



AERES
UNIVERSITY OF
APPLIED SCIENCES
DRONTEN

European Engineer Degree International Agribusiness

COURSE CATALOGUE

Academic year 2022-2023

CROHO: ISCED:

Version	Date	Author
0.1	2022-2023	Jantien Tempert

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1 Introduction

This is the course catalogue for **(EEDA) International Agribusiness Degree Programme**. The program is unique as it offers students the opportunity of a **dual bachelor degree in the years 2021-2023**. Registered under the Dutch CROHO 34688 and ISCED 0419. The program uses learning techniques such as traditional taught methods, practical assignments, simulations, case studies and internships to provide students with a unique, practical and valuable learning experience. This ECTS guide provides an overview of the courses that will be taught throughout the study.

Programme Structure

The **duration of the study is 1.5 years (approx. 18 months)**, as student will begin in September 2022 and have a set graduation data of February 2023. The mode of study is **full-time** in a face-to-face classroom setting.

Programme Content and Focus

The **International Agribusiness Programme** offers a number of courses to create international business experts in the food and beverage industry. Throughout the study, courses such as **supply chain management, export management, marketing and specialized courses in beverages and product development are offered to the students**. An additional point is the ability to understand cultures through experiences. The student will start the study in Aeres University of Applied Sciences. After this, the student will go to ESA, the French partner University. Both institutions require **internships** to fulfil final requirements. These internships are set around international food and beverage industries, to provide the student with hands on experience in an international setting. Some topics within the courses include procurement, lean logistics, reverse logistics, export theory and practice, procurement, intercultural communication, marketing, and product development.

As the program is an international study, all courses, exams, and assessments will be delivered in **English**. Submissions from students (exams or assessments) are also required to be in the English language. Aeres University of applied science.

Personal and professional development

At Aeres UAS both professional and personal development are extremely important. We believe in personal education, not in numbers. Due to the nature and character of the programme, these two elements are therefore imbedded in the programme offering students in need of **academic accommodations** also a chance to become a successful young professional within the international food and beverage business industry. EEDA students have to comply with **specific criteria** to be **accepted in the programme**.

The EEDA program is built to provide students with the knowledge and experience to establish young professionals in the food and beverage industry. Following the completion of the course, the student will have access to jobs in small, medium and large-scale companies. Furthermore, the student will be able to use their degree to continue studying in a Master's Programme.

The remainder of this guide will highlight examination regulations, the year schedule, final qualifications, and the structure of the courses provided within the EEDA Programme.

Aeres Group; corporate organisation structure

The Dutch green sector is at the forefront of the world. Aeres significantly contributes to this position. At Aeres, education, research and entrepreneurship come together around the major themes. Our talent ensures that there are people who take responsibility for the sustainable growth of plants and animals, feeding people, creating a healthy environment and giving room to nature. (Aeres, 2021).

Aeres was created between 2004 and 2009 from mergers of the former Groenhorst College, the CAH University of Applied Sciences, Stoas University of Applied Sciences and PTC+ (now Aeres Tech and Aeres Training Centre). In 2013, the CAH and Stoas merged to form Vilentum University of Applied Sciences, thereby founding the three current Aeres University of Applied Sciences faculties in Dronten, Almere and Wageningen. Aeres provides education (pre-vocational secondary education, TVET,

Bachelor and Master) and is also active in the field of applied research and innovation and commercial courses and services for individuals and businesses (Aeres, 2021).

Aeres Group Executive Board of directors consists of: Mr B.M.P. Pellikaan (chairman), Mrs I.D. Dulfer-Kooijman (member), Mr M.H.C. Komen (member).

2 Competency Based Education & Final Qualifications

Aeres has chosen to work with competency based education in all its programmes. Competencies are identified behaviours, knowledge, skills, and abilities that directly and positively impact the success of employees and organizations. Competencies can be objectively measured, enhanced, and improved through coaching and learning opportunities. Throughout the programme students work on the 10 Aeres competencies, please check appendix 4 Competency scorecard including levels and criteria.

2.1 Aeres Competencies

1. To show leadership

Coaches the development of employees and shows exemplary behaviour; retains overview in complex situations, takes initiative at key strategic moments to administer processes of change and applies an appropriate leadership style.

2. To cooperate

Creates a good atmosphere, handles the interests of others with care, is able to conquer resistance and conflict and utilizes the qualities of all individual team members to collectively reach the predetermined goals.

3. To present

Is able to communicate messages about complex topics in an understandable and persuasive manner to a critical target audience, thereby consciously choosing the most effective form of communication.

4. To research

Is able to recognise and describe a problem or development, is able to formulate the practical research inquiry and is able to supply a solution using the appropriate research methods.

5. To innovate

Uses creativity to develop new products, services and applications that are of use in practice.

6. To organise

Plans and executes activities, brings both employees and resources effectively into action, supervises progress, adjusts when necessary and achieves the desired results.

7. To reflect/ to introspect

Is able to assess and adjust development to ensure that own performance and the work environment are in keeping with each other.

8. To enterprise

Is able to see opportunities and is able to achieve the desired results by taking risks.

9. To endorse sustainable behaviour

Is responsible for the respectful treatment and sustainability of available sources, taking into account moral standards.

10. To appreciate the global perspective

Sees the whole world as a work field and is able to operate in an international environment.

In the Bachelor programmes Aeres offers, there are 3 levels defined for these competencies: Propaedeutic phase, Main phase and Graduation phase.

Graduating students must have obtained 8 out of 10 of these competencies at the Graduation phase level and be able to proof this.

The students will be coached throughout their 4 years of study on personal development. This is registered as the course element CMP. Each group gets a personal coach who will be there to guide the student through their studies and support students in the process of getting to the requested competency level.

The development of the competencies is monitored in CMP throughout the programme, but will be assessed at three distinctive moments in the project:

1. At the end of the propaedeutic phase (year 1) the student will have to prove they have 5 out of the 10 Aeres competencies at level 1: **to cooperate, to present, to research, to organise and to introspect**
The student has to show by means of a portfolio that they master these competencies at the level of the “Propaedeutic” level of performance.
2. At the end of the main phase (year 3), the student will have to prove that he or she masters the other 5 competencies at level 2: **leadership, to innovate, to enterprise, to endorse sustainable behaviour and to appreciate the global perspective.**
The student has to show by means of the portfolio that they master these competencies at the level of the “starting professional” level of performance.
3. After successfully having finished all educational activities by the end of year 4, the student will need to prove by means of their portfolio that he masters **8 out of 10 Aeres competencies at Graduation phase level.**

2.2 Final Qualifications

In order to guarantee that all bachelor programmes in the agri-food business reach the same national set objectives developed, the four ‘green’ oriented Higher Educational Institutions have developed 10 final qualifications for bachelor programmes with CROHO registration number 34866 in cooperation with the agri-food business professional environment in which our graduates will work.

1. To know the current developments in the agri-food sector
2. Developing a vision and strategy for an (international) agri-food business
3. Entrepreneurship and innovation in the international agri-food business.
4. Setting up and implementing an applied business research in the agri-food business
5. Management of organizations, processes, projects and people.
6. Effective cooperation and communication in a multi-disciplinary, intercultural environment.
7. Management and development of own professional and personal attitude and skills
8. Advise on financial aspects of business management of an agri-food company.
9. Optimising logistics and monitoring quality of agri-food chains
10. Strategic marketing of products and services in the global agri-food market

3 Educational Examination Regulations

3.1 Student Contract

Each student will have a student contract that indicates the individual study path of the student for that academic year. The study contract also expresses specific conditions that would have to be met at a given date during the academic year. The student contract can be regarded as a supplement to the Educational Exam Regulations and is registered in the Student Administration System (Osiris).

3.2 Student Charter and Code of Conduct

This student charter has been drawn up on the basis of the provisions of Article 7.59 of the Higher Education and Scientific Research Act (WHW). This charter contains the rights and obligations of students enrolled at Aeres University of Applied Sciences.

By recording the rights and obligations of students in a student charter, students can easily gain a full insight into their legal position. In addition to establishing rights and obligations that relate to the personal interest of the student, the charter also contains regulations (code of conduct) that aim to ensure that the student behaves according to the outlined norms/values and rules and regulation of studying in this academic environment. The Aeres UAS student charter and the code of conduct apply to all students of the (International) Bachelor's programs of Aeres UAS, that include students who are here on an exchange programme as part of their own study programme or Dalhousie students taking their second year at Aeres UAS as part of the IFB programme.

3.3 Examination Regulations

The Educational Exam Regulations as given here are published online as part of the Student charter. This can be found on intranet website, select "English" as a language and thereafter select the button "Student charter". Students are expected to know where to find and understand the content of the examination regulations. Although we explain the examination regulations during the introduction week and throughout the year by your personal coach and programme coordinator, students have a responsibility in reading these documents. <https://www.aereshogeschool.nl/over-aeres-hogeschool/publieke-verantwoording/onderwijs-en-examenregeling>

3.4 Academic Accommodations

Academic accommodations are put into place to reduce or eliminate a disadvantage as a result of their physical or mental condition. Students receiving academic accommodation are still expected to meet the requirements of the programme. Academic accommodations vary per student and are individually assessed and awarded provided that the student handed in official documentation to the academic accommodations coordinator (decaan) before the start of any examination period.

The academic accommodations coordinator will officially put academic accommodations in to place for those students who experience a barrier related to physical or mental condition, when:

- The intake has taken place with the academic accommodations officer
- the documentation is in order and states that the student has a disability/ condition and requires accommodations,
- the academic accommodations officer has given his or her official approval.

Students are responsible for academic accommodations at all times, parents/ guardians are only informed with written consent of the student. Students who experience the following conditions are eligible for academic accommodations:

- Learning disability (i.e. dyslexia, dyscalculia)
- Sensory impairment (i.e. hearing loss, blindness, low vision)
- Mobility

3.5 Student Counsellors

Student welfare is of great importance in order to succeed academically. Sometimes “life happens when you are busy making other plans” or you have or are still experiencing difficulties, problems, harassment and so on. If you cannot talk to your personal coach or this exceeds their ability to help you can contact yourself or we advise you to contact one of our student counsellors. These staff members are especially appointed and trained to work on problems with you, confidentially. Nothing you say to them will be shared with anybody.

In the event of undesirable behavior by others, a complaint can be submitted to the Complaints Committee together with the student counsellor. The latter then investigates the complaint and action can then be taken in short term. The student counsellor can also function as a liaison between you and others for other social-emotional problems.

The student counsellors can be reached by email, telephone, appointment or by walk-ins. If you prefer to make an appointment for a place outside the school, you can. If you experience problems and they exceed your personal coaches responsibilities and abilities, please contact our counsellors. Do not wait too long and contact us! Please remember that we cannot help if we do not know what is going on. We realise it can be extremely difficult to take the first step but we can are here to help. And will be there with you every step of the way.

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4. Program Structure

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

1 st semester			EC
	<p>Supply Chain Management In this minor the student will learn about different aspects of the food chain (from farm till fork). The student will learn about different topics within the field of supply chain management and logistics including sustainability, purchasing, distribution management, lean logistics and reverse logistics. There will also be various applied component within the program. The students will have one major project where the student will have to analyse different aspects of a company's logistical operations and entire supply chain. In this project the student will have to suggest, at various stages, where the company can improve the logistic and supply chain aspects of the company. There will also be simulation where the student must run a simulated company in which the student will manage the overall supply chain.</p>	ASCM	15
	<p>Export management In this minor, the student will understand the importance of international markets. The module will have a number of different components, from understanding theory about potential export markets and cultures. The student will apply the knowledge in both a practical project, and through a simulation.</p>	AEXM	15
	<p>Week 5 – 8 Working on group project that is part of the specialization module.</p>	ISIA	
2 nd semester			
	<p>Specialization International Agribusiness Three modules have been designed to provide the student with an opportunity to examine content linked to wine marketing and international trade. The focus of the modules is on: technical skills, operations and consultancy and business operations. The student will have to apply theory into practice. The student describes and analyses a company in terms of organisation, management and marketing in the framework of export of Wine.</p>	ISIA	27
Year 2			
	<p>Company placement Orientation on companies and professional tasks related to the field of work of bachelors in international agribusiness</p>	AECPL	20
	<p>Thesis Execution of an agriculture related, problem-solving, research related to the present or future practice of international agribusiness</p>	AETHS	10
During the year			
	<p>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. This ability is trained in this module.</p>	APL4iR	3
	<i>Total EC</i>		90

Schedule International Agribusiness-

week		type	Academic year 2022-2023	Activities
35	31 Aug			
36	05 Sep	L0	Introduction week	
37	12 Sep	L1	Start classes	
38	19 Sep	L2		
39	26 Sep	L3		
40	03 Oct	L4		
41	10 Oct	L5		
42	17 Oct	**	Autumn break	
43	24 Oct	L6		
44	31 Oct	L7		
45	07 Nov	T1	Exams T1 + assessments	Exam period T1
46	14 Nov	T1	Exams T1 + assessments	
47	21 Nov	L1		
48	28 Nov	L2	International Week Dronnten	
49	05 Dec	L3		
50	12 Dec	L4		
51	19 Dec	L5		
52	26 Dec	**	Christmas break	
01	02 Jan	**	Christmas break	
02	09 Jan	L6		
03	16 Jan	L7		
04	23 Jan	T2	Exams T2 + assessments	Exam period T2
05	30 Jan	T2	Exams T2 + assessments	
06	06 Feb	L0		
07	13 Feb	L1	Sign in for resit T3	
08	20 Feb	L2		
09	27 Feb	**	Spring break / Project work	
10	06 Mar	L3		
11	13 Mar	L4		
12	20 Mar	L5		
13	27 Mar	L6		
14	03 Apr	L7	<i>(07 Apr: Good Friday university closed)</i>	
15	10 Apr 11 Apr	T3	<i>(10 Apr: Easter Monday – university closed)</i> Exams T3 + resits T1 and T2	Exam period T3
16	17 Apr	T3	Exams T3 + resits T1 and T2	Exam period T3
17	24 Apr	L1	<i>(27 Apr: King's Day – university closed)</i>	
18	01 May	**	Holidays; university closed Whole week	
19	08 May	L2		
20	15 May	L3	<i>Thursday 18 and Friday 19 May – Ascension day; university closed</i>	
21	22 May	L4		
22	29 May	L5	<i>29 May: Pentecost Monday - university closed</i>	
23	05 June	L6		
24	12 June	L7		
25	19 June	L8		
26	26 June	T4	Exams T4 + assessment	Exam period T4
27	03 July	T4	Exams T4 + assessment	Exam period T4
28	10 July		13 July: Almere: Graduation international students 14 July: Dronnten: Graduation international students	
29/32	17 July		Summer holidays (university closed 24 July – 14 Aug)	
33	14 Aug	T5	16, 17 and 18 August Resits T5	Exam Period T5
34	21 Aug	T5	21 August Resits T5	Exam Period T5
35	28 Aug			
36	04 Sep	L0	Introduction week	
37	11 Sep	L1	Start classes academic year 2023-2024	

5. Module and module descriptors

5.1. Supply Chain Management

i. Module orientation

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

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

Analysis of the problems

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

5.2. Module overview

ASCM			
Minor Principles of Food Supply Chain Management			
Coordinator	Elsbeth Kauffmann e.kauffmann@aeres.nl	Study Points	15 ect

Elements	ECTS	Course	Mode of exam	Period	Literature used
ASCM01	3	Professional Task: Project	Assessment	2	
ASCM02	2	Logistics in Practice: Management Game	Assignment	2	Management simulation game (the Fresh Connection)
ASCM03	3	Sustainable Food Supply Chain Management and Logistics	Written Exam	1	Dani, S., 2015. <i>Food Supply Chain Management and Logistics</i> . 1st ed. London: Kogan Page. ISBN 978 0 7494 7364 8.
ACSM04	4	Purchase and Distribution Management	Written Exam	2	Weele, A. v. J., 2018. <i>Purchasing and Supply Chain Management</i> . 7th ed. Hampshire: Cengage. ISBN 101844800245.
ACSM05	3	Lean and Reverse Logistics	Written Exam	2	Christopher, M., 2016. <i>Logistics & Supply Chain Management</i> . 5th ed. Harlow: Pearson Education Limited. ISBN 101292083794.

Pre-requisites	Completed 3-years of studies in a field related to economics/agribusiness/food sector.
Professional Task	Logistics/Supply Chain Consultant
Professional Role	Adviser
Method of Instruction	Lectures (Teacher and Guests), excursions, simulation tool, individual coaching.
Learning Objectives	
Sustainability	<ul style="list-style-type: none"> The student will understand how to endorse sustainable behaviour while operating within a company and throughout the entire supply chain.
Food Supply Chain Management	<ul style="list-style-type: none"> The students understands the structure of a supply chain within the food industry. This includes all entities in the supply chain, supply chain structure, relationship models, integration strategies, and different supply chain management strategies.
Purchasing	<ul style="list-style-type: none"> The student understands different purchasing strategies and how to interact with suppliers. The student will gain more specific of how to manage relationships within the supply chain.
Distribution Management	<ul style="list-style-type: none"> The student will understand how to analyse different distribution channels and be able to recognize which method of distribution is applicable for a company in the food supply chain.
Lean Logistics	<ul style="list-style-type: none"> The student is familiar with different methods of production and understands how to reduce waste and limit losses within logistical operations.
Reverse Logistics	<ul style="list-style-type: none"> The student is able to understand the impact of a strong reverse logistics strategy.
Aeres-competencies:	
<ul style="list-style-type: none"> To present (level 3) assessed by means of a final presentation assessed by the assessment checklist provided in the module workbook of IFCC. To research (level 3) assessed by means of the final report for the proof of proficiency, student identifies, describes and problems and the sources of the problem within the food value chain. The information gathered will be represented in the learning tasks. The final report consists of the improved learning tasks. 	

- **To innovate (level 3)** assessed by means the final report for the proof of proficiency, where students are stimulated to find innovative solutions to problems and provide recommendations for the problems they discovered during the analysis of the food value chain.
- **To endorse sustainable behavior (level 3)** assessed by means of a final report for the proof of proficiency where students are able to justify one's actions while showing respect for values and norms and with a focus on a balanced use of available resources.

End qualifications

- Management of organizations, processes and project and people
- Effective cooperation and communication in a multidisciplinary and intercultural environment
- Optimizing logistics and managing the quality in agri-food chains

5.3. Export Management (AEXM)

5.3.1. Module orientation

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

5.3.2. Module overview

Minor exportmanagement (AEXM)			
Minor export management			
Coordinator:	MEA	Number of credits:	15

Elements	ECTS	Name	Exam	Period	Literature
AEXM01	5	Writing of an export plan	Assignment	2	NA
AEXM03	3	Export planning, theory	Exam	1	Export planning – Joris Leeman – 2nd edition – ISBN 9789043035705
AEXM04	2	Management simulation Phone Ventures	Assignment	2	PhoneVenture manual is freely available
AEXM05	3	Intercultural management	Assignment	2	The culture map breaking through the invisible boundaries of global business – Erin Meyer – ISBN 9781610392501
AEXM07 (only for 3IEA and 4IC, instead of AEXM06)	2	European Union Introduction	Exam	2	Understanding the European Union – John McCormick – 8 th edition – ISBN 9781352011197
AEXM08 (not for 3IEA and 4IC)	2	European Union trade policy	Assignment	2	The trade policy of the European Union – Sieglinde Gstöhl and Dirk de Bièvre – ISBN 9780230271975

Professional task:	Job at professional university level, with many international contacts
Role:	Export manager, international sales person, export office staff
Method of Instruction	Lectures, coaching, assignments, practical assignments, management simulation, interviews, internship (20 days in total = 1 day/week), possible excursions.
Knowledge areas:	Objectives (The student):
Export	<ul style="list-style-type: none"> Is able to write a convincing export plan, using relevant theory Can recognise culturally sensitive topics and is able to deal with that
Intercultural competences	<ul style="list-style-type: none"> Can present an intercultural topic in a convincing way Is able to formulate in what ways the EU has shaped its trade policy

Aeres competences:
To cooperate, To present, To see and exploit opportunities, To appreciate the global perspective
Final qualifications:
<ul style="list-style-type: none"> Dependent on curriculum studied.

Peculiarities: in the module an excursion is organised. You can participate in an excursion to Hungary, end of September 2021. This excursion will cost € 250 - € 300 and these costs have to be covered by the student. If the student chooses not to participate or cannot join, (s)he will write an assignment with a study load of 40 hours; next to that, a management simulation is part of this module (AEXM04). An alternative for this management simulation is not available. This management simulation costs € 20 per student; these costs are covered by Aeres Dronen.

5.4. Specialization International Agribusiness

5.4.1. Module orientation

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

5.4.2. Module Overview

Specialization courses international agribusiness (ISIA)			
Coördinator:	?????	credits:	27

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

*1 final mark: marks delivered by Groupe ESA

Entrance requirements:	n.a.
Professional task:	Perform technical skills Execute a business and marketing project
Role:	Advisor, researcher, specialist
Methods:	Lectures, project work
Fields of expertise:	Learning objectives (the student):
	<ul style="list-style-type: none"> Information by Angers
Aeres competencies:	
	<ul style="list-style-type: none"> To research, to innovate, to organise, to enterprise, to endorse sustainable behavior
Final qualifications:	
	<ul style="list-style-type: none"> Getting familiar with the international agri-food sector Developing a vision and strategy for an international agri-food company Entrepreneurship and innovation in the international agri-food business Designing and implementing a result oriented practical research in the agri-food sector Advising about financial aspects to manage a agri-food company

5.5. Company Placement (AECPL)

5.5.1. 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.

5.5.2. Module Overview IECP

Company Placement (AEGWP)					
Coordinator:		TEJ		Credits:	
				20	
Element	ECTS	Name	Mode of Exam	Period	Literature
AEGWP01	20	EED Graduation Work Placement	Placement report	12	Work Placement Manual (available on Canvas)
Entrance requirements:		First semester and first part of second semester of current Aeres educational year.			
Professional task:		The EED graduation work placement is adapted to the chosen profile of the students, in this case management in the agrifood chain, (agri)business consultancy or research institutes. The activities as performed by the student during the work placement are in line with the chosen study programme. In the placement the student is expected to operate as a young professional within a job profile that matches the programme the student is in.			
Role:		Advisor, entrepreneur, researcher, junior project manager			
Methods:		Depending on the type of placement			
Fields of expertise:		Learning objectives (the student):			
Based on own choice		<ul style="list-style-type: none"> obtains insight into the operational practice of the placement company, and into the place of the company in its environment. carries out a practical assignment, in a self-responsible manner. This implies that placement coaching by the company will have the characteristics of general supervision. effectively applies current methods of research methodology and interpretation techniques. obtains insight into relevant professional activities and the accompanying requirements for Higher Education graduates, as formulated by the company and its environment. 'Relevant' means relevant to the course of which the placement is a part. demonstrates that he/she is proficient in a number of professional skills and competencies, as required in the course programme the student can adapt or reformulate study goals on the basis of experiences in the training period. The student conforms to these individual learning goals, set either in advance or during the training period 			
Assessment:		<ol style="list-style-type: none"> Assessment by the training company (company coach) as an indicator Assessment by the Professional University (university coach), based on: <ul style="list-style-type: none"> the in-company days the three weekly reports the final placement report 			
Aeres competencies:					
To be chosen by the student					
Final qualifications:					
Free, depending on the assignment					

5.6. Thesis (AAFWi)

5.6.1. 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.

5.6.2. Module Overview AAFWi

Graduation Project (AAFWi)					
Thesis Project					
Coordinator:		MOS		Credits:	
				10	
Element	ECTS	Name	Mode of Exam	Period	Literature
AAFWi01	10	Thesis	Report + thesis seminar	1, 2, 3, 4	<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. (2020). <i>RThis is research</i> Groningen: Noordhoff uitgevers. ISBN: 9789001895464 <p>Suggestion for further reading:</p> <ul style="list-style-type: none"> • Kumar, R. (2014). <i>Research methodology, A Step-by-Step Guide for Beginners</i>. Sage publications Ltd. ISBN: 9781446297827
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. • Is able to work on and show proof of 3-4 selected Aeres competencies, based on the student's own choice, on level 3 in a professional setting. • 			
Aeres competencies:					
Based on own choice for the graduation phase (level 3)					
Final qualifications:					
Check curriculum overview and programme profile.					

5.7. Personal Development (APL4iR)

5.7.1. 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.

5.7.2. Module Overview APL4iR

Personal development (APL4iR)					
Coordinator:		TEJ		credits:	3
Elements	ECTS	Name	Mode of Exam	Period	Literature
APL4iR01	1	Managing competences	Report (O/V/G)	4	Syllabus APL4i
APL4iR03	1	Research methodology, design & reporting	Assignment	2	<ul style="list-style-type: none"> Baarda, B. (2020), 3rd edition- research, this is it! Noordhoff uitgevers ISBN 9789001895464 <p>For further reading</p> <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
APL4iR04	1	Quantitative Research methods with statistics & SPSS	Training	2	<p><i>Compulsary</i></p> <ul style="list-style-type: none"> Manfred te Grotenhuis, Anneke Matthijssen (2015). <i>Basic SPSS Tutorial</i>, Sage Publications. ISBN 9781483369419 <i>Online Statistics Education: An Interactive Multimedia Course of Study</i>, developed by Rice University (Lead Developer), University of Houston Clear Lake, and Tufts University http://onlinestatbook.com IBM SPSS 20 or higher. Available in computer rooms. Handouts, data sets and exercises will be posted on Canvas.
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, portfolio			
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"> is able to identify a challenging topic within the international food / agricultural business. is able to search for relevant information on a topic in the food / agricultural business and to further work out the broader context and the theoretical framework of the topic. is able to describe the relevance of researching the topic in the food / agricultural business. 			

	<ul style="list-style-type: none"> • is able to describe the knowledge gap of the research topic and can translate this into a main question and sub-questions. • knows the different forms of research and chooses the relevant form, design and methodology of research. <p>can present the research proposal in writing and orally depending on the target group.</p>
SPSS	<ul style="list-style-type: none"> • is able to use quantitative tools to process data and use statistics for research papers. The student knows how to analyze and interpret data using SPSS in the framework of qualitative research.
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 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. • 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. • Setting up an applied business research in the agri-food business 	

Klik hier als u tekst wilt invoeren.