



**AERES**  
UNIVERSITY OF  
APPLIED SCIENCES  
DROTEN

# **ECTS Information Package**

## **International Equine Business Management**

2019-2021 Henka Rooze

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# 1. Course information IEB

In this chapter the course International equine business management will be described.

## 1.1 Course Outline International equine business management 2019-2021

Year 1 1 <sup>st</sup> semester	Week 37 2019 – Week 5 2020	Semester	EC
	<b>Equine Policy International</b> Advising an organisation about a current issue in the equine sector. In which business law, studbook policy strategy and intercultural communication are integrated.	HEPI	13
	<b>Equine market research</b> Setting up and implementing an applied research in the international equine sector. Going through all steps of conducting and implementing research for a real business case.	HIMS	13
2 <sup>nd</sup> semester	Week 6 2020 – Week 27 2020		
	<b>Advanced International Equine Entrepreneurship</b> Understanding, analysing and developing a new equine business. Pitch your business plan for investors, who sells him/herself in the most convincing way?	HAEE	13
	<b>International Business and Strategy</b> Develop a strategy plan for a business in the equine sector. You learn which business strategies exist and how to apply them.	HISB	13
Semester 1 and 2	<b>Personal development:</b> Student can analyse and explain his/her own personal development and has insight in own characteristics. Is able to work independently in an authentic situation.	HPL3x	8
Year 2 1 <sup>st</sup> semester	2021 - 2022		
	<b>Minor 1: International equine advisor</b> Advising an international oriented company about the future tasks and strategy. Performing market analysis in finding trends of the equine sector and integrate this in the daily practise of the company.		15
	<b>Minor 2: Elective minor</b> Depending on own interest for your future pathway. Discuss this with your coach.		15
2 <sup>nd</sup> semester			
	<b>Company placement</b> Orientation on companies and professional tasks related to the field of work of bachelors in international equine business management	AGWP	17
	<b>Thesis</b> Execution of an international equine business management related, problem-solving, research related to the present or future practice of international equine business.	AAFwi	10
	<b>Personal development</b> For graduates in higher education it becomes more and more important to influence their own personal development and competencies needed to perform as a professional. As well as formulating an opinion on important aspects of the professional work environment. This is trained in this module.	APL4i	3
	<i>Total EC</i>		<i>120</i>

## 1.2 Matrix of competences

The next matrix provides an overview of the various competences you will attain after finalizing the various minors of International Equine Business Management.

IEBM International Equine Business Management  2020 - 2022	Year					Total
	1. HEPI	2. HIMS	3. HAEE	4. HISB	5. HPL3X	
<b>Final qualifications</b>						
1. Getting familiar with the international agri-food sector	X	X				2
2. Developing a vision and strategy for an (international) agri-food company	X		X	X		3
3. Entrepreneurship and innovation in the international agri-food business			X			1
4. Designing and implementing a result oriented practical research in the agri-food sector		x	x	x		3
5. Management of organisations, processes, projects and people					X	1
6. Effective cooperation and communication in a multi-disciplinary and inter cultural environment	x					1
7. Leading and developing of own professional attitude	X				X	2
8. Advising about Financial aspects to manage an agri-food company				x		1
9. Optimising logistics and monitoring quality of agri-food chains.				x		1
10. Strategic marketing of products and services in the global agri-food market				X		1
<b>AERES-competences</b>						
1. To show leadership capabilities					X	1
2. To cooperate		X	X		X	3
3. To present	X	X	X	X	X	5
4. To research	X	X	X	X	X	5
5. To innovate			X		X	2

6. To organize				X	X	2
7. To introspect					X	1
8. To enterprise			X		X	2
9. To endorse sustainable behaviour	X		X		X	3
10. To appreciate the global perspective				X	X	2

### 1.3 Schedule International Equine Business Management

For the year schedule check the aeres airport site:

<https://airport.aeres.nl/organisatie/CAH/Paginas/instellingen.aspx>

## 2 Module and module descriptors

### 2.1 Equine Policy International (HEPI)

#### 2.1.1 Module orientation

Advising an organisation about a current issue in the equine sector. In which business law, studbook policy strategy and intercultural communication are integrated.

#### 2.1.1 Module overview

Equine Policy International (HEPI)						
<b>Coordinator:</b>		Toine van Westing (WET)			<b>credits:</b>	<b>13</b>
<b>Module elements</b>	<b>ECTS</b>	<b>Name</b>	<b>Mode of Exam</b>	<b>Exam in Period</b>	<b>Literature</b>	
HEPI01	3	Learning tasks + assessment	Assessment	T 2	Module manual	
HEPI02	2	Law and the international Equine sector	Assignment	T1	Documents provided by the lecturer see Blackboard	
HEPI03	2	Policy Equine Contagious diseases	Written exam	T1	Documents provided by the lecturer and Blackboard	
HEPI04	2	Policy equine studbooks and breeding	Written exam	T2	Documents provided by the lecturer and Blackboard	
HEPI05	2	Research and writing policy statement	Assignment	T2	Documents provided by the lecturer	
HEPI06	2	Training intercultural communication	Assignment	T1	Hofstede et al (2010). Cultures and Organizations. 3th edition. ISBN 978 0 07 166418 9	
<b>Entrance requirements:</b> Admission to the degree course IEBM						
<b>Professional task:</b>		Develop an advisory report on a current issue in the equine sector ..				
<b>Role:</b>		Member of a policy making team who will advise an organisation on a current issue in the equine sector				
<b>Methods:</b>		Lectures, training, working groups, assignments, exams				
<b>Fields of expertise:</b>		<b>Learning objectives (the student):</b>				
Forming policy		<ul style="list-style-type: none"> <li>Shows notion of current and relevant equines topics and required abilities of policy forming in a variety of equine businesses and organizations</li> </ul>				
Equine studbook policy strategy.		<ul style="list-style-type: none"> <li>has knowledge of important issues in the genetics of horses on which the studbooks make decisions and plan strategy. How strategies are formulated based on internal and external analysis.</li> </ul>				
Contagious diseases		<ul style="list-style-type: none"> <li>is able to understand the risks of movement of livestock (horses) around the world and how this can be managed</li> </ul>				
Business Law		<ul style="list-style-type: none"> <li>is able to understand the basics of civil law the affects it has on international equine industry, the relation between civil law and international trade agreements, the principles of a contract and its obligations and settlement of a dispute.</li> </ul>				
Report Writing & Presentation Skills		<ul style="list-style-type: none"> <li>Students are able to write and structure reports according to academic standards according to APA style as well as present information from reports in an official and academic way.</li> </ul>				
Training intercultural communication		<ul style="list-style-type: none"> <li>Knows his/her own culture, can identify intercultural differences (bases on theory)</li> <li>Is able to deal with intercultural differences when dealing with people abroad</li> <li>Is able to make an intercultural strategy for a company</li> </ul>				

<b>Aeres competencies:</b>
<ul style="list-style-type: none"> <li>• <b>To present (level 3)</b> a final presentation assessed by the assessment checklist provided in the module workbook HEPI.</li> <li>• <b>To research (level 3)</b> assessed by means of the developed policy statement based on research on a current issue in the equine/equestrian sector which is in need of rules or regulation.</li> <li>• <b>To endorse sustainable behavior (level 3)</b> assessed by means of an assignment in which the student will have to describe the steps how to implement a chosen innovative sustainable solution to a problem.</li> </ul>
<b>Final qualifications:</b>
<ul style="list-style-type: none"> <li>• Knowledge of what is going on in the international agri-food sector. Location in module: all courses, assessment</li> <li>• Development of a vision and strategy for an international agri-food organization/company. Location in module assessment</li> <li>• Effective cooperation and communication in a multi-disciplinary and inter cultural environment</li> <li>• Control and development of the students own professional behavior. Location in module: assessment.</li> </ul>

## 2.2 Equine market research (HIMS)

### 2.2.1 Module orientation

Setting up and implementing an applied research in the international equine sector.

### 2.2.2 Module overview

Equine market research (HIMS)						
<b>Coordinator:</b>		Kathalijne Visser (VIK)			<b>credits:</b>	<b>13</b>
<b>Module elements</b>	<b>ECTS</b>	<b>Name</b>	<b>Mode of Exam</b>	<b>Exam in Period</b>	<b>Literature</b>	
HIMS 01	3	Learning tasks + assessment	Assessment	T2	Module manual	
HIMS 02	2	Organizational behaviour	Assignment	T2	Consult the teacher at the beginning of the course.	
HIMS 03	2	Research methodology	Written exam	T1	Baarda, B. ( 2014)- research, this is it! Noordhoff Uitgevers ISBN 978900181696-4	
HIMS 04	4	Research quantitative methodology with excel and SPSS	Written exam	T2	<i>Getting More Out of Excel</i> , Ben Groenendijk, 2017 Boom Amsterdam, ISBN 9789024418893 B. Baarda & C. van Dijkum (2014). <i>Introduction to statistics with SPSS 2<sup>nd</sup> ed.</i> ISBN 9789001834418  <b>Suggested for further reading:</b> Naresh, K. Malhotra. (2009). <i>Marketing Research: An Applied Orientation</i> . Global Edition, 6/E: Pearson Higher Education. ISBN: 9780136094234.	
HIMS 05	2	Financial management 1	Written exam	T2	Atrill, .P and Mc Laney, E.. Accounting and Finance for Non Specialists. 8 <sup>th</sup> edition via Blackboard	
<b>Entrance requirements:</b> Admission to the degree course IEBM						
<b>Professional task:</b>		Setting up and implementing an applied research in the international equine sector				
<b>Role:</b>		Researcher				
<b>Methods:</b>		Lectures, training, working groups, assignments, exams				



<b>Fields of expertise:</b>	<b>Learning objectives (the student):</b>
Organizational behaviour	The student knows how to influence individuals and groups in an organization to improve the performance of the organization
Research methodology	<ul style="list-style-type: none"> <li>• The student is able to search for relevant (scientific) information on a topic in the Equine Business and is able to describe the relevance of this research topic for the Equine Business.</li> <li>• The student is able to describe the knowledge gap of the research topic and can translate this into a main and sub research question(s).</li> <li>• The student knows the different forms of research, is able to choose the relevant form, design and methodology of research.</li> <li>• The student is able to perform the research according to scientific methodology.</li> <li>• The student is able to relate and discuss own research finding with other scientific studies.</li> <li>• The student is able to present the research findings in writing and orally.</li> </ul>
Research quantitative methodology with excel and SPSS	<ul style="list-style-type: none"> <li>• The student is able to use Microsoft Excel to process data and use statistics.</li> <li>• The student knows how to analyze and interpret data using SPSS in the framework of quantitative research.</li> <li>• The student is able to set up and conduct the principal forms of empirical research commonly used in the field of marketing and Equine Business and to report the findings under supervision.</li> </ul>
Financial management 1	<ul style="list-style-type: none"> <li>• The student knows how to make investment appraisal calculations to underpin investment decisions.</li> <li>• The student knows how to identify the main sources of finance for a business and to discuss the advantages or disadvantages of each source of finance.</li> <li>• The student knows the policies to control the working capital of a company.</li> </ul>
<b>Aeres competencies:</b>	
<ul style="list-style-type: none"> <li>• <b>To present (level 3)</b> The student is able to communicate the setup and the results of the research in a poster presentation. a final presentation assessed by the assessment checklist provided in the module workbook HIMS.</li> <li>• <b>To research (level 3)</b> The student identifies and describes a problem or a development, formulates a practice-based research question and answers this using a suitable research method. This will be presented in the form of a research report and a poster presentation.</li> <li>• <b>To cooperate (level 3):</b> The students will be part of group work in order to conduct research and achieve the desired result by delivering a research report and a poster presentation.</li> </ul>	
<b>Final qualifications:</b>	
<ul style="list-style-type: none"> <li>• Knowledge of what is going on in the international Agri-food sector.</li> <li>• Setting up and implementing an applied business research in Agri-food business</li> </ul>	

## 2.3 Advanced International Equine Entrepreneurship (HAEE)

### 2.3.1 Module orientation

Understanding, analysing and developing a new equine business.

### 2.3.2 Module Overview

Advanced International Equine Entrepreneurship (HAEE)					
Coordinator:		Henka Rooze (ROH)		credits: 13	
Module elements	ECT S	Name	Exam	Period	Literature
HAEE01	3	Proof of proficiency	Assessment	T4	Reid, M. (2012). <i>Report Writing</i> . Hampshire: Palgrave MacMillan. ISBN: 9780230376557
HAEE02	2	Salesmanagement	Written Exam	T3	Documents provided by the lecturer Additional reading (not compulsory): Rustenburger, G. & Steenbeek, A. (2013). <i>Sales Management</i> . Noorhoff Uitgevers B.V. ISBN: 9789001807986
HAEE03	4	Creativity and Innovation management	Assignment	T4	See blackboard
HAEE04	4	Equine entrepreneurship	Assignment	T4	See blackboard
<b>Entrance requirements:</b>		Passed Admission Business Management course			
<b>Professional task:</b>		Understanding, analysing and developing a new equine business making connections between the various internal aspects of the process concerning for external areas related to society, sustainability environment and economy. However to create a new innovative business and why various strategies are implemented and to use sales skills to receive the goals.			
<b>Role:</b>		Member of a consultancy team who will advise an entrepreneurs within the international equine business how to improve their business organisation and strategy using new business modelling			
<b>Methods:</b>		Lectures, training, working groups, assignments, exams and excursions.			
<b>Fields of expertise:</b>		<b>Learning objectives (the student):</b>			
Sales management		<ul style="list-style-type: none"> <li>Will learn how to make a sales plan and how to do a sales pitch.</li> <li>Will learn to focus on strategic and operational aspects of sales management.</li> <li>Will have attention on how to coach and motivate the sales team, sales skills and sales leadership</li> </ul>			
Creativity and Innovation management		<ul style="list-style-type: none"> <li>is able to explain how modelling can be used for creating innovative strategies based on internal and external analysis in intercultural context</li> <li>is able to use creative processes to develop innovations.</li> </ul>			
Developing Sustainable 'equine' entrepreneurship		<ul style="list-style-type: none"> <li>Learn the influence of sustainability in 'equine' business related to aspects of circular economy</li> <li>is able to involve sustainable areas into the new business of an equine business.</li> <li>is able to understand and describe the operational processes of goods and services, the concept of productivity and enhancing it, understands how to approach projects and how to link global developments in operations management to the innovative strategic choices a company in international equine business can make.</li> <li>is able to prepare balance sheets, profit and loss accounts and cash flow statements, analyze financial statements and give an underpinned opinion on the importance of accounting conventions recording to the new business of an equine company.</li> <li>is able to understand how new business models (like CANVAS) work and how it can be used in the practice of the equine business.</li> </ul>			

Report Writing & Presentation Skills	<ul style="list-style-type: none"> <li>• Students are able to write and structure reports according to academic standards according to APA style as well as present information from reports in an official and academic way.</li> </ul>
<b>Aeres Applied University competencies:</b>	
<ul style="list-style-type: none"> <li>• <b>To present (level 3):</b> assessed by means of a final report and presentation for the proof of proficiency.</li> <li>• <b>To enterprise (level 3):</b> assessed in the final assessment by pitching the new business for receiving finance.</li> <li>• <b>To innovate (level 3):</b> assessed by means of a number of innovative concepts for new businesses described in the report for the proof of proficiency.</li> <li>• <b>To cooperate (level 3):</b> Assessed by making a personal reflection.</li> <li>• <b>To research (level 3):</b> assessed by means of the final report for the proof of proficiency.</li> <li>• <b>To endorse sustainable behaviour (level 3):</b> assessed by means of a final report for the proof of proficiency.</li> </ul>	
<b>Final qualifications:</b>	
<ul style="list-style-type: none"> <li>• Developing a vision and strategy for an (international) agri-food company</li> <li>• Entrepreneurship and innovation in the international agri-food business</li> <li>• Designing and implementing a result oriented practical research in the agri-food sector</li> </ul>	

## 2.4 International Business and Strategy (HIBS)

### 2.4.1 Module orientation

Develop a strategy plan for a business in the equine sector.

### 2.4.2 Module overview

<b>International Business and Strategy (HIBS)</b>			
<b>Coördinator:</b>	D. Smit (SMD)	<b>credits:</b>	<b>13</b>

<b>Module elements</b>	<b>ECTS</b>	<b>Name</b>	<b>Mode of Exam</b>	<b>Exam in Period</b>	<b>Literature</b>
HIBS01	3	Learning tasks + assessment	Assessment	4	Business Management for the Equine Industry Sharon Eastwood 1st edition Blackwell Publishing ISBN 10 1 40512606
HIBS02	4	Strategy and Change management	Exam	4	Exploring Strategy Gerry Johnson et al. 11 edition 2017 Prentice Hall, ISBN 9781292145129 (10 <sup>th</sup> edition in consultation with the group)
HIBS03	2	International Business	Written exam	4	The Global Business Environment Janet Morrison, 4 <sup>th</sup> edition 2017 Palgrave; ISBN :781137483744
HIBS04	2	Financial Management 2	Practical work with Excel	3	Accounting and Finance for Non Specialists, Peter Atrill and Eddie Mc Laney , 8 <sup>th</sup> edition via Blackboard
HIBS05	2	Human resource Management	Assignment	4	Robbins and Judge (2017). Essentials of Organizational behavior. Pearson. Student value edition. 14th edition. ISBN: 978 013 452484 9

<b>Entrance requirements:</b>	Passed Admission to the study Equine Business Management
<b>Professional task:</b>	The student will develop an strategy plan for a business in the equine sector.
<b>Role:</b>	Consultant in the equine sector
<b>Methods:</b>	Lectures ,literature study, research and groups work
<b>Fields of expertise:</b>	<b>Learning objectives):</b>
Strategy and Changemanagement	<ul style="list-style-type: none"> <li>The student will learn methods to analyze the strategic position of the company</li> <li>The student will learn how to make strategic choices</li> <li>The student will learn how to organize new strategies</li> </ul>
International Business	<ul style="list-style-type: none"> <li>The student will develop competences to analyze the environment of international business</li> <li>The student will obtain competences to assess opportunities in the global market and will learn to develop a successful strategy for the international business</li> </ul>

	<ul style="list-style-type: none"> <li>The student will learn how to organize transportation and custom documents for the international business</li> </ul>
Financial Management 2	<ul style="list-style-type: none"> <li>The student will learn to draw up budgets for an organization and to make reliable cost calculations for the organization</li> <li>The student will learn how to analyze financial information</li> </ul>
HRM	<ul style="list-style-type: none"> <li>In this course the student will learn the role and importance of human resource management in organizations and will learn to define the major HRM activities. The subjects recruitment, selection, training, retention and motivation will come along. The importance of HRM in the ever-changing work environment will be explained.</li> </ul>
<b>Aeres Competencies</b>	
<b>to present, to research, to organize , to appreciate the global perspective</b>	
<b>Final qualification:</b>	
<ul style="list-style-type: none"> <li>Development of a vision and strategy for an (international) agri-food business</li> <li>Designing and implementing a result oriented practical research in the agri-food sector</li> <li>Advising about Financial aspects to manage an agri-food company</li> <li>Optimising logistics and monitoring quality of agri-food chains.</li> <li>Strategic marketing of products and services in the global agri-food market</li> </ul>	

## 2.5 Personal development phase 3 (HPL3x)

### 2.5.1 Module orientation

Student can analyse and explain his/her own personal development and has insight in own characteristics. Is able to work independently in an authentic situation.

### 2.5.2 Module Overview HPL3x

<b>Personal development phase 3 (HPL3x)</b>			
<b>Coordinator:</b>	Marjan Dirksen (DIM)	<b>Credits:</b>	<b>8</b>

Module elements	EC	Name	Exam	Period	Literature
HPL3x01	1	Competency development	Assignments	4	See module guide
HPL3x02	6	Main Phase AT*	Assignments	1-2-3-4-5	See module guide
HPL3x03	1	Interview training	Assignments	2	See module guide

<b>Entrance requirements:</b>	Possesses Digital Portfolio from second year: CMP, CV en Competence file (Dutch students)
<b>Professional task:</b>	Manager, advisor, owner (personal development)
<b>Role:</b>	Aspirant Higher Educational employee
<b>Methods:</b>	Contact hours mentor, individual conversations, training, en PvB meetings and activities
<b>Fields of expertise:</b>	<b>Learning objectives (the student):</b>
Competency development	<ul style="list-style-type: none"> <li>can analyse itself on the basis of the basic question 'What do I want?' And explain this analysis in writing and orally (self-awareness)</li> </ul>

	<ul style="list-style-type: none"> <li>• can describe and explain his / her competence development through regular reflection (setting realistic and personal goals)</li> <li>• can make responsible and focused choices in his / her study career and study choices through various assignments (taking responsibility)</li> </ul>
Main Phase AT*	<ul style="list-style-type: none"> <li>• can demonstrate 5 out of 7 determined competences at level 2 in an authentic situation</li> </ul>
Interview training	<ul style="list-style-type: none"> <li>• can show successes, personal characteristics, skills, requirements and wishes</li> </ul>
<b>Aeres competences level 2:</b> dependent on the choice of the student in the TA	
<ul style="list-style-type: none"> <li>• To show leadership capabilities</li> <li>• To cooperate</li> <li>• To present</li> <li>• To research</li> <li>• To innovate</li> <li>• To organise</li> <li>• To introspect</li> <li>• To enterprise</li> <li>• To endorse sustainable behaviour</li> <li>• To appreciate the global perspective</li> </ul>	
<b>Final qualifications:</b>	
Business Administration and Agrifood Business: <ul style="list-style-type: none"> <li>• Managing and developing your own professional actions</li> <li>• Management of organizations, processes, projects and people.</li> </ul>	

\* AT = Aptitude test

## 2.6 Minor: International Equine Advisor (AIEA)

### 2.6.1 Module orientation

Advising an international oriented company about the future tasks and strategy. Performing market analysis in finding trends of the equine sector and integrate this in the daily practise of the company.

### 2.6.2 Minor overview AIEA

<b>Minor: International Equine Advisor (AIEA)</b>			
<b>Coördinator:</b>	Mireille van Damme (DAM)	<b>credits:</b>	<b>15</b>

Module elements	EC	Name	Exam	Period	Literature
AIEA01	6	Equine advisory report	Report	2	Literature provided by lecturer
AIEA02	4	Advisory skills	Assignment	2	Green, C.H. (2011). The trusted advisor fieldbook. John Wiley & Sons Inc. ISBN 9781118085646
AIEA03	5	International equine trends	Poster presentation	2	Literature provided by lecturer

<b>Entrance requirements:</b>	Knowledge about: sales management, business analysis, financial analysis
<b>Professional task:</b>	Write an advisory report for a company which will influence the company's future
<b>Role:</b>	Advisor, researcher, specialist

<b>Methods:</b>	Lectures and guest lectures, project work, field visits
<b>Fields of expertise:</b>	<b>Learning objectives (the student):</b>
Equine advisory report	<ul style="list-style-type: none"> <li>• The student is able to write an equine advisory report based on the findings of the research done in the field</li> </ul>
Advisory skills	<ul style="list-style-type: none"> <li>• The student has developed him/herself into a professional advisor</li> <li>• The student is able to give advice in a professional way</li> </ul>
International equine trends	<ul style="list-style-type: none"> <li>• The students is able to find and analyse international equine trends</li> <li>• The students can apply international equine trends</li> </ul>
<b>Aeres competencies:</b>	
<ul style="list-style-type: none"> <li>• To present, to research, to endorse sustainable behaviour, to globalize</li> </ul>	
<b>Final qualifications:</b>	
<ul style="list-style-type: none"> <li>• Developing a vision and strategy for an (international) agri-food company</li> <li>• Management of organisations, processes, projects and people</li> <li>• Effective cooperation and communication in a multi-disciplinary and inter cultural environment</li> </ul>	

## 2.7 Graduation Work Placement (AGWP)

### 2.7.1 Module orientation

To meet the objectives, it is necessary that the student has an opportunity to become familiar with the day to day activities in an organisation or company. After a period of specific coaching, a task is set in which he or she has to work with a certain degree of individual responsibility. The level of the task should be adapted to the educational background of the student, and, if possible, to the chosen specialisation.

First and foremost, the students should be aware of all the facets of the training assignment, and become familiar with the demands made, from the formulation of the problem up to and including to its solution, and its implementation in practice. Consequently, the best method of coaching is by the relevant expert in the organisation or company. This involves the two most important parties in the placement.

The contents of the placement will differ widely, according to the company and the student's preferences. The contents of the training programme are the result of discussions between the company, the student and the college. The opportunity for the student to collect and consult literature and other sources of information on the training subject matter is an essential ingredient for a successful learning experience.

### 2.7.2 Module Overview AGWP

<b>Graduation Work Placement (AGWP)</b>			
<b>4th Year Work Placement</b>			
<b>Coordinator:</b>	Wieke van der Vlis-Hetsen (VLW)	<b>Credits:</b>	<b>17</b>

<b>Module Element</b>	<b>ECTS</b>	<b>Name</b>	<b>Mode of Exam</b>	<b>Exam period</b>	<b>Literature</b>
AGWP01	17	Graduation Work Placement	Report	1234	n.a.

<b>Entrance requirements:</b>	None
<b>Professional task:</b>	Based on own choice
<b>Role:</b>	Junior professional
<b>Methods:</b>	work placement
<b>Fields of expertise:</b>	<b>Learning objectives (the student):</b>
Based on own choice	<ul style="list-style-type: none"> <li>Preparation for the work environment in which the student works on professional tasks.</li> <li>Gains knowledge into different companies and job profiles.</li> <li>Is able to work on and show proof of 3 selected Aeres competencies, based on the students own choice, on level 3 in a professional setting.</li> </ul>
<b>Aeres-competencies:</b>	
	Based on own choice
<b>Final Qualifications:</b>	
	Check curriculum overview and programme profile.



## 2.8 Graduation Project (AAFWi)

### 2.8.1 Module orientation

The thesis consists of:

- executing an assignment (agriculture-related research, problem-solving, developing a new technique, market research, organisational research and others) related to the present or future practice;
- writing a report in which the results of the assignment are joined with the results of literature survey or a desk study, combining into a thoroughly documented and well-founded set of conclusions and recommendations;
- organising and presenting a seminar on the methodology of the research and the results, emphasising the value and the applicability in professional practice.

The emphasis in the assignment is on improving the problem solving capacity: it is the final element for all-out training by problem identification, critical analysis and approach, development of well-worked out solutions and achieving a balance between practical orientation and theory. The time allocated allows these elements.

### 2.8.2 Module Overview AAFWi

Graduation project (AAFWi)						
Thesis Project						
Coordinator:		W. van der Vlis-Hetsen (VLW)		Credits:		10
Module element	ECTS	Name	Mode of Exam	Exam period	Literature	
AAFWi01	10	Thesis	Report + thesis seminar	1234	<ul style="list-style-type: none"> <li>• Jong, de, J., (2017). <i>Effective strategies for academic writing, the road towards essay, paper or thesis</i>. Bussum: Coutinho. ISBN 9789046905050</li> <li>• Baarda, B. (2010)- research, this is it! Noordhoff uitgevers ISBN 9789001790264</li> </ul> <p>Suggestion for further reading:</p> <ul style="list-style-type: none"> <li>• Kumar, R. (2014). <i>Research methodology, A Step-by-Step Guide for Beginners</i>. Sage publications Ltd. ISBN: 9781446297827</li> </ul>	
<b>Entrance requirements:</b>		All research modules should have been completed with sufficient marks				
<b>Professional task:</b>		Research topic based on own choice				
<b>Role:</b>		Junior professional				
<b>Methods:</b>		Independent research				
<b>Fields of expertise:</b>		<b>Learning objectives (the student):</b>				
Based on own choice		<ul style="list-style-type: none"> <li>• Preparation for the work environment in which the student works on professional tasks.</li> <li>• Is able to work on and show proof of 3 selected Aeres competencies, based on the students own choice, on level 3 in a professional setting.</li> <li>•</li> </ul>				
<b>Aeres competencies:</b>						

Based on own choice
<b>Final qualifications:</b>
Check curriculum overview and programme profile.

## 2.9 Personal Development (APL4iR)

### 2.9.1 Module orientation

In this module the student will learn to develop his or her own competencies. With the help of assignments the student will get to know his own strengths and improvements points, personal interests linked to the professional life and how to integrate this knowledge in order to find a placement.

### 2.9.2 Module Overview APL4iR

Personal development (APL4iR)							
Coordinator:		Wieke van der Vlis (VLW)		credits:		3	
Module elements	EC	Name	Exam	Period	Literature		
APL4iR01	1	Managing competences	Report	4	Syllabus APL4i		
APL4iR4	2	Research methodology, design & reporting	Portfolio	2	<ul style="list-style-type: none"> <li>Jong, de, J., (2017). <i>Effective strategies for academic writing, the road towards essay, paper or thesis</i>. Bussum: Coutinho. ISBN 9789046905050</li> <li>Baarda, B. (2010)- research, this is it! Noordhoff uitgevers ISBN 9789001790264</li> </ul>		
APL4iR5	0	Quantitative Research methods with statistics & SPSS	Portfolio	3	<p><i>Compulsary</i></p> <ul style="list-style-type: none"> <li>Manfred te Grotenhuis, Anneke Matthijssen (2015). <i>Basic SPSS Tutorial</i>, Sage Publications. ISBN 9781483369419</li> <li>Online Statistics Education: An Interactive Multimedia Course of Study, developed by Rice University (Lead Developer), University of Houston Clear Lake, and Tufts University <a href="http://onlinestatbook.com">http://onlinestatbook.com</a></li> <li>IBM SPSS 20 or higher. Available in computer rooms.</li> <li>Handouts, data sets and exercises will be posted on Blackboard.</li> </ul> <p><i>For further reading</i></p> <ul style="list-style-type: none"> <li>Online Statistics Education: An Interactive Multimedia Course of Study, developed by Rice University (Lead Developer), University of Houston Clear Lake, and Tufts University <a href="http://onlinestatbook.com">http://onlinestatbook.com</a></li> <li>Malhotra, N.K. (2012). <i>Marketing Research: An Applied Approach</i>. Pearson Higher Education, 4/E. ISBN 9780273725855.</li> </ul>		

					<ul style="list-style-type: none"> <li>• B. Baarda &amp; C. van Dijkum (2014). Introduction to statistics with SPSS 2nd ed. ISBN 9789001834418</li> <li>• Field, A. (2013). Discovering Statistics Using SPSS. Sage Publications Ltd, 3rd edition (2009), ISBN 9781847879073 or 4th edition (2013), ISBN 9781446249185</li> <li>• Baarda, B. (2010). Research. This is it! Guide to quantitative and qualitative research. Noordhoff Uitgevers, 1st edition. ISBN: 9789001790264.</li> <li>• IBM SPSS 20 or higher. For individual installation on laptop/PC. To be purchased on <a href="https://www.surfspot.nl">https://www.surfspot.nl</a> (reduced price for students, 2 year license)</li> </ul>
<b>Entrance requirements:</b>	N.A.				
<b>Professional task:</b>	Personal Development and self-reflection Develop and utilize research skills in preparation for the final thesis.				
<b>Role:</b>	Junior professional				
<b>Methods:</b>	Training, classes , individual assignments. computer classes, presenting, portfolio				
<b>Fields of expertise:</b>	<b>Learning objectives (the student):</b>				
Personal development	<ul style="list-style-type: none"> <li>• Reflects constantly on his or her own personal- and competency development, part of the lifelong learning paradigm.</li> </ul>				
Desk research, qualitative research, quantitative research, field research	<ul style="list-style-type: none"> <li>• Will be aware of the different types of research (quantitative vs. qualitative)</li> <li>• Will be able to identify which type of research is suitable to solve a given problem</li> </ul>				
Research design, research methods and techniques	<ul style="list-style-type: none"> <li>• The student is able to identify a challenging topic within the International Food Business.</li> <li>• The student is able to search for relevant information on a topic in the Food Business and to further work out the description of the topic.</li> <li>• The student is able to describe the relevance of researching the topic in the Food Business.</li> <li>• The student is able to describe the knowledge gap of the research topic and can translate this into a main question.</li> <li>• The student knows the different forms of research, is able to choose the relevant form, design and methodology of research.</li> <li>• The student is able to perform the research according to scientific methodology.</li> <li>• The student can present the research findings in writing and orally depending on the target group.</li> </ul>				
SPSS	<ul style="list-style-type: none"> <li>• The student is able to use Microsoft Excel and other quantitative tools to process data and use statistics for research papers.</li> <li>• The student knows how to analyze and interpret data using SPSS in the framework of qualitative research</li> </ul>				
<b>Aeres competencies:</b>					
<ul style="list-style-type: none"> <li>• <b>To introspect:</b> 8 out of 10 Aeres competencies must be at level 3 (highest level). Assessed by means of final report and meeting in which students show examples of situations where they worked on improving their competencies. The examples given are based on the goals students set at the beginning of the year and halfway through the third and fourth year. The examples are given using the STARR method and goals are formulated according to the SMART method.</li> </ul>					

- **To research (level 2):** The student identifies and describes a problem or a development, formulates a practice-based research question and answers this using a suitable research method. This will be presented in the form of a research report and a poster presentation for the proof of proficiency of HPOP02
- **To cooperate (level 2):** The students will be part of group work in order to conduct research and achieve the desired result by delivering a research report and a poster presentation.
- **To present (level 2):** The student is able to communicate the setup and the results of the research in a poster presentation.

**Final qualifications:**

- Management and development of own professional and personal attitude and skills
  - Effective cooperation and communication in a multi-disciplinary, intercultural environment.
- Setting up and implementing an applied business research in the agri-food business

### 3. Examination and Assessment Regulations 2019-2020

The current course regulations are in conformity with the *Examenregeling Aeres UAS Dronten* and they represent the distinguishing features of the international courses at Aeres UAS. All courses comply with the key study and qualification objectives of the curricula from which they stem. These qualifications are assumed in the courses, and the learning objectives presented here are only the specific ones, not what is Bachelor generic.

The course regulations are published online. Use the following link to find the regulations:  
<https://www.aereshogeschool.nl/over-aeres-hogeschool/publieke-verantwoording/onderwijs-en-examenregeling>.



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