

AERES
UNIVERSITY OF
APPLIED SCIENCES
DRONTEN



Master Agribusiness Development

Course Manual 2018-2019

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In the Master Agribusiness Development:

the student develops practical skills

- in a challenging project in the context of a Master company
- related to an important but not urgent management challenge
- of importance for the strategic development of the company
- with a leading role in a project team

and academic skills,

- in a research thesis
- related to the management challenge of the company project

while being in charge

- in showing a proactive attitude, proving that he/she earns the Master degree
- in an interaction with coaches

in demonstrating to be competent

- to add value for agribusiness development
- with an analytical view on challenging change processes
- and well aware of personal strengths

by delivering quality products

- related to the phases in the company project
- related to the research questions to be answered in the thesis

and having the knowledge needed,

- on general and current issues in agribusiness development

to add value for international agribusiness development.

1. Introduction

This course manual provides the information needed to understand how the Master of Agribusiness Development (MAD) programme is organized. In this chapter an overview is shown together with background information about the programme. Chapters two to nine provide more detailed information on the different aspects.

1.1 The focus of MAD

The international Agri & Food Business is full of challenges due to its international setting and markets that develop at high speed. The societal context and the need to operate in a sustainable manner creates the need to adapt and develop the business models and to be innovative. This requires innovative and flexible professionals with sound knowledge in the field of agribusiness that add value to this field. The MAD programme aims to support young professionals in their development. The programme is suitable for Bachelor graduates or young professionals in the agribusiness.

The study takes twelve full months in which theory and practice are integrated. In this Master programme the student works on a business assignment for a Master Company and connects this assignment to the theory offered in the courses. The business assignment develops over the year into the thesis.

1.1.1 A professional Master - the degree

There are two types of Master degrees: the Professional Master and the Academic Master. Both types allow the student to develop the master level. The routes to follow in obtaining the degree is however different. The emphasis is placed on different aspects. A professional masters' degree is more oriented towards practice, the academic masters' degree is more oriented towards theory. Both have their own value, it is the kind of career that is aimed for by the student that makes one route more appropriate than the other.

Within the Netherlands, the professional master is organized by a University of Applied Sciences (Higher Vocational Education) and the focus of the professional master's programme is on practical experience. This professional experience serves as a stepping stone for further development of the student. This is mainly reflected in the emphasis of the continuous link to the professional context during the lectures and in the assignments

An academic master is a master's programme with a scientific context in which the focus is placed on the theories and models to analyze and do research. The emphasis in this type of master's programme is on theory. This is reflected in the assessment (primarily written exams) and the emphasis for the thesis on the scientific foundation.

The professional Master MAD is aimed at those people who want to be active in the agrifood sector, a sector that is unique in its adaptability and rapid development of new concepts. To be successful in this often international context, you need to be enterprising, experienced in dealing with widely differing business environments, and sensitive to the cultures of organizations and the people who shape them.

After finishing the MAD programme the student obtains the degree Master of Science (MSc). The programme is validated and accredited by the Dutch-Flemish Accreditation Organization.

1.1.2 The Master Company

The Master Company plays a crucial role in the programme of MAD. Without a traineeship at a Master Company the requirements of the MAD cannot be fulfilled. The primary responsibility to organize a placement at a Master Company is with the MAD student.

It is well understood that the Master Companies will pledge confidentiality from the students, their mentors and lecturers. The pledged confidentiality can be signed by the students as an addendum to his/her Master Company contract. With this contract the student is the first responsible for guaranteeing the confidentiality.

1.2 The MAD programme

The programme is organized in five themes that form the backbone during the four phases of the study. Each theme has a theme leader, who is responsible for the organizational and intellectual aspects of therein.

1.2.1 Five themes

Agribusiness is a broad field in which multiple disciplines work together in a coherent manner. In order to prepare you for this multidimensional area of expertise the MAD consists of five themes: Agri- & Food business, Strategy & Innovation, Business & Organisation, Research & Analysis and Personal Development. These five themes together will provide you with a broad and in-depth knowledge on important agribusiness related topics. In addition, we find your personal development just as important, therefore the Personal Development theme focusses on the development of your soft skills.

Overview of the five MAD theme's:

10. Agri- & Food Business

Overview of agribusiness development

Current issues in agribusiness development

In this theme the integration takes place of the knowledge and insights offered in the programme.

20. Strategy & Innovation

Focusses on the long run direction of a company and the ability to capture value from new products, processes, positioning and paradigms.

30. Business & Organisation

To understand change and change management it is vital to understand business planning.

40. Research & Analysis

Conducting research and the effective presentation of results is a vital part within decision making processes. This Research & Analysis theme will provide you with all the knowledge and skills necessary to connect practice to theory on an applied level based on a scientifically sound methodology. Topics addressed are: Methodology, Statistics, SPSS, Academic writing and everything necessary to get from a managerial problem to an advice.

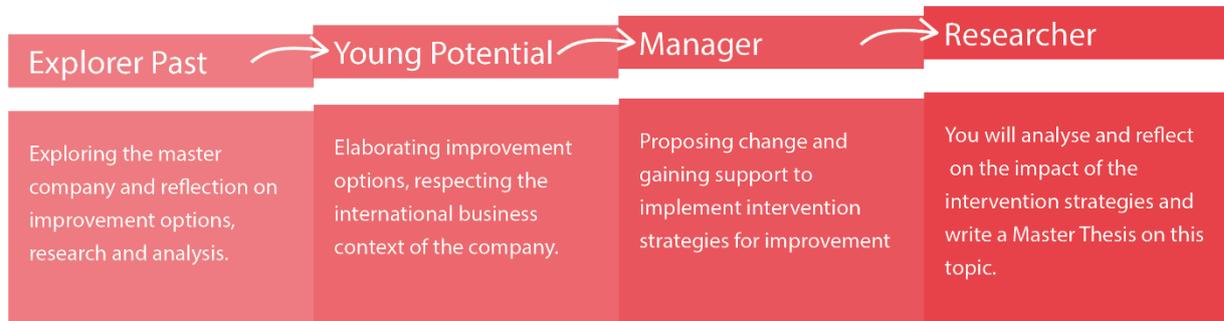
50. Personal Development

Assessment of competences

Reflection on personal development

Goals for personal development

THE PRACTICAL MASTER PROGRAMME IN 4 PHASES



1. Explorer, September - October (*for a detailed time schedule see paragraph Time schedule of the MAD year*)

At the company

You act as an Explorer for 2 months: the main tasks are to orient on your desired personal development and to analyse and define the Master Company and its relevant environment.

Even if the Business Development Assignment is already chosen in cooperation with your Master Company, it is wise and proves your Master level not to focus just on your assignment. Use your assignment as a starting point for the above mentioned orientation.

The students make a number of products that support the exploration of the company.

At the University

The phase starts with an intensive programme of courses, guest lectures and excursions in Dronten. This starts with the introduction week in the last week of August before the new academic year starts. The introduction week is followed by two weeks of lectures in Dronten and a separate week halfway through the Explorer phase. The lectures are organized in the five leading themes. The Explorer phase is assessed prior to the next phase.

2. Young Potential, November – January

At the company

As a Young Potential (3 months) the main task is to come up with an elaborated and approved development trajectory for the Master Company based on your project assignment. You also form a team, mostly within the company to implement the development trajectory.

At the University

In a block of three weeks at the start and one in the middle of this phase, the student follows an intensive programme of courses, guest lectures and excursions. The main location is in Dronten. The lectures are organized in the five leading themes. The Young Potential phase is assessed prior to the next phase.

3. Manager, February - April

At the company

As a Manager (3 months) your most important task is to further develop on your project by embedding the problem in a theoretical framework.

At the University

In a block of two weeks at the start and one in the middle of this phase, the student follows an intensive programme of courses, guest lectures and excursions. The main location is in Dronten. The lectures are organized in the five leading themes. The Manager phase is assessed prior to the next phase.

4. Researcher, April – August

As a Researcher (4 months) you conduct in-depth research focusing on your research problem that is related to the Business Development Assignment. You demonstrate your research skills in an oral presentation, in your Master thesis and by reflecting on your own actions and their outcomes in the Final Interview

At the University

In a block of two weeks at the start of this phase, the student follows an intensive programme of courses, guest lectures and excursions. The main location is in Dronten. The lectures are organized in the five leading themes.

1.2.3 Meetings next to the course weeks

- Meeting with company coaches October and April.

1.2.4 Theory integrated in practice

The MAD programme offers a unique opportunity to connect and integrate theory and practice. The students work in the practical context on a challenging project. The courses provide the background of models and theories to look at agribusiness development

Community of Practice (COP)

The students act as a Community of Practice: all students work on a challenging project in the agri&food business. This means there are many ways that students can be supportive to one another.

The objectives of the CoP are:

- **Students learn from each other** (peer learning):
 - Gain insight in their own development through peer-to-peer feedback.
 - Learn to appreciate the development of others through interaction.
 - Students develop reflective capabilities.
- **The students compare and learn from the different contexts:**
 - Learn to compare different contexts with their own contexts in discussing relevant themes during visits to Master Companies.
 - Students are acquainted with the broad field of international agribusinesses.
 - The international agribusiness gets acquainted with potential employees.

The members of a CoP group are in active contact with each other during the study year. In these contacts the process of making the products and the actual products are discussed, this is organised by the students outside of the coaching moments. In addition, each student selects a group member to give feedback on the development of the product and the process. This leads to each student receiving and providing peer-to-peer

feedback. The students are personally responsible for organising the peer-to-peer feedback in such a way that each student gives and receives feedback. This feedback given and received is part of the portfolio.

Company visits

Within the CoP's the students visit eachothers companies at least ones. The Master student working for the hosting company presents or invites professionals to present a specific the business development challenge of the company. Together with the University coach the context of the business and the development of the business assignment is connected to broader concepts and theoretical insights related to the tasks you have at your Master company.

In drawing up the CoP programme for site visits, confidentiality will be taken into account.

1.2.5 Support by coaching

University coach

The university coach is the link between the student, the company and the MAD programme and is the person to guide the student through the thesis process. In case specific expertise is needed for the thesis it is possible to contact other persons. The university coach is the primary contact person for the master company. The student and the university coach have five official meetings in which the progress is discussed and assessed. These meetings are based on the portfolio of products and reflections made by the student. The first four meetings are planned during the course weeks (see paragraph 1.8) of the four phases and the fifth meeting is the final assessment in the last week of the 12 month period.

Company coach

The company coach is the link between the student and the company and makes sure that the student is well embedded in the context of the master company, both organizational and in relation to the team of persons that are connected to the company project. The company coach provides the (links to) the necessary information for the student. The student and the company coach have contact on a regular basis, a guide line is at least tri-weekly meetings.

1.3 Exams, Assignments and the Portfolio

For each of the five themes the student makes a set of products as proof that the student can operate successful in this theme. This set of products can consist of exams, assignments or be taken as part of the portfolio. All the products are graded, either with a grade (1-10) or with a Pass/Fail. The combination of grades will lead to a final grade for that specific phase (Free Mover, Young Potential, Manager, Researcher). Assessment forms will be made available via Blackboard. Written exams are planned on the first day of the lecture week of the following lecture block. Assignments and part of the portfolio can have different deadlines to hand in. Handing in assignments and parts of the portfolio is done via BlackBoard. Table 1 shows an overview of the different products per phase and theme that need to be handed in.

Table 1: Overview of examination per phase and theme

Theme \ Phase	Free Mover	Young Potential	Manager	Researcher
10: Agribusiness	Assignments	Assignment	Assignment	Assignment
20: Strategy & Innovation	Written exam	Written exam	Written exam	-
30: Business & Organisation	Written exam	Written exam	Written exam	-
40: Research & Analysis	Assignments	Assignment Written exam	Research proposal Written exam	Thesis
50: Personal Development	Portfolio Assignments	Portfolio Assignment	Assignment	-

The assessing of the Research Proposal and Thesis will be done by the MAD examination board, consisting of the University coach, a company coach and a lector. The final examination is the last oral exam that is taken after the Thesis presentation but before August 31. In this meeting the total set of results of the student will be assessed with a focus on the competence development. This assessment is done by two University coaches.

1.4 Thesis

The final Masterpiece of the programme is the thesis. The master's thesis is a natural extension on the initial company problem addressed. In this thesis the emphasis is on the scientific justification in answering a question that is related to a managerial problem at the Master Company. This problem is placed in the broader theoretical context in the thesis proposal and connected to a scientific sound research methodology. This leads to an in-depth research including the formation of hypotheses, data collection, data analysis and

presenting results and conclusions. The results are translated to the practical context of the master company. The thesis should effectively convince your readers that your conclusions are sensible and supported by evidence, and that you have Mastery on your topic.

The thesis, presentation, Competence Management Programme (CMP) report, the comments of the university coach and the company coach are added to the portfolio and submitted for assessment to the thesis committee. At the start of the thesis a thesis proposal is written. This proposal needs to be approved by the Thesis committee before the actual thesis work starts. The thesis proposal can be offered at maximum three times for approval. When the third proposal is not approved the Master programme will end.

For the Master Agribusiness Development at Aeres UAS this thesis will be the culmination and defining point of your effort, an important milestone in your personal development. The path of this research will lead you to new knowledge, new insights, new abstractions for yourself, and as you push towards and beyond the current boundaries of what is known, you will be expected to share your new knowledge with others. This sharing is the primary purpose of the thesis. It provides an opportunity for students to be challenged intellectually in an oral defence of their work and to have their ideas tested in a scholarly setting.

All Master Agribusiness Development students write a thesis of 10 ECTS ?? (student study load 280 hours). This thesis amounts to about 15,000 words. The Master's thesis is written in English, correct use of grammar and style is expected from the student.

Learning objectives and Thesis assessment criteria

Thesis assessment

The oral defence is conducted by the Thesis Committee and is open to the public. All committee members must be in attendance. Any changes in the committee must be approved by the Examination Committee at least 14 days prior to the thesis defence. The standard number of Thesis Committee members is three.

The Assessment thesis defence form is used to report the results of the thesis defence. These results should be reported to the examination committee within seventy-two hours after the thesis defence. A unanimous report from the thesis committee is expected; however, on occasion some dissenting reports are received.

- If one member of the thesis committee dissents, the dissent is recognized as a minority report.
- If two members give a fail, the defence is a fail.

Three attempts are granted to defend the thesis. If ultimately the defence is determined to be unsatisfactory (failure), the decision is final and the defence cannot be repeated.

1.5 Competence Based Learning

See the chapter 8 for further details.

1.6 BlackBoard

The MAD course uses BlackBoard as the communication platform during the study year. Each student can access BlackBoard with the University account. On the BlackBoard site the information is organised using the four phases. For each phase the essential information is organised according to the five themes in the programme.

1.7 Time schedule of the MAD year

The MAD programme is a 12-month programme that combines practice and theory. The total credits for the programme is 60 ECTS. The time spent at the Master Company is part of the official study programme. The combination of theory and practice makes this programme more challenging which means that a full 12 month period is included in the total time schedule. There are no 'official' holiday weeks, the student is

responsible for arranging a schedule of working and time off that fits the need of the company and ensures a good personal balance. The student must be aware that the study load is heavy due to the combination with practice at the Master Company.

Week	Date	Internal code	Activity as student group	Location	Holidays at University
35	27 Aug		Intro week (Mo-Fri)	on location	
36	3 Sept	L0	MFRM Lectures in Dronten	UoA Dronten	
37	10 Sept	L1	MFRM Lectures in Dronten	UoA Dronten	
38	17 Sept	L2		MC	
39	24 Sept	L3		MC	
40	2 Oct	L4		MC	
41	8 Oct	L5		MC	
42	15 Oct	L6	Mon & Tue: MEXP lectures Wed: Company meeting in Dronten	UoA Dronten & MC	
43	22 Oct	**		MC	Autumn break
44	29 Oct	L7		MC	
45	5 Nov	T1	Exam MFRM / MYPT Lectures	UoA Dronten	
46	12 Nov	T1	MYPT Lectures in Dronten	UoA Dronten	
47	19 Nov	L1	MYPT Lectures in Dronten	UoA Dronten	
48	26 Nov	L2		MC	
49	3 Dec	L3		MC	
50	10 Dec	L4	Mon December 10 th Resits	MC	
51	17 Dec	L5		MC	
52	24 Dec	**		MC	Christmas holiday
1	31 Dec	**		MC	Christmas holiday
2	7 Jan	L6	Mon - Wed: MYPT lectures	UoA Dronten & MC	
3	14 Jan	L7		MC	
4	21 Jan	T2	Exam MYPT / MMAN lectures	UoA Dronten	
5	28 Jan	T2	MMAN lectures in Dronten	UoA Dronten	
6	4 Febr	**		MC	
7	11 Febr	L1		MC	
8	18 Febr	**		MC	Spring break
9	25 Febr	L2	<i>Mon February 25th Resits</i>	MC	
10	4 Mar	L3		MC	
11	11 Mar	L4		MC	
12	18 Mar	L5		MC	
13	25 Mar	L6	25 Mar deadline concept research proposal Mon - Wed: MMAN lectures	UoA Dronten & MC	
14	1 Apr	L7		MC	
15	8 Apr	T3	Exam MMAN / MRES lectures	UoA Dronten	
16	15 Apr	T3	MRES lectures in Dronten	UoA Dronten	April 19 th UoA closed
17	22Apr	L1		MC	April 22 nd UoA closed
18	29 Apr	**		MC	May holiday
19	6 May	L2	Mon 6th May deadline research proposal	MC	
20	13 May	L3	Monday May 13 th Resits	MC	
21	20 May	L4		MC	
22	27 May	L5		MC	May 30 & 31 UoA closed
23	3 June	L6		MC	
24	10 June	L7		MC	June 10 th UoA closed
25	17 June	L8		MC	

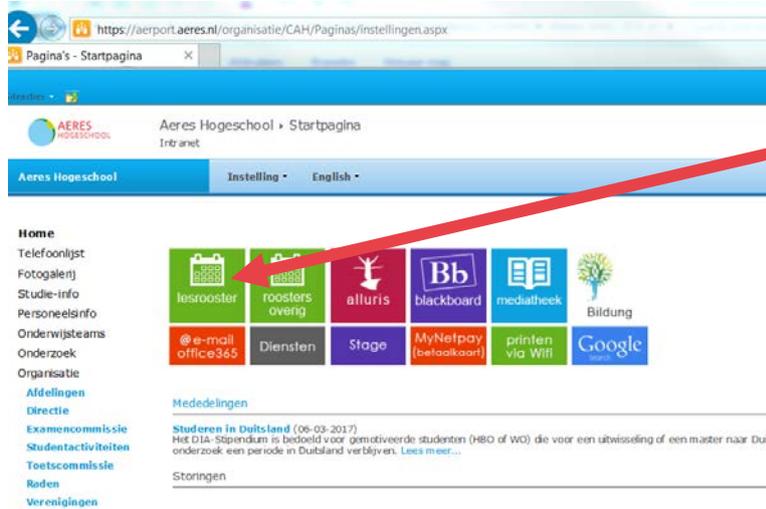
26	24 June	T4		MC	
27	1 July	T4		MC	
28	8 July	**		MC	
29	15 July	**		MC	Summer Holiday
30	22 July	**		MC	Summer Holiday
31	29 July	**		MC	Summer Holiday
32	5 Aug	**		MC	Summer Holiday
33	12 Aug	T5		MC	Summer Holiday
34	19 Aug	**	Deadline Thesis Monday 19 August	MC	
35	26 Aug	**	Presentation Thesis Mo 26 + Tue 27 / final oral exam	UoA Dronten	

MC: Master Company

UoA: University of Applied Sciences

1.8 Lecturing schedule when in Dronten

For the weeks with classes a schedule is made in which you can find the theme, the teacher and the location. The schedule can be found using the button 'Lesrooster' on the intranet of Aeres UAS.



Use 'MAD' as code for the group when searching for the schedule.

The letters in the codes that are in the schedule refer to the phase:

1 = MEXP, 2=MYPT, 3=MMAN, 4=MRES

The numbers refer to the 5 themes:

10=AgriFoodBusiness, 20=Strategy&Innovation, 30=Business&Organisation, 40=Research&Analysis,

50=Personal Development.

Besides you will find information about the location and a three letter code that refers to the teacher for that specific class.

2 The four Phases / Modules

MAD Phase 1: Explorer (MEXP)					
Coördinator:		Arjan ter Horst (HOA)	Number of credits:		11
Module elements	ECTS	Name	Mode of Exam	Exam in Period	Literature
MEXP10	2	Agri&Food Business	Assignment	2	See below
MEXP20	2	Strategy & Innovation	Exam	2	See below
MEXP30	2	Business & Organization	Exam	2	See below
MEXP40	2	Research & Analysis	Assignment	2	See below
MEXP45	1	Academic writing	Exam	2	See below
MEXP49	1	Exploration A	Assignment	2	See below
MEXP50	1	Personal development	Assignment	2	See below
Entrance requirements:		A Bachelor degree in a field related to agribusiness			
Professional task:		Exploring a challenging management problem with the aim to develop a project that answers specific questions and needs of the company.			
Role:		Project leader responsible to create a shared understanding of the questions and needs in line with the management problem of the company. The emphasis is on exploring innovative approaches.			
Methods:		Time spent in Master Company, classes, excursions, communities of practice			
Fields of expertise:		Objectives			
AgriFoodBusiness		<ul style="list-style-type: none"> The student becomes aware and get acquainted with the issues of sustainability The student understands the major underlying factors in the agrifood business and their impact on the agrifood companies The student understands the specific issues related to cooperatives 			
Strategy & Innovation		<ul style="list-style-type: none"> The student starts to understand the impact of strategic issues on a company The student is able to assess the impact of innovation on the performance of a company 			
Business&Organisation		<ul style="list-style-type: none"> To define the company, the student learns why on a cost and contractual perspective entrepreneurial behaviour is organized in the form of a firm The student can assess the place of the company in the world in terms of Marketing, International Law and the Cultural Environment. 			
Research & Analysis		<ul style="list-style-type: none"> The student learns to approach a (management) problem systematically using a research design. The student learns to distinguish between management- and research problems and will be able to embed the research into a valid and reliable context. The student will be pushed to think critically and be able to phrase thoughts in a clear and constructive manner. The student is able to explore the professional context in which they operate. 			
Personal Development		<ul style="list-style-type: none"> The student develops the skills needed to operate in an international business organisation: English language skills, intercultural communication skills, project writing and project management skills including a risk analysis 			
Aeres competences:					
<ul style="list-style-type: none"> To self-direct (level 4) To appreciate the global perspective (level 4) 					
Final qualifications:					
<ul style="list-style-type: none"> The student can explain the choices a company has made to arrive in its present form in such a way that it is clear which options are open for its future strategy. The student can discern various learning styles in a company and in himself and draw consequences for the implementation. 					

- The student can determine the position of the company in the global field of the Agribusiness supply Chain.
- The student can assess the position of the company in the global environment in terms of marketing, law and the cultural context it faces.
- The student can describe the various concerns, which exist in a sustainable society
- The student knows about the setup of research on entrepreneurship in such a way that he can start determining his own course in this field.
- The student can write a project plan, using applicable literature
- The student can assess the risks of his project plan, as regards to the project length

Literature:

10. AgriFoodbusiness: Contemporary issues in food supply chain management, Jane Eastham, Luis Kluwe Aguiar, Simon Thelwell, Goodfellow Publishers Ltd, 2017, ISBN 978-1-911396-09-3

Available on internet (free): journal - www.FoodBusinessNews.net

20. Strategy & Innovation

Managing innovation, Joe Tidd and John Bessant, 5th edition, Wiley, ISBN 978-1-118-36063-7

Strategic Management and Business Policy, Thomas L. Wheelen a.o., 14th edition, Pearson, ISBN 978-1292-06081-1

30. Business & Organisation

The theory and practice of Change Management. John Hayes, Palgrave, 2014
ISBN 978 1 137 27534 9

Accounting and Finance. Michael Jones, Wiley, 2014. ISBN 978 1 118 93207 0

Contemporary Issues in Food Supply Chain Management. Jane Eastham, Luis Kluwe Aguiar, Simon Thelwell. Goodfellow Publishers LTD, 2017
ISBN 978 1 911396 10 9

Annual Reports Syngenta 2016 and VION 2016

40. Research & Analysis

Marketing Research, an applied approach. Malhotra, Birks and Nunan, Fifth Edition 2017 Pearson
ISBN 9781292103129

A. Groenland, (2014) The problem analysis for empirical studies. Int. J. Business and Globalisation, Vol. 12, No. 3, pg 249-263.

Recommended literature:

Designing a Research Project, Verschuren and Doorewaard, Eleven International Publishing 2010
ISBN 978-90-5931-572-3

Effective Strategies for Academic Writing, De Jong. Uitgeverij Coutinho, 2017. ISBN 978-90-469-0505-0

50. Personal Development

Intercultural Management, a case-based approach, Christoph Barmeyer and Peter Franklin, Palgrave, 2016, ISBN 9781137027375

Recommended literature

When cultures collide, leading across cultures, Richard D. Lewis, Hodder & Stoughton, 3rd edition
ISBN 978-1-90483802-9

MAD Phase 2: Young Potential (MYPT)					
Coordinator:		Arjan ter Horst (HOA)	Number of Credits:		15
Module element	ECTS	Name	Mode of Exam	Exam in Period	Literature
MYPT10	2	Agri&Food Business	Assignment	3	See below
MYPT20	3	Strategy & Innovation	Exam	3	See below
MYPT30	3	Business & Organization	Exam	3	See below
MYPT40	3	Research & Analysis	Exam	3	See below
MYPT45	1	Academic writing	Exam	3	See below
MYPT49	1	Exploration B	Assignment	3	See below
MYPT50	2	Personal development	Assignment	3	See below
Entrance requirements:		A Bachelor degree in a field related to agribusiness, finished phase MEXP			
Professional task:		Based on the exploration results of the first phase, a detailed project plan is designed that is capable of providing answers the questions and needs of the company.			
Role:		Project leader responsible for the design of the detailed project plan and to gain support for the project within the company			
Methods:		Time spent in Master Company, classes, excursions, communities of practice			
Fields of expertise:		Objectives			
AgriFoodBusiness		<ul style="list-style-type: none"> In order to be able to make responsible choices in dilemmas and uncertain situations, the student needs to know about Corporate Social Responsibility, applied to the agribusiness sector 			
Strategy&Innovation		<ul style="list-style-type: none"> The student realises that he will have to explore and assess business opportunities within the Master Company and also at the outside of the Company and that he can come up with an idea for a new product and/or service for the company 			
Business&Organisation		<ul style="list-style-type: none"> In order to understand the complexity of the agribusiness sector, the student has to know the background of the supply chain and of the relevant aspects of food safety 			
Research&Analysis		<ul style="list-style-type: none"> The student is familiar with qualitative and quantitative research methodologies. The student is able to decide when to use what kind of research. The student is familiar with parametric statistical tests concerning rationale, assumptions, calculations and interpretation. The student can conduct parametric tests using SPSS. 			
Personal Development		<ul style="list-style-type: none"> The student familiarizes himself with the application of culture in a business environment, on leadership, on team building and how to motivate people. 			
Aeres competences:					
<ul style="list-style-type: none"> To innovate (level 4) To identify and pursue opportunities (level 4) To endorse sustainable behaviour (level 4) 					
Final qualifications:					
<ul style="list-style-type: none"> The student is able to choose a relevant business opportunity from many possible identified opportunities The student is able to formulate an innovative process, product or service for his Master Company The student knows different types of leadership and its origins The student knows how to motivate people, depending on their cultural background and how to build trust in an intercultural team The student can describe the role of different participants in the agri-supply chain and their responsibilities towards food safety issues The student can mention the supply chain partners for his own Master Company and also indicate them in a supply chain study The student can identify the most important CSR elements The student can develop an implementation plan for a CSR strategy for his Master Company (or part of MC) The student can build a theory from a given database 					

- The student can select the appropriate research method for his own research
- The student can write a thesis plan

Literature:

As previous phase.

MAD Phase 3: Manager (MMNG)					
Coördinator:		Arjan ter Horst (HOA)	Number of credits:		17
Module elements	ECTS	Name	Mode of Exam	Exam in Period	Literature
MMNG10	2	Agri&Food Business	Assignment	4	See below
MMNG20	3	Strategy & Innovation	Exam	4	See below
MMNG30	3	Business & Organization	Exam	4	See below
MMNG40	4	Research & Analysis	Exam	4	See below
MMNG45	1	Academic writing	Assignment	4	See below
MMNG49	2	Research Proposal	Assignment	4	See below
MMNG50	2	Personal development	Assignment	4	See below
Entrance requirements:		A Bachelor degree in a field related to agribusiness, finished phase MYPT			
Professional task:		Implementation of project			
Role:		Project leader responsible to execute the project plan and the intervention aimed for, to evaluate while progressing and make adjustments when needed, anchor the change in the practice of the company			
Methods:		Time spent in Master Company, classes, excursions, communities of practice			
Fields of expertise:		Objectives			
AgriFoodBusiness		<ul style="list-style-type: none"> In order to prepare for a job in the international agri and food business the student must know aspects of the sustainable economy, essential public and private food standards and EU Food law. The student knows more about the European business environment and the possible effects the EU has on the Master Company 			
Business&Organisation		<ul style="list-style-type: none"> In order to deal with implementation of new policy, the student has to know how to handle people who are resistant to change and how to involve company stakeholders favorably to policy implementation. 			
Strategy&Innovation		<ul style="list-style-type: none"> In order to deal with implementation of new policy, the students has to know how to manage change, create commitment and how to convince. 			
Research&Analysis		<ul style="list-style-type: none"> Student is capable of conducting non-parametric tests and is familiar with the rationale behind non-parametric testing, the assumptions and interpretation The student is able to conduct non-parametric tests using SPSS The student is able to scrutinize scientific articles on the agrifood sector. The student is capable of writing a research proposal mostly independently, but with supervision. 			
Personal Development		<ul style="list-style-type: none"> Students are able to manoeuvre and position themselves as entrepreneur within a professional organization. Student can acquire knowledge when and where necessary systematically (Learn2Learn). 			
Aeres competencies:					
<ul style="list-style-type: none"> To show leadership (level 4), To cooperate (level 4), To organise (level 4) 					
Final qualifications:					
<ul style="list-style-type: none"> The student can describe which ways exist to deal with resistance and make a reasoned approach in a specific business situation. The student can apply the participative strategy formulation process (in a management simulation). The student makes a well-reasoned choice of the best way to include stakeholders in the processes of change. The student can describe the three most important organisational effects of the implemented change in a specific business situation. The student can describe a vital effect of an implemented change on the supply chain, the financial department, HR management and quality control. The student can write a thesis plan. The student is aware of the most challenging issues in the food sector The student knows aspects of the EU Food law. 					
Literature:					
As previous phase					

MAD Phase 4: Researcher (MRCH)					
Coördinator:		Arjan ter Horst (HOA)	Number of credits:		17
Module elements	ECTS	Name	Mode of Exam	Exam in Period	Literature
MRCH10	2	Agri&Food business	Assignment	4	See below
MRCH20	0	Strategy & Innovation	*	*	See below
MRCH30	0	Business Planning	*	*	See below
MRCH49	14	Research & Analysis	Assignment	4	See below
MRCH50	1	Personal Development	Assignment	4	See below
Entrance requirements:		A Bachelor degree in a field related to agribusiness and finished MMAN phase.			
Professional task:		Conducting proposed research and communicate results both written and by oral presentation.			
Role:		Reflect on own development trajectory, conduct proposed research, write master thesis, present at the Master company / Aeres Hogeschool			
Methods:		Time spent in Master Company, classes, excursions, communities of practice, Thesis assignment			
Fields or expertise:		Objectives:			
Research&Analysis		<ul style="list-style-type: none"> Professional writing and correct analysis of the gathered data Professional presentation of the research and the thesis report 			
Personal Development		<ul style="list-style-type: none"> Reflection on product, process and decisions made 			
Aeres competencies:					
<ul style="list-style-type: none"> To research (level 4) To present (level 4) 					
Final qualifications:					
<ul style="list-style-type: none"> The student can reflect on the aspects which are important for sustainable company management. The student can assess his own strength and weaknesses. The student can plan and implement improvements to his weaknesses. The student can apply his acquired knowledge and competences to real life business cases The student can find ways to acquire new knowledge, new insights, new abstractions for himself. As he pushes towards and beyond the current boundaries of what is known, the student shares new knowledge with others. The student presents in an oral defence (a concept of) his work and will have his ideas tested. The student can reflect on, present and defend the decisions made in a management simulation. 					
Literature:					
4. AgriFoodBusiness <u>Rethinking the European Union</u> , Nathaniel Copsey, Palgrave, 2015 ISBN 978-1-137-34166-2					
All else as previous phase					

3 Theme 10: Agri&Food Business

The detailed information on the content of this theme can be found on the BlackBoard site of the MAD programme.

3.1 Overall content and study materials

This theme aims to integrate the knowledge and topics of the course in the theme of AgriFoodbusiness. We will look at the issues from both a management (business) perspective and a sustainability perspective. The topics you can expect are as well quality management, chain management and marketing in the agribusiness context. A trip to Brussels will be part of this theme in order to get to know the context of the European Union. This theme is the theme where guest lectures will be organized to link the theory to practice and we will study current issues.

Literature to be studied:

Contemporary issues in food supply chain management

Jane Eastham, Luis Kluwe Aguiar, Simon Thelwell
Goodfellow Publishers Ltd, 2017
ISBN 978-1-911396-10-9

Available on internet (free): journal - www.FoodBusinessNews.net

Rethinking the European Union

Nathaniel Copsey
Palgrave, 2015
ISBN 978-1-137-34166-2

Coordinating lecturer Drs. Pieter Vlaar

3.1 Content in the four phases

Free Mover phase

Guest lecture of Dr Ir Han van Kasteren, professor in sustainable energy and green resources at Aeres University on sustainability issues for society and agriculture in specific.

Guest lecture of Ir Arjen van Nuland, director of the organization of cooperatives

Overview of the context of the study book

Overview of general developments in agrifood business in the last decades

Company visits – Potato Europe and during introduction week Syngenta and De Heus

Appraisal:

a reflection on the issues of sustainability in relation to the context of your master company
a number of questions in the written exam.

Young Potential phase

(Guest) lectures on sustainability challenges, corporate social responsibility, food chain and food quality
Company visits

Appraisal:

Assignment to organize a group discussion on a selected theme

Manager phase

(Guest) lectures on innovation and systems approach, sustainability challenges in practice, food chain and food quality

Company visits

Appraisal:

Assignment to organize a group discussion on a selected theme

Organize a meeting for and with (selected) companies active as master company

Researcher phase

Capita selecta on current agrifood development issues
Company visits

Appraisal:

Assignment to organize a group discussion on a selected theme

4 Theme 20: Strategy & Innovation

The detailed information on the content of this theme can be found on the BlackBoard site of the MAD programme.

4.1 Overall content and study materials

Which direction a company wants to go, is called strategy. In order for a company to be economically sustainable, a company needs innovation. In these two sentences one can find the content of this theme summarized.

Literature to be studied:

Managing innovation, Joe Tidd and John Bessant, 5th edition, Wiley, ISBN 978-1-118-36063-7

Strategic Management and Business Policy, Thomas L. Wheelen a.o., 14th edition, Pearson, ISBN 978-1292-06081-1

Overall coordinating lecturer Drs. T. Medema

4.1 Content in the four phases

Explorer phase

Basic concepts of strategic management, corporate governance, social responsibility, ethics in strategic management, environmental scanning and industry analysis, internal scanning and organizational analysis. Managing innovation and innovation as a core business.

Lecturer: Drs. T. Medema

Appraisal:
Written exam

Young Potential phase

Strategy formulation, situation analysis and business strategy, corporate strategy, functional strategy Building the innovative organization, developing an innovative strategy, sources of innovation, innovation networks.

Lecturer: Drs. T. Medema

Appraisal:
Written exam

Manager phase

Strategy implementation and control, organizing for action, staffing and directing Decision making under uncertainty, creating new products and services, exploiting open innovation, exploiting collaboration and entrepreneurship, capturing the benefits of innovation. Learning from innovation.

Guest lecture: Innovation in a large company

Lecturer: Drs. T. Medema

Appraisal:
Written exam

5 Theme 30: Business & Organization

The detailed information on the content of this theme can be found on the BlackBoard site of the MAD programme.

The detailed information on the content of this theme can be found on the BlackBoard site of the MAD programme.

5.1 Overall content and study materials

Companies are facing important changes in technology, increasing competitive pressures, regulatory reforms, changing patterns of demand and more, to survive companies should be creative and use the opportunities they have.

Change management is positioned as the integrating course because it requires students to reflect on and synthesize the various perspectives on organizational functioning. Aspects dealing with organizational behavior, marketing, financial management, operations management and strategic changes will get attention in the theme Business & Organization. Students will learn to design intervention strategies taking into account business cultures and work ethics. The effective implementation of changes in international agribusiness will be a central point of attention.

Literature to be studied:

The theory and practice of Change Management

John Hayes,
Palgrave, 2014
ISBN 978 1 137 27534 9

Accounting and Finance

Michael Jones
Wiley, 2014
ISBN 978 1 118 93207 0

Contemporary Issues in Food Supply Chain Management

Jane Eastham, Luis Kluwe Aguiar, Simon Thelwell
Goodfellow Publishers LTD, 2017
ISBN 978 1 911396 10 9

Annual Reports Syngenta 2016 and VION 2016

Coordinating lecturer: Drs. D.W. Smit MEd

5.2 Content in the four phases

Explorer phase

Process models of change, recognizing the need for change, diagnosing what needs to be changed
Importance of accounting and finance, analyzing financial information, impression management

Lecturer: Drs. D.W. Smit MEd

Appraisal:

Written exam at the end of period 1.

Young Potential phase

Power, politics and stakeholder management, developing a change plan, leadership and change
Developing a change plan

Cost minimization and revenue maximization, different costing methods, budgeting
Supply chains and horizontal and vertical integration

Lecturer: Drs. D.W. Smit MEd

Appraisal:
Written exam at the end of period 2 .

Manager phase

Implementing change, reviewing and keeping the change on track, individual and collective learning
Financing the business, capital investment appraisal techniques, costs of capital
Alternative production systems

Lecturer: Drs. D.W. Smit MEd
Guest lecturer: Drs. J. Gardner , former CEO of a cheese factory

Appraisal:
Written exam at the end of period 3.

6 Theme 40: Research & Analysis

The detailed information on the content of this theme can be found on the BlackBoard site of the MAD programme.

6.1 Overall content and study materials

Theme 40 focusses on getting from managerial problem to a sound and clear advice. The theme includes lectures on research methodology, statistics and storytelling with your data. It includes both classical as modern analytical approaches. Throughout the year Journal Clubs are organized in which scientific papers are being evaluated on their quality.

In addition, the execution of the research project is included within theme 40 together with lectures in academic writing skills.

Literature to be studied:

Mandatory literature:

Marketing Research, an applied approach.
Malhotra, Birks and Wills,
Pearson, Fifth Edition 2017
ISBN 978-1-292-10312-9

Recommended literature:

Designing a Research Project, Verschuren and Doorewaard,
Eleven International Publishing 2010 ISBN 978-90-5931-572-3
Effective Strategies for Academic Writing, De Jong. Uitgeverij Coutinho, 2017.
ISBN 978-90-469-0505-0

6.1 Content in the four phases

Explorer phase

- From management problem to research question
- Literature search
- Research design
- Conceptual model
- Data acquisition
- Visualization
- Journal Club
- Academic writing

Lecturers: Dr. ir. A.C. ter Horst, Dr. ir. Jasper Heerkens, Dr. M. Coppens

Appraisal:
Assignment

Young Potential phase

- Qualitative research
- Quantitative research
- Introduction in statistics
- Parametric statistics
- Non-parametric statistics
- SPSS
- Journal Club
- Academic writing

Lecturers: Dr. ir. A.C. ter Horst, Dr. ir. Jasper Heerkens, Dr. M. Coppens

Appraisal:
Written exam and assignment

Manager phase

- Guest lectures
- Logistic regression
- Factor analysis
- Structural Equation Modelling
- Journal Club
- Academix writing

Lecturers: Dr. ir. A.C. ter Horst, Dr. ir. Jasper Heerkens, Dr M. Coppens

Appraisal:

Written exam and assignment

Researcher phase

- Guest lecture
- Big data approaches
- Thesis support
- Journal Club

Lecturers: Dr. ir. A.C. ter Horst

Appraisal:

Assignment

7 Theme 50: Personal Development

The detailed information on the content of this theme can be found on the BlackBoard site of the MAD programme.

7.1 Overall content and study materials

This theme supports you in developing the skills and competences needed.

This involves the following subjects:

- Handling intercultural differences
- Role play on business conversation
- Project management
- Learning how to learn
- Competences and reflecting on competence development

Literature to be studied:

Intercultural Management, a case-based approach

Christoph Barmeyer and Peter Franklin
Palgrave, 2016
ISBN 9781137027375

Recommended literature

When cultures collide, leading across cultures

Richard D. Lewis

Hodder & Stoughton, 3rd edition

ISBN 978-1-90483802-9

<http://www.utntyh.com/alumnos/wp-content/uploads/2011/11/When-Cultures-Collide.pdf>

7.2 Content in the four phases

Explorer phase

Intercultural communication

Project plan

You and Your Brain topics

Lecturer: Drs Kees Schipper, Dr Ir Ron Methorst

Appraisal:

A project plan of your company project (is part of portfolio)

Assessment of two project plan of fellow students

Young Potential phase

Role play on business conversation

Project Plan and Project Management

Lecturers: Dr Ir Ron Methorst, Dr Ir Thomas Lans (Quente)

Appraisal:

Revised project plan (is part of portfolio)

Assessment of two project plans of fellow students

Manager phase

Role play on business conversation

Learn2Learn

Lecturers: Dr Ir Ron Methorst, Dr Ir Thomas Lans (Quente)

Appraisal:
Presentation skills assignment

Researcher phase

Role play on business conversation
Reflection on personal development both within and outside the MAD company.

Lecturers: Dr Ir Ron Methorst, Dr Ir Thomas Lans (Quente)

Appraisal:
Presentation skills assignment

8 Competence Based Learning

The Master of Agribusiness Development programme is designed as a competence based educational programme. Consequently the focus will be on assessing competencies, compared to focusing on assessing knowledge in traditional knowledge based programmes. This does not imply that knowledge are of less importance in a competence based programme, but that the aim of the assessment is broader than examining using written theoretical exams or assignments.

8.1 Curriculum design

Traditionally learning goals in educational programmes are described in terms of “...the student knows” or “the student is able to...” and these learning goals are assessed in exams, reports of work placement and reports of various assignments. A subject directed curriculum design is the most suitable way to organise this type of learning. The content is leading: knowledge is taught and skills are trained, and both are assessed. *The motto of this subject oriented curriculum is: learn this, and you will become successful as a professional.*

In a competence based curriculum learning goals are described in terms of “the student does...”, “the student has done...”, “the student shows...”. The basis for assessing competencies is based on professional products, professional behaviour and additional evidences. A curriculum designed around professional tasks provides this assessment basis. The professional practice is leading, competences are developed and assessed. *The motto of this Master Agribusiness Development programme is: what is necessary to learn and to do to become a successful professional will be offered.*

Therefore, the Master Agribusiness Development programme is designed upon professional roles which the Master Agribusiness Development student fulfils within a company (phases Free Mover, Young Potential, Manager and Researcher). The supportive educational programme provides the theories, concepts and methodology that can be used while conducting the Business Development Assignment. In this way theory and practice come together in the authentic context of the Master Company.

This requires a specific way of assessment. You will be assessed on your performances in practice, by your coaches and by University staff. You will also be assessed on your theoretical knowledge. Before explaining how assessment is organised in the Master Agribusiness Development programme in more detail, the principles of competence based learning are explained.

8.2 Principles of Competence Based Learning

The international agribusiness needs professional Masters who can perform well in various roles. Every phase in the Master requires the execution of a number of typical professional activities and delivery of professional products (the job profile). Form and content are well defined for the professional activities (e.g. giving a presentation about a project in the project leader role) and professional products (e.g. the project plan for the Business Development Assignment). Initiative is expected from the student: enterprising behaviour in a professional setting.

Central point in this Master is “Doing it yourself” (according to Lans and Verstegen: entrepreneurship is the art of seeing and realising). The right knowledge, skills, attitude and personal development are prerequisites to know the do’s and don’ts to reach the goals. The exact demands logically follow from the context of the Master Company and the Master level of the Master Agribusiness Development programme.

Summarizing this learning and development process, Aeres University uses the next “formula”:

Professional result : DOING = KNOWING + BEING ABLE + WANTING + BEING
--

Aeres University defines a competency as “the ability to use specific knowledge (knowing) and specific skills (being able) with the right attitude (wanting/being) and ambition (wanting) to conduct a professional task successfully in the authentic context”.

As such, a competency is considered to be the combination of knowledge, skills, attitude and ambition, which makes you perform successfully.

Rychen and Salganik (2003) explain competences as the “internal mental structures in the sense of abilities, dispositions or resources embedded in the individual in interaction with a specific real world task or demand”. To produce the expected results, a competent person uses “constellations” of competences. These “constellations” vary with the task and the context in which the task will be executed (figure 1.1).

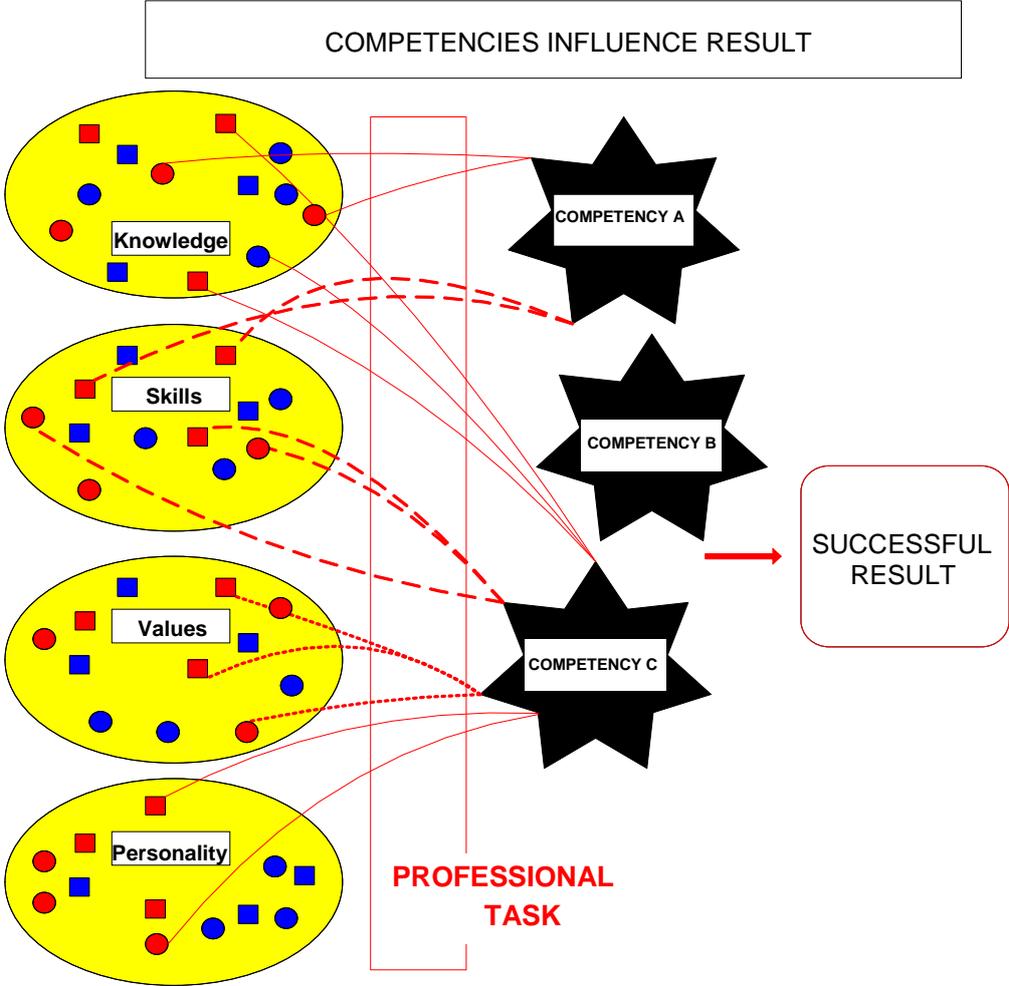


Figure 1.1: Competencies as Performance drivers

In the Master programme, the student learns in different settings or environments.

- The learning of knowledge and skills will mainly be initiated at Aeres UAS during class weeks (supportive education).
- Attitude, ambition and skills are key words in the CMP meetings (Competence Management Programme) with the University coach.
- The learning process on attitude, ambition and skills are the focus for the CoP (Community of Practice)
- Wanting and being will mainly be challenged at the Master Company.

The Master Company is a company within the international agribusiness and within this international and intercultural setting, entrepreneurial behaviour is expected from the student. This setting offers many opportunities to acquire the competencies needed to perform in the international agribusiness context.

Principles of assessment in the Master Agribusiness Development Course

Assessment is based on “to do”

The behaviour that is expected from the student is described in the Business Development Assignment, the four phases, the CMP (competence management programme) and the CoP (Community of Practice) (Chapters 3, 4, 5 and 6).

It's up to the student to show that his/her results meet the requirements by collecting pieces of evidence in his/her portfolio (in chapter 6 lists of minimal expected evidences specified per phase are given).

Assessors evaluate whether the pieces of evidence meet the required Master level and quality demands. Aeres UAS has defined 10 competencies that are used to direct the students' learning. These 10 competencies will be assessed using the following criteria (see table 1.2 for an overview, at “competencies to be tested” and see paragraph 4.2 for a description in more detail):

- The results are obtained in the agribusiness sector
- The results show Master level behaviour
- STARR: Situation, Task, Action, Result, Reflection

The last criterion means that the Master student supports his/her proof of competency development with well described examples from practice.

There are four cycles of expected behaviour (learning objectives), presentation of evidence (portfolio) and assessment followed by feedback and feed forward as input for the next cycle. As such the student shows his/her personal development towards a competent enterprising professional in the agribusiness food sector.

The Master Agribusiness Development programme allows the student to show his/her competence level in the context of the agribusiness (Master Company). At the end of each phase specific competencies will be assessed by the phase co-ordinator and minimal two lecturers in the specific phase, and subsequently by the assessment committee (4-eyes principle). To reach the Master degree the student must have passed the 10 competences at least twice before the end of the Master Agribusiness Development programme.

9 Exam regulations Master Agribusiness Development

The current course regulations are in conformity with the “Onderwijs Examen Regeling Aeres Hogeschool” and they represent the distinguishing features of the Master Programme in Agribusiness Development at AERES UAS. The learning objectives and outcomes of the course as assembled in the portfolio are presented elsewhere in the Students’ Course Manual.

A General rules, definitions, scope

Scope

These rules apply to the Agribusiness Development programme at Aeres UAS Dronten, both for the educational process, grant/sponsoring contract award and for assessment purposes. A copy of these rules will be an integral part of all EC Course Information Packages. These will be distributed among Master Agribusiness Development students before the start of their course.

Definitions

Assessment Committee

The assessment committee prepares decisions on the admission, progress and final result of the candidates in the course. It is appointed by the Examination Committee to do so, and the Examination Committee validates its decisions or adjusts them. The members of the assessment committee are the Course Leader Educational (CLE), the Course Leader Organisational (CLO), and the head of the international studies department.

Assessment Meeting

At the end of the Intake Procedure a decision on student admission is prepared by the Assessment Committee. Then, after each phase within the course, students’ progress and results are determined in a meeting of the assessment committee. These meetings are meant to identify students’ progress and development, and to prepare a proposal for the allocation of credits for the phase which the students have completed. The meeting’s results are presented to the Examination Committee for validation.

Appeal

Decisions made or validated by the Examination Committee carry the right of appeal. Appeal against a ruling of the Examination Committee is lodged in writing, with the Board of Directors of the University. Appeal against a decision on assessment by a staff member is lodged in writing with the Chair of the Examination Committee. Rulings are binding, and only made after hearing the parties involved. All appeals must be lodged within 14 days, calculating from the moment on which the student is made aware of the decision against which the appeal is lodged.

Review ruling

If a student feels the ruling on an appeal has been reached against the laws governing higher education in the Netherlands, or if misconduct of the ruling party is assumed, the student can ask for a review ruling by an External Appeals Committee, as laid down in the Higher Education Act. The request for a review ruling must be presented to the Board of Directors in writing, within a month after the contested ruling has been made known to the student. The External Appeals Committee comes to a binding decision after hearing all parties it deems necessary.

Grade

The EC grading system is used for the determination of a pass or fail for all parts of the course. The following conversion applies, when comparing the Dutch 10-point system, the EC system and the pass-fail system-

Dutch grade	EC grade	Definition pass/ fail	
8.5- 10	A	Excellent	c.laude
7.5- 8.4	B	Very good	merit
6.5- 7.4	C	Good	Pass
6.0- 6.4	D	Satisfactory	
5.5- 5.9	E	Sufficient	
< 5.5	FX	Fail	
	F	Fail	

In order to obtain the degree, a student must conclude all four phases with a pass minimally. This pass leads to the award of credits.

Examination / Assessment

The phases in the course are assessed on the basis of a portfolio, as determined by the assessment committee. All elements underlying a phase assessment must be concluded with a pass minimally. Any grades underlying the EC categories, in Dutch or international equivalents, are for progress monitoring only. To facilitate monitoring, phases are graded according to the EC grading system. The Examination Committee can award Merit and Cum Laude passes to candidates who have consistently achieved well over satisfactory results for the entirety of the course themes. In the EC system all themes assessed as Very Good (B) lead to a Merit Pass. When the average of all themes results in 8,5 or higher and the thesis is assessed as Excellent (A) then this leads to a Cum Laude pass.

Examination Committee

The Examination Committee of Aeres UAS constitutes the assessment authority in all degree courses. The committee upholds the Netherlands Higher Education Act and its pertaining regulations. It oversees the admission, progress assessment, and award of the credits leading to the degree, and is the awarding body of all degrees at CAH Dronen. The committee consists of a number independent members, appointed by the Board of Directors of the Aeres UAS. A number of tasks regarding the organisation of admission, examinations and the preparation of assessment as well as the task of determining compliance with the learning outcomes has been delegated by the Committee to the Assessment Committee. The administrative tasks regarding student records and files are delegated to the Registrar's office.

Examination Schedule

The student attends the exams, presentations or assessments as scheduled by the course leader (CLO). Time and location of resits and remedials are determined by the lecturer of the phase for which they are relevant, in consultation with the CLO taking into account the deadlines as indicated in section B.

Fraud-irregularity

Any means by which a student obtains study result in an illegal way, i.e. without attaining these results through his/her or her own efforts.

Resit

A resit is an assessment the student is allowed to attend again.

Remedial

A remedial is a resit or another form of re-assessment determined by the phase co-ordinator for portfolio elements of the topic or course for which the student has not attained a pass.

Phase, phase co-ordinator

A phase is a unit of the course. Each phase has a descriptive name. The phases are co-ordinated by a phase co-ordinator, who applies operational procedures to the educational process, guards programme cohesion, and has a responsibility for adequate staffing within the phase.

Phase Descriptor

A descriptor is the phase outline as required in the EC system. It includes competences attached to the phase, knowledge outcomes, assessment criteria, literature, relative value of components, and student study load for the phase.

Phase Manual

The phase manual or micro-schedule sets out the precise contents of the phase to the student. It can be presented to the students in hard copy or intranet versions.

Student study load

The phase descriptor indicates the study load per element in the course in clock hours, based on the student's activities for the study. The number of study load hours reflects all activities undertaken by the student to achieve the learning objectives set out in the phase descriptor, including time spent on lectures, seminars, community of practice sessions, intervision or other types of instruction.

B Assessment rules**Pass-fail**

The phases in the course are assessed according to the Dutch 10-point system. If a student proves to the satisfaction of the assessment committee that he/she or she is able to meet all the learning objectives (grade ≥ 6) set out in the phase descriptor, the credits for the phase are awarded to the student. Per phase subsequently 12, 15, 15 and 18 credits can be earned.

Method of assessment

The phase co-ordinator determines the method of assessment, the learning objectives and the conditions for meeting them. The method of assessment is made known to the student before the start of the phase, in the manual. All evidence of attained results is presented by the student in the portfolio, in the format required by the Examination Committee. The student's University coach assesses the validity of the student's portfolio before it is delivered to the assessment committee.

Deadline results

The result of the assessment has to be made known to the student within ten workdays after the final assessment of the phase. Lecturers who fail this element incur a negative score in the phase evaluation, upon repetition of which the lecturer will be replaced.

Assessment appeal

The student has the right of appeal against an assessment. The appeal is made in writing, to the CLO and within a week from the publication of the assessment results. The CLO together with a member of the assessment committee will appoint another lecturer to perform a second assessment. The second assessment is discussed among the phase lecturer, the lecturer performing the second assessment, the CLO and a member of the examination committee, who come to a binding decision regarding the assessment.

Remedials

If a student does not meet the phase objectives the lecturer will set a remedial task or resit for those objectives to allow the student to pass the phase. A remedial can be set both for an exam, an assignment or any portfolio element pertaining to the phase. A student who fails to hand in assignments/a correct portfolio before the end of the phase has the same remedial obligations as a student who fails an exam or presentation. The assessment form is decisive in determining the elements which fall under this regulation. The maximum number of remedial attempts per element within the phase is two. If the student does not meet the demands of the learning outcomes after two remedials, he/she or she has failed the entire phase.

Deadline remedials

The student can work on his/her or her maximum of two remedials up to a maximum of three months after the end of the phase from which they stem. After three months without a successful remedial an automatic fail is attributed to that phase.

Grading

The lecturer can grade the student's work, for progress monitoring and as an indication of the comparative level of the student's achievement. A conversion table for the EC and Dutch grading system is included in these regulations under section A.

Value optional subjects or modules

Optional courses or course elements are not relevant for the award of the degree. A fee may be charged for extra or optional courses organised at the request of the student.

Conditions preventing the student from participating in an assessment

The student or a representative must report illness or other forms of force majeure without delay to the CLO. If the illness or other form of force majeure prevents the student from performing set tasks, this must be documented.

Assessment and grant for study

If a student has failed more than 25 % of the credits leading to the award of the degree or diploma, any financial support in the shape of a grant or Master Company contract will be terminated. No degree can be awarded.

Insufficient results of assessment

If a student fails between 1 and 25 % of the credits leading to the award of the degree or diploma, he/she or she will be given a certificate specifying the results of the phases passed. No degree can be awarded.

C. Degree award grounds, diploma

The award of a degree is not possible to students who do not conform to the rules laid down in the Netherlands' Higher Education Code of Conduct towards International Students. This expressly includes the language demands made in this Code. The Examination Committee oversees the conformity of students with the code and keeps a record of this which is accessible to all personnel involved in the course. Dutch students are not exempted from the requirements of the code.

The award of a degree or diploma and pertinent qualification follows the award of all course credits leading to that award. The award is formally determined by the Examination Committee, after the last assessment in the course. Members are appointed by the Board of Directors of the Aeres UAS. Decisions carry the right of appeal, as indicated in section A.

All records of phases are administered according to the EC transfer system. In cases where clarification of the award system is needed for sponsors or other institutions, the student has a right to a transcript of records according to the EC system. This transcript is drawn up by the CLO upon written and documented request by the student to the CLO. A diploma supplement in English is added to all Dutch Degrees. The Dutch Degree is the legally binding document. It will not be replaced upon loss.

D. Assessments – organisation

Formal summative assessments and examinations are organised by the CLO. The rules set out for other CAH Dronten students apply for Master Agribusiness Development students in full –

1. The assessments will start on the scheduled time. Students arriving late have no right of assessment.
2. Provisions for physically impaired or handicapped students will be decided on by the chair of the examination committee. Students are advised to draw up a protocol on the most suitable method of attending the assessment, together with the Aeres UAS contact person for students with a function impairment. On the basis of this protocol the decision is made as to what is the proper method of assessing the student. Dyslexia is expressly included in the category of impairments.

E. Irregularities and fraud

1. If a student has obtained an assessment result through irregularities or fraud, the chair of the examination committee will declare results obtained for that student a fail.
2. Irregularities are defined as follows:
 - Non-conformity with set limitations of information sources in any shape or form
 - copying data taken from work of other students
 - plagiarism, as proven by the Ephorus system

F. Conduct and grant

If a student comes into conflict with the University authorities, with the Dutch police, or with the legal system, including the immigration authorities, due to that student's fault, the student's grant or contract will be terminated by the Examination Committee. The student then owes CAH/ the sponsor or Master Company the portion of the grant or contract awarded to him or her up to the moment of the termination of the allocation. Appeal is possible against this decision, through the Board of Directors of the University. The term of appeal is 14 days after the student has been notified of the decision against which the appeal is lodged. The ruling of the appeals committee appointed by the board upon this appeal, after hearing the parties involved, is binding.

G. Attendance

Attendance of the phase activities or other course activities is determined by the CLO. The rules on attendance are made known to the student before the beginning of the course, in writing.

H. Conflict of interests

In all cases of conflict of interests between the student and the University not specified in these regulations, the course leadership and Board of Directors of the University shall come to a binding decision, after hearing the parties involved. The only form of appeal against this type of decision is external, with the University's appointed external appeals board, and according to the rules laid down in the Higher Education Act.