



**AERES**  
UNIVERSITY OF  
APPLIED SCIENCES  
ALMERE

# **ECTS Information Package**

## **Major: International Food Chain Management**

2018-2019, Pat Burgess

<b>Version</b>	<b>Date</b>	<b>Author</b>
0.3	2018-2019	Burgess Pat

# Content

<b>1.</b>	<b>Examination and Assessment Regulations 2018-2019</b>	<b>4</b>
1.1	Course Outline International Food Supply Chain Management 2018-2019	4
1.2	Matrix of competences and minors	6
1.3	Schedule International Food Safety Management	7
<b>2</b>	<b>Module descriptors</b>	<b>8</b>
2.1	Supply Chain Management	8
2.1.1	Module orientation	8
2.1.2	Module overview	9
2.2	Export management	10
2.2.1	Module orientation	10
2.2.2	Module overview	10
2.3	Food Research and Personal Development (APL4iR)	12
2.3.1	Module orientation	12
2.3.2	Module overview	12
2.4	Company Placement (AGWP)	14
2.4.1	Module orientation	14
2.4.2	Module overview	14
2.5	Thesis (AAFwi)	16
2.5.1	Module orientation	16
2.5.2	Module overview	16

# 1. Examination and Assessment Regulations 2018-2019

The current course regulations are in conformity with the *Examenregeling Aeres UAS Almere* 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 Examination Regulations for International Courses will be presented to students in a separate document at the beginning of the academic year 2018-18.

## 1.1 Course Outline International Food Supply Chain Management 2018-2019

1 <sup>st</sup> semester			EC
	<p><b>Food Supply Chain Management</b></p> <p>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.</p>	ASCM	15
	<p><b>Export Management</b></p> <p>In this minor the student will learn about international markets and the ability to access those markets. The minor will consist of two main topics, which include export management and intercultural communication. The method of instruction will include class style learning, in combination with practical learning scenarios.</p>	AEXM	15
	<p>Competence development: Throughout the study year coaching activities take place to guide the student to strengthen his/her competences, based on the student personal needs and progress development. These group and individual activities will be organised and guided by the course coordinator in close cooperation and communication with the students.</p> <p>A student graduating from Aeres must be able to conduct independent academic research. Conducting research requires specific research skills. In this skills training course attention will be given to a process of setting up the research, data analysis and presentation of the research findings.</p>	APL4iR	3
2 <sup>nd</sup> semester			
	<p><b>Company placement</b></p> <p>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</p>	AGWP	17

	<p>adapted to the educational background of the student, and, if possible, to the chosen specialisation.</p> <p>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.</p> <p>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.</p>		
	<p><b>Thesis</b></p> <p>The thesis consists of:</p> <ul style="list-style-type: none"> <li>• 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;</li> <li>• 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;</li> <li>• organising and presenting a seminar on the methodology of the research and the results, emphasising the value and the applicability in professional practice.</li> </ul> <p>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.</p>	AAFW	10
	<b>Total EC</b>		<b>60</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 Food Safety Management course.

Course: IFCM	Study year 2016-2017					
	1 AEXM	2 ASCM	4 AGWP	5 AAFWi	6 APL4iR	TOTAAL
<b>Aeres competences:</b>						
1. To show leadership capabilities			X			1
2. To cooperate	X		X			2
3. To present	X	X		X		3
4. To research		X		X	X	3
5. To innovate		X				1
6. To organize			X	X		2
7. To introspect			X		X	2
8. To enterprise	X		X			2
9. To endorse sustainable behaviour		X				1
10. To appreciate the global perspective	X					1
<b>Final qualifications:</b>						
- Getting familiar with the international agri-food sector			X			1
- Developing a vision and strategy for an (international) agri-food company	X					1
- Entrepreneurship and innovation in the international agri-food business		X				1
- Designing and implementing a result oriented practical research in the agri-food sector				X	X	2
- Management of organisations, processes, projects and people		X				1
- Effective cooperation and communication in a multi-disciplinary and inter cultural environment		X	X		X	3
- Leading and developing of own professional attitude					X	1
- Advising about Financial aspects to manage an agri-food company						1
- Optimising logistics and monitoring quality of agri-food chains.		X				1
- Strategic marketing of products and services in the global agri-food market	X					1

### 1.3 Schedule International Food Safety Management

week		International one year bachelor programs 2018-2019	Activities
36	3-sep	Introduction week	ASCM+AEXM+ APL4iR
37	10-sep	Start classes	
38	17-sep		
39	24-sep		
40	1 Oct		
41	8 Oct		
42	15 Oct		
43	22 Oct	<b>Autumn break</b>	
44	29 Oct		
45	5-nov	Exams	
46	12-nov	Exams	
47	19-nov		ASCM+AEXM+ APL4iR
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		Exam period 2 (T2)
3	14-jan		
4	21-jan	Exams + assessments	
5	28-jan	Exams + assessments	
6	4-feb	Crash course applied research	APL4iR
7	11-feb	Crash course applied research	
8	18-feb		
9	25-feb	Start Company Placement and thesis writing	AGWP + AAFWi
10	4 Mar		
11	11 Mar		
12	18 Mar		
13	25 Mar		
14	1-apr		
15	8-apr	Resits (of T1 and T2)	
16	15-apr	Resits (of T1 and T2)	Exam period 3 (T3)
17	22-apr	<i>22 April: Easter Monday - University closed</i>	AGWP + AAFWi
18	29-apr	<b>May - Holidays; University closed whole week</b>	
19	6 May		
20	13 May		
21	20 May		
22	27 May	<i>Thursday 30 and Friday 31 May – Ascension day; University closed</i>	
23	3 June		
24	10 June	<i>10 June: Pentecost Monday - University closed .</i>	
25	17 June		
26	24 June		
27	1 July	Thesis presentation	Exam period 4 (T4)
28	8 July	12-7: Graduation international students	
29	15 July	<b>Summer holidays</b>	
...	...	...	
33	12-aug	Resits	Exam period 5 (T5)
34	19-aug	Resits	Exam period 5 (T5)

## 2 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
	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>
<b>Aeres-competencies:</b> <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 IFCC.</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>	
<b>End qualifications</b> <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

### 2.2.1 Module orientation

Today's businesses are facing globalized markets, which offer provide both threats and opportunities throughout various industries. The ability to move into new markets, offers businesses the opportunity to grow. To make sure this growth strategy is successful, the company must use the right international strategy. This minor will focus on training knowledge and skills, through theory and practice, to ensure students understand how to approach global markets. The minor will have to main focuses which are export management and intercultural communication. Regulations, tactics, and models and other aspects of knowledge will be provided through theory, and will be put to practice through different scenarios. The module overview below highlights key aspects in relation to the minor.

### 2.2.2 Module overview

Minor exportmanagement (AEXM)					
Minor export management					
<b>Coordinator:</b>	T. Medema (MEA)		<b>Number of credits:</b>	15	
Elements	ECTS	Description	Way of testing	Test period	Literature
AEXM01	5	Writing of an export plan and placement	Assignment	2	NA

AEXM03	3	Export planning, theory	Exam	1	Export planning – Joris Leeman – 2nd edition – ISBN 9789043035705
AEXM04	2	Management simulation Phone Ventures	Assignment	2	NA
AEXM05	3	Intercultural management	Assignment	2	Intercultural Management – Christoph Barmeyer & Peter Franklin – ISBN 9781137027375
AEXM06	2	European Union trade policy	Exam	2	The trade policy of the European Union – Sieglinde Gstöhl and Dirk de Bièvre – ISBN 9780230271975

<b>Pre-requisites</b>	Job at professional university level, with many international contacts
<b>Professional Role</b>	Export manager, international sales person, export office staff
<b>Method of Instruction</b>	Lectures, coaching, assignments, practical assignments, management simulation, interviews, internship (20 days in total = 1 day/week), possible excursions.
<b>Learning Objectives</b>	<b>Learning goals</b>
Export Intercultural competences	<ul style="list-style-type: none"> <li>• Can write and present a convincing export plan making use of relevant theory</li> <li>• Can recognize and deal with intercultural sensitivities in a professional environment</li> <li>• Can understand and apply a situation in relation to a intercultural subject</li> <li>• Can understand and analyze how the EU develops trade policies.</li> </ul>

<b>CAH-competencies:</b>
<ul style="list-style-type: none"> <li>• To Present</li> <li>• To Cooperate</li> <li>• To Enterprise</li> <li>• To Globalize</li> </ul>
<b>End qualifications:</b>
<ul style="list-style-type: none"> <li>• Strategic marketing of products and services in the global agri-food market</li> <li>• Developing a vision and strategy for an (international) agri-food company</li> <li>• Advising about financial aspects to manage an agri-food company</li> </ul>

## 2.3 Food Research and Personal Development (APL4iR)

### 2.3.1 Module orientation

Competence development is of the essence. Throughout the study year coaching activities take place to guide the student to strengthen his/her competences, based on the student personal needs and progress development.

A student graduating from Aeres must be able to conduct independent academic research. Conducting research requires specific research skills. In this skills training course attention will be given to a process of setting up the research, data analysis and presentation of the research findings.

### 2.3.2 Module overview

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	
APL4iR03	2	Research methodology, design & reporting	Assignments	2	<p>Jong, de, J., (2017). <i>Effective strategies for academic writing, the road towards essay, paper or thesis</i>. Bussum: Coutinho. ISBN 9789046905050</p> <p>Baarda, B. (2010)- research, this is it! Noordhoff uitgevers ISBN 9789001790264</p> <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>	
APL4iR04	0	Quantitative Research methods with statistics & SPSS	training	3	<p>Manfred te Grotenhuis, Anneke Matthijssen (2015). <i>Basic SPSS Tutorial</i>, Sage Publications. ISBN 9781483369419</p> <p>B. Baarda &amp; C. van Dijkum (2014). <i>Introduction to statistics with SPSS 2<sup>nd</sup> ed.</i> ISBN 9789001834418</p> <p><u>or</u> D.B. Baarda, M.P.M. De Goede (2004). <i>Introduction to statistics with SPSS 1<sup>st</sup> ed.</i> ISBN 9789020732979, Noordhoff Uitgevers <b>Suggested for further reading:</b></p> <p>Naresh, K. Malhotra. (2009). <i>Marketing Research: An Applied Orientation</i>. Global Edition, 6/E: Pearson Higher Education. ISBN: 9780136094234.</p>	
<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		<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, quantitative research, field research	
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>	
8 out of 10 Aeres competencies must be at level 3 (highest level)	
<ul style="list-style-type: none"> <li>• <b>To introspect (level 3):</b>. 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> <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 for the proof of proficiency of HPOP02</li> </ul>	
<b>Final qualifications:</b>	
<ul style="list-style-type: none"> <li>• Leading and developing of own professional attitude</li> <li>• Effective cooperation and communication in a multi-disciplinary, intercultural environment.</li> <li>• Designing and implementing a result oriented practical research in the agri-food sector</li> </ul>	

## 2.4 Company Placement (AGWP)

### 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

Company Placement (AGWP)			
<b>Coordinator:</b>	LIO/VLW	<b>Credits:</b>	17

Module elements	ECTS	Name	Mode of Exam	Exam in Period	Literature
AGWP	17	Company Placement	Placement report	4	Company Placement Manual

<b>Entrance requirements:</b>	First semester of current Aeres educational year.
<b>Professional task:</b>	the practical application of knowledge, insight into their chosen area of study professional skills related to their chosen area of study
<b>Role:</b>	Advisor and Entrepreneur
<b>Methods:</b>	Application
<b>Fields of expertise:</b>	Learning objectives (the student):
	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. Effectively applies current methods of research methodology and interpretation techniques. 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. Demonstrates that he/she is proficient in a number of professional skills, as required in the course programme. 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.
<b>Assessment:</b>	Assessment by the Professional University (university coach), based on: the in-company days (for students with placement in The Netherlands)

	<p>the three weekly reports (the student will receive written feedback on these reports)  the final placement report for university coach and company</p>
<p><b>Aeres competences:</b></p>	
<ul style="list-style-type: none"> <li>• To enterprise (level 3)</li> <li>• To introspect (level 3)</li> <li>• To organise (level 3)</li> <li>• To cooperate (level 3)</li> <li>• To show leadership capabilities(level 3)</li> </ul>	
<p><b>Final qualifications:</b></p>	
<ul style="list-style-type: none"> <li>• Getting familiar with the international agri-food sector</li> <li>• Effective cooperation and communication in a multidisciplinary and intercultural environment</li> </ul>	

## 2.5 Thesis (AAFwi)

### 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

Thesis (AAFwi)					
<b>Coordinator:</b>	LIO/VLW			<b>Credits:</b>	10
<b>Module elements</b>	<b>ECTS</b>	<b>Name</b>	<b>Mode of Exam</b>	<b>Exam in Period</b>	<b>Literature</b>
ITHS01	10	Thesis	Thesis report	4	Thesis manual
<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 an assignment</li> <li>• Writing an academic research report (thesis)</li> <li>• Organising and presenting a seminar</li> </ul>				
<b>Role:</b>	Researcher				
<b>Methods:</b>	Desk research, field research, report writing, report presentation				
<b>Fields of expertise:</b>	<b>Learning objectives (the student is able to):</b>				
<b>Research methods and techniques</b>	<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>• Synthesise previously acquired knowledge with new findings, or the adaptation of such knowledge to specific conditions</li> <li>• Demonstrate the applicability of the results</li> <li>• Formulate conclusions and recommendations for the selected target group</li> <li>• Write a research report according to the report writing rules</li> <li>• Orally present the research results in a structured and engaging manner</li> <li>• Adequately react in the discussion following the research results presentation</li> </ul>				
<b>Assessment</b>	Thesis report and thesis seminar (presentation)				
<b>Aeres competences</b>					
<ul style="list-style-type: none"> <li>• To present (level 3)</li> <li>• To research (level 3)</li> <li>• To organise (level 3)</li> </ul>					
<b>Final qualifications:</b>					
<ul style="list-style-type: none"> <li>• Development and implementation of a business applied research in the agri-food sector</li> </ul>					



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