



AERES
UNIVERSITY OF
APPLIED SCIENCES
DROTEN

ECTS Information Package

International Equine Business Management

2018-2020 Henka Rooze

Version	Date	Author
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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 2018-2020

Year 1 1 st semester	Week 37 2018 – Week 5 2019	Semester	EC
	Equine Policy International 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
	Equine market research Setting up and implementing an applied research in the international equine sector.	HIMS	13
2 nd semester	Week 7 2019 – Week 27		
	Advanced International Equine Entrepreneurship Understanding, analysing and developing a new equine business	HAEE	13
	International Business and Strategy Develop a strategy plan for a business in the equine sector.	HISB	13
Semester 1 and 2	Personal development: 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 st semester	2019 - 2020		
	Minor 1: International equine advisor 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
	Minor 2: Elective minor Depending on own interest for future pathway you have to discuss with your coach which minor could be suitable.		15
2 nd semester			
	Company placement Orientation on companies and professional tasks related to the field of work of bachelors in international equine business management	AGWP	17
	Thesis Execution of an international equine business management related, problem-solving, research related to the present or future practice of international equine business.	AAFwi	10
	Personal development 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 2018 - 2020	Year					Total
	1. HEPI	2. HIMS	HAE	3. HISB	4. HPL3X	
Final qualifications						
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
AERES-competences						
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	X	3
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)						
Coordinator:		Monique Kuypers (KPM)			credits:	13
Module elements	ECTS	Name	Mode of Exam	Exam in Period	Literature	
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	
Entrance requirements: Admission to the degree course IEBM						
Professional task:		Develop an advisory report on a current issue in the equine sector ..				
Role:		Member of a policy making team who will advise an organisation on a current issue in the equine sector				
Methods:		Lectures, training, working groups, assignments, exams				
Fields of expertise:		Learning objectives (the student):				
Forming policy		<ul style="list-style-type: none"> Shows notion of current and relevant equines topics and required abilities of policy forming in a variety of equine businesses and organizations 				
Equine studbook policy strategy.		<ul style="list-style-type: none"> 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. 				
Contagious diseases		<ul style="list-style-type: none"> is able to understand the risks of movement of livestock (horses) around the world and how this can be managed 				
Business Law		<ul style="list-style-type: none"> 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. 				
Report Writing & Presentation Skills		<ul style="list-style-type: none"> 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. 				
Training intercultural communication		<ul style="list-style-type: none"> Knows his/her own culture, can identify intercultural differences (bases on theory) Is able to deal with intercultural differences when dealing with people abroad Is able to make an intercultural strategy for a company 				

Aeres competencies:
<ul style="list-style-type: none"> • To present (level 3) a final presentation assessed by the assessment checklist provided in the module workbook HEPI. • To research (level 3) 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. • To endorse sustainable behavior (level 3) 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.
Final qualifications:
<ul style="list-style-type: none"> • Knowledge of what is going on in the international agri-food sector. Location in module: all courses, assessment • Development of a vision and strategy for an international agri-food organization/company. Location in module assessment • Effective cooperation and communication in a multi-disciplinary and inter cultural environment • Control and development of the students own professional behavior. Location in module: assessment.

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)						
Coordinator:		Kathalijne Visser (VIK)			credits:	13
Module elements	ECTS	Name	Mode of Exam	Exam in Period	Literature	
HIMS 01	3	Learning tasks + assessment HPOP2	Assessment	T 2	Module manual	
HIMS 02	2	Organizational behavior	Assignment	T1	Robins and Judge (2017). <i>Essentials of Organizational behavior</i> . Pearson. Student value edition. 14th edition. ISBN: 978 013 452484 9	
HIMS 03	2	Research methodology	Assignment	T1	Jong, de, J., (2017). <i>Effective strategies for academic writing, the road towards essay, paper or thesis</i> . Bussum: Coutinho. ISBN 9789046905050 Baarda, B. (2010)- research, this is it! Noordhoff uitgevers ISBN 9789001790264 Suggested for further reading: http://www.sociology.kpi.ua/wp-content/uploads/2014/06/Ranjit_Kumar-Research_Methodology_A_Step-by-Step_G.pdf	
HIMS 04	4	Research quantitative methodology with excel and SPSS	Written exam	T2	Compulsory: <i>Getting More Out of Excel</i> , Ben Groenendijk, 2017 Boom Amsterdam, ISBN 9789024418893 <ul style="list-style-type: none"> • Manfred te Grotenhuis, Anneke Matthijssen (2015). <i>Basic SPSS Tutorial</i>, Sage Publications. ISBN 9781483369419 • B. Baarda & C. van Dijkum (2014). <i>Introduction to statistics with SPSS 2nd ed.</i> ISBN 9789001834418 or D.B. Baarda, M.P.M. De Goede (2004). <i>Introduction to statistics with SPSS 1st ed.</i> ISBN 	

					9789020732979, Noordhoff Uitgevers Suggested for further reading: 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 th edition via Blackboard
Entrance requirements: Admission to the degree course IEBM					
Professional task:		Setting up and implementing an applied research in the international equine sector			
Role:		Researcher			
Methods:		Lectures, training, working groups, assignments, exams			
Fields of expertise:		Learning objectives (the student):			
Organizational behavior		<ul style="list-style-type: none"> How to influence individuals and groups in an organization to improve the performance of the organization 			
Research methodology		<ul style="list-style-type: none"> Research design, research methods and techniques: <ul style="list-style-type: none"> - The student is able to identify a challenging topic within the International Food Business. -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. -The student is able to describe the relevance of researching the topic in the Food Business. -The student is able to describe the knowledge gap of the research topic and can translate this into a main question. -The student knows the different forms of research, is able to choose the relevant form, design and methodology of research. -The student is able to perform the research according to scientific methodology. - Student can present the research findings in writing and orally depending on the target group. Desk research, qualitative research, quantitative research, field research: <ul style="list-style-type: none"> -Will be aware of the different types of research (quantitative vs. qualitative) -Will be able to identify which type of research is suitable to solve a given problem 			
Research quantitative methodology with excel and SPSS		<ul style="list-style-type: none"> The student is able to use Microsoft Excel to process data and use statistics. The student knows how to analyze and interpret data using SPSS in the framework of qualitative research The student is able to set up and conduct the principal forms of empirical research commonly used in the field of marketing and the agri-food or equine business and to report the findings under supervision. 			
Financial management 1		<ul style="list-style-type: none"> To make investment appraisal calculations to underpin investment decisions To identify the main sources of finance for a business and to discuss the advantages or disadvantages of each source of finance Knows the policies to control the working capital of a company 			
Aeres competencies:					
<ul style="list-style-type: none"> To present (level 3) 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. To research (level 3) 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. To cooperate (level 3): 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. 					

Final qualifications:

- Knowledge of what is going on in the international agri-food sector.
- Setting up and implementing an applied business research in the agri-food business

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	Rustenburg, G. & Steenbeek, A. (2013). <i>Sales Management</i> . Noorhoff Uitgevers B.V. ISBN: 9789001807986 Documents provided by the lecturer	
HAEE03	4	Creativity and Innovation management	Assignment	T4	See blackboard	
HAEE04	4	Equine entrepreneurship	Assignment	T4	See blackboard	
Entrance requirements:		Passed Admission Business Management course				
Professional task:		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.				
Role:		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				
Methods:		Lectures, training, working groups, assignments, exams and excursions.				
Fields of expertise:		Learning objectives (the student):				
Sales management		<ul style="list-style-type: none"> • Will learn how to make a sales plan and how to do a sales pitch. • Will learn to focus on strategic and operational aspects of sales management. • Will have attention on how to coach and motivate the sales team, sales skills and sales leadership 				
Creativity and Innovation management		<ul style="list-style-type: none"> • is able to explain how modelling can be used for creating innovative strategies based on internal and external analysis in intercultural context • is able to use creative processes to develop innovations. 				

Developing Sustainable 'equine' entrepreneurship	<ul style="list-style-type: none"> • Learn the influence of sustainability in 'equine' business related to aspects of circular economy • is able to involve sustainable areas into the new business of an equine business. • 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. • 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. • is able to understand how new business models (like CANVAS) work and how it can be used in the practice of the equine business.
Report Writing & Presentation Skills	<ul style="list-style-type: none"> • 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.
Aeres Applied University competencies:	
<ul style="list-style-type: none"> • To Present (level 3): assessed by means of a final report and presentation for the proof of proficiency. • To enterprise (level 3): assessed in the final assessment by pitching the new business for receiving finance. • To innovate (level 3): assessed by means of a number of innovative concepts for new businesses described in the report for the proof of proficiency. • To cooperate (level 3): Assessed by making a personal reflection. • Research (level 3): assessed by means of the final report for the proof of proficiency. • To endorse sustainable behaviour (level 3): assessed by means of a final report for the proof of proficiency. 	
Final qualifications:	
<ul style="list-style-type: none"> • 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 	

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

International Business and Strategy (HIBS)			
Coördinator:	D. Smit (SMD)	credits:	13

Module elements	ECTS	Name	Mode of Exam	Exam in Period	Literature
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
HIBS03	2	International Business	Written exam	4	The Global Business Environment Janet Morrison, 4 th edition 2017 Palgrave; ISBN :781137483744
HIBS04	2	Financial Management 2	Practical work with Excel	3	Accounting and Finance for Non Specialists, Peter Attrill and Eddie Mc Laney , 8 th edition via Blackboard
HIBS05	2	Human resource Management	Assignment	3	Lecturer will provide information about the books

Entrance requirements:	Passed Admission to the study Equine Business Management
Professional task:	The student will develop an strategy plan for a business in the equine sector.
Role:	Consultant in the equine sector
Methods:	Lectures ,literature study, research and groups work
Fields of expertise:	Learning objectives):
Strategy and Changemanagement	<ul style="list-style-type: none"> The student will learn methods to analyze the strategic position of the company The student will learn how to make strategic choices The student will learn how to organize new strategies
International Business	<ul style="list-style-type: none"> The student will develop competences to analyze the environment of international business The student will obtain competences to assess opportunities in the global market and will learn to develop a successful strategy for the international business The student will learn how to organize transportation and custom documents for the international business
Financial Management 2	<ul style="list-style-type: none"> The student will learn to draw up budgets for an organization and to make reliable cost calculations for the organization The student will learn how to analyze financial information

HRM	<ul style="list-style-type: none"> 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.
Aeres Competencies	
to present, to research, to organize , to appreciate the global perspective	
Final qualification:	
<ul style="list-style-type: none"> Development of a vision and strategy for an (international) agri-food business Designing and implementing a result oriented practical research in the agri-food sector Advising about Financial aspects to manage an agri-food company Optimising logistics and monitoring quality of agri-food chains. Strategic marketing of products and services in the global agri-food market 	

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

Personal development phase 3 (HPL3x)			
Coordinator:	Marjan Dirksen (DIM)	Credits:	8

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

Entrance requirements:	Possesses Digital Portfolio from second year: CMP, CV en Competence file (Dutch students)
Professional task:	Manager, advisor, owner (personal development)
Role:	Aspirant Higher Educational employee
Methods:	Contact hours mentor, individual conversations, training, en PvB meetings and activities
Fields of expertise:	Learning objectives (the student):
Competency development	<ul style="list-style-type: none"> can analyse itself on the basis of the basic question 'What do I want?' And explain this analysis in writing and orally (self-awareness) can describe and explain his / her competence development through regular reflection (setting realistic and personal goals) can make responsible and focused choices in his / her study career and study choices through various assignments (taking responsibility)

Main Phase AT*	<ul style="list-style-type: none"> can demonstrate 5 out of 7 determined competences at level 2 in an authentic situation
Interview training	<ul style="list-style-type: none"> can show successes, personal characteristics, skills, requirements and wishes
Aeres competences level 2: dependent on the choice of the student in the TA	
<ul style="list-style-type: none"> To show leadership capabilities To cooperate To present To research To innovate To organise To introspect To enterprise To endorse sustainable behaviour To appreciate the global perspective 	
Final qualifications:	
Business Administration and Agrifood Business: <ul style="list-style-type: none"> Managing and developing your own professional actions Management of organizations, processes, projects and people. 	

* 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

Minor: International Equine Advisor (AIEA)			
Coördinator:	ROH/DAM	credits:	15

Module elements	EC	Name	Exam	Period	Literature
AIEA01	6	Equine advisory report	Report	2	Literature provided by lecturer
AIEA02	4	Advisory skills	Assignment	1	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

Entrance requirements:	Knowledge about: sales management, business analysis, financial analysis
Professional task:	Write an advisory report for a company which will influence the company's future
Role:	Advisor, researcher, specialist
Methods:	Lectures and guest lectures, project work, field visits
Fields of expertise:	Learning objectives (the student):

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

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

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

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

Entrance requirements:	None
Professional task:	Based on own choice
Role:	Junior professional
Methods:	work placement
Fields of expertise:	Learning objectives (the student):
Based on own choice	<ul style="list-style-type: none"> Preparation for the work environment in which the student works on professional tasks. Gains knowledge into different companies and job profiles. 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.
Aeres-competencies:	
	Based on own choice
Final Qualifications:	
	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	Credits:	10

Module element	ECTS	Name	Mode of Exam	Exam period	Literature
AAFWi01	10	Thesis	Report + thesis seminar	1234	<p>Kumar, R. (2014). <i>Research methodology a step by step guide</i>.</p> <p>http://www.sociology.kpi.ua/wp-content/uploads/2014/06/Ranjit_Kumar-Research_Methodology_A_Step-by-Step_G.pdf</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>

Entrance requirements:	All research modules should have been completed with sufficient marks
Professional task:	Research topic based on own choice
Role:	Junior professional
Methods:	Independent research
Fields of expertise:	Learning objectives (the student):
Based on own choice	<ul style="list-style-type: none"> • Preparation for the work environment in which the student works on professional tasks.

	<ul style="list-style-type: none"> 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.
Aeres competencies:	
Based on own choice	
Final qualifications:	
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
APL4iR02	2	Research methodology, design & reporting	Assignments	2	<ul style="list-style-type: none"> Jong, de, J., (2017). <i>Effective strategies for academic writing, the road towards essay, paper or thesis</i>. Bussum: Coutinho. ISBN 9789046905050 Baarda, B. (2010)- research, this is it! Noordhoff uitgevers ISBN 9789001790264 <p>Suggested for further reading: http://www.sociology.kpi.ua/wp-content/uploads/2014/06/Ranjit_Kumar-Research_Methodology_A_Step-by-Step_G.pdf</p>
APL4iR03	0	Quantitative Research methods with statistics & SPSS	training	3	<ul style="list-style-type: none"> Manfred te Grotenhuis, Anneke Matthijssen (2015). <i>Basic SPSS Tutorial</i>, Sage Publications. ISBN 9781483369419 B. Baarda & C. van Dijkum (2014). <i>Introduction to statistics with SPSS</i> 2nd ed. ISBN 9789001834418 <u>or</u> D.B. Baarda, M.P.M. De Goede (2004). <i>Introduction to statistics with SPSS</i> 1st ed. ISBN 9789020732979, Noordhoff Uitgevers Suggested for further reading: Naresh, K. Malhotra. (2009). <i>Marketing Research: An Applied Orientation</i>. Global Edition, 6/E: Pearson Higher Education. ISBN: 9780136094234.

Entrance requirements:	N.A.
Professional task:	Personal Development and self-reflection Develop and utilize research skills in preparation for the final thesis.
Role:	Junior professional
Methods:	Training, classes , individual assignments. computer classes, presenting
Fields of expertise:	Learning objectives (the student):
Personal development	<ul style="list-style-type: none"> Reflects constantly on his or her own personal- and competency development, part of the lifelong learning paradigm.
Desk research, qualitative research, quantitative research, field research	<ul style="list-style-type: none"> Will be aware of the different types of research (quantitative vs. qualitative) Will be able to identify which type of research is suitable to solve a given problem
Research design, research methods and techniques	<ul style="list-style-type: none"> The student is able to identify a challenging topic within the International Food Business. 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. The student is able to describe the relevance of researching the topic in the Food Business. The student is able to describe the knowledge gap of the research topic and can translate this into a main question. The student knows the different forms of research, is able to choose the relevant form, design and methodology of research. The student is able to perform the research according to scientific methodology. The student can present the research findings in writing and orally depending on the target group.
SPSS	<ul style="list-style-type: none"> The student is able to use Microsoft Excel and other quantitative tools to process data and use statistics for research papers. <p>The student knows how to analyze and interpret data using SPSS in the framework of qualitative research</p>
Aeres competencies:	
<ul style="list-style-type: none"> 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. 	
Final qualifications:	
<ul style="list-style-type: none"> Management and development of own professional and personal attitude and skills Effective cooperation and communication in a multi-disciplinary, intercultural environment. <p>Setting up and implementing an applied business research in the agri-food business</p>	

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>.



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