considers this name to be appealing to young students. The student questionnaires 'motivation to choose FTM' from 2008 and 2009 reported that 80% of the students felt triggered by the name Faire Trade Management, 60% - 90% considered it the right name for the course. In the meetings with the assessment team the students commented that the flag does not cover the cargo of the major course, the major is more comprehensive than the name 'Fair Trade Management' suggests. Many students still expect to find a substantial amount of themes related to tropical crop production in the course.

¹ Wherever VHL is mentioned in this report, the management of the degree program ASM is meant

- This year 2010 VHL is involved in developing a new strategy for all bachelors in the so called green economy field, yielding to intensive discussions about the profile, positioning and feasibility of the ASM programme – and in the slipstream about the names ‘Agri-Systems Management’ and ‘Fair Trade Management.’
- The Work field Advisory Committee has been reinstalled in 2008. VHL has defined a profile for WVAC members, including ‘to have a distinct link with Tropical Agriculture and to be specialized in one of the following fields: primary sector business development, consultancy, research, finance, certification, and advocacy and youth organizations.’ The current WVAC favours a course that is strong in sustainable chain facilitation. The present members of the WVAC work in consultancy, research institute, finance and an advocacy organization. The WVAC meets at least twice a year with the staff of ASM.
- Up to June 2010, the ASM staff and the WVAC have discussed extensively the job profiles for which the programme qualifies the students, and consequently the name of the major course. This resulted in a recent comprehensive rationale behind the ASM job profiles. (See Appendix 3 Domain Specific Frame of Reference.) The ASM programme expects that the tasks from *job cluster 1; Organise and implement improved cultivation practises* will be fulfilled by locally trained professionals in the foreseeable future, without need for foreign western interventions. Therefore, the leading professional tasks for ASM graduates are found in the *job cluster 2 : Commercial sustainable chain facilitation* and in *job cluster 3; Certification, auditing and consultancy*. The updated job profile will be used in the Course Specific Educational Regulation 2010 – 2011.
- The staff of the ASM programme has connected the final qualifications to the professional tasks in the professional domain in two steps. First, the final qualifications of the degree programme have been defined in terms of the competencies used in de educational concept of Van Hall Larenstein. From the 8 competencies there are 7 general competencies for all degree courses of Van Hall Larenstein, for example ‘to manage a unit of an organization’. The 8th competency contains the professional content of the degree programme, i.e. ‘to develop a sustainable agricultural chain’. Next, the job clusters have been connected to the competencies. See appendix 3
- To create a structural benchmark for the programme in the EU-setting VHL has joined the ISLE project: Innovation in the teaching of Sustainable Development in Life Sciences in Europe. This platform waits for the release of the EU-funds.
- Comparing ASM with other applied agricultural universities programmes is hard to make, VHL claims. Many EU-universities are focussing on modules and minors relating to sustainable agricultural development, but do not provide a full 4 year professional training programme. For internal benchmark the management considers three VHL programmes to be relevant:
 - Rural Development, major: Regional Development and Innovation (RDI)
 - Agribusiness and Management, majors: International Agribusiness and Trade (IAT) and International Horticulture and Marketing (IHM)
- Comparing ASM to RDI, IAT en IHM shows common grounds but also differences. Common ground is for example that ASM, IHM and IAT all have a strong focus on the agri-production chain. The main difference is that IHM and IAT are business programmes, while ASM and RDI have a development focus. On the other hand: RDI has a focus on the regional component while ASM has the focus on the agri-production chain.

Assessment by the Certiked assessment team:

The assessment team concludes that the most recent version on the job profile (June 2010) shows an increased coherent vision on the developments in the professional field. This job profile emphasized the growing need for commercial sustainable chain facilitation regarding agricultural commodities produced in the (sub)tropics. The job clusters and the rationale of the programme are based on extensive consultation with the profession. The assessment team regards the connection of the 8 competencies to the defined job clusters as adequate. The continuing discussions on the job profiles reflect the rapid changes in the professional field and the changing rationale behind the programme: from a 'production oriented rural development' approach to a 'value chain development' approach. However, in the minds of the teaching staff the historic roots and old rationale of the 'Tropical farming' programme are still relevant. It is argued also by students and some part of the professional field that attention for agricultural production should remain part of the Domain Specific Frame of Reference. The assessment team fully agrees that it is important for the programme to honour her roots – where part of its still recognised reputation and uniqueness is situated - and to continue paying adequate attention to agricultural production and to farmer interests in developing countries. This tension between the two rationales (production versus more upstream chain activities) exists also in the professional field. The challenge for ASM is to teach the students on how to deal with these two streams of thought.. The analysis of the final qualifications of ASM with the internal VHL bachelors show both common ground but also differences in focus. In view of this all, the assessment team assesses **facet 1.1. Domain specific requirements** as **satisfactory** in terms of the accreditation framework of the NVAO.

1.2 Level: Bachelor

The final qualifications of the degree course correspond to general, internationally accepted descriptions of the qualifications of a Bachelor qualification.

Findings:

On the basis of the meetings during the visits and the documents that have been reviewed the assessment team has come to the following findings:

- The defined competences of ASM describe the performances the graduates will be able to deliver. All competences are described in three levels, using three variables: a) the complexity of the professional situation, b) the independence in implementation (under close supervision or independent) and c) the weight of the task itself. The competences are fully described for each level, using a well defined format to explain the intended role, the situation, the actions and action criteria, the outcome and outcome criteria and the method of assessment. For each competence the aimed level (2 or 3) of the final qualifications has been determined based on the job profiles and discussions in meetings with the WVAC.
- The competences have been connected to the European standards for Bachelors (Dublin Descriptors) by comparing the assessment criteria of every competence at level 3 (or level 2 if this is the final level) with the descriptors.

Dublin Descriptors		Knowledge and understanding	Applying knowledge And understanding	Making judgments	Communication	Learning skills
Competences and Level of competence						
A. To manage a unit of an organisation	2		X			
B. To manage a project	3		X	X		
C. To commercialise	2		X			
D. To innovate	2		X			
E. To conduct applied research	2	X	X			
F. To communicate	3		X		X	
G. To develop yourself	3		X	X	X	X
H. FTM To develop a sustainable agricultural chain	3	X	X	X	X	X

Table 1: Relationship between competences and Dublin Descriptors

- Subject specific expertise is taught on the following knowledge components: Project Cycle Management, Research Methods, Marketing Concepts, Business Plans, Farm Economics, Cultivation, Soil Sciences, Logistics, Product Quality, Quality Management, Post Harvest Physiology & Technology, Chain Analysis, Value Chain Development and Chain Empowerment.
- Applying knowledge and understanding is assessed through the professional products which the students deliver as assignments during the course. (See also the facet 2.1 and 2.2.) In these assignments the students learn to collect and interpret relevant data and make their own judgements. In the lectures and in other educational activities attention is paid to relevant social, scientific and ethical issues. In the thesis project the students show their ability to collect relevant data, to analyse these and to make recommendations based on the analysis. The balance between the people, planet and profit issues is part of the assessments.
- Communication is one competence in the curriculum (F). As many assignments are done in project groups, students develop basic project-oriented skills like organizing, planning and managing meetings. Knowledge and skills in communication are practiced in the workgroups and taught in training sessions, under which a training course in cross cultural communication. To communicate the results of the projects to assignment givers is part of the competence Communication and is assessed in projects, in placements and is part of the thesis project.
- Learning skills are the subject of the career counselling courses in the first two years. In meetings with the assessment team students explain that it takes some time to get used to the practice of reflection skills. Towards the end of the curriculum the students notice the benefit of reflection and they use their skills to strengthen their learning experience.

- The management of the degree course is of opinion that improvement in describing the competences and defining the levels is an ongoing process. During the last year, special attention has been put on defining the context more clearly, this is part of the yearly update of the Course Specific Educational Regulations (CSER).

Assessment by the Certiked assessment team:

After studying the presented materials the assessment team is of the opinion that the final qualifications of the programme meet the requirements of the Dublin descriptors. The assessment team observes that the use of competences to describe the final qualification points the attention to performance and the criteria to assess a performance. This explains why the Descriptor ‘applying knowledge and understanding’ relates to all competences, and the descriptor ‘knowledge and understanding’ relates only to the competences E ‘Conduct applied research’ and H ‘To develop a sustainable agricultural chain’. The emphasis on the application of knowledge rather than the acquirement of knowledge is congruent with the competence-based educational concept. However, the assessment team underlines the importance of a sound knowledge base and recommends to pay sufficient attention to the assessment criteria for acquired knowledge, just as much attention is paid to the acquirement of reflection skills. Based on these considerations the assessment team assesses the facet ‘**1.2 Level Bachelor**’ as **satisfactory** in the terms of the accreditation framework of the NVAO.

1.3 Orientation: Professional Bachelor (HBO)

The final qualifications of the degree course have been based on the professional profiles and/or professional competences drawn up by (or in collaboration with) the relevant professional field. A Professional Bachelor (HBO) has acquired the qualifications at the level for starting as a professional in a specific profession or professional field for which professional higher education is required or useful..

Findings:

On the basis of the meetings during the visits and the documents that have been reviewed the assessment team has come to the following findings:

- The final qualifications have been based on recently defined job roles such as: manager production/processing facility, manager of quality systems, value chain consultant, manager sustainable procurement (private company or NGO). The job profiles have been formulated in close relation with the professional field, i.e. the WVAC. (see Facet 1.1). The competences have been based on the job profiles.
- The defined levels in competences for the final qualifications are consistent with the professional contexts for which the degree course qualifies. The Competence C: ‘to commercialise’ and D: ‘to innovate’ are both defined at level 2 in ASM course. The consultation with the WVAC made clear that these competences are vital in the professional field. So, the students with a strong desire to enter in commercial business environment are advised to follow the Minor of International Agribusiness & Trade in which the competence C is brought to level 3.
- The staff and lecturers in the ASM degree course keep relevant contacts with the international work field through projects and assignments for students, by visiting the ‘Fair Trade Fair & Symposium in

Lyon, and cooperation with the Professional Master Programme APCM. The link with the profession is also a recurring theme in the (in)formal meetings.

Assessment by the Certiked assessment team:

The assessment team considers the ASM degree course being well-focussed on the professional work field in its approach and design. The described levels of the final qualifications mirror the performance level of a starting professional in the work field. The competences have been described in the context of the profession, clarifying the professional knowledge, skills and attitudes to be acquired by the students. The ASM programme has a long history of intensive contacts with the relevant professional field, ensuring an ongoing consultation with the profession. In view of the recent taken direction with respect to the job profile, the assessment team recommends to broaden the WVAC with professionals from stakeholders higher up in the value chain, such as large private enterprises (for example product sourcing agencies and companies). Also it is considered important that sufficient members have goods, up-to-date knowledge of the changing production conditions of smallholder farmers and their organisations, and gender analysis. Based on these findings the assessment team evaluates the facet '**1.3 Orientation Professional Bachelor**' as **satisfactory**.

Evaluation of the subject aims and objectives of the programme

*The assessment team states that the professional bachelor degree course has its roots in the work field. The input from the work led to the definition and formulation of the final qualifications and the competences. The competence levels to be attained by the students are coherent with the European standards of the Bachelor degree. The programme has made it clear that graduates are able to perform adequately in essential work situations by describing the competences in terms of realistic professional situations. The assessment team has evaluated all facets as satisfactory. Therefore the overall assessment of the subject '**Aims and objectives of the degree course**' is **positive**.*

2. Programme

2.1 Requirements Professional Orientation (HBO)

The programme meets the following criteria applicable to a degree programme at a University of Applied Sciences (HBO): Students develop their knowledge through the study of professional literature, by the study of materials derived from the professional practice and by interaction with the professional field and/or (applied) research. The curriculum has verifiable links with current developments in the professional field/the discipline. The curriculum ensures the development of professional competences and has verifiable links with current professional practice

Findings:


On the basis of the meetings during the visits and the documents that have been reviewed the assessment team has come to the following findings:


- The curriculum of the ASM degree course has been based on the acquirement of professional competences. This means that students are trained from the beginning in solution focused orientation in projects and assignments based on professional settings. A general outline of the programme follows in table 2.

Table 2: Overview curriculum Agri-Systems Management

Year	Term 1	Term 2	Term 3	Term 4
4	Minor Minor study		Thesis Major project starting with a commission from a company or organisation in the professional field	
3	Major Sustainable value chain development 3 Roles: proposal writer, chain facilitator, consultant certification project		Placement 20-week placement	
2	Placement 10-week Placement	Value chain analysis Role: chain development manager	Entrepreneurship Role: starting entrepreneur	
	Self Development (throughout the year)			
1	Agri-business Environment Role: junior account manager	Analysis of a sustainable agricultural chain Role: junior consultant	Rural business organisation Role: manager of a production and marketing of a horticultural o crop	Innovative agri-chains Role: innovation project
	Self Development (throughout the year)			

Major specific periods (apart from the placements and thesis project) in red.

 = out-of-university educational periods

 = Students can choose to switch the minor and the year 3 Placement

- Every term is focused on a specific professional situation in which the student is placed in a role and is committed to deliver a professional product, for example a report or a plan. In the first year these roles are on competence level 1, for example a junior account manager of a junior consultant for a group of small holder farmers. In the next years the situations and roles become more complex (level 2), and in the last year the role is on competence level 3, when the student runs a project based on a real life assignment by a commissioner in the professional field.
- The curriculum also offers learning activities outside Van Hall Larenstein to experience the professional situation, like training at one of the Practical Training Centres (PTC+ in Ede), excursions, two placements in the professional field (abroad) – a 10 week placement in year 2 and a 20 week placement in year 3 – and the thesis.
- To perform their role in the assignments, students need specific knowledge, skills and attitude. In the course manuals the learning objectives, assignments, planning, lectures, literature and assessments are written down. The prescribed textbooks and other literature is updated every year with the planning of the new manuals.
- The developments in the professional field are monitored by the ASM team using their own knowledge and experience, contacts within the professional field and the WVAC, and the latest publications in the relevant domains. The ASM team evaluates the content of the curriculum and makes adjustments. So, the assignment in the major course in year 3 term 1 will be replaced in the next academic year (2010 – 2011).
- In the Nationale Studenten Enquête 2009 students score the ‘opportunities to study abroad’ 8,8 (out of 10), the highest of the VHL Bachelors. When interviewed the students mentioned the involvement of the work field in the programme as a strong point.

Assessment by the Certiked assessment team:

The assessment team observes that the programme, which has an international orientation, uses adequate and relevant professional literature up to international standards. However, the relations with the WUR could be further optimized in this field. The assignments for the students, the placements (abroad) and the thesis assignments are based on real issues or questions in the professional field, thus ensuring that the programme is linked to the professional field. The assessment team welcomes the ample time for placements in the curriculum and the joined evaluation on return, as well as the input from the work field in the assignments and the learning environments. The ASM team regularly adjusts the curriculum and the study materials to the actual developments. Therefore the assessment team assesses the facet ‘**2.1 Requirements Professional Education (HBO)**’ as **good**.

2.2 Relationship between aims and objectives and contents of the programme

The course contents adequately reflect the final qualifications, both with respect to the level and orientation, and with respect to domain-specific requirements.

The final qualifications have been translated adequately into learning targets for the programme or its components.

The contents of the programme offer students the opportunity to obtain the final qualifications that have been formulated.

Findings:

On the basis of the meetings during the visits and the documents that have been reviewed the assessment team has come to the following findings:

- The programme is based on the educational concept of Competence Based Learning, as explained in 2.1. In this concept the acquirement of competences is leading in the design of the programme. The programme is divided into components. The study components are designed with the learning objective in mind: the assurance that the student has acquired the intended level of the competences. The design of the study components is planned like a cascade:
 - the competences addressed in the study component define the specific learning objectives;
 - the learning objectives are leading for the assessments;
 - the assessments are leading for the classes and the assignments (these are considered to be a preparation for the assessment);
 - the learning process and preparations for the assessments are supported through career counselling.
- In the Course Specific Educational Regulation the study components are explained, as well as the structure of the programme and an outline of linked assessments. The course manual per term or semester describes the details of the learning environments (project assignments, classes given, involved guest lecturers, excursions, literature, etc.), competences and assessments.
- The planning system of the study components ensures that the learning objectives are specified in assessable learning outcomes. The spread of the study components over the academic year ensure that the learning objectives are spaced evenly.
- Students are stimulated to find their own placement in order to get acquainted with the professional field. In the ‘manual Major specific placement’ and the ‘General manual for the half year placement’ the aims, procedures, coaching and assessment of the placements are written down. The students are offered different options to get a placement orientation, like meetings with invited guest lecturers and members of the WVAC, other students from VHL and / or the WUR. When asked the students agree that it is not difficult to find a placement, once one takes the initiative. Most placements are situated in developing countries (SE-Asia, Africa and Latin-America), placements in (Eastern) Europe are also possible.
- The students prepare the placement with a placement plan in which they plan their learning objectives, the assignments and they discuss the method of coaching with the tutor. According to the students the preparation and the coaching from tutors work out well.
- The thesis is a large project in semester 2 year 4. The student will identify an assignment – a question or problem in an organisation, do the necessary research and come up with professional solutions for the assignment giver. The design of the thesis track follows the same process as the planning of other study components. The thesis manual explains the students the objectives, procedures, coaching and assessments of the thesis track.

- After each term or semester the study components are evaluated by the students and by the lecturers. (See facet 5.1 'Evaluation of Results').

Assessment by the Certiked assessment team:

The assessment team observes that the sum of all study components together constitute a comprehensive programme that allows the students to reach the targeted final qualifications. The emphasis on competences ensures that teachable and assessable learning outcomes for each study component have been defined. The whole set up is consistent with the claim of the programme that students develop the relevant competences for the work field. The descriptions of all components of the programme explain in detail what the students are supposed to learn, how they should work and what the assessment will be. Generally speaking students go abroad at least for the placements and the thesis terms, also students participate in excursions abroad. The assessment teams considers that the programme stimulates international exchange thoroughly. In view of all this the assessment team assesses aspect '**2.2 Relationship between aims and objectives and contents of the programme**' as **good**.

2.3 Consistency of the programme

The contents of the components of the curriculum are consistent and coherent

Findings:

On the basis of the meetings during the visits and the documents that have been reviewed the assessment team has come to the following findings:

- The design of the study components as part of the cascade model ensures that the learning objectives are the central focus of the learning environment in each study component. This means that the lessons taught and the provided study materials, the competences to be achieved and the assessments are all in line with the intended learning objectives.
- The levels at which the competences are described in the study units increase year by year in scope and complexity. Students learn to perform more independently in the course of their study. This applies to the language and personal development training courses as well.
- The major specific theme 'value chain analysis' runs through the years of the programme. In the first year the student focuses on the improvement of a cultivation plan. In the second year the student analyses an agricultural sector. In the third year the student focuses on issues to strengthen the farmers' market position in a sustainable way. The fourth year is dedicated to the minor and thesis, when the student deals with managerial aspects of chain governance and quality management systems.
- The ASM team plans annually a three day event away from VHL for the students that come back from their half year placement. This event is meant to evaluate together the experiences during the placement and to look forward towards the fourth year: minor and thesis. The ASM team advises the students how to find coherence between minor and thesis subject.
- The ASM team evaluates the internal consistency (horizontal coherence) of a term as part of the student evaluations. The lecturers also evaluate the study units. The results of the evaluations caused the ASM team to hold brainstorm sessions to improve the consistency. This has led to some changes in the curriculum.
- The vertical coherence is evaluated in particular by means of the End-of-Study evaluations. The first students finish the programme in the year 2010.

Assessment by the Certiked assessment team:

The assessment team considers the study components to be well integrated, due to the cascade model used for the structure of the course. The coherence between the study components within the first two years is not always recognised by the students, as is illustrated by the student evaluations and the meetings with the assessment team. According to the students the horizontal coherence in year 1 and 2 is also not easily perceived. The ASM team realizes that the horizontal coherence can be improved and actions will be taken. The vertical coherence is partly realized by the major specific context throughout the years and the increasing complexity of the described competences. The assessment team is quite positive on the placement evaluation session, which is also aimed at the introduction of the minor and thesis, in line with the placement, thus ensuring an adequate program consistency for the student. All considered the assessment panel rates the facet '**2.3 Consistency of the programme**' as **satisfactory**.

2.4 Study load

The programme can be successfully completed within the set time, as certain programme-related factors that may be impediment to study progress are removed as much as possible.

Findings:

On the basis of the meetings during the visits and the documents that have been reviewed the assessment team has come to the following findings:

- The academic year has been divided into four terms or two semesters. Per term or semester the study load is specified in the course manuals. The study load per term is divided in contact hours (e.g. lectures, coaching, practical training, excursions, career counselling) and self-study.
- There are rules and practices to facilitate steady study progress. Students are required to obtain at least 30 credits in the first year; if not they receive a binding negative study advice (BNA) and have to leave school. At the end of the second year students are required to obtain at least 60 ECTS to continue enrolment, but need 90 ECTS to start the 3rd year. Also it is specified how much credits are needed to go on the half year placement, to start the minor, to start with the thesis. The formal rules are written down in the Course Specific Educational Regulation and in the general Education Regulations and the Examination Regulations.
- When students fail or miss credits, it can be repaired either with additional assignments or by passing the assessment again. (see facet 2.8 Assessments)
- As competence based learning is new for most Dutch and foreign students, some components have been designed to get students acquainted with this new learning environment. The Career Counsellor plays an important role in the first two years. The major coordinator advises students the last two years. Most students follow the advised order of the curriculum.
- The evaluations (written and oral) by students and lecturers reveal that the workload is sometimes uneven. The ASM team is up to make adjustments based on feedback for the next year.
- Students who drop-out of the program are asked to give feedback on the program, on the workload, and on the reasons for quitting. The last couple of years, student numbers have been too small to draw valid conclusions from this source.

Assessment by the Certiked assessment team:

The division of the academic year into four terms (or two semesters) helps to spread the study load adequately. The ASM team has specified the rules and practices in order to avoid an undesired high work load and reacts to feedback from students and staff to make adjustments. The ASM team is aware of other possibilities for improvement, like the balance between the segmentation of the term assignments on one hand and the development of professional competences on the other hand. The assessment teams welcomes the special educational components to help students to get acquainted with the Dutch educational system. Based on all of these considerations the assessment team assesses facet **2.4 Workload** as **satisfactory**.

2.5 Admission requirements

The structure and contents of the programme are in line with the qualifications of the incoming students: VWO (pre-university education), HAVO (higher general secondary education), middle management training or specialist training (WEB) or similar qualifications, as demonstrated in the admission process

Findings:

On the basis of the meetings during the visits and the documents that have been reviewed the assessment team has come to the following findings:

- VHL has adopted the national policy for this course that Dutch HAVO and VWO students are required to have chemistry to be admitted, which is part of the old Tropische Landbouw inheritance. Applicants who have a lower level of education in chemistry are offered a deficiency summer course in order to be qualified at the start of the academic year. Students who fail the deficiency course on chemistry have not been admitted since September 2009. The VHL team adheres to the claim of chemistry for admittance, although the curriculum does not build on basic knowledge of chemistry. The rationale is that students with chemistry have a feeling for technical agricultural issues and chemistry comes in handy when studying agricultural pests and diseases management.
- The level of foreign diplomas is evaluated with NUFFIC-rules. English needs to be at an IELTS score (English) of at least 6 for Bachelor level (or equivalent level from comparable tests).
- Students with previously acquired competences are offered a tailor-made programme with exemptions. VHL has formulated a procedure to be followed for students who qualify for a 3 year or 2 year programme based on their former level of education or relevant work experience.
- The ASM programme is open for students from abroad. VHL aims to have a mixed group of students in terms of cultural background, as this is considered directly relevant for the content of the ASM competence-based programme.
- ASM monitors the motivation of the students. The outcomes are discussed with the WVAC and with the Marketing & Communications department. These insights are used to develop strategies for approaching targeted students.

Assessment by the Certiked assessment team:

The assessment team is of the opinion that the VHL has developed clear admission standards. The ASM team welcomes students from a variety of countries. The policy to qualify students for exemptions and procedures to admit students who do not fit in the formal admission standards are fully developed. Shorter programmes (three or two years) for students with adequate previous education are offered. The presented rationale to maintain to chemistry as an admittance criterion does not convince the assessment team, as the objectives might just as well be served with 'biology' or 'physics' as criterion. The suggestion is to reconsider the chemistry restriction. The assessment teams welcomes the extra study groups to help the students with their completely different backgrounds in order to accommodate to the educational concept and system. Based on these considerations the assessment team assesses the facet '**2.5 Admission requirements**' as **satisfactory**.

2.6 Duration

*The degree course complies with formal requirements regarding the size of the curriculum:
Professional Bachelor Programme (HBO): 240 credits as a rule.*

Findings:

On the basis of the meetings during the visits and the documents that have been reviewed the assessment team has come to the following findings:

- The duration of subjects and other programme components is expressed according the European Credit Transfer System (ECTS credits). One credit is equivalent to 28 hours of study. The duration for a fulltime bachelor course is 240 credits. In the propaedeutic phase, the duration is 60 credits. The duration for the main phase of the course is 180 credits. Students coming from an associated vocational course, those who enter in the second year, get an exemption of 60 ECTS. Students who enter in the third year get an exemption of 120 ECTS.
- Every year has 60 credits, a semester 30 or 20 credits and a term 10 or 15 credits. Students get 10 credits for Personal Development (competence G) in year 1 and in year 2.
- The division between contact hours and independent study varies between terms and within terms between weeks. The ASM team considers this to be a artefact of the competence based concept. However, the ASM team realizes that the quality of the contact hours (e.g. coaching) can be improved to stimulate and motivate independent study. When prompted, the students told the assessment team that the study load is reasonable. Students report to have enough time for activities outside the study, like a small job and social activities.

Assessment by the Certiked assessment team:

The assessment team observes that the programme meets the formal requirements of 240 ECTS. The division between contact hours and self study is adequate according to the opinion of the assessment team: more contact hours in the first two years, gradually tapering off in the last two years. The relation between ECTS and study time for the students is reasonable, as expressed in the meetings. The ASM team evaluate s the perceived study time with the students. The assessment team assesses the facet **2.6. Duration** as **satisfactory**.

2.7 Coherence of structure and contents of the degree course

The didactic concepts are in line with the aims and objectives of the degree course.

The teaching methods correspond to the didactic concept.

Findings:

On the basis of the meetings during the visits and the documents that have been reviewed the assessment team has come to the following findings:

- The ASM programme is an internationally oriented programme where Dutch, European and non-European students interact with each other. Admitted students, from Dutch as well as foreign origin, have a similar educational level. In the vision of the ASM team a dialogue between Northern and Southern students with a multiple cultural background is essential and a goal in itself.
- The educational concept of Van Hall Larenstein is based on the principles of Competence Based Learning. VHL uses seven educational principles as a framework for teaching, designing courses and assessments. At the start of the study programme ASM the study concept of 'inquiry-based learning' has been chosen. Important educational features of that particular concept are:
 - Learning (to study) independently;
 - The student as entrepreneur (the student is responsible for his own actions and development and his search for a challenge);
 - The student establishes a good relation with the international professional field;
 - The student follows a competency orientated curriculum;
 - A good development of the general professional skills;
 - Sufficient knowledge of information and communication technology.
- In the study components the students are placed in a practical situation and role and are asked to undertake specific actions, leading to a result. The students are guided to obtain the results with lectures, classes, sub assignments. The number of contact hours is highest in the first two years (on average some 20 hours per week), and decreases during the last two years. Also the supervision by a coach is more intensive during the first two than the last two years. In the first two years, students mostly use prescribed literature; in the remaining two years lecturers often refer to this literature and students have to look for adequate additional reference sources themselves. Students evaluate (in the Nationale Studenten Enquête 2009) the depth of the programme 6 out of 10, and the knowledge level of the programme scores 6,2 out of 10. These are relatively low scores compared to other VHL Bachelor programmes, although still acceptable.
- During the entire process and through the assessment, students reflect on their actions. The ASM team considers reflection an important tool to develop knowledge, skills and values needed to be a successful professional. There is a strong emphasis on career counselling and the Personal Development in terms of allotted time and credits.
- Lecturers have different roles which may be combined in a term. As an expert, they provide theory classes, as a coach they advise (a team of) students on the progress of their project, and as an assessor they design and mark assessments. Lecturers use a wide variety of methods: plenary sessions, workshops, and coaching of groups that undertake an assignment. To provide the practical component at an early stage, guest speakers from the professional field are invited to talk about their experience on a specific subject.
- At the beginning of each term or semester, students are informed through an introductory class on the competences, the assessment criteria, the project on which they will be working, the educational

material, and the number of credits to be obtained. Students are advised to read the course manual well and ask questions in case of doubts.

- Lecturers are aware that students need more guidance in the first two years to develop their learning skills. Still, evaluations show that students experience difficulties in getting a clear overview and insight in what they are supposed to do, especially in the first six terms. This is corroborated in meetings with the assessment team, when students tell the same story.
- The programme of every term is evaluated among students and educational staff. The work methods are discussed in relation to the assessment and educational concept in the major team and the team responsible for the respective term. From these evaluations the ASM team draws important conclusions for improvement.

Assessment by the Certiked assessment team:

The didactical concept is well developed in the VHL institute. The educational concepts of Competence-Based-Learning and of ‘Inquiry-Based-Learning’ introduce lots of cases and assignments from the professional field in the courses. There is ample time for international placements, excursions and field work in the curriculum; the didactical concept is completely in line with the objectives of the programme. The concept is known but relatively new to the teaching staff of the ASM programme. The assessment team feels that the emphasis on self reflections and professional performance should not outweigh the assessment of the professional quality of the (team) products. There is room for improvement to ensure students acquire also a sound knowledge base. (See also facet 1.2) The students recognise the competences and the competence-based-learning. They have in the first year some difficulty to understand their role in the didactical concept. Guidance to “develop their learning skills” by the lecturers remains important. Mere urging the students to read the manual and referring to the Personal Development Programme is not enough. In view of all this the assessment team assesses the aspect **2.7 Coherence of Structure and Contents** as **satisfactory**.

2.8 Assessment and examinations

The system of assessments and examinations provides an effective indication whether the students have reached the learning targets of the course programme or its components.

Findings:

On the basis of the meetings during the visits and the documents that have been reviewed the assessment team has come to the following findings:

- The adoption of the educational concept of Competence Based Learning implies that knowledge, skills and attitude are assessed in an integrated way. The highest level of integration is the assessment of the thesis where the student has to perform in a real professional environment. During the thesis consult, a professional from the Agri-Systems Management domain, together with two lecturers, play an essential role in the actual assessment of the student.
- The ASM team uses different types of assessments besides the integrated assessment:
 - Conceptual assessment: the student shows to be able to deal with knowledge concepts and models to a sufficient level.
 - Portfolio assessment: the student proves by means of an oral assessment that he / she has indeed obtained the required competences when preparing the portfolio.

- Reflection assessment: the student reflects on how he / she deals with study and/or professional situations; the written reflective report is, among others, part of the portfolio for Self Development and part of the placement requirements.
- Each term ends with an assessment week during which oral, written and/or portfolio assessments are held. Some assessments have up to four so called stations, which may differ in weights and character (oral or written). Together, the different (integrated) stations determine the final mark of the assessment. The student prepares him / herself for an assessment by participating in the project as well as through coaching and feedback sessions. Diagnostic tests may be part of the preparation. Students who fail are entitled to a re-run. All assessments are offered twice a year.
- The ASM team honours the '4 eye principle' for written assessments, as a second lecturer verifies (by taking a sample) the grades. Oral assessments are attended by two lecturers, one could say the '4 ear principle'.
- Marks are registered in the system "12use", the VHL policy is within 15 days. In the National Studenten Enquête 2009 the score on 'timely feedback marks' is rather low: 4,3 out of 10. In meeting with the assessment team the students were not too dissatisfied with the feedback speed. When possible lecturers provide informal feedback to the students soon after the assessment, while the formal marks will follow later.
- All rules and practices are written down in the Examination Regulations and the Course Specific Educational Regulation.
- Early 2008, an evaluation at Van Hall Larenstein in Wageningen was undertaken to improve the quality of the assessments for all Major courses. An assessment committee has been installed to advise on improvements in the assessment procedure and on the quality of the assessments, and, where necessary, to propose accordingly changes in the "Education and Examination Regulations". All assessments and standards used are discussed in the major team. Feedback from students and the assessment committee is used to improve the assessments.
- The design of the thesis has been subject to an in depth revision to match by a VHL coordination group. The result is a new evaluation form for the thesis, which allows for variation in the weight of several evaluation items. Beforehand the student and the thesis tutor agree how the thesis will be assessed: more emphasis on the report or more emphasis on the practical communication of the outcomes. The next project will be the evaluation of the placement design.
- The ASM team has the intention to further diversify the assessment formats and portfolio products for the major specific term 2 in year 2.

Assessment by the Certiked assessment team:

The periodic assessment period (either term or semester) supports an even distribution of the assessments over the year. The students get clear information about the procedure for assessments, the evaluation criteria and the relative importance of the different stations. The different forms of assessment in content and method do contribute to assessments of adequate complexity, depth and weight. Due to the consistency of the didactical concept, the assessments cover the end qualifications and are strongly related to practical cases from the work field. The quality of the assessments is assured by the 'four eyes and four ears principle'. It is clear that assessments are an important issue for the ASM team in terms of time and attention. The assessment team is impressed by the willingness to participate in the VHL coordination groups and the whole hearted efforts to evaluate and improve the assessments. In view of all this the assessment panel evaluates **facet 2.8 Assessments as good.**

Evaluation of Programme

*The programme is designed for the students to develop competences i.e. the integration of professional knowledge, skills and attitude. The competence development occurs in relation to practical assignments and real cases from the work field. The programme is deeply rooted in the work field and committed to the demands from the work field. The content of the programme reflects the final qualifications and assures that graduates are able to perform at the level of a professional bachelor. The curriculum shows a satisfactory coherence. The workload of the students is reasonable. The number of contact hours is in line with the amount of self study. The curriculum meets the formal requirements of 240 ECTS. The admission criteria are clearly stated, students can apply for exemptions and students with adequate education can follow a two year or three year curriculum. The curriculum is based on the didactical concept of Competence Based Learning and inquiry based leaning. The didactical concept is applied to the curriculum and in accordance with the objectives of the programme. The assessments are well developed and the ASM team puts in serious efforts to learn from the feedback and improve the assessments. All facets of the chapter Programme have been assessed as 'good' or 'satisfactory'. The assessment team assesses the aims and objectives of the **programme** as **positive** and as being in accordance with the requirements of the accreditation framework of the NVAO.*

3. Deployment of staff

3.1 Requirements for Professional Orientation (HBO)

Teaching is largely provided by staff who link the programme to professional practice.

Findings:

On the basis of the meetings during the visits and the documents that have been reviewed the assessment team has come to the following findings:

- Nearly all lecturers in the teaching staff of the ASM programme have had some years professional experience abroad. Some lecturers hold jobs in the professional field next to the position at VHL.
- Lecturers develop their own professional network and stay in contact with the professional field by participating in various activities:
 - Projects. The staffs of the ASM programme regularly participate as development consultants in overseas missions and projects. Recent projects include: a field study in cooperation with Unilever/Novella Ghana on the dissemination of AllanBlackia trees; the EU project GeoFair Trade to disseminate research on Traceability and Sustainable Development indicators (SDI);
 - Excursions. For example the visit to the Fair Trade fair in Lyon by the teaching staff and Y1 and Y3 students;
 - Supervision of assignments from students (placements, thesis projects, assignments); teaching international mid-career professionals in professional master programmes of VHL; guest lecturers from the professional field
 - In cooperation with the Professional Master Programme APCM (Agri Production Chain Management) of VHL the ASM team participates in a Knowledge management programme with a consortium of 10 Universities and Research Institutes in Eastern Africa.
 - Congresses, symposia, practical training courses
- Guest lecturers are introduced in the curriculum every term in the first year. In some lectures students from all years (when they happen to be at school) are invited to join. Professionals from the work field play a role in assessing the placements and the thesis.
- The ASM team asks feedback from students on the practical orientation of the programme as well as on the lectures given. Most evaluations show that students recognize and appreciate the practical knowledge and the practical experience of the lecturers.

Assessment by the Certiked assessment team:

The assessment team notices that nearly all lecturers have professional experience in the (sub) tropics, although for most of them this is more than a decade ago. Therefore it is important that the lecturers continue to be involved in relevant projects within the professional field and visit developing countries. The assessment team welcomes the plans to strengthen the link with the professional master programmes of VHL, as well as with the WUR and to pay more attention to the professional development of staff through the use of (commercial) project activities. In view of all this the assessment team assesses the facet 3.1 '**Requirements for professional orientation**' as **satisfactory** in the terms of the accreditation framework of the NVAO.

3.2 Quantity of staff

The staff levels are sufficient to ensure that the course is provided to the required standards.

Findings:

On the basis of the meetings during the visits and the documents that have been reviewed the assessment team has come to the following findings:

- In the policy of the VHL institute the staff : student ratio equals 1 : 20. In the ASM programme about 15% of the available staff hours is used for management and organisation. Of the remaining hours 75% is allotted to the actual implementation of the programme, the rest is divided between coordination, educational development and personnel development.
- The ASM team is small, 4 staff members 3 FTE, covering the main disciplines in the programme. Annually, the ASM team leader uses input from the Major Coordinator and interviews with the team members to draw up a Personnel Plan. This plan for each staff member indicates the hours devoted to lecturing, coaching, development of the curriculum, meetings, projects, and personal development (P-plan).
- The ASM team closely collaborates with the other majors of VHL, the whole list of teaching staff consists of 25 lecturers. In most of the terms in year 1 and 2 the programme is implemented in shared learning environments (with one or more other majors).
- The implementation of Competence Based Learning and the new ASM programme has severely added to the work load of the ASM staff. In the annual staff evaluations and in the two yearly staff monitor it has been indicated that the staff feels burdened. In meetings with the assessment team the staff members admit that on the whole the workload is heavy, leaving out the peak load which is unavoidable in certain terms. The management team is aware that the change to competence-based learning means changes in the roles and working methods of the lecturers, and realizes that this should be adequately reflected in the P-plan.
- When a lecturer cannot teach a class, a colleague may cover the class. If this is not possible, the class is rescheduled. This occurs not often, as sick leave is relatively low. In case of long leaves of absence structural solutions are found, by bringing in an other lecturer.
- In the Nationale Studenten Enquête 2009 the students score the availability of the teaching staff 7,8, one of the highest of the VHL Bachelors. Students are less satisfied with the handling of organisational aspects of the programme, for example the late scheduling of excursions; the great number of projects in relation to subject classes.

Assessment by the Certiked assessment team:

The assessment team evaluates the staff : student ratio 1 : 20 as favourable. The practice of close collaboration with other VHL majors ensures that sufficient teaching staff is deployed. The evaluation of the students show that the teaching staff is easily available. However, with the low student numbers, the ASM team is very small. The whole set up is rather fragile and not at all shock-proof: if one of the team members would become unavailable, a major problem occurs. As the necessary hours for running the programme – classes, meetings, personal development – do not decrease evenly with lower student numbers, it stands to reason that the work load is heavy. Still, the course programme does not function smoothly leading to many complaints from students. Even more flexibility and dedicated team work did not change the students complaints. Based on these considerations the assessment team assesses facet **3.2 Staff Quantity** as **satisfactory** in terms of the accreditation framework of the NVAO.

3.3 Quality of staff

The staff is sufficiently qualified to ensure that the aims regarding contents, didactics and organization of the course programme are achieved.

Findings:

On the basis of the meetings during the visits and the documents that have been reviewed the assessment team has come to the following findings:

- The policy on human resource development of Van Hall Larenstein has been documented in the 'Strategisch Personeelsplan 2008 – 2010' and the 'Strategisch Personeelsplan Wageningse Opleidingen 2008 – 2010', both applicable to the ASM team. The policy on HRM at VHL includes possibilities for staff members to be facilitated (funding, time) in personal development.
- During the current academic year, 4 team days for the ASM team are scheduled to share experiences, discuss good practices and work on teambuilding.
- Three lecturers in the ASM programme have a PhD, one has a Bachelor, the other lecturers have a Master Degree. Staff members have been trained in didactical courses to master the Competence Based Learning model. The didactics of Competence Based Learning mean that students are actively involved in the learning process. Lecturers have been trained to handle different learning styles of students and to coach students.
- Most lecturers in the ASM programme have a long history with VHL. Student evaluations form an important part of the planning, monitoring and evaluation interviews. Results of student evaluations are discussed in the annual evaluation interviews that are held with each staff member. If a poor evaluation is given, additional research and further activities are taken. In the Nationale Studenten Enquête 2009 students reported an average of 7.5 out of 10 on the item 'satisfaction with staff'. Students scored 8.7 on the item 'dealing with multiple cultures', by far the highest score of all VHL Bachelor programmes. Also the expertise of the lecturers gets a good mark: average 7.7 (out of 10). Students also value the individual contacts with the lecturers, average 7.8 out of 10.

Assessment by the Certiked assessment team:

The assessment team is satisfied that the lecturers have the required professional competences and have been trained in the didactical competences needed for the CBL-educational concept. The HRM policy of VHL offers ample opportunity for personal development and the development of teamwork. In the interviews with the teaching staff the assessment team enjoyed the enthusiasm and commitment for the new curriculum. The assessment team assesses the facet 3.3. **Quality of staff** as **good** in terms of the accreditation framework of the NVAO.

Evaluation of the Deployment of staff

*The assessment team has established that the programme is delivered by staff that links the contents of the courses adequately to professional practice. The number of staff is sufficient to deliver the courses, although only just. The teaching staff is equipped to handle appropriately the content and didactics of the programme, only the course organisation needs more attention. The facets of the chapter 'Deployment of staff' have been assessed as satisfactory. Therefore the assessment team assesses the **Deployment of staff** as **positive**.*

4. Facilities and provisions

4.1 Material facilities

The accommodation and material facilities are adequate to achieve the learning outcomes.

Findings:

On the basis of the meetings during the visits and the documents that have been reviewed the assessment team has come to the following findings:

- Since August 2007, Van Hall Larenstein is located in the new Forum-building in Wageningen. The Forum Building houses 80 quite modern lecture halls, class rooms and teaching labs, 23 computer rooms, 300 individual study areas and the main university library. Around the Forum's inner courtyard, the Agora, a restaurant, a grand café and various shops are located.
- VHL rents the 5th, 6th and 7th floor of the Forum building. On the 5th and 6th floor 14 Class rooms and 24 study areas are located, as well as the offices of the Students' Affairs and Info-point. Lecturers' offices are located on the 7th floor. Each lecturer has or shares a desk and a computer provided with all important software. In addition, lecturers have access to other workplaces with a computer.
- WiFi is installed in the Forum, allowing students to use their own laptops. All class rooms have a computer connected to the internet and a beamer. Most study areas have a computer connected to the internet. If required, VHL students can use all public computers in the Forum building.
- Students and lecturers have access to the internet, intranet and a virtual Blackboard site on which all the necessary teaching material is uploaded. Students and staff can use copy and print facilities by accessing advanced copy/print machines that are located all through the building.
- The students have free access to the extensive digital library of the Wageningen University with subscriptions to worldwide leading journals and magazines in their field of interest.
- Evaluations show that students are very content with the facilities, in the Nationale Studenten Enquête 2009 the building scores 7.8 and the facilities 8 out of 10. When interviewed the students remarked that they had ample access to individual study sites and rooms, they are impressed by the library and other facilities.
- Students in the first and second year get some trainings at PTC in the more technical aspects of crops and cultivation like nursery care, the practice of pest and disease management, water and fertilizer management and tractor driving.

Assessment by the Certiked assessment team:

The assessment team is strongly impressed by the modern and advanced architecture of the new Forum Building. For the students the location of VHL at Wageningen Campus offers the benefit of the well equipped modern facilities of classrooms, project groups and individual work, offices, and the library. The students are very astisfied with the building and the facilities. VHL has kept its own administration and has its own location within the building. The assessment team feels that students combine the best of two worlds: the personal atmosphere of ASM and the excellent facilities of the WUR. The ASM programme uses the practical training facilities of PTC in Ede. Students comment favourable on these facilities, although from an organisational perspective problems were mentioned regarding the study programme (unnecessary repetition of modules). In view of all this the assessment team evaluates the facet **4.1 Material Facilities** as '**excellent**'.

4.2 Tutoring

The tutoring, as well as the information provision are adequate in view of students' progress and correspond with the students' need.

Findings:

On the basis of the meetings during the visits and the documents that have been reviewed the assessment team has come to the following findings:

- The competences G ('To develop yourself') and F ('To communicate') are important within the principles of Competence Based Learning and are intended to support students in their study as well as in their future careers. The career counselling programme is based on competence G. The Career Counselling programme is the main component of the tutoring.
- The programme has set up the career counselling course to support students in their professional study and to allow them to develop the necessary skills and attitudes, firstly to help students to decide what kind of job they would like to do, and secondly ensure they will be successful at it.
- In the first and second year of the programme the students follow two career counselling and training courses of 10 ECTS each. In the third year, one-day training workshops are provided in advanced communication skills and abilities to manage emotions.
- At the beginning of the course every student is assigned to a Career Counsellor (CC). The student is expected to see the CC at least twice each term in a bi-lateral meeting. Students collect the evidence of their competence-development in a physical or electronic portfolio. This portfolio will help students to demonstrate their self development in assessments. The Career Counsellor assesses competence G of the students, based on the assignments in the digital portfolio, time management skills and attitude.
- The students' opinions on tutoring and information provision are evaluated each term. The ASM team concludes from the evaluations as well as students' presence during the classes and trainings that not all students are convinced of tutoring as a means to prepare them for their future career. In a meeting with the assessment team the students explain that reflection skills come in handy in the fourth year, then the benefits are reaped.
- Study progress is discussed in the major team including the Career Counsellor, to keep a close eye on the progress and well-being of individual students.
- The course manual informs the student about the requirements in each term or semester. The policy is that it should be uploaded onto Blackboard in time before the term starts. During the term, all the information related to the education itself (e.g. lectures, assignments) is uploaded on Blackboard. The rest of the information, related to the general organisation of the term (e.g. schedules), VHL-policies (e.g. 'Education and Examination Regulations, EER), students' affairs etc., is uploaded on the VHL intranet. Students have access to their results in a safe computer environment called 12 USE.
- Student evaluations show that students are not always satisfied with the information provided by the course manual and the schedules and the changes in schedules. In a meeting with the assessment team the students explained that they need quite some time to sort out the different sources and channels of information, as it is very confusing especially when the lecturers have their own way of using Blackboard (or Moodle) and the different information channels (email, personal oral information etc.).

Assessment by the Certiked assessment team:

The assessment team evaluates the design of the career counselling course to be up to standard. Since Competence-Based-Learning is new to most students, (see also facet 2.4 Workload) it makes sense to design a special course so that the students get the help they need. It is clear that the Career Counselling is an important course in the programme, as the attention to continuous training and support by career counsellors illustrates. As the personal contact between lecturers and students is a strong point (see facet 3.3 Quality staff) the assessment team suggests to use these contacts more to support and guide the students. The communication with students about the practical matters of the courses is however not well organized in the ASM programme. There is a lot of information to share and there are many information channels. The result is a rather chaotic information scene, as being experienced by students. The assessment team suggests to pay special attention to the management of these information processes. In view of all this the assessment teams assesses the facet **4.2 Tutoring** as **satisfactory**.

Evaluation of the subject Facilities and provisions

*The assessment team is of the opinion that the Forum Building and the facilities are in an excellent way equipped to realise the degree programme. The tutoring of the students shows a mixed picture. The career counselling courses have been well designed and attention is paid to further improve their implementation. The information exchange on the organizational matters is not well executed, students spend a lot of time to figure out how the system works. The assessment team sees ample room for improvement. The facets of the chapter Facilities have been assessed as excellent and satisfactory respectively. So, the overall assessment of the chapter Facilities is **positive**.*

5. Internal quality assurance

5.1 Evaluation of results

The curriculum is subject to a periodical review in the light of verifiable objectives and other measures.

Findings:

On the basis of the meetings during the visits and the documents that have been reviewed the assessment team has come to the following findings:

- VHL has documented the Quality Policy in a document *Handboek Kwaliteit Larenstein (2004)*. The handbook describes the procedures and underlying principles of the policy. The quality system is based on the EFQM –model, a widely used quality management system, in combination with the PDCA cycle (Deming Cycle). Improvements are Planned first, then implemented (Do), followed by an evaluation to Check the results and finally, the outcome of the evaluation is used as an input for a new planning phase.
- The programme director is responsible for the implementation of quality assurance at the level of the studies. He is assisted by a quality coordinator who is responsible for the panel evaluations being carried out each term/semester and that these are analysed and discussed in the Programme Advisory Committee (OPCO).
- The most important evaluation instruments are:
 - Student evaluations. Each term student-satisfaction-evaluations are held using questionnaires.
 - These evaluations form the basis of a panel discussion between students and a lecturer (sometimes the major coordinator).
 - Evaluations by lecturers in the major team.
 - Evaluations by external supervisors of placements and thesis assignments, guest lecturers;
 - Exit and dropout interviews
 - Surveys of alumni;
 - Surveys of staff;
 - HBO monitor.
- Since 2008 the motivations of the first year students to choose the major Fair Trade Management have been evaluated through an elaborate questionnaire. The management uses the results to determine the need for changes in profiling and marketing of the major.
- At organizational level strategic targets are set to improve the quality of the organization. These targets are described in the ‘Instellingsplan’ and in the subsequent annual work plans at organizational level and at the level of the study. These plans, that use the EFQM format, also include improvement plans.
- The objective of the management is to reach the third level of the EFQM model, the system oriented phase. The management follows the quality management rationale of continuous improvement, by seeking feedback to improve the course in terms of design, execution and administration.

Assessment by the Certiked assessment team:

The ASM degree course is a small-scale programme. The staff and students know each other well, communication flows easily in this community. In this context it is not very useful for the management to formulate quantitative improvement goals. The targets are qualitative: to remove the bottlenecks in student satisfaction. The assessment team agrees with the management that the implementation of the new curriculum still needs a lot of attention, therefore the focus on improvement of the course is correct. A proper attention for the term evaluations and the use of panel discussions with the students make sense. With the small number of students qualitative information is more useful than quantitative measurements. On the whole, the system operates adequately and is in line with the VHL quality management system. In view of all this, the assessment team assesses the facet '**5.1 Evaluation of results**' as **satisfactory** in terms of the accreditation framework of the NVAO.

5.2 Measures to effect improvement

The outcomes of the evaluation form the basis for verifiable measures for improvement that contribute to achievement of the targets.

Findings:

On the basis of the meetings during the visits and the documents that have been reviewed the assessment team has come to the following findings:

- The results of these evaluations are disseminated to the course manager, the core lecturers, the term coordinator and the OPCO. There is a system of formal meetings in which the results are discussed:
 - Meetings of the educational staff of a specific term/semester; and meetings of the major team
 - Meetings of the Programme Committee, the OPCO, the Examination Committee
 - Meetings of the WVAC
- In about 50% of the cases improvement plans are written. Once approved by the management, the changes can be put into effect immediately (practical, not far reaching changes) or in the next year with considerable changes. Several changes in the curriculum have been implemented this way. Every term educational development days are scheduled to implement improvements in the coming term.
- In the meeting with representatives of the Programme Advisory Committee (OPCO) students explained that they repeatedly complained about the organisational aspects of the programme (see also facet 3.2 Quantity of staff), apparently without effect as the same issues come up every year.
- The management is aware that the feedback to students and the OPCO on the results of the feedback is not adequate. The staff relates the last issue to the low interest of students to fill in the questionnaires and to show up at the panel discussions.
- The different committees, and especially the OPCO, which review the outcome of the evaluations and the implementation of the improvement plans, also evaluate the effectiveness of the quality assurance system.
- Meetings with the WVAC are used to obtain feedback from the professional field and to brainstorm on new developments.
- In the last assessment report the main recommendation was to base the job profiles not only on alumni research. In the current situation input is sought from a wider perspective, including the WVAC.

- At VHL level a new strategy is being developed. The strategic process, in which the management of the ASM programme is involved, accentuates the importance of the quality management system.

Assessment by the Certiked assessment team:

The assessment team has verified that the results from the evaluations are discussed in the appropriate meetings. The ASM team is open to suggestions for improvement and is willing and able to take action, although frequently too time pressed to do so. The focus of the improvements is on improvement of the educational process. The system of feedback loops functions adequately. As result of the recommendation of the last assessment report the consultation with the professional field is intensified en broadened, resulting in an updated job profile. In view of all this, the assessment team evaluates the facet **5.2 Measurements for improvement** as **satisfactory**.

5.3 Involvement of staff, students, alumni and the professional field

Staff, students, alumni and the professional field are actively involved in the internal quality assurance.

Findings:

On the basis of the meetings during the visits and the documents that have been reviewed the assessment team has come to the following findings:

- VHL has stated the policy that feedback from all stakeholders is important to improve the quality of organization and education. The instruments to obtain the feedback of the stakeholders have been developed, as stated in facet 5.1 Evaluation of Results.
- Involvement is assured through meetings with various stakeholders. Students are involved through evaluations, panel discussions and the Programme Advisory Committee (OPCO) meeting. Staff is involved through Programme Committee meetings, team meetings in various settings including meetings with other VHL majors and master programmes. The work field is involved via WVAC and involvement in the programme, especially during placements and thesis projects. Alumni are involved via the alumni research.
- The members of the WVAC meet also with students and teaching staff in rather informal meetings to discuss placement possibilities, actual developments in the professional field.
- The management feels that the cooperation between educational and supportive departments needs to be improved; this will be addressed in the new strategy. Currently (Spring 2010) pilot projects, related to learning in communities, consisting of students, staff, alumni, and work field representatives, are taking place.

Assessment by the Certiked assessment team:

The assessment team ascertains that the management of the ASM course seeks systematically input from a broad variety of stakeholders to improve the quality of the course. As said earlier, the small scale and open, informal atmosphere cause information to flow easily and suggestions and ideas for improvement come up naturally in the course of daily communications. The management strengthens the relationship between stakeholders, as in the meeting of members of the WVAC with students. The assessment team welcomes this as a very good practice. Also the set up of pilot projects to learn as a community meets the approval of the assessment team. Considering the practices and initiatives the assessment team evaluates the facet **5.3 Involvement of staff, students, alumni and the professional field** as **good**.

Evaluation of the Internal quality assurance

The internal quality assurance system is adequately designed and documented. The programme seeks systematically feedback from students, staff, alumni and the professional field. The evaluation of results leads to changes and adjustments. The communication channels are open and the relationships with stakeholders and between stakeholders are fostered. All facets of the chapter Internal Quality Assurance are evaluated as satisfactory and good respectively. Therefore, the assessment team assess the chapter Evaluation Internal quality assurance as **positive**.

6. Results

6.1 Achieved learning outcomes

The learning outcomes correspond to the aims and objectives set for the final qualifications in level, orientation and domain-specific requirements.

Findings:

On the basis of the meetings during the visits and the documents that have been reviewed the assessment team has come to the following findings:

- Since Competence-Based-Learning was introduced in 2005, the first cohort of ASM students following the new competence-based curriculum has graduated in July 2009. The thesis project is an individual assignment, in which the student has to manage his project by himself. The standards set for the final assessments are based on new concepts, experiences from other Universities of Applied Sciences in the Netherlands and experiences from the staff in the previous cohorts. (See also facet 2.8 Assessments).
- The thesis project consists of three steps. The first step is to find an assignment from an external company or organisation and write a proposal. When the proposal is approved, the student carries out the research, which will result in a research report and recommendations. The second step is the final consultation. The student plans and manages an interactive workshop with the aim of informing the audience about the outcomes/answers of the research project, and follows the recommendations. The third step is the writing of a column, an article or the construction of a website on the thesis project in order to relate the project outcomes to issues of interest for a broader audience.
- Per student 17 hours are available for thesis supervision (additional time is allocated for the assessment). The students prepare the thesis project at VHL, the data collection is usually done at a location abroad. The project is finalized back at VHL.
- The thesis report is assessed by two independent assessors. Independent in the sense that they are not involved in the thesis project or in the supervision of the student involved. One of the assessors is a staff member of VHL, one is external.
- In the thesis manuals the adequate procedures, the involved parties, the link to the competences and the assessment criteria are elaborated. When interviewed, the students confirmed that the thesis manuals are clear and the guidance during the thesis project is adequate.

Assessment by the Certiked assessment team:

The assessment team is of the opinion that the set up of the thesis project assures that the student will execute a relevant question or problem in the professional field. The procedures, different roles and assessment criteria are well described in the thesis manuals. The assessment team has studied most theses from the 2005 cohort. The assignments were relevant for the professional field and of sufficient bachelor level. Reading the thesis and the corresponding evaluations led to the conclusion that the reports are up to standard. This is corroborated by the feedback from the companies / organizations where the placements and thesis projects were done. The information for the students is clearly described in the thesis manuals. In view of all this the assessment team assesses facet '**6.1 Achieved Learning Outcomes**' as **satisfactory**.

6.2 Study Progress

To measure the study progress, target figures have been set in comparison with relevant other degree courses. The study progress complies with these targets.

Findings:

On the basis of the meetings during the visits and the documents that have been reviewed the assessment team has come to the following findings:

- The policy of VHL is to get a threshold of 25 students for the first-year. The course has adopted the following target figures:
 - Propaedeutics phase yield after 1 year: 60%, after 2 years: 95%;
 - Average stay for dropouts: 1.35 years;
 - Average stay for graduates: 4.20 years.
- The programme monitors the enrolments, progress and exit figures of students. These figures show that the aimed influx has not been reached during the last years. After the extreme low influx (2 students) in 2007 the influx has increased to 10 (2008) and 12 (2009) of whom 5 are international students.
- The management is concerned about the low number of students. More attention for international recruitment, in combination with activities to establish the name of the programme in the Netherlands, should result in growing numbers in the next years. A recruitment plan has been drawn up, with special actions to attract students from EU countries. To attract students from non-EU countries the management looks for the possibility to construct a Fund for scholarships for Southern partners of professional Training Institutes.
- VHL policy is to ensure that students who are not suited will leave at the earliest possible time - preferably before the start of the second year. The figures show that study progress of students seems to be at the desired level, as is the average stay of dropouts. The management judges this to be in line with other VHL programmes. However, the number of drop-outs is considered to be quite high. This can be explained by the changes that have been taking place. Furthermore it looks that the students choosing for the programme have very specific and also heterogenic expectations that are apparently not always met. The student expectations are monitored with a questionnaire (see facet 5.1 Evaluation results).

Assessment by the Certiked assessment team:

The assessment team notices that target figures have been set and that the progress of the students is monitored and the corresponding information is used. The assessment team agrees that the study progress of the students falls within the required range, however, the small number of students in the curriculum makes the statistics rather arbitrary. The influx needs serious attention to maintain a viable degree course. The assessment team suggests to use the development of the new VHL strategy as leverage to strengthen the cooperation – or even a merger – with the VHL programmes Rural Development and Agribusiness and Management. (see also facet 1.1 Domain specific requirements). In view of all this, the assessment team evaluates the facet **6.2 Study Progress** as **satisfactory**.

Evaluation of the subject Results

*The assessment team evaluates the achieved learning outcomes of the programme as up to standard. The study progress is monitored and the management is aware of the need to attract more students. The facets of the chapter Results are evaluated as satisfactory. The assessment team assesses the results of the programme as **positive** and as being in accordance with the requirements of the accreditation framework of the NVAO.*

Appendix 1: Programme of visits by assessment team

Programma 1^e visitatiedag Agri Systems Management donderdag 3 juni 2010

TIJD	ONDERWERP	DEELNEMERS
08.30-10.00 uur	Aankomst en ontvangst visitatiecommissie:	Sigrid Wintermans (Gastvrouw), Ben Schulte
10.00-10.30 uur	Voorstellen, doornemen van het programma van de visitatiedag Strategie en plek in organisatie en planvorming	Bestuur, Opleidingsmanagement: Geartsje Oosterhof (Opleidingsdirecteur), Heinz Evers (Teamleider) en Ellen Marks (Directeur VHL)
10.30-12.30 uur	Domeinspecifieke eisen, bachelor/masterniveau, hbo-oriëntatie, programma van de opleiding	Opleidingsmanager plus didactische staf (MT): Jos van Hal (Major Coördinator), Heinz Evers, Jan Hoekstra (Docent)
12.30-14.30 uur	Documentenonderzoek, lunch, eventueel aanvullend gesprek opleidingsmanager	
14.30-15.30 uur	: Domeinspecifieke eisen, hbo oriëntatie ----- - Parallelgesprek: Programma van de opleiding, studeerbaarheid; kwaliteit zorg	Werkveld Advies Commissie: Bo van Elzaker, Lucian Peppelenbos, Wim Spieringhs ----- - studentleden opleidingscommissie: Loet Rammelsberg (3 ^{de} jaar), Lieuwe de Jong (2 ^{de}), Sanne Vercauteren (2 ^{de}), Marieke Veldhuizen (1 ^{ste})
15.30-16.30 uur	Aanvullend onderzoek	
16.30-17.00 uur	Terugkoppeling van de bevindingen van de visitatiedag, maken van vervolgspraken	Opleidingsmanagement (Geartsje Oosterhof, Jos van Hal, Heinz Evers)

Programma 2e Visitatiedag Agri-Systems Management donderdag 1 juli 2010

TIJD	ONDERWERP	DEELNEMERS
8.00 – 9.00 uur	Aankomst en ontvangst visitatiecommissie:	Sigrid Wintermans (Gastvrouw) en Ben Schulte
09.00-10.30 uur	Docenten, doceren in hoofdvakken: 6-8 docenten Vakinhoud, beroepsoriëntatie en didactiek	Jos van Hal (major coordinator), Bernard Gildemacher (horticulture), Ivonne de Moor (training), Fred Bomans (business, entrepreneurship), Koen Janssen (research), Jan Hoekstra (chain empowerment), Marco Verschuur
10.30-11.30 uur	Stage- en Afstudeercoördinator en studiebegeleiding: Stage en Afstudeeropdrachten en studiebegeleiding	Jan Hoekstra (coach, practical placement coordinator), Inga Wolfram (cc + training coordinator, trainer), Jos van Hal (major coordinator, coach), Renske Wijtsma (cc)
11.30-13.00 uur	Studenten verdeeld over de leerjaren: 1, 2, 3 elk 2 studenten Studiebegeleiding, studielast, informatievoorziening, faciliteiten	Nick Kievit (2de), Alegria Robelly Espinoza (2de) Loet Rammelsberg (3de jaar)
13.00-14.30 uur	Rondleiding faciliteiten, documentenonderzoek, lunch	
14.30-15.30 uur	Afstudeerders (en alumni) 4-6 Resultaten van de opleidingen en aansluiting op beroepspraktijk	Fouad Lakhali, Samson Kofi Foli,
15.30-17.00 uur	Aanvullend onderzoek, intern beraad van visitatieteam	
17.00-17.30 uur	Terugkoppeling van de bevindingen	Opleidingsmanagement en iedereen

Appendix 2: Documentation

Hoofdstuk 1 Doelstellingen

- 1.1. Self Evaluation Report march 2010
- 1.2. Course specific Educational Regulation 2009-2010 en 2008-2009
- 1.3. Competence Descriptions
- 1.4. OPCO reglement en notulen (zie map)
- 1.5. Algemene Onderwijsregeling 2008-2009
- 1.6. Internationale werving
- 1.7. The Larenstein Educational Concept
- 1.8. Onderwijs en Examen reglement

Hoofdstuk 2 Programma

- 2.1 Overzicht van Course specific information op Blackboard
- 2.2 PR materiaal
- 2.3 Educational Development days notulen
- 2.4 Handleiding digitaal portfolio
- 2.5 Onderwerpen Thesis huidige afstudeer groep
- 2.6 Shared “Dublin” descriptors for Short Cycle
- 2.7 Rapport: Op weg naar Eén kwaliteitszorgsysteem voor Van Hall Larenstein
- 2.8 Career Counselling

Hoofdstuk 3 Inzet van personeel

- 3.1 Instellings plan 2005-2008
- 3.2 Koers VHL 2015
- 3.3 Strategisch personeelsplan VHL
- 3.4 Strategisch personeelsplan WUR
- 3.5 CV's personeel ASM
- 3.6 Werkplan 2009
- 3.7 Cyclus functioneren en beoordelen
- 3.8 Medewerker Monitor 2008

Hoofdstuk 5

- 5.1 Bestuurs en beheerreglement Stichting Van Hall Larenstein
- 5.2 Jaarverslag Wageningen UR 2008
- 5.4 HBO monitor
- 5.6 Stage handboek en contract
- 5.7 Thesis handboek
- 5.8 Assessment Policy
- 5.9 Rapport kwaliteitsverbetering assessments
- 5.10 Course manuals
- 5.11 Self development manuals
- 5.12 Placement reports second year students

Mappen:

- Notulen werkveld commissie
- Notulen team overleg
- Notulen Management overleg (W-team)

Appendix 3: Domain-specific framework of reference

The consultation round with the WVAC on the 17th of July 2010 has led to adjustments of the TL/ASM job profile. The result of that process can be found below. It will be part of the CSER TL/ASM 2010-2011

Graduates of TL/ASM become active in supply chains for tropical commodities coming from production systems that range from small holder farming to plantation. The driving activity is to promote and secure value addition in a sustainable way which can be described as value chain development. It concerns production, processing, sourcing and certification for local, regional or international Agri-markets.

The driver of value chain development is the cooperation of various actors in the chain. Graduates can become active with all of these actors. Graduates know the agronomic perspective well and can act from the farmers interest and entrepreneurship.

Within this dynamic and international context, the graduate is trained how to manage an agricultural chain (local, regional and/or international) in the 'South'. The aim is to increase sustainable productivity and link farmers and their organisations to markets. This can involve the following professional tasks:

- Organise and implement improved cultivation practises.
- Structure better logistic and warehousing operations.
- Apply Quality Management systems
- Facilitate cooperation and build organisational structures
- Stimulate entrepreneurial dynamics
- Deliberate and negotiate with the different actors in the supply chain
- Implement essential financial and technological tools
- Assess the impact of value chain development by means of certification systems

In these tasks graduates show the attitude to be a change agent and are challenged to come up with a strategic and practical interpretation how to facilitate social, economic and environmental innovations towards increased sustainability.

In doing so the graduate does not only focus on product & project control but also process control.

The graduate is solution-oriented, pro-active, systematic, emphatic, communicative and a team player.

The career of the graduate can develop in different directions. Obvious jobs for graduates are manager production/processing facility, manager of quality systems, sustainable procurement manager (of a company or NGO), certification auditor, value chain consultant.

The three job clusters in combination with the professional tasks of the job profile are following: ASM identifies three job clusters for graduates:

- Agronomic services for Good Agricultural Practices;
- Commercial sustainable chain facilitation;
- Certification auditing and consultancy.

The current job profile provides a good framework and describes the area, context, focus and attitudinal requirements of ASM graduates:

1. Agronomic services for Good Agricultural Practices
 - 1.1. Organise and implement improved cultivation practises

2. Commercial sustainable chain facilitation
 - 2.1. Structure better logistic and warehousing operations
 - 2.2. Apply Quality Management systems
 - 2.3. Facilitate cooperation and build organisational structures
 - 2.4. Stimulate entrepreneurial dynamics
 - 2.5. Deliberate and negotiate with the different actors in the supply chain
 - 2.6. Implement essential financial and technological tools

3. Certification , auditing and consultancy
 - 3.1. Assess the impact of value chain development by means of certification systems

The link between the job clusters and the competencies that students are assessed on during the TL/ASM programme. Are shown in the Table 1 below

Competency		Professional tasks
A	To manage a unit of an organisation	1.1 Organise and implement improved cultivation practises. 2.1. Structure better logistic and warehousing operations 2.2 Apply Quality Management systems
B	To manage a project	1.1 Organise and implement improved cultivation practises. 2.1. Structure better logistic and warehousing operations 2.2 Apply Quality Management systems 2.6 Implement essential financial and technological tools 3.1 Assess the impact of value chain development by means of certification systems
C	To commercialise	2.4 Stimulate entrepreneurial dynamics 2.5 Deliberate and negotiate with the different actors in the supply chain
D	To innovate	In finding appropriate solutions: 2.3 Facilitate cooperation and build organisational structures 2.4 Stimulate entrepreneurial dynamics 2.6 Implement essential financial and technological tools
E	To conduct applied research	Analytical step in: 1.1 Organise and implement improved cultivation practises. 2.1. Structure better logistic and warehousing operations 2.2 Apply Quality Management systems 2.6 Implement essential financial and technological tools 3.1 Assess the impact of value chain development by means of certification systems
F	To communicate in multicultural setting	Part of generic skills and general attitude
G	To develop yourself	Part of generic skills and general attitude
H	To develop a sustainable agricultural chain	All professional tasks of the job profile apply here

Table 1: Relation VHL Competences and job clusters

Appendix 4: Assessment team

Dr. M.S. Leloux, chair

Dr. Leloux has completed her study and her PhD at the University of Utrecht. She has held several positions as a researcher, project manager, research director and business development manager at organizations such as AKZO Nobel, RIKILT, NIZO Food Research. From 2003 onwards she has worked for Certiked in a capacity as chair of the panels, secretary and external expert. At the moment she is a free lance advisor in the field of knowledge valorisation (www.scienceandbusiness.nl) working for the Radboud UMC in Nijmegen. She designs (international) workshops on the subject of knowledge valorisation and publishes regularly. Next to these activities she is chair of a council for a school for secondary education.

Ir Th. Hilhorst, external expert

Thea Hilhorst (1960) works as a senior advisor in the area sustainable economic development of the Royal Tropical Institute (KIT, www.kit.nl). She is trained in farming systems, economics and sociology at Wageningen University and has worked for rural women's producer organisations and agricultural research institute in Latin America and Africa and for a think tank on environment and development in the United Kingdom. Currently she is mainly engaged in advisory services, applied research, monitoring and evaluation, and support to networks in Africa in the fields like local economic development; decentralisation, land governance, and multi stakeholder processes more in general.

ir W.C.S. Heemskerk, external expert

Willem Heemskerk (1952) is currently employed the Royal Tropical Institute (KIT, www.kit.nl), Amsterdam, as a senior advisor sustainable economic development. He is a specialist agricultural development and in particular in the field of research and advisory service provision for local development processes. He has worked for 23 years on location in Africa for different development organizations and also as project team leader in Sao Tome, Mozambique, Zambia and Tanzania. The last ten years he operates in an advisor and researcher role from his duty station KIT-Amsterdam, mainly in Eastern and Southern Africa. He is a graduate from Wageningen University in the disciplines of tropical agriculture and plant breeding, and did a post-graduate course with ICRA (www.icra-edu.org) on the farming systems approach to research and extension.

R.G.S. van 't Ende, student member

Roelof completed his Horti- and Agriculture study at the Drontheim University of Applied Sciences in 2010. During his study period he has been active in the board of the Student Company Horti- and Agriculture as treasurer for 1,5 year. He also managed one day a week at the school dairy farm together with the students from the Farmers' Council. He participated and promoted Drontheim University of Applied Sciences at education fairs, exhibitions and at schools in the Netherlands, Germany, Latvia and Lithuania. He has been on placement to Ukraine, where he worked on a farm, and to Malawi, where he gained knowledge about several tropical crops such as coffee, tea, macadamia and rice. He followed the 5th term of the studies (autumn 2009) at the Latvia University of Agriculture in Jelgava, Latvia as an exchange student.

Drs C.J. de Monchy CMC CPF, secretary

Carolien de Monchy is secretary at Certiked since 2006. She got her master's degree in organizational psychology in 1981. The next ten years she held various positions with insurance companies. Since 1998 she is certified as management consultant (CMC) and since 2006 as professional facilitator (CPF). In 1991 she formed a network of independent management consultants. They work together on projects in professional development, group facilitation, coaching and team coaching in The Netherlands. Since 1991 Carolien is involved in teaching at the Haagse Hogeschool in courses on Management & Organization. In 2008 her book "*Floreren als professional. Werken vanuit een dynamisch perspectief*" was published by Van Gorcum, in 2010 followed "*Praktijkboek: Ontwikkelen als professional*".

Appendix 5: Statements of independence