



**AERES**  
UNIVERSITY OF  
APPLIED SCIENCES  
DROTEN

# **ECTS Information Package European Engineer Degree International Agribusiness**

2018-2020 Henka Rooze

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# 1. Course information EED IAB

In this chapter the course European Engineer Degree International Agribusiness will be described.

## 1.1 Course Outline International Agribusiness 2017-2019

<b>1<sup>st</sup> semester</b>	<b>Week 37 2018 – Week 5 2019</b>		<b>EC</b>
	<b>Supply Chain Management</b> In this minor the student will learn about different aspects of the food chain (from farm till fork). The student will learn about different topics within the field of supply chain management and logistics including sustainability, purchasing, distribution management, lean logistics and reverse logistics. There will also be various applied component within the program. The students will have one major project where the student will have to analyse different aspects of a company's logistical operations and entire supply chain. In this project the student will have to suggest, at various stages, where the company can improve the logistic and supply chain aspects of the company. There will also be simulation where the student must run a simulated company in which the student will manage the overall supply chain.	ASCM	15
	<b>Export management</b>	AEXM	15
	Week 5 – 8 Working on group project that is part of the specialization module.	ISIA	
<b>2<sup>nd</sup> semester</b>	<b>Week 9 2019 – Week 26 (28<sup>th</sup> of June) 2018</b>		
	<b>Specialization International Agribusiness</b> Three modules have been designed to provide the student with an opportunity to examine content linked to wine marketing and international trade. The focus of the modules is on: technical skills, operations and consultancy and business operations. The student will have to apply theory into practice. The student describes and analyses a company in terms of organisation, management and marketing in the framework of export of Wine.	ISIA	27
<b>Year 2</b>	<b>August 2019 – January 2020</b>		
	<b>Company placement</b> Orientation on companies and professional tasks related to the field of work of bachelors in international agribusiness	AECPL	20
	<b>Thesis</b> Execution of an agriculture related, problem-solving, research related to the present or future practice of international agribusiness	AETHS	10
<b>During the year</b>	<b>September 2018 – January 2020</b>		
	<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. This ability is trained in this module.		3
	<i>Total EC</i>		<b>90</b>

## 1.2 Matrix of competences and minors

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

### 1.3 Schedule International Agribusiness

week		International one and a half year bachelor programs 2018-2020	Activities
36	3-sep	Introduction week	ASCM + AEXM
37	10-sep	Start classes	
38	17-sep		
39	24-sep		
40	1 Oct		
41	8 Oct		
42	15 Octt		
43	22 Oct	<b>Autumn break</b>	
44	29 Oct		
45	5-nov	Exams	
46	12-nov	Exams	
47	19-nov		ASCM + AEXM + APL4iR02
48	26-nov		
49	3-dec		
50	10-dec		
51	17-dec		
52	24-dec	<b>Christmas break</b>	
1	31-dec	<b>Christmas break</b>	
2	7-jan		
3	14-jan		
4	21-jan	Exams + assessments	Exam period 2 (T2)
5	28-jan	Exams + assessments	
6	4-feb	Course applied research, work on project ESA	APL4iR03, Project, Minor Specialisation ISIA
7	11-feb	Course applied research, work on project ESA	
8	18-feb	Course applied research, work on project ESA	
9	25-feb	Start classes ESA	
26	28 June	Last classes ESA, exams	
	August	<b>Placement and thesis</b> <b>See manual AECPL. AETHS</b>	

## 2 Module and module descriptors

### 2.1 Supply Chain Management

#### 2.1.1 Module orientation

In European countries such as The Netherlands, the food sector is under increasing pressure. On the one hand it is necessary to meet the demands of a more and more sophisticated market in agricultural and food products. On the other hand there are social and legal pressures to protect and promote environmental quality. To meet these sophisticated market changes it is important that companies and organizations develop strong supply chain and logistic strategies to ensure a smooth flow of products, services, people, funds, and information. Limiting any bottle necks which may occur within a single company or throughout the whole supply chain. Furthermore, as consumers demand for value increases, it is important to understand how to address those needs. This is done through value creation. Value can be created in various ways which include, limiting waste in the supply chain, being able to respond quickly to consumer orders, becoming more sustainable, lowering costs, increasing quality, being on time, being reliable, and being able to handle reverse logistics within the supply chain.

The Minor Supply Chain Management enables the student to gain deeper understanding of food value chains. Professional areas of competence include food supply chain management, Logistics, purchase management, distribution management, sustainability and lean management. You are expected to work as a professional (junior) consultant to solve bottle necks in relation to supply chain and logistical structure. In order to give good advice it is important to focus on the following activities.

Analysis of the problems

- Development of possible alternative solutions
- Choice of best option
- Write a professional advisory report about improvement process
- Present your solution in a convincing way

## 2.1.2 Module overview

ASCM			
Minor Principles of Food Supply Chain Management			
<b>Coordinator</b>	Patrick Burgess <a href="mailto:p.burgess@aeres.nl">p.burgess@aeres.nl</a>	<b>Study Points</b>	<b>15 ec</b>

Module Codes	ECTS	Course	Assessment Type	Final assessment in Period	Literature used
ASCM01	3	Professional Task: Project	Assessment	2	
ASCM02	2	Logistics in Practice: Management Game	Assignment	1	Management simulation game (the Fresh Connection)
ASCM03	3	Sustainable Food Supply Chain Management and Logistics	Written Exam	1	Food Supply Chain Management by Samir Dani / Ten Principles of Food Industry Sustainability by Cheryl J. Baldwin
ACSM04	4	Purchase and Distribution Management	Written Exam	2	Purchasing and Supply Chain Management 8 <sup>th</sup> edition by Brian Farrington and Kenneth Lyons
ACSM05	3	Lean and Reverse Logistics	Written Exam	2	Operations Management: Processes and Supply Chains 11 <sup>th</sup> edition by Lee J. Krajewski, Manoj K. Malhotra, Larry P. Ritzman

<b>Pre-requisites</b>	Completed 3-years of studies in a field related to economics/agribusiness/food sector.
<b>Professional Task</b>	Logistics/Supply Chain Consultant
<b>Professional Role</b>	Adviser
<b>Method of Instruction</b>	Lectures (Teacher and Guests), excursions, simulation tool, individual coaching.
<b>Learning Objectives</b>	
Sustainability	<ul style="list-style-type: none"> <li>The student will understand how to endorse sustainable behaviour while operating within a company and throughout the entire supply chain.</li> </ul>
Food Supply Chain Management	<ul style="list-style-type: none"> <li>The students understands the structure of a supply chain within the food industry. This includes all entities in the supply chain, supply chain structure, relationship models, integration strategies, and different supply chain management strategies.</li> </ul>
Purchasing	<ul style="list-style-type: none"> <li>The student understands different purchasing strategies and how to interact with suppliers. The student will gain more specific of how to manage relationships within the supply chain.</li> </ul>

Distribution Management	<ul style="list-style-type: none"> <li>The student will understand how to analyse different distribution channels and be able to recognize which method of distribution is applicable for a company in the food supply chain.</li> </ul>
Lean Logistics	<ul style="list-style-type: none"> <li>The student is familiar with different methods of production and understands how to reduce waste and limit losses within logistical operations.</li> </ul>
Reverse Logistics	<ul style="list-style-type: none"> <li>The student is able to understand the impact of a strong reverse logistics strategy.</li> </ul>
<p><b>Aeres-competencies:</b></p> <ul style="list-style-type: none"> <li><b>To present (level 3)</b> assessed by means of a final presentation assessed by the assessment checklist provided in the module workbook of ASCM.</li> <li><b>To research (level 3)</b> assessed by means of the final report for the proof of proficiency, student identifies, describes and problems and the sources of the problem within the food value chain. The information gathered will be represented in the learning tasks. The final report consists of the improved learning tasks.</li> <li><b>To innovate (level 3)</b> assessed by means the final report for the proof of proficiency, where students are stimulated to find innovative solutions to problems and provide recommendations for the problems they discovered during the analysis of the food value chain.</li> <li><b>To endorse sustainable behavior (level 3)</b> assessed by means of a final report for the proof of proficiency where students are able to justify one's actions while showing respect for values and norms and with a focus on a balanced use of available resources.</li> </ul>	
<p><b>End qualifications</b></p> <ul style="list-style-type: none"> <li>Management of organizations, processes and project and people</li> <li>Effective cooperation and communication in a multidisciplinary and intercultural environment</li> <li>Optimizing logistics and managing the quality in agri-food chains</li> </ul>	



## 2.2 Export Management (AEXM)

### 2.2.1 Module orientation

In your first job, you work as a trainee on the export department for an agribusiness company. Your first task is to assist the export manager in selecting a new country to export to. In this plan you will include all relevant items for export, like logistics, distribution channels, expected turnover, attractiveness of the market. Next to that you are asked to immerse yourself in intercultural theory in order to be more successful in doing business.

### 2.2.2 Module overview

Minor exportmanagement (AEXM)			
Minor export management			
<b>Coordinator:</b>	T. Medema (MEA)	<b>Number of credits:</b>	<b>15</b>

Elements	ECTS	Description	Way of testing	Test period	Literature
AEXM01	5	Writing of an export plan and placement	Assignment	2	NA
AEXM02	3	Export planning, theory	Exam	1	Export planning – Joris Leeman – 2nd edition – ISBN 9789043035705
AEXM03	2	Management simulation Phone Ventures	Assignment		NA
AEXM04	3	Intercultural management	Assignment	-	Intercultural Management – Christoph Barmeyer & Peter Franklin – ISBN 9781137027375
AEXM05	2	European Union trade policy	Exam	2	The trade policy of the European Union – Sieglinde Gstöhl and Dirk de Bièvre – ISBN 9780230271975

<b>Professional task:</b>	Job at professional university level, with many international contacts
<b>Role:</b>	Export manager, international sales person, export office staff
<b>Ways of teaching:</b>	Classes, coaching, learning tasks, managementsimulatie, interviews, stage (20 dagen in totaal = 1 dag/week), mogelijk excursie.
<b>Kennisgebieden:</b>	<b>Doelstellingen (de student):</b>
Export Intercultural competences	<ul style="list-style-type: none"> <li>• Kan een overtuigend exportplan schrijven en presenteren, gebruik makend van relevante theorie</li> <li>• Kan interculturele gevoeligheden herkennen en hiermee omgaan</li> <li>• Kan een overtuigende presentatie geven over een intercultureel onderwerp</li> <li>• Kan verwoorden op welke manieren de EU het handelsbeleid vormgeeft</li> </ul>

**AERES-competenties:**

Samenwerken, presenteren, ondernemen, globaliseren
<b>Eindkwalificaties:</b>
<ul style="list-style-type: none"> <li>Zie curriculumoverzicht en opleidingsprofiel.</li> </ul>

**Bijzonderheden:** in de module is een excursie opgenomen, naar Hongarije, Italië of Frankrijk. Deze excursie kost € 250 - € 300 en komen voor rekening van de student. Als de student om wat voor reden dan ook niet mee kan, schrijft hij/zij een opdracht met een studielast van 40 uur; daarnaast is er een managementgame in deze module opgenomen, waarvoor geen redelijk alternatief is. Dit managementgame (Phone Ventures) kost per student € 20

## 2.3 Specialization International Agribusiness

### 2.3.1 Module orientation

In the specialization course the student will be working on 3 modules. In these 3 modules the focus is on marketing and international trade. The modules have been designed to provide the student with an opportunity to examine content linked to the subject wine to the theory of marketing and international trade. The focus of the modules is on: technical skills, operations and consultancy and business operations. The student will have to apply theory into practice. The student describes and analyses a company in terms of organisation, management and marketing in the framework of export of wine.

### 2.3.2 Module Overview

Specialization courses international agribusiness (ISIA)			
<b>Coördinator:</b>	ESA: P. Davadant CAH: H. Rooze (ROH)	<b>credits:</b>	<b>27</b>

Module elements	EC	Name	Exam	Period	Literature
ISIA01	9	Technical skills	n.a.	0	Information by Angers
ISIA02	8	Wine project	n.a.	0	Information by Angers
ISIA03	10	Wine trade and marketing	n.a.	0	Information by Angers

\*1 final mark: marks delivered by Groupe ESA

<b>Entrance requirements:</b>	n.a.
<b>Professional task:</b>	Perform technical skills Execute a business and marketing project
<b>Role:</b>	Advisor, researcher, specialist
<b>Methods:</b>	Lectures, project work
<b>Fields of expertise:</b>	<b>Learning objectives (the student):</b>
	<ul style="list-style-type: none"> <li>Information by Angers</li> </ul>
<b>Aeres competencies:</b>	

- To research, to innovate, to organise, to enterprise, to endorse sustainable behavior

**Final qualifications:**

- Getting familiar with the international agri-food sector
- Developing a vision and strategy for an international agri-food company
- Entrepreneurship and innovation in the international agri-food business
- Designing and implementing a result oriented practical research in the agri-food sector
- Advising about financial aspects to manage a agri-food company

## 2.4 Company Placement (AECPL)

### 2.4.1 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.

### 2.4.2 Module Overview IECP

Company Placement (AECPL)					
Company Placement					
<b>Coordinator:</b>		J. Tempert (TEJ)	<b>Credits:</b>		<b>20</b>
<b>Module elements</b>	<b>ECTS</b>	<b>Name</b>	<b>Mode of Exam</b>	<b>Exam in Period</b>	<b>Literature</b>
AECPL01	20	Company Placement	report	2 (of 2019-2020)	Company Placement Manual (available on Blackboard)
<b>Entrance requirements:</b>	First semester and first part of second semester of current Aeres educational year.				
<b>Professional task:</b>	The company placement period is adapted to the chosen profile of the students, in this case management in the agrifood chain, (agri)business consultancy or research institutes. The activities as performed by the student during the company placement are in line with the chosen study programme. In the placement the student is expected to operate as a young professional within a job profile that matches the programme the student is in.				
<b>Role:</b>	Advisor, entrepreneur, researcher, junior project manager				
<b>Methods:</b>	Depending on the type of placement				
<b>Fields of expertise:</b>	<b>Learning objectives (the student):</b>				
	<ul style="list-style-type: none"> <li>obtains insight into the operational practice of the placement company, and into the place of the company in its environment.</li> <li>carries out a practical assignment, in a self-responsible manner. This implies that placement coaching by the company will have the characteristics of general supervision.</li> <li>effectively applies current methods of research methodology and interpretation techniques.</li> <li>obtains insight into relevant professional activities and the accompanying requirements for Higher Education graduates, as formulated by the company and its environment. 'Relevant' means relevant to the course of which the placement is a part.</li> </ul>				

	<ul style="list-style-type: none"> <li>demonstrates that he/she is proficient in a number of professional skills and competencies, as required in the course programme the student can adapt or reformulate study goals on the basis of experiences in the training period. The student conforms to these individual learning goals, set either in advance or during the training period</li> </ul>
<b>Assessment:</b>	<ol style="list-style-type: none"> <li>Assessment by the training company (company coach) as an indicator</li> <li>Assessment by the Professional University (university coach), based on: <ul style="list-style-type: none"> <li>the in-company days</li> <li>the three weekly reports</li> </ul> </li> </ol> the final placement report
<b>Aeres competencies:</b> To be chosen by the student	
<b>Final qualifications:</b> Free, depending on the assignment	

## 2.5 Thesis(ATHS)

### 2.5.1 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.

### 2.5.2 Module Overview IETHS

Thesis (AETHS)			
<b>Coordinator:</b>	J. Tempert (TEJ)	<b>Credits:</b>	<b>10</b>

Module elements	ECTS	Name	Mode of Exam	Exam in Period	Literature
AETHS01	10	Thesis	Thesis report	2	<p>Kumar, R. (2014). <i>Research methodology a step by step guide</i>.</p> <p><a href="http://www.sociology.kpi.ua/wp-content/uploads/2014/06/Ranjit_Kumar-Research_Methodology_A_Step-by-Step_G.pdf">http://www.sociology.kpi.ua/wp-content/uploads/2014/06/Ranjit_Kumar-Research_Methodology_A_Step-by-Step_G.pdf</a></p> <p>Jong, de, J., (2017). <i>Effective strategies for academic writing, the road towards essay, paper or thesis</i>. Bussum: Coutinho. ISBN 9789046905050</p>

					Baarda, B. ( 2010)- research, this is it! Noordhoff uitgevers ISBN 9789001790264
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<b>Entrance requirements:</b>	Three years of study and/or relevant Bachelor for the specific programme
<b>Professional task:</b>	<ul style="list-style-type: none"> <li>• Executing a practical research</li> <li>• Writing a report (final thesis)</li> <li>• Organising and presenting a seminar</li> </ul>
<b>Role:</b>	Researcher
<b>Methods:</b>	Depending on the practical research
<b>Fields of expertise:</b>	<b>Learning objectives (the student is able to):</b>
Research methods and techniques	<ul style="list-style-type: none"> <li>• formulate and demarcate a research problem well;</li> <li>• identify a target group for which the research is relevant, and for which the outcome will apply;</li> <li>• formulate the main research question and related sub-questions;</li> <li>• design the research methodology that fits best with the research question(s);</li> <li>• synthesise previously acquired knowledge with new findings, or the adaptation of such knowledge to specific conditions;</li> <li>• demonstrate the applicability of the results, varying from conformity to scientific publication standards in the case of scientifically oriented projects, to practicality in the case of professionally oriented subjects;</li> <li>• formulate conclusions and recommendations for the selected target group;</li> <li>• write a research report conform the rules for report writing;</li> <li>• orally present the results of his/her research in a structured and engaging manner and is able to adequately react in the discussion.</li> </ul>
Assessment	Thesis and seminar
<b>Aeres competencies:</b> To be chosen by the student	
<b>Final qualifications:</b> Free, depending on the practical research	

## 2.6 Personal Development (APL4iR)

### 2.6.1 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.

### 2.6.2 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	
APL4iR02	2	Research methodology, design & reporting	Assignments	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> </ul>	

					<ul style="list-style-type: none"> <li>Baarda, B. ( 2010)- research, this is it! Noordhoff uitgevers ISBN 9789001790264</li> </ul> <p><b>Suggested for further reading:</b>  <a href="http://www.sociology.kpi.ua/wp-content/uploads/2014/06/Ranjit_Kumar-Research_Methodology_A_Step-by-Step_G.pdf">http://www.sociology.kpi.ua/wp-content/uploads/2014/06/Ranjit_Kumar-Research_Methodology_A_Step-by-Step_G.pdf</a></p>
APL4iR03	0	Quantitative Research methods with statistics & SPSS	training	3	<ul style="list-style-type: none"> <li>Manfred te Grotenhuis, Anneke Matthijssen (2015). <i>Basic SPSS Tutorial</i>, Sage Publications. ISBN 9781483369419</li> <li>B. Baarda &amp; C. van Dijkum (2014). <i>Introduction to statistics with SPSS</i> 2<sup>nd</sup> ed. ISBN 9789001834418</li> <li><b>or</b> D.B. Baarda, M.P.M. De Goede (2004). <i>Introduction to statistics with SPSS</i> 1<sup>st</sup> ed. ISBN 9789020732979, Noordhoff Uitgevers</li> <li><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.</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				
<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> </ul> <p>The student knows how to analyze and interpret data using SPSS in the framework of qualitative research</p>				
<b>Aeres competencies:</b>					

- **To introspect:** 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.
- **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.
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**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 2018-2019

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>.



The Netherlands  
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[international.uas@aeres.nl](mailto:international.uas@aeres.nl)