



AERES
UNIVERSITY OF
APPLIED SCIENCES
DRONTEN

International Food Operations Management

COURSE CATALOGUE

Academic year 2023-2024

CROHO: 34688

ISCED: 0419

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1 Introduction

This is the course catalogue for the 4-year international Double Degree Bachelor of Business Administration programme International Food Operations Management (IFOMH) for the academic year of 2023-2024. Registered under the Dutch CROHO 34688 and ISCED 0419 Business Administration. This catalogue contains all official information about the programme and is therefore leading. During the course, detailed information will be presented in Canvas, our online learning environment. The language of instruction, exams and assessments of this programme is English at all times and is designed and developed with our Partner, University of Wisconsin-River Falls. Students graduating from this programme receive a Bachelor of Business Administration from Aeres UAS and a Bachelor of University of Wisconsin-River Falls.

The International Food Operations Management Double Degree Bachelor programme is an unique programme in many ways. This first cycle, full-time, 4-year, 240 ECTS programme has been developed aiming at a wide range of future careers in the main themes of the food and operations management industry. Each year a selected group of students is offered the chance to study both in the Netherlands and United States to obtain two Bachelor degrees! The programme includes an internship in both Europe and North-America to gain practical experience within the International Food Operations Management.

Programme content, focus and structure

The food industry is under increasing pressure as costs rise, demand grows, and consumer quality needs increase. This course provides a learning opportunity for students to meet this growing pressure. This course has components of food, business, processing, and operations management, to provide a unique set of skills and knowledge to be successful following the course. In the first year, students will gain insight into introductory level business, supply chain, processing, and food safety/quality type courses. Year two will focus mainly on food operations, while year three teaches a variety of courses on food supply chain, processing, and research. Year four is a combined with minors of the student's choice, in addition to a placement and graduation project.

Students either start their studies in the Netherlands at Aeres UAS Dronten or in United States at University of Wisconsin-River Falls, after meeting each other at a mutually selected location between our 2 continents. After one year of studies the full group will study in the United States for the second year of the programme including an individual North American work placement of three months of their own choosing. The third year of their studies is solely offered at Aeres UAS in the Netherlands, which also includes a three-month internship in European. The fourth year is focussed on the students' specialisation; students can either broaden or deepen their knowledge on topics of their choosing. Students will take their fourth year of studies at the same location as where they started their studies and includes conducting applied research, thesis writing and 2 minors of their own choosing. The programme structure is further explained in more detail in this course catalogue.

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 Operations Management industry. IFOM students have to comply with specific criteria to be accepted in the programme.

The International Food Operations Management programme is a new and innovative programme. The International Food Operations Management team will do the outmost to keep the quality of the education

at a high level. The quality of the programme is continuously monitored and the modules are revised every year. In addition we have a board of advisors with professionals from the International Food Operations Management to ensure that the programme keeps on meeting the needs of the world of work.

Once you are admitted as a student at Aeres University of Applied Sciences, it is also possible to become a member of a Student association. More information can be found on the website: www.aeresuas.com

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, 2022).

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 Vientum 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, 2022).

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 prove 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 the 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 during the study program:

1. At the end of the propaedeutic phase (year 1) the student will have to prove they have 8 out of the 10 Aeres competencies at level 1. The focus of the first year is on the following competencies **to cooperate, to present, to organise and to introspect** and need therefore be included in their portfolio. The student has to show by means of a portfolio that they master these competencies at the level of the “Propaedeutic” level of performance in which they outline different cases explaining and reflection on pas performance. Failure to show satisfactory performance for these competencies is taken into account during progress meetings.
2. At the end of the main phase (year 3), the student will have to prove that he or she masters the 8 out of 10 competencies on level 2. The second and third year focus on: **leadership, to cooperate, to research, to innovate, to enterprise 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, the focus competencies need therefore be included in the portfolio. Failure to show satisfactory performance for these competencies is taken into account during progress meetings.
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 of which to research is a mandatory competency to show**.

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 Programme structure

The following section deals with the content of the programme in more detail. One ECTS corresponds with a study load of 28 hours, so 13 ECTS corresponds with 364 hours of study load. The study load is what an average student should spend on the module in time. Therefore, a 364-hour credit has the student working for 364 hours on it, in total, that is seminars, trainings, meetings and study or research time.

Every academic year is divided in 2 semesters. Each semester contains of 2 study periods of 7 lesson weeks after which exam periods are scheduled, each exam period is comprised of 2 weeks. After each semester study progress is assessed by means of a progress meeting chaired by a member of the examination committee.

SEMESTER 1				SEMESTER 2			
Period 1	T1	Period 2	T2	Period 3	T3	Period 4	T4
module 1	Exams	Module 1	Exams	Module 3	Exams	Module 3	Exams
Module 2	Exams	Module 2	Exams	Module 4	Exams	Module 4	Exams
Personal Dev	Exams	Personal Dev	Exams	Personal Dev	Exams	Personal Dev	Exams

Table 1. Academic Year lay out of IFOM year 1.

The modules in year 1 (NL) are worth 13 ECTS each and contain several subjects, each module is completed by fulfilling the requirements of the proof of proficiency. Student have to pass each subject, for all specific requirements and regulations, please check the Exam Regulations. Next to the regular modules, students work on personal development and competency management in order to become a successful young professional.

SEMESTER 1				SEMESTER 2			
Period 1	T1	Period 2	T2	Period 3	T3	Period 4	T4
Module 1	Exams	Module 4	Exams	Module 7	Exams	Placement	No Exam
Module 2	Exams	Module 5	Exams	Module 8	Exams	Placement	No Exam
Module 3	Exams	Module 6	Exams		Exams	Placement	No Exam
Personal Dev	Exams	Personal Dev	Exams	Personal Dev	Exams	Personal Dev	No Exam

Table 1. Academic Year lay out of IFOM year 2 and 3.

The modules in year 2 (USA) and 3 (NL) are worth 6 ECTS each and contain several subjects. Students have to complete 2 proof of proficiencies focussing on (market) research and food product development. Next to the regular modules, students work on personal and professional development and competency management during their work placements.

Although the credits for the module are divided over the different subjects, credits are only awarded when all assessments in the module, including the proof of proficiency are passed. The proof of proficiency is an overall assessment where the student has to show that he is able to integrate all the learned elements of the module by performing a professional task in a realistic professional setting.

4 General courses throughout the programme

As part of the personal education focus within Aeres UAS, there are several general courses throughout the programme where personal and professional are developed. The general courses have codes starting with PSVAi (entrance courses), PPLi (general courses in the first year) and APL (general courses in the fourth year).

Entrance courses (PSVAi)

Having a group of students coming from all sorts of backgrounds, we have defined a set of refresher courses. Students get 1 ECTS when they have completed all the PSVAi courses. Depending on their previously obtained skills or background, students might be able to get dispensation for some of the refresher courses.

PPLi courses

Regarding the language training in our programme, we work with the Common European Framework for languages. In appendix 3 an overview of the European language levels A1 to C2 is given. In order to be eligible to apply for the programmes, students should have at least B2. During the first year IFOM students hone their language skills further so that they are able to prove their C1 level in year 1 which is programme requirement as laid out in the binding study advice regulations.

First year

- **Refresher course Mathematics.** At the start of the year students need to take an entrance test Mathematics. Based on this, the student could obtain dispensation for the Mathematics course. For Dutch students with a MBO degree it is strongly advised to participate in the summer course mathematics before the start of the academic year.
- **Refresher course Micro Economics.** This course is merely a refresher course and focusses merely on micro economics. At the start of the year students need to take an entrance test Micro Economics. Based on this, the student could obtain dispensation for the Micro Economics course.
- **Refresher Chemistry:** This course is a refresher for students in basic chemistry, and is required for processing and food development courses in later parts of the study.
- **English language; 4 credits.** At the end of year 1, students should have reached the CEFR C1 level (CAE level), using the Cambridge certificate method as class material. In order to be eligible for dispensation in year 1, students should be able to show a Cambridge Advanced Certificate (CAE), with an average mark of at least B or higher but for writing a B is minimum, issued by an official language institute. Students can also sit an entrance test based on Cambridge Advance Exam in which they show similar scores as previously mentioned to earn dispensation.
In order to complete the ppl1i English course at Aeres UAS, students must have completed these courses with a mark of at least 6,0 or higher. Compensation rules do not apply to this course as it is part of the binding study advice criteria.
- **Team work.** Since we are double degree programme and spend significant time together we feel it is important that both groups get acquainted with one another. Given the international character of the group, teambuilding is of great importance in order to identify cultural differences and find ways how to deal with this. Throughout the first year several activities are organised to meet with their counterparts virtually.

- **CMP/personal development.** Throughout the study programme at the Aeres the student will work, supported by a personal coach, on his personal development. The student will receive a CMP workbook with assignments that support the student in working on his development.

Second year

- Organised by partner.

Third year

- After returning from the United States and half way through year three, a study tour is organised to further hone teambuilding skills in a real setting and to get acquainted and settle within the now complete group and in a new country/continent for the University of Wisconsin-River Falls students. The study tour will take the students to Brussels to see the European Commission and Parliament. Besides getting to know each other better there are several goals for this study tour: experiencing cultural differences and learning to deal with that, getting to know the two universities and administrative issues, and last but not least getting introduced into the International Food Operations Management by visiting companies and taking part in seminars and conferences on current food business topics.

Fourth year

- **Ethics.** During the fourth year students must attend the ethics course as part of becoming a successful young professional. Seeing different perspectives and paradigms is essential when students want to work in a professional setting.
- **CMP/personal development.** Throughout the study programme at the Aeres the student will work, supported by a personal coach, on his personal development. The student will receive a CMP workbook with assignments that support the student in working on his development.

5 Educational Examination Regulations

5.1. 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 University of Wisconsin-River Falls students taking their second year at Aeres UAS as part of the IFOM programme.

5.2. 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>

5.3. 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

5.4. 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.

Jan Pesman

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Titia van Duinen-Rozema

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Dean and Studying with a disability:

Elly van Putten-Travaille

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Telephone number: 088-020 5898

Room number: F 2.34

6 Curriculum outline

6.1. First year general modules

General modules in semester 1 & 2		ECTS credits
PPL1i01	Managing competencies 1	1
PPL1i02	Managing competencies 2	1
PPL1i03	Use of English 1	1
PPL1i04	English language skills 1	1
PPL1i05	Use of English 2	1
PPL1i06	English language skills 2	1
PPL1i23	Team work	1
PSVA14	Mathematics	*1
PSVA21	Microeconomics	*
PSVA16	Chemistry	*
total		8

Personal development (PPL1i)					
Coordinator:		POL		credits:	7
Elements	ECTS	Name	Mode of exam	Exam Period	Literature
PPL1i01	1	Managing competencies 1	Assignment (O/V/G)	T2	materials provided by the lecturer
PPL1i02	1	Managing competencies 2	Assignment (O/V/G)	T4	materials provided by the lecturer
PPL1i03	1	Use of English 1	Written exam	T1	Hewings, M. (2023) Advanced Grammar in Use, fourth edition. Cambridge: Cambridge University Press. ISBN 9781108920216 McCarthy, M. & O'Dell, F. (2016) English Collocations in Use, second edition. Cambridge: Cambridge University Press. ISBN 9781316629956
PPL1i04	1	English language skills 1	Portfolio	T2	Hewings, M. (2023) Advanced Grammar in Use, fourth edition. Cambridge: Cambridge University Press. ISBN 9781108920216 McCarthy, M. & O'Dell, F. (2016) English Collocations in Use, second edition. Cambridge: Cambridge University Press. ISBN 9781316629956
PPL1i05	1	Use of English 2	Written exam	T3	Hewings, M. (2023) Advanced Grammar in Use, fourth edition. Cambridge: Cambridge University Press. ISBN 9781108920216 McCarthy, M. & O'Dell, F. (2016) English Collocations in Use, second edition. Cambridge: Cambridge University Press. ISBN 9781316629956
PPL1i06	1	English language skills 2	Portfolio	T4	Hewings, M. (2023) Advanced Grammar in Use, fourth edition. Cambridge: Cambridge University Press. ISBN 9781108920216 McCarthy, M. & O'Dell, F. (2016) English Collocations in Use, second edition. Cambridge: Cambridge University Press. ISBN 9781316629956
PPL1i23	1	Team work	Assignment	T1	Mandatory introduction study tour to Italy, costs to be paid by the student. Estimated costs EUR 850; student will pay the actual costs:
Entrance requirements:		None			
Professional task:		N.A.			
Role:		N.A.			
Methods:		Lectures, training, assignments, exams, introduction week, study tour			
Fields of expertise:		Learning objectives (the student):			

English (in general)	<ul style="list-style-type: none"> is able to obtain CEFR level C1 (proficient user) at the end of year 1 with a strong focus on obtaining a broad spectrum of vocabulary and advanced grammar structures is able to provide a portfolio with a range of English language skills assignments (listening, writing, speaking) that prove C1 CEFR level.
English: Listening	<ul style="list-style-type: none"> is able to understand extended speech even when it is not clearly structured and when relationships are only implied and not signaled explicitly.
English: Reading	<ul style="list-style-type: none"> is able to understand long and complex factual and literary texts, appreciating distinctions of style. is able to understand specialised instructions, even when they do not relate to their field.
English: Spoken interaction and production	<ul style="list-style-type: none"> is able to express his/herself fluently and spontaneously without much obvious searching for expressions can use language flexibly and effectively for social and professional purposes can formulate ideas and opinions with precision and relate my contribution skillfully to those of other speakers
English: Writing	<ul style="list-style-type: none"> is able to present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion is able to write content that contains minor irrelevances and/or omissions may be present. Target reader is on the whole informed uses the conventions of the communicative task effectively to hold the target reader's attention and communicate straightforward and complex ideas, as appropriate knows how to write text that is well organised and coherent, by using a variety of cohesive devices and organisational patterns is able to use a wide range of vocabulary, including less common lexis, appropriately uses a range of simple and complex grammatical forms with control and flexibility. Occasional errors may be present but do not impede communication
Personal development	<ul style="list-style-type: none"> is able to describe and explain their progress in correlation to competencies on level 1 is able to explain personal progress by means of SMART examples of the 10 Aeres competencies and obtain level 1 for all 10 competencies
Teamwork	<ul style="list-style-type: none"> is able to understand the context of the European/international food business and cooperatively work in an international team in a multicultural environment is able to convey ideas and supporting and counter arguments clearly in an understandable and persuasive manner on a topic related to the European/international food business in a written essay that is written clearly, succinctly and flawlessly
Aeres competencies:	
<ul style="list-style-type: none"> To organize (level 1): students plan and organize their own assignments, projects, and progress in this module by means of project deadlines, learning tasks of other modules and assignments. To introspect (level 1): Assessed by means of assignments in which students show examples of situations where they worked on improving their competencies The examples given are based on the goals students set at the beginning of the year and halfway through the first year. The examples are given using the STARR method and goals are formulated according to the SMART method. To present (level 1): students structure information clearly and logically in terms of format and structure; uses appropriate language for the message and target audience, speaks calmly and coherently makes affective use of words, gestures and resources, writes clearly succinctly and flawlessly, shows interest and engagement and listens actively to others and provides calm and confident explanations, assessed by means of exams, portfolio, study tour participation and essay writing. 	
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. 	

Entrance courses (PSVAi)					
Coordinator:		MEA		Credits:	1
Elements	ECTS	Name	Mode of Exam	Exam Period	Literature
PSVA14	0	Mathematics	Written Exam	T2	Irénée, D. & Krasser, W. (2014). <i>Mathematics for Finance, Business and Economics</i> : Noordhoff Uitgevers. ISBN: 9789001818623 Buy this book <u>only after</u> the results of the intake exam will be announced
PSVA21	0	Microeconomics	Written Exam	T1	Goodwin, N., Harris, J. M., Nelson, J. A., .Rajkarnikar, P.J.,(e.a.) <i>Microeconomics in context</i> (4 th edition). Routledge. ISBN: 9781138314566 Buy this book <u>only after</u> the results of the intake exam will be announced
PSVA16	0	Chemistry	Written Exam	T4	McMurry, J., Ballantine, D., Hoeger, C.A., Peterson, V.E. (2017). Fundamentals of General, Organic and Biological Chemistry (8 th edition), Pearson, ISBN 9781292123462
Entrance requirements:		None			
Professional task:		Students need to obtain a basic understanding of mathematics and microeconomics in order to be able to work in the different modules, these courses focus on ‘refreshing’ the memory to overcome knowledge gaps.			
Role:		N/A			
Methods:		Lectures, training, working groups, assignments, exams			
Fields of expertise:		Learning objectives (the student):			
Mathematics		<ul style="list-style-type: none">is able to calculate differentiation, linear programming, ABC formula’s, function analysis.			
Microeconomics		<ul style="list-style-type: none">is able to understand Consumers, Producers, Market Analysis, the concept and importance of demand and supply and producer revenue in relation to elasticity.			
Chemistry		<ul style="list-style-type: none">can identify and apply a chemical perspective to matter.knows how to use mathematical reasoning and analytical laboratory skills to solve chemical problems.			
		<ul style="list-style-type: none">			
Aeres competencies:					
<ul style="list-style-type: none">N/A					
Final qualifications:					
<ul style="list-style-type: none">N/A					

6.2. First year modules

Analyzing business processes

subject	name subject	ECTS credits
PABU01	Proof of proficiency	3
PABU06	Introduction to operations management	2
PABU07	Introduction to business finance	2
PABU14	Introduction to Business management	4
PABU 13	Academic language and report writing	2
total		13

Analysing business processes (PABU)					
Coordinator:		OER			credits: 13
Elements	ECTS	Name	Mode of Exam	Period	Literature
PABU01	3	Proof of proficiency	Assessment	2	PRAXAR/Pearson Kayak Management Simulation €45 To be bought through Aeres UAS
PABU06	2	Introduction to operations management	Written exam	1	Krajweski, Ritzman, Malhotra (2013) Operations Management – Processes and supply chain: Global chain 10 th edition. Pearson Education. ISBN 9780273766834 buy only <u>after</u> more information from lecturer is given in class materials provided by lecturer
PABU07	2	Introduction to business finance	Written exam	2	Atrill, P. & McLaney, E. (2016) <i>Accounting and finance for non-specialists.(12th edition)</i> New Jersey: Pearson Education Limited. ISBN: 9781292334691
PABU10	4	Introduction to business management and organisational behaviour	Written exam	2	Robbins, S. & Coulter, M. (2020). (15 th edition) Management. Pearson Education. ISBN: 9781292340883
PABU13	2	Academic language and report writing	Assignment	1	Jong, de, J. (2017). <i>Effective strategies for academic writing</i> . Bussum: Coutinho. ISBN: 9789046905050
Professional task:		<u>Performing an internal & external analysis of a business, making connections between the various aspects of the process and how and why various strategies are implemented.</u>			
Role:		Member of a consultancy team who will advise a company within the international food business how to improve their business organisation and strategy.			
Methods:		Lectures, training, working groups, assignments, exams			
Fields of expertise:		Learning objectives (the student):			
Organisation & management		<ul style="list-style-type: none"> is to explain the basic functions of a business manager – planning, controlling, directing, and decision-making as well as to understand that organizations consist of people, and have an understanding of how people behave in groups and with various levels of power. 			
Strategy		<ul style="list-style-type: none"> is able to explain what strategy is, how strategies are formulated based on internal and external analysis, know how strategy models are used and how strategies are implemented. 			
Business processes		<ul style="list-style-type: none"> is able to understand the operational differences between goods and services, the concept of productivity and enhancing it, understand how to approach major projects and how to link global developments in operations management to the strategic choices a company in international food business can make. 			

Business Finance	<ul style="list-style-type: none"> is able to prepare balance sheets, profit and loss accounts and cash flow statements, analyze financial statements and give an underpinned opinion on the importance of accounting conventions
Report Writing & Academic Writing	<ul style="list-style-type: none"> Students are able to write and structure reports according to academic standards and APA style.
Aeres competencies:	
<ul style="list-style-type: none"> To cooperate (level 1): The student is able to create a good atmosphere, handle the interests of others with care, is able to conquer resistance and conflict and utilize the qualities of all individual team members to collectively reach the predetermined goals. To present (level 1): The student 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. To research (level 1): The student is able to identify and describe a problem or a development, formulates a practice-based research question and answers this using a suitable research method. To enterprise (level 1): The student is able to seize chances and opportunities and turn these into desired results at one's own risk 	
Final qualifications:	
<ul style="list-style-type: none"> Management of organizations, processes, projects and people. Developing a vision and strategy for an (international) agri-food business Advise on financial aspects of business management of an agri-food company 	

PSIF Settling in International Food Business

subject	name subject	ECTS credits
PSIF01	Assessment	3
PSIF03	Introduction to macro economics	2
PSIF06	Global economics	2
PSIF08	International food business and agricultural food politics	4
PSIF12	Intercultural Communication	2
total		13

Settling in international food business (PSIF)					
Coordinator:		BXM		credits:	13
Elements	ECTS	Name	Exam	Exam Period	Literature
PSIF01	3	Assessment	Assessment	T2	N.A.
PSIF03	2	Introduction to macro economics	Written exam	T1	Goodwin, N., Harris, J., Roach, B., Nelson, J., Torras, (2019) <i>Macroeconomics in context, 3rd edition</i> , Taylor Amp & Francis Inc. ISBN: 9781138559035
PSIF06	2	Global economics	Written exam	T2	Krugman, P.R., & Obstfeld, M., & Melitz, M.J. (2018). <i>International Economics Theory and Policy</i> (11th edition). Harlow: Pearson. ISBN: 9781292214870.
PSIF08	4	International food business and agricultural food politics	Written exam	T2	Paarlberg, R. (2013). <i>Food Politics; what everyone needs to know</i> . Oxford: Oxford University Press. ISBN: 9780199322381 Additional materials provided by lecturers

PSIF12	2	Intercultural Communication	Written exam	T1	Nunez, C., Mahdi, R. & Popma, L. (2017) <i>Intercultural Sensitivity, from denial to intercultural competence</i> . Assen: van Gorcum. ISBN: 9789023255567
Entrance requirements:		None			
Professional task:		Professional acquaintance with different dimensions of international food business, including stakeholders, global commodity markets and food policies			
Role:		Researcher on global food trends and policies			
Methods:		Study tour, guest lectures, lectures, group assignments.			
Fields of expertise:		Learning objectives - the student is:			
Global economics		<ul style="list-style-type: none">• Is able to describe elements of international organisations and economic theories• Is able to determine various organisations behind international food policies• Is able to explain why certain countries produce and export certain goods and services			
International food business and agricultural food politics		<ul style="list-style-type: none">• Explain the role of various stakeholders in the food supply chain.• Identify specific aspects of the international food sector (e.g. food trends, certification, recent developments and challenges)• Formulate a critical opinion in relation to aspects of the food sector (e.g. food waste, misleading marketing)• Describe relation between politics, food industry and consumption of food• Examine how policies may or may not achieve sustainable food systems			
Macroeconomics		<ul style="list-style-type: none">• Is able to analyse the intensity of competition in a particular industry• Is aware of the role of economic environment, developments and risks			
Intercultural communication theories		<ul style="list-style-type: none">• Is able to identify intercultural differences (based on theory)• Is able to deal with intercultural differences• Is able to make an intercultural strategy for a company			
Aeres competencies:					
<ul style="list-style-type: none">• To cooperate (level 1): The student is able to contribute effectively to group work and activities, reporting progress in a logbook.• To research (level 1): The student is able to conduct a comprehensive analysis on global food business.• To appreciate the global perspective (level 1): The student considers the world one’s playing field and functions well in an international environment. The student analyses various countries in order to find differences between food business practices. The student is able to explain how the global food policy influences the international food market.					
Final qualifications:					
<ul style="list-style-type: none">• To know the current developments in the agri-food sector• Effective cooperation and communication in a multi-disciplinary, intercultural environment.					

PAFC

Analysing food value chains

subject	name subject	ECTS credits
PAFC01	Assessment	3
PAFC02	International food trade	2
PAFC11	Introduction to International Business Law	2
PAFC13	Managing food value chains, logistics and distribution analysis	4
PAFC14	Food quality and safety management	2
total		13

Analyzing food value chains (PAFC)					
Coordinator:		KPS		credits:	13
Elements	ECTS	Name	Mode of Exam	Exam Period	Literature
PAFC01	3	Assessment	Assessment	T4	N.A.
PAFC02	2	International food trade	Written exam	T3	Krugman, P.R., & Obstfeld, M., & Melitz, M.J. (2018). <i>International Economics Theory and Policy</i> (11th edition). Harlow: Pearson. ISBN9781292214870
PAFC11	2	Introduction to International Business Law	Assignment	T3	Wevers, H. (2015). <i>A basic guide to international business law</i> . Houten: Noordhoff uitgevers. ISBN: 9789001862732
PAFC13	4	Managing food value chains, logistics and distribution analysis	Portfolio	T4	Dani, S. (2021). Food Supply Chain management and logistics (2nd edition). Kogan Page.: London, ISBN: 9781398600126 9780749473648 Rushton, A., Croucher, P., & Baker, P. (2017). <i>The Handbook of Logistics and Distribution Management : Understanding the Supply Chain</i> (5 ed.). London: Kogan Page. ISBN:074947677X <u>Buy the book only after more information from the lecturer is given in the class.</u>
PAFC14	2	Food quality and safety management	Assignment	T4	Materials provided by lecturer
Entrance requirements:		None			
Professional task:		Analyzing the company's current food value chain, analyzing problems in the area of food chain management, logistics and food quality/safety management, preparing and presenting an advisory report.			
Role:		Advisor			
Methods:		Lectures, group assignments, excursions			
Fields of expertise:		Learning objectives (the student):			
Production and distribution management Stock management Reverse logistics Chain management Import- and export management		Student is able to <ul style="list-style-type: none"> • <u>The student knows the structure of the supply chain</u> • <u>The student knows the flows of good, information and money in the supply chain</u> • <u>The student knows the basic concepts of supply chain management, like vertical integration.</u> • <u>The student knows how to apply supply chain mapping.</u> • <u>The student knows the relationship strategies in the supply chain</u> • <u>The student has some understanding of the supporting Technologies in food supply chains.</u> 			
		<ul style="list-style-type: none"> • apply logistics into various types of business environments • define the content of discipline 'logistics' • work with various logistics concepts • explain the difference between the demand management and supply chain management • recognize the function and types of inventory • indicate the influence of product design on logistics costs; • define form, fit and function of the product • apply the logistic concepts in distribution management • explain the difference between green logistics and reverse logistics 			

	<ul style="list-style-type: none"> indicate the importance of continuous improvement in logistics
Quality management Analysing processes information analysis and use of information systems Creative and problem solving thinking Planning and organizing	<ul style="list-style-type: none"> Student understands basic quality concepts and food safety fundamentals. Student is able to describe the general principles of most well-known food quality management systems Student is able to analyze the problems in the area of food chain, logistics and food quality management and plan quality-improvement activities. The student is able to work as part of a team to plan and complete relatively complex projects.
International Business Law	<ul style="list-style-type: none"> is able to understand the basics of civil law the affects it has on international food business, the relation between civil law and international trade agreements, the principles of a contract and its obligations and settlement of a dispute.
Aeres competencies:	
To cooperate (level 1): Student work on a group project throughout the semester. Students involvement in a group work and his/her contribution to a team work is being assessed. To endorse sustainable behaviour (level 1): students will be able to analyse the food chain and identify opportunities to increase the sustainability within the food chain To appreciate the global perspective (level 1): student obtains an insight into global food supply chain and is able to demonstrate an ability of analysing global food value chains .	
Final qualifications:	
<ul style="list-style-type: none"> Optimising logistics and monitoring quality of agri-food chains Management of organizations, processes, projects and people 	

PMAC Developing a marketing and communication strategy

subject	name subject	ECTS credits
PMAC01	Assessment	3
PMAC02	Consumer behaviour	2
PMAC05	Marketing communication strategy and communication instruments	4
PMAC09	Innovation management	2
PMAC10	Sales management	2
total		13

Marketing and communication strategy (PMAC)					
Coordinator:		QUU		credits:	13
Elements	ECTS	Name	Mode of Exam	Period	Literature
PMAC01	3	Assessment	Assessment	4	
PMAC02	2	Consumer behaviour	Written exam	3	Solomon, M.R. (2018). <i>Consumer Behavior: Buying, Having, and Being</i> . Global Edition, 12/E. Pearson. ISBN: 9781292153100.
PMAC05	4	Marketing communication strategy and communication instruments	Written exam	4	Egan, J. (2019). <i>Marketing Communications</i> . 3rd Edition. SAGE Publications. ISBN: 9781292135762
PMAC09	2	Innovation management	Assignment	3	Bessant, J. & Tidd, J., (2015) <i>Innovation & entrepreneurship</i> 3 rd edition. John Wiley And Sons Ltd. ISBN: 9781118993095.

PMAC10	2	Sales management	Assignment	4	Materials provided by lecturer
Entrance req.:		None			
Professional task:		As a marketing assistant/consultant you develop a marketing communication strategy for a company. Afterwards you develop a marketing communication plan based on the previously formulated marketing communication strategy and objectives(s).			
Role:		Marketing assistant/consultant			
Methods:		Classes, training (excursion, when possible)			
Fields of expertise:		Learning objectives (the student):			
Consumer behaviour		<p>The student understands:</p> <ul style="list-style-type: none">the importance of consumer behavior for companies and the responsibility they have.the needs, wants and motivation of consumers.perception and the perceptual process.how consumers learn about products and services and remember them.the nature and power of attitudes.how consumers make decisions and how companies can influence those decisions.that other people and groups influence our consumer decisions.the nature and importance of culture for consumers.			
Sales management		<ul style="list-style-type: none">will learn how to make a sales plan and how to do a sales pitch. Next to this the focus is on strategic and operational aspects of sales management. Attention is also on how to coach and motivate the sales team, sales skills and sales leadership.0			
Marketing communication strategy and communication instruments		<ul style="list-style-type: none">will learn how a marketing communications strategy is developed and all theory on marketing communication.will be introduced into various marketing communications instruments.will learn how to develop communications instruments and how to use different instruments e.g. select the most appropriate instrument for a given situation.			
Innovation management		<ul style="list-style-type: none">gains knowledge on key theories, models and research in innovation and entrepreneurship to review and synthesize these theories and models in order to apply them in a broader and contemporary context.can describe the steps of innovation as a management process.works on developing innovative thinking , out of the box in relation to marketing communication.Will learn about specific innovation strategies for the food industry			
Aeres competencies:					
<ul style="list-style-type: none">To present (level 1): The student 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 communicationTo research (level 1): The student is able to identify and describes a problem or a development, formulates a practice-based research question and answers this using a suitable research method.To enterprise (level 1): The student is able to seize chances and opportunities and turns these into desired results at one’s own riskTo innovate (level 1): The student uses creativity to develop new products, services and applications that are of use in practice.					
Final qualifications:					
<ul style="list-style-type: none">Setting up and implementing an applied business research in the agri-food businessStrategic marketing of products and services in the global agri-food market					

6.3. Curriculum outline year 2

The third year of the programme will take place in the USA at University of Wisconsin-River Falls. The programme will focus on Operations management, processing, product development, and business development, offering the following subjects (might be subject to change):

Second year (UWRF)		ECTS
FDSC 113	Introduction to food science laboratory	2
	Dairy manufacturing I or Meat products	6
FDSC 202 & 302 ANSC 238 & FDSC 240	Dairy manufacturing II or Meat processing	6
FDSC 235	Agricultural microbiology	6
FDSC 220	Food law and regulation (pre-requisite: FDSC 110)	4
FDSC 422	Food product development and sensory evaluation (pre-requisite: FDSC 110 and junior standing)	8
AC elective	UWRF American Cultural Diversity	6
FDSC 110	Science of Food	6
elective	HF elective	6
elective	directed elective I	6
AGEC/FDSC/IFOM 270 or IFOM 292	Internship I or Experiential Learning in Agri-food business I	6
PE108	Health (PE)	2

Please note: In the USA and for all the 2nd year courses, the examination regulations of the University of Wisconsin-River Falls apply. University of Wisconsin-River Falls requires students to uphold a minimal GPA and register once more if a course is failed. The costs involved for registering and retaking the course are incurred by the student at all times.

6.1. Third year modules

subject	name subject	ECTS credits
HPEL01	Personal leadership	2
HPEL02	Human Resource Management	2
HPEL03	Corporate Social Responsibility	2
		6

subject	name subject	ECTS credits
HIFL 10	Purchase management, transportation and storage	4
HIFL 20	Management Game	2
total		6

International Food Logistics (HIFL)					
Coordinator:		KPS		credits:	6
Elements	ECTS	Name	Mode of Exam	Exam Period	Literature

HIFL10	3	Purchase management, transportation and storage	Exam	T1	Weele, A. J. van (2018). <i>Purchasing and Supply Chain Management</i> . Hampshire: Cengage . ISBN 9781473749443
HIFL20	3	Managing the Supply Chain	Assessment	T2	The Fresh Connection
Entrance requirements:		Logistics year 1			
Professional task:		N/A			
Role:		N/A			
Methods:		Classes, training, excursion, management game			
Fields of expertise:		Learning objectives (the student):			
Purchase management		<ul style="list-style-type: none">is able to summarize and use the latest developments in purchasing and supply chain management theory and practice on core concepts, strategy, and implementation			
Transportation and Storage		<ul style="list-style-type: none">is able to summarize and use the basics of transportation and storage. The focus will be on the fact that there is a relationship between the functioning of a supply chain and the time to market the products.			
Aeres competencies:					
<ul style="list-style-type: none">To organise: (level 2): Students organize and plan their work during the management game, they supervise their actions and adjust accordingly.To cooperate: (level 2): Students work in groups and have to efficiently divide tasks in order to balance their input for the management game assignment. Cooperating will result in a better thought out assignment and will bring out the best in students capabilities.To enterprise (level 2): During the management game students are encouraged to take risks, not knowing what the outcome will be, resulting in opportunities and achieve desired results which will be reflected in the management game.					
Final qualifications:					
<ul style="list-style-type: none">Optimising logistics and managing the quality in agro food chains					

subject	name subject	ECTS credits
HPOP 01	Proof of Proficiency Food	3
HPOP 02	Proof of Proficiency Research in Food Business	3
total		6

Proof of Proficiency in Food and Business (HPOP)					
Coordinator:		AKC	credits:	6	
Elements	ECTS	Name	Mode of exam	Exam Period	Literature
HPOP01	3	Proof of Proficiency Food	Report	T3	N.A.
HPOP02	3	Proof of Proficiency Research in Food Business	Report	T2	N.A.
Professional task:		HPOP01: You are a member of a product development team. It has been decided to develop a new food product. The innovative food item will be manufactured in a new factory that recently has been built in the Netherlands. The product will be produced and sold in an EU country. Your task is to conduct research on market trends, design the product, develop the package and label information for this product, explain the sequence of operations which should be used in a product manufacturing, address CSR issues and prepare a product specification.			

	HPOP02: Students will have the opportunity to conduct a research project and apply general research skills in practice. This course will help students to prepare for the final stage of thesis writing. Research will be done for a food company and will need to solve the [problem] question raised by the company. The proof of proficiency HPOP02 consists of three main parts: write a research proposal, conduct research, present the results.
Role:	<ul style="list-style-type: none"> Member of a product development team Researcher
Methods:	Coaching, group assignments.
Fields of expertise:	Learning objectives (the student):
Innovation management EU food law Product development Food technology	<p>Student is able to:</p> <ul style="list-style-type: none"> Develop a new food product Manage an innovation process Describe various quality aspects of a new food product. Outline the production process for a new food product. Make a specification sheet according to EU standards. Make a product package according to EU standards. Formulate new CSR strategies for a company.
Research design, research methods and techniques	<p>Student is able to:</p> <ul style="list-style-type: none"> search for relevant information on a topic in the Food Business and to further work out the description of the topic. describe the relevance of researching the topic in the Food Business. describe the knowledge gap of the research topic and can translate this into a main question. choose the relevant form, design and methodology of research for a topic perform the research according to scientific methodology. present the research findings in writing and orally.
Aeres competencies:	
<ul style="list-style-type: none"> To cooperate (level 2): Students will be part of group work in order to conduct research and product development and achieve the desired result. To research (level 2): Identifies and describes a problem or a development, formulates a practice-based research question and answers this using a suitable research method. This will be presented in the form of a research report and a poster presentation To organise (level 2): students are able to organize their own research project from start to finish.. To present: (level 2): the students will have to present their research by means of a poster presentation To innovate (level 2) students are encouraged to find a non-standard solution to an existing problem. Think outside of the box. To endorse sustainable behaviour (level 2) Students are able to endorse sustainable behavior while being innovative in finding solutions to problems. 	
Final qualifications:	
<ul style="list-style-type: none"> Setting up and implementing an applied business research in the agri food business Enterprising and innovation in the international agri-food business. Strategic marketing of products and services in the global agri-food 	

subject	name subject	ECTS credits
HIMR 01	Research methodology	2
HIMR 02	Research quantitative methodology with excel and SPSS	4
total		6

International Market Research (HIMR)			
Coordinator:	AKC	credits:	6

Elements	ECTS	Name	Mode of Exam	Exam Period	Literature
HIMR01	2	Research methodology	Assignment	T1	Jong, de, J., (2017). <i>Effective strategies for academic writing, the road towards essay, paper or thesis</i> . Bussum: Coutinho. ISBN 9789046905050 Baarda, B. (2020)- Research, this is it! Noordhoff ISBN 9789001895464
HIMR02	4	Research quantitative methodology	Written exam	T2	Compulsory: <i>Getting More Out of Excel</i> , Ben Groenendijk, 2019 Boom Amsterdam, ISBN 9789024402281 Online Statistics Education: A Multimedia Course of Study (http://onlinestatbook.com/). Project Leader: David M. Lane, Rice University. Suggested for further reading: Naresh, K. B. Baarda & C. van Dijkum (2014). <i>Introduction to statistics with SPSS 2nd</i> ed. ISBN 9789001834418
Entrance requirements:		Report writing skills, based on year 1			
Professional task:		Setting up and implementing an applied research in International Food Business			
Role:		Researcher			
Methods:		Classes, training			
Fields of expertise:		Learning objectives (the student):			
Excel JASP Statistical functions		<ul style="list-style-type: none"> The student is able to use statistical functions in JASP and Excel to organize, verify, visualize and summarize survey data. The student can use JASP to statistically test a research hypothesis. The student knows the principles of descriptive statistics and is able to use it correctly. The student can interpret statistical concepts like level of measurement, central tendency, variability, probability distribution, sample, population, hypothesis, sampling distribution. The student is able to manually carry out some simple statistical tests (Chi-square, Mann-Whitney U, correlation) with the aid of statistical tables. The student is able to decide which statistical test is appropriate for a given research question 			
Desk research, qualitative research, quantitative research, field research		<ul style="list-style-type: none"> Will be aware of the different types of research (quantitative vs. qualitative) Will be able to identify which type of research is suitable to solve a given problem 			
Research design, research methods and techniques		<ul style="list-style-type: none"> The student is able to identify a challenging topic within the International Food Business. The student is able to search for relevant information on a topic in the Food Business and to further work out the description of the topic. The student is able to describe the relevance of researching the topic in the Food Business. The student is able to describe the knowledge gap of the research topic and can translate this into a main question. The student knows the different forms of research, is able to choose the relevant form, design and methodology of research. The student is able to perform the research according to scientific methodology. The student can present the research findings in writing and orally depending on the target group. 			

Aeres competencies:	
<ul style="list-style-type: none"> • To research (level 2): The student identifies and describes a problem or a development, formulates a practice-based research question and answers this using a suitable research method. This will be presented in the form of a research report and a poster presentation for the proof of proficiency of HPOP02 • To cooperate (level 2): The students will be part of group work in order to conduct research and achieve the desired result by delivering a research report and a poster presentation. • To present (level 2): The student is able to communicate the setup and the results of the research in a poster presentation. 	
Final qualifications:	
<ul style="list-style-type: none"> • Setting up and implementing an applied business research in the agri-food business 	

subject	name subject	ECTS credits
HEUP01	EU Politics, Philosophy and Fine Arts (meets HF)	2
HEUP02	European Union and institutions and policies	2
HEUP03	European food law and consumer protection	2
Total		6

subject	name subject	ECTS credits
HFMA01	Financial management (new)	3
HFMA02	Management accounting (new)	3
total		6

subject	name subject	ECTS credits
HMAM02	Branding, portfolio category management	2
HMAM04	Marketing Management	2
HMAM06	Marketing plan	2
total		6

Marketing management (HMAM)					
Coordinator:		MOS		credits:	6
Elements	ECTS	Name	Mode of exam	Exam Period	Literature
HMAM02	2	Brand management	Written exam	T3	Beverland, M. (2018). <i>Brand Management. Co-creating Meaningful Brands</i> . Sage Publications, Inc. ISBN:
HMAM04	2	Marketing Management	Written Exam	T2	Solomon, R. M., Marshal, G. W., & Stuart, E. W. (2018). <i>Marketing. Real People, Real Choices</i> (9 th edition). Harlow: Pearson Education. ISBN: 9781292221083
HMAM06	2	Marketing Plan	Assignment	T3	Beverland, M. (2018). <i>Brand Management. Co-creating Meaningful Brands</i> . Sage Publications, Inc. ISBN: 9781473951976 Solomon, R. M., Marshal, G. W., & Stuart, E. W. (2018). <i>Marketing. Real People, Real Choices</i> (9 th

					edition). Harlow: Pearson Education. ISBN: 9781292221083
					Materials provided by the lecturer
Entrance requirements:		Basic knowledge about marketing communication strategies, offline and online marketing tools (module PMAC)			
Professional task:		<ul style="list-style-type: none">Developing the company’s marketing strategy by creating a marketing planA company has asked you to build a new (global) brand or create a brand extension for an existing brand (related to proof of proficiency HPOP01). Or you choose to set and launch your own product/brand in the market			
Role:		Marketing manager			
Methods:		Classes, coaching sessions			
Fields of expertise:		Learning objectives (the student):			
Marketing and marketing plan		<ul style="list-style-type: none">learns how to implement marketing theory practice and develop a marketing planis able to apply marketing fundamentals in creative waysacquires hands-on skills while writing a marketing planis able to write a marketing plan with the relevant elements, choosing the right content for the relevant parts of the report and applying layout and writing style appropriatelylearns how to create value through customer connections and engagementunderstands how companies can use digital technologies to build customer relationshipsunderstands customer-value and engagement framework			
Branding		<ul style="list-style-type: none">is aware of the basic concepts of brands and brand management.is able to analyse how a brand can affect customers’ perceptions of products and services.knows how successful branding strategies can be designedgains knowledge on (contemporary) branding fundamentals, strategies and applicationsis able to connect branding management theory in relation to new product developmentapplies gained knowledge in the proof of proficiency of HPOP01			
Aeres competencies:					
<ul style="list-style-type: none">To enterprise (level 2): Seizes chances and opportunities and turns these into desired results at one’s own riskTo present (level 2): 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.					
Final qualifications:					
<ul style="list-style-type: none">Strategic marketing of products and services in the global agri-food market					

subject	name subject	ECTS credits
HWPE	European Work Placement	12
total		12

European work placement (HWPE)			
Coordinator:	HEW	credits:	12

Elements	ECTS	Name	Mode of Exam	Exam Period	Literature
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HWPE01	12	Assessment	Assessment	4	none
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Entrance requirements:	Student is able to show level 2 of the cooperate, organise and introspect competency.
Professional task:	The student will work in a company in the international food business and work on day to day activities. The student can be assigned an individual project. The placement takes place within a European company
Role:	Logistics assistant/ marketing assistant/ quality assurance assistant and other
Methods:	Training, internship
Fields of expertise:	Learning objectives (the student):
Various, depending on the type of placement	<ul style="list-style-type: none"> • Various professional learning objectives, depending on the type of placement • Personal learning objectives, merely aiming at identifying ones strengths and weaknesses, identifying what the student already knows and which competences/knowledge the student needs to further develop over the next 2 years.
Aeres competencies:	
<ul style="list-style-type: none"> • To cooperate; students need to cooperate with company members during their placement, communication is key in this aspect. Assessed in the 3-weekly reports and final report and the in-company day (if possible to organize) • To organise; students are able to organize their own placement from start to finish, act as a beginning professional in a new work environment. Assessed during the preparation phase and in the 3-weekly reports and final report. • To introspect; students learn from interaction in a new work environment and analyse their own behaviour and adjust accordingly. Assessed during the preparation phase and in the 3-weekly reports and final report. • To appreciate the global perspective; during their international work placement or the international environment, students experience the global perspective and adjust their attitude accordingly. Assessed during the preparation phase and in the 3-weekly reports and final report 	
Final qualifications:	
<ul style="list-style-type: none"> • Familiarizing with the international agri-food sector (added) • Effective cooperation and communication in a multi-disciplinary and intercultural environment • Management and development of own professional and personal attitude and skills 	

6.2. Curriculum outline year 4

Students will finalize their studies in the country of starting. In this year student will select two minor subjects which together comprise of a semester workload. The other semester will be spent on conducting applied research and thesis writing. The students can choose to comprise their fourth year based on the chosen minors, there are variable options possible. In table 3 and 4 you will find the 2 most often chosen options.

The fourth year programme consist of 2 minors, a placement and thesis.

Table 3. Academic Year outline of IFOM year 4 (most likely chosen option).

SEMESTER 1		SEMESTER 2	
Minor 1	15	Fourth year placement	17
Minor 2	15	Thesis	10
Ethics		Competency Development	3

Table 4. Academic Year outline of IFOM year 4 (1 of 3 possible options).

SEMESTER 1		SEMESTER 2	
Minor 1	15	Minor 2	15
Fourth year Placement	17	Thesis	10
Ethics		Competency Development	3

Although the student receives credits for the placement and the thesis separately, it is assumed that the student can work on a thesis project during the placement, within the company, leading to a thesis report.

7 Year schedule IFOM 2023-2024

	Semester	Week	IFOM Year 1	USE Year 2	IFOM Year 3*	IFOM Year 4
		33	Resit Exams and Assessments T5			
		34				
28 Aug		35				
04 Sep		36	Introduction week	Introduction week	Introduction week	Friday September 4; (oblig.) Kick Off year 4
11 Sep	<i>Start sem 1</i>	37	Start classes		Start classes	Start classes
18 Sep		38	Enrol for Exams/Resits T1			Enrol for Exams/Resits T1
25 Sep		39				
02 Oct		40				
09 Oct		41				
16 Oct		42	Autumn break			Autumn break
23 Oct		43	Autumn break			Autumn break
30 Oct		44				
06 Nov		45	Exams T1 + assessments	Exams T1 + assessments	Exams T1 + assessments	Exams T1 + assessments Exams T1 + assessments
13 Nov		46	Exams T1 + assessments	Exams T1 + assessments	Exams T1 + assessments	
20 Nov		47				
27 Nov						
04 Dec						
11 Dec		50				
18 Dec		51				
25 Dec		52	Christmas break 25 Dec – 9 Jan			
01 Jan		01				
08 Jan		02				
15 Jan		03				
22 Jan		04	Exams T2 + assessments	Exams T2 + assessments	Exams T2 + assessments	Exams T2 + assessments

29 Jan	Start	05	Exams T2 + assessments	Exams T2 + assessments	Exams T2 + assessments	Exams T2 + assessments
05 Feb		06				
12 Feb		7				Progress meeting
19 Feb		08	Spring break / Project work	Spring break / Project work	Spring break / Project work	Spring break / Project work
26 Feb		09				
04 Mar		10	Sign in for resit T3		Sign in for resit T3	Sign in for resit T3
11 Mar		11				
18 Mar		12				
25 Mar		13	(Good Friday university closed)	(Good Friday university closed)	(Good Friday university closed)	(Good Friday university closed)
01 Apr		14	(01 Apr: Easter Monday – university closed)	(01 Apr: Easter Monday – university closed)	01 Apr: Easter Monday – university closed)	01 Apr: Easter Monday – university closed)
08 Apr		15	Exams T3 + resits T1 and T2	Exams T3 + resits T1 and T2	Exams T3 + resits T1 and T2	Exams T3 + resits T1 and T2
15 Apr		16	Exams T3 + resits T1 and T2	Exams T3 + resits T1 and T2	Exams T3 + resits T1 and T2	Exams T3 + resits T1 and T2
22 Apr		17	(27 Apr: King's Day)	EU work placement HWPE Start date 19 April End date July 2 minimal (could be prolonged upon request) Holidays; university closed Whole week	(27 Apr: King's Day)	(27 Apr: King's Day)
29 Apr		18	Holidays; university closed Whole week			Holidays; university closed Whole week
06 May		19	Thursday 09 and Friday 10 May – Ascension day; university closed		Thursday 09 and Friday 10 May – Ascension day; university closed	Thursday 09 and Friday 10 May – Ascension day; university closed
13 May		20				
20 May		21	20 May: Pentecost Monday - university closed		20 May: Pentecost Monday - university closed	20 May: Pentecost Monday - university closed
27 May		22				
03 June		23				
10 June		24				

17 June		25				
24 June		26	Exams T4 + assessment		Exams T4 + assessment	Exams T4 + assessment
01 July		27	Exams T4 + assessment		Exams T4 + assessment	Exams T4 + assessment
08 July		28	11 July: Almere: Graduation international students		11 July: Almere: Graduation international students	11 July: Almere: Graduation international students
15 July		29/32				
12 Aug			<i>Summer holidays (university closed 22 July – 12 Aug)</i>	<i>Summer holidays (university closed 22 July – 12 Aug)</i>	<i>Summer holidays (university closed 22 July – 12 Aug)</i>	<i>Summer holidays (university closed 22 July – 12 Aug)</i>

*planning IFOM year 2 s according to University of Wisconsin-River Falls academic calendar

#optional

8 Modules overviews

In this chapter a short description of the first year modules is given. More detailed information on the modules is provided in the online learning environment CANVAS.

8.1. First year general modules

Entrance courses (PSVAi)					
Coordinator:	KRK			Credits:	1
Elements	ECTS	Name	Mode of Exam	Period	Literature
PSVA14	0	Mathematics	Written Exam	2	Irénée, D. & Krasser, W. (2014). <i>Mathematics for Finance, Business and Economics</i> : Noordhoff Uitgevers. ISBN: 9789001818623 Buy this book <u>only after</u> the results of the intake exam will be announced
PSVA21	0	Microeconomics	Written Exam	1	Goodwin, N., Harris, J. M., Nelson, J. A., Roach, B., & Torras, M. (2013). <i>Microeconomics in context</i> (3rd edition). Routledge. ISBN: 9780765638786 Buy this book <u>only after</u> the results of the intake exam will be announced
PSVA16	0	Chemistry	Written Exam	4	McMurry, J. E., Hoeger, C. A., Peterson, V. E., & Ballantine, D. S. (2013). <i>Fundamentals of General, Organic, and Biological Chemistry</i> (7 th edition). Pearson.. ISBN: 9780321750839
Entrance requirements:	None				
Professional task:	Students need to obtain a basic understanding of mathematics and microeconomics in order to be able to work in the different modules, these courses focus on 'refreshing' the memory to overcome knowledge gaps. Students opting for the USA track, have to take obligatory chemistry refresher course. Students opting for the UNITED STATES track can decide freely to take on this extra refresher course, it is not mandatory for them.				
Role:	N/A				
Methods:	Lectures, training, working groups, assignments, exams				
Fields of expertise:	Learning objectives (the student):				
Mathematics	<ul style="list-style-type: none"> is able to calculate differentiation, linear programming, ABC formula's, function analysis. 				
Microeconomics	<ul style="list-style-type: none"> is able to understand Consumers, Producers, Market Analysis, the concept and importance of demand and supply and producer revenue in relation to elasticity. 				
Chemistry	<ul style="list-style-type: none"> can identify and apply a chemical perspective to matter. knows how to use mathematical reasoning and analytical laboratory skills to solve chemical problems. 				

	•
Aeres competencies:	
•	N/A
Final qualifications:	
•	N/A

Personal development (PPL1i)					
Coordinator:		KRK/MEA		credits:	7
Elements	ECTS	Name	Mode of exam	Period	Literature
PPL1i01	1	Managing competencies 1	Assignment (O/V/G)	2	materials provided by the lecturer
PPL1i02	1	Managing competencies 2	Assignment (O/V/G)	4	materials provided by the lecturer
PPL1i03	1	Use of English 1	Written exam	1	McCarthy, M. & O'Dell, F. (2016). <i>Academic Vocabulary in Use</i> (2 nd Revised edition). Cambridge University Press. ISBN 9781107591660 Doff, A. & Thaine, C. (2016). <i>Cambridge English Empower – Advanced student's book. Student's Book with Online Assessment & Practice, and Online Workbook</i> . Cambridge University Press. ISBN: 9781107469099
PPL1i04	1	English language skills 1	Portfolio	2	McCarthy, M. & O'Dell, F. (2016) <i>Academic Vocabulary in Use; upper-intermediate</i> . New edition Cambridge University Press. ISBN 9781107591660 Doff, A. & Thaine, C. (2016). <i>Cambridge English Empower – Advanced Student's Book with Online Assessment and Practice, and Online Workbook</i> . Cambridge University Press. ISBN: 9781107469099
PPL1i05	1	Use of English 2	Written exam	3	McCarthy, M. & O'Dell, F. (2016). <i>Academic Vocabulary in Use</i> (2 nd Revised edition). Cambridge University Press. ISBN 9781107591660 Doff, A. & Thaine, C. (2016). <i>Cambridge English Empower – Advanced Student's Book with Online Assessment and Practice, and Online Workbook</i> .: Cambridge University. Press ISBN: 9781107469099
PPL1i06	1	English language skills 2	Portfolio	4	McCarthy, M. & O'Dell, F. (2016). <i>Academic Vocabulary in Use</i> (2 nd Revised edition). Cambridge University Press. ISBN 9781107591660 Doff, A. & Thaine, C. (2016). <i>Cambridge English Empower – Advanced Student's Book with Online Assessment and Practice, and Online Workbook</i> . Cambridge University Press. ISBN: 9781107469099
PPL1i23	1	Team work	Assignment	1	For EFB students: mandatory introduction study tour to Italy, costs to be paid by the student. Estimated costs EUR 850; student will pay the actual costs

Entrance requirements:	None
Professional task:	N.A.
Role:	N.A.
Methods:	Lectures, training, assignments, exams, introduction week, study tour
Fields of expertise:	Learning objectives (the student):
English (in general)	<ul style="list-style-type: none"> • is able to obtain CEFR level C1 (proficient user) at the end of year 1 with a strong focus on obtaining a broad spectrum of vocabulary and advanced grammar structures • is able to provide a portfolio with a range of English language skills assignments (listening, writing, speaking) that prove C1 CEFR level.
English: Listening	<ul style="list-style-type: none"> • is able to understand extended speech even when it is not clearly structured and when relationships are only implied and not signaled explicitly.
English: Reading	<ul style="list-style-type: none"> • is able to understand long and complex factual and literary texts, appreciating distinctions of style. • is able to understand specialised instructions, even when they do not relate to their field.
English: Spoken interaction and production	<ul style="list-style-type: none"> • is able to express his/herself fluently and spontaneously without much obvious searching for expressions • can use language flexibly and effectively for social and professional purposes • can formulate ideas and opinions with precision and relate my contribution skillfully to those of other speakers
English: Writing	<ul style="list-style-type: none"> • is able to present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion • is able to write content that contains minor irrelevances and/or omissions may be present. Target reader is on the whole informed • uses the conventions of the communicative task effectively to hold the target reader's attention and communicate straightforward and complex ideas, as appropriate • knows how to write text that is well organised and coherent, by using a variety of cohesive devices and organisational patterns • is able to use a wide range of vocabulary, including less common lexis, appropriately • uses a range of simple and complex grammatical forms with control and flexibility. Occasional errors may be present but do not impede communication
Personal development	<ul style="list-style-type: none"> • is able to describe and explain their progress in correlation to competencies on level 1 • is able to explain personal progress by means of SMART examples of the 10 Aeres competencies and obtain level 1 for all 10 competencies
Teamwork	<ul style="list-style-type: none"> • is able to understand the context of the European/International Food Operations Management and cooperatively work in an international team in a multicultural environment • is able to convey ideas and supporting and counter arguments clearly in an understandable and persuasive manner on a topic related to the European/International Food Operations Management in a written essay that is written clearly, succinctly and flawlessly
Aeres competencies:	
<ul style="list-style-type: none"> • To organize (level 1): students plan and organize their own assignments, projects, and progress in this module by means of project deadlines, learning tasks of other modules and assignments. • To introspect (level 1): Assessed by means of assignments in which students show examples of situations where they worked on improving their competencies The examples given are based on the goals students set at the beginning of the year and halfway through the first year. The examples are given using the STARR method and goals are formulated according to the SMART method. • To present (level 1): students structure information clearly and logically in terms of format and structure; uses appropriate language for the message and target audience, speaks calmly and coherently makes affective use of words, gestures and resources, writes clearly succinctly and flawlessly, shows interest and engagement and listens actively to others and provides calm and confident explanations, assessed by means if exams, portfolio, study tour participation and essay writing. 	
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. 	

8.2. First year modules

Analysing business processes (PABU)						
Coordinator:		QUU			credits:	13
Elements	ECTS	Name	Mode of Exam	Period	Literature	
PABU01	3	Proof of proficiency	Assessment	2	PRAXAR Kayak Management Simulation €45 To be bought through Aeres UAS	
PABU06	2	Introduction to operations management	Written exam	1	Krajweski, Ritzman, Malhotra (2022) Operations Management – Processes and supply chain: Global chain 13 th edition. Pearson Education. ISBN 9781292409863 buy only <u>after</u> more information from lecturer is given in class materials provided by lecturer	
PABU07	2	Introduction to business finance	Written exam	2	Atrill, P. & McLaney, E. (2019) <i>Accounting and finance for non-specialists.(11^h edition)</i> New Jersey: Pearson Education Limited. ISBN: 978-1292062716 (Change was made here)	
PABU14	4	Introduction to Business management	Portfolio	2	Robbins, S. & Coulter, M. (2020). Management (15 th Global edition). Pearson Education Limited. ISBN: 9781292340883	
PABU 15	2	Critical Thinking and Report Writing	Assignment/Portfolio	1	Jong, de, J. (2017). <i>Effective strategies for academic writing</i> . Bussum: Coutinho. ISBN: 9789046905050	
Professional task:		Performing an internal & external analysis of a business, making connections between the various aspects of the process and how and why various strategies are implemented.				
Role:		Member of a consultancy team who will advise a company within the International Food Operations Management how to improve their business organisation and strategy.				
Methods:		Lectures, training, working groups, assignments, exams				
Fields of expertise:		Learning objectives (the student):				
Business Management		The student is able to understand and solve challenges to the basic functions of business management– planning, organizing, leading, controlling- as well as to understand the organizational behaviour of people and the challenges facing business. The student is able to explain what strategy is, how strategies are formulated based on an internal and an external analysis, know how strategy models are used and how strategies are implemented.				
Business processes		• is able to understand the operational differences between goods and services, the concept of productivity and enhancing it, understand how to approach major projects and how to link global developments in operations management to the strategic choices a company in International Food Operations Management can make.				
Business Finance		• is able to prepare balance sheets, profit and loss accounts and cash flow statements, analyze financial statements and give an underpinned opinion on the importance of accounting conventions				
Report Writing & Academic Writing		• Students are able to conduct research write and structure reports according to academic standards and APA style.				
Aeres competencies:						
• To cooperate (level 1): The student is able to create a good atmosphere, handle the interests of others with care, is able to conquer resistance and conflict and utilize the qualities of all individual team members to collectively reach the predetermined goals.						
• To present (level 1): The student 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.						
• To research (level 1): The student is able identify and describe a problem or a development, formulates a practice-based research question and answers this using a suitable research method.						
• To enterprise (level 1): The student is able to seize chances and opportunities and turn these into desired results at one's own risk						
Final qualifications:						
• Management of organizations, processes, projects and people.						
• Developing a vision and strategy for an (international) agri-food business						
• Advise on financial aspects of business management of an agri-food company						

Settling in International Food Business (PSIF)

Coordinator:		AKC		credits: 13	
Elements	ECTS	Name	Exam	Period	Literature
PSIF01	3	Assessment	Assessment	2	N.A.
PSIF03	2	Introduction to macro economics	Written exam	1	Goodwin, N., Harris, J., Roach, B., Nelson, J., Torras, (2019) <i>Macroeconomics in context, 3rd edition</i> , Taylor Amp & Francis Inc. ISBN: 9781138559035
PSIF06	2	Global economics	Written exam	2	Krugman, P.R., & Obstfeld, M., & Melitz, M.J. (2018). <i>International Economics Theory and Policy</i> (11th edition). Harlow: Pearson. ISBN: 9781292214870.
PSIF08	4	International Food Business and agricultural food politics	Written exam	2	Paarlberg, R. (2013). <i>Food Politics; what everyone needs to know</i> . Oxford: Oxford University Press. ISBN: 9780199322381 Additional materials provided by lecturers
PSIF12	2	Intercultural Communication	Written exam	1	Nunez, C., Mahdi, R. & Popma, L. (2017) <i>Intercultural Sensitivity, from denial to intercultural competence</i> . Assen: van Gorcum. ISBN: 9789023255567
Entrance requirements:		None			
Professional task:		Professional acquaintance with different dimensions of International Food Operations Management, including stakeholders, global commodity markets and food policies			
Role:		Researcher on global food trends and policies			
Methods:		Study tour, guest lectures, lectures, group assignments.			
Fields of expertise:		Learning objectives - the student is:			
Global economics		<ul style="list-style-type: none">Is able to describe elements of international organisations and economic theoriesIs able to determine various organisations behind international food policiesIs able to explain why certain countries produce and export certain goods and services			
International Food Operations Management and agricultural food politics		<ul style="list-style-type: none">Explain the role of various stakeholders in the food supply chain.Identify specific aspects of the international food sector (e.g. food trends, certification, recent developments and challenges)Formulate a critical opinion in relation to aspects of the food sector (e.g. food waste, misleading marketing)Describe relation between politics, food industry and consumption of foodExamine how policies may or may not achieve sustainable food systems			
Macroeconomics		<ul style="list-style-type: none">Is able to analyse the intensity of competition in a particular industryIs aware of the role of economic environment, developments and risks			
Intercultural communication theories		<ul style="list-style-type: none">Is able to identify intercultural differences (based on theory)Is able to deal with intercultural differencesIs able to make an intercultural strategy for a company			
Aeres competencies:					
<ul style="list-style-type: none">To cooperate (level 1): The student is able to contribute effectively to group work and activities, reporting progress in a logbook.To research (level 1): The student is able to conduct a comprehensive analysis on global food business.To appreciate the global perspective (level 1): The student considers the world one's playing field and functions well in an international environment. The student analyses various countries in order to find differences between food business practices. The student is able to explain how the global food policy influences the international food market.					
Final qualifications:					
<ul style="list-style-type: none">To know the current developments in the agri-food sectorEffective cooperation and communication in a multi-disciplinary, intercultural environment.					

Analyzing food value chains (PAFC)					
Coordinator:		KRK		credits:	13
Elements	ECTS	Name	Mode of Exam	Period	Literature
PAFC01	3	Assessment	Assessment	4	N.A.
PAFC02	2	International food trade	Written exam	3	Krugman, P.R., & Obstfeld, M., & Melitz, M.J. (2018). <i>International Economics Theory and Policy</i> (11th edition). Harlow: Pearson. ISBN9781292214870
PAFC11	2	Introduction to International Business Law	Assignment	3	Wevers, H. (2015). <i>A basic guide to national business law</i> . Houten: Noordhoff uitgevers. J: 9789001862732
PAFC13	4	Managing food value chains, logistics and distribution analysis	Portfolio	4	Samir Dani, S. (202118). Food Supply Chain management and logistics (2nd edition). Kogan Page.: London, ISBN: 9781398600126 9780749473648 Rushton, A., Croucher, P., & Baker, P. 7). The Handbook of Logistics and Distribution agement : Understanding the Supply Chain (5 ed.). lon: Kogan Page. ISBN:074947677X Buy the book only after more information from the lecturer is given in the class.
PAFC14	2	Food quality and safety management	Assignment	4	Materials provided by lecturer
Entrance requirements:		None			
Professional task:		Analyzing the company's current food value chain, analyzing problems in the area of food chain management, logistics and food quality/safety management, preparing and presenting an advisory report.			
Role:		Advisor			
Methods:		Lectures, group assignments, excursions			
Fields of expertise:		Learning objectives (the student):			
Production and distribution management Stock management Reverse logistics Chain management Import- and export management		Student is able to			
		<ul style="list-style-type: none">• <u>The student knows the structure of the supply chain</u>• <u>The student knows the flows of good, information and money in the supply chain</u>• <u>The student knows the basic concepts of supply chain management, like vertical integration.</u>• <u>The student knows how to apply supply chain mapping.</u>• <u>The student knows the relationship strategies in the supply chain</u>• <u>The student has some understanding of the supporting Technologies in food supply chains.</u>			
Quality management Analysing processes information analysis and use of information systems Creative and problem solving thinking Planning and organizing		<ul style="list-style-type: none">• Student understands basic quality concepts and food safety fundamentals.• Student is able to describe the general principles of most well-known food quality management systems• Student is able to analyze the problems in the area of food chain, logistics and food quality management and plan quality-improvement activities.• The student is able to work as part of a team to plan and complete relatively complex projects.			
International Business Law		<ul style="list-style-type: none">• is able to understand the basics of civil law the affects it has on International Food Operations Management, the relation between civil law and international trade agreements, the principles of a contract and its obligations and settlement of a dispute.			
Aeres competencies:					

To cooperate (level 1): Student work on a group project throughout the semester. Students involvement in a group work and his/her contribution to a team work is being assessed.

To endorse sustainable behaviour (level 1): students will be able to analyse the food chain and identify opportunities to increase the sustainability within the food chain

To appreciate the global perspective (level 1): student obtains an insight into global food supply chain and is able to demonstrate an ability of analysing global food value chains .

Final qualifications:

- Optimising logistics and monitoring quality of agri-food chains
- Management of organizations, processes, projects and people

Marketing and communication strategy (PMAC)					
Coordinator:		MOS		credits:	13
Elements	ECTS	Name	Mode of Exam	Period	Literature
PMAC01	3	Assessment	Assessment	4	
PMAC02	2	Consumer behaviour	Written exam	3	Solomon, M.R. (2018). <i>Consumer Behavior: Buying, Having, and Being</i> . Global Edition, 12/E. Pearson. ISBN: 9781292153100.
PMAC05	4	Marketing communication strategy and communication instruments	Written exam	4	Egan, J. (2019). <i>Marketing Communications</i> . 3rd Edition. SAGE Publications. ISBN: 9781292135762
PMAC09	2	Innovation management	Assignment	3	Bessant, J. & Tidd, J., (2015) <i>Innovation & entrepreneurship</i> 3 rd edition. John Wiley And Sons Ltd. ISBN: 9781118993095.
PMAC10	2	Sales management	Assignment	4	Materials provided by lecturer
Entrance req.:		None			
Professional task:		As a marketing assistant/consultant you develop a marketing communication strategy for a company. Afterwards you develop a marketing communication plan based on the previously formulated marketing communication strategy and objectives(s).			
Role:		Marketing assistant/consultant			
Methods:		Classes, training (excursion, when possible)			
Fields of expertise:		Learning objectives (the student):			
Consumer behaviour		The student understands: <ul style="list-style-type: none">the importance of consumer behavior for companies and the responsibility they have.the needs, wants and motivation of consumers.perception and the perceptual process.how consumers learn about products and services and remember them.the nature and power of attitudes.how consumers make decisions and how companies can influence those decisions.that other people and groups influence our consumer decisions.the nature and importance of culture for consumers.			
Sales management		<ul style="list-style-type: none">will learn how to make a sales plan and how to do a sales pitch. Next to this the focus is on strategic and operational aspects of sales management. Attention is also on how to coach and motivate the sales team, sales skills and sales leadership.			
Marketing communication strategy and communication instruments		<ul style="list-style-type: none">will learn how a marketing communications strategy is developed and all theory on marketing communication.will be introduced into various marketing communications instruments.will learn how to develop communications instruments and how to use different instruments e.g. select the most appropriate instrument for a given situation.			
Innovation management		<ul style="list-style-type: none">gains knowledge on key theories, models and research in innovation and entrepreneurship to review and synthesize these theories and models in order to apply them in a broader and contemporary context.can describe the steps of innovation as a management process.works on developing innovative thinking , out of the box in relation to marketing communication.Will learn about specific innovation strategies for the food industry			
Aeres competencies:					
<ul style="list-style-type: none">To present (level 1): The student 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 communicationTo research (level 1): The student is able to identify and describes a problem or a development, formulates a practice-based research question and answers this using a suitable research method.To enterprise (level 1): The student is able to seize chances and opportunities and turns these into desired results at one's own riskTo innovate (level 1): The student uses creativity to develop new products, services and applications that are of use in practice.					
Final qualifications:					
<ul style="list-style-type: none">Setting up and implementing an applied business research in the agri-food businessStrategic marketing of products and services in the global agri-food market					

8.3. Second year general courses

International entrepreneurship (HIEP)					
Coordinator:		BUP		credits:	6
Elements	ECTS	Name	Mode of exam	Period	Literature
HIEP01	2	Personal development	Assignment (O/V/G)	4	Materials provided by lecturer
HIEP03	2	Food Entrepreneurship; the principles & practice	Assignment	1	Excursion costs approximately 20 euro per student
HIEP04	1	Professional development 1	Written Exam	1	Hewings, M. (2015) <i>Advanced Grammar in Use, third edition</i> . Cambridge: Cambridge University Press. ISBN 978-1107539303 McCarthy, M. & O'Dell, F. (2016) <i>Academic Vocabulary in Use second edition</i> . Cambridge: Cambridge University Press. ISBN 9781107591660
HIEP05	1	Professional development 2	Portfolio	1	Hewings, M. (2015) <i>Advanced Grammar in Use, third edition</i> . Cambridge: Cambridge University Press. ISBN 978-1107539303 McCarthy, M. & O'Dell, F. (2016) <i>Academic Vocabulary in Use second edition</i> . Cambridge: Cambridge University Press. ISBN 9781107591660
Entrance requirements:		None			
Professional task:		N.A.			
Role:		N.A.			
Methods:		Lectures, training, working groups, assignments, exams, excursions			
Fields of expertise:		Learning objectives (the student):			
Extra-curricular activities		• Students are able to improve chosen competencies outside the curriculum doing extra-curricular activities chosen by themselves, as part of the professional development			
English (Professional Development 1)		• Students are able to communicate in English in all skills (speaking, listening, writing, reading and using vocabulary) on an academic level with a strong focus on writing and using academic vocabulary. • Dispensation is given to those who are native speakers.			
English (Professional Development 2)		• Is able to present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion. • Is able to write content that is relevant to the task with the target reader being fully informed. • Is able to while writing to use the conventions of the communicative task with sufficient flexibility to communicate complex ideas in an effective way, holding the target reader's attention with ease, fulfilling all communicative purposes. • Is able to write a text that is a well- organised, coherent whole, using a variety of cohesive devices and organisational patterns with flexibility as well as using a range of vocabulary, including less common lexis, effectively and precisely. • Is able to uses a wide range of simple and complex grammatical forms with full control, flexibility and sophistication. Errors, if present, are related to less common words and structures, or occur as slips.			
Personal Development		• Student are able to describe and explain their progress in correlation to the Aeres competencies and obtain level 2 by means of SMART examples			
Food entrepreneurship		• Students are able to show the principles of food entrepreneurship by demonstrating their knowledge and entrepreneurial skills by completing assignments.			
Aeres competencies:					
• To self-direct (level 2): Assessed by means of assignments in which students formulate goals by using the SMART method and provide proof by a show of examples, using the STARR method, of situations where they worked on improving their competencies.					
• To enterprise (level 2): Assessed in the assignment for hiep03.					
Final qualifications:					
• Entrepreneurship and innovation in the international agri-food business.					
• Management and development of own professional and personal attitude and skills					

8.4. Second Year modules

8.5. Year Three modules

International Food Logistics (HIFL)					
Coordinator:		BUP		credits:	6
Elements	ECTS	Name	Mode of Exam	Period	Literature
HIFL03	4	Purchase management, transportation and storage	Assessment	1	Weele, A. J. van (2018). <i>Purchasing and Supply Chain Management</i> . Hampshire: Cengage . ISBN 9781473749443
HIFL04	2	Management Game	Exam	2	The Fresh Connection
Entrance requirements:		Logistics year 1			
Professional task:		N/A			
Role:		N/A			
Methods:		Classes, training, excursion, management game			
Fields of expertise:		Learning objectives (the student):			
Purchase management		• is able to summarize and use the latest developments in purchasing and supply chain management theory and practice on core concepts, strategy, and implementation			
Transportation and Storage		• is able to summarize and use the basics of transportation and storage. The focus will be on the fact that there is a relationship between the functioning of a supply chain and the time to market the products.			
Aeres competencies:					
• To organise: (level 2): Students organize and plan their work during the management game, they supervise their actions and adjust accordingly.					
• To cooperate: (level 2): Students work in groups and have to efficiently divide tasks in order to balance their input for the management game assignment. Cooperating will result in a better thought out assignment and will bring out the best in students capabilities.					
• To enterprise (level 2): During the management game students are encouraged to take risks, not knowing what the outcome will be, resulting in opportunities and achieve desired results which will be reflected in the management game.					
Final qualifications:					
• Optimising logistics and managing the quality in agro food chains					

Proof of Proficiency in Food and Business (HPOP)					
Coordinator:		AKC	credits:	6	
Elements	ECTS	Name	Mode of exam	Period	Literature
HPOP01	3	Proof of Proficiency Food	Report	3	N.A.
HPOP02	3	Proof of Proficiency Research in Food Business	Report	2	N.A.
Professional task:		<p>HPOP01: You are a member of a product development team. It has been decided to develop a new food product. The innovative food item will be manufactured in a new factory that recently has been built in the Netherlands. The product will be produced and sold in an EU country. Your task is to conduct research on market trends, design the product, develop the package and label information for this product, explain the sequence of operations which should be used in a product manufacturing, address CSR issues and prepare a product specification.</p> <p>HPOP02: Students will have the opportunity to conduct a research and apply general research skills in practice. This course will help students to prepare for the final stage of thesis writing. Research will be done for a food company and will need to solve the [problem] question raised by the company. The proof of proficiency HPOP02 consists of three main parts: write a research proposal, conduct research, present the results.</p>			
Role:		<ul style="list-style-type: none">• Member of a product development team• Researcher			
Methods:		Coaching, group assignments.			
Fields of expertise:		Learning objectives (the student):			
Innovation management EU food law Product development Food technology		Student is able to: <ul style="list-style-type: none">• Develop a new food product• Manage an innovation process• Describe various quality aspects of a new food product.• Outline the production process for a new food product.• Make a specification sheet according to EU standards.• Make a product package according to EU standards.• Formulate new CSR strategies for a company.			
		<ul style="list-style-type: none">•			
Research design, research methods and techniques		Student is able to: <ul style="list-style-type: none">•• search for relevant information on a topic in the Food Business and to further work out the description of the topic.• describe the relevance of researching the topic in the Food Business.• describe the knowledge gap of the research topic and can translate this into a main question.• choose the relevant form, design and methodology of research for a topic• perform the research according to scientific methodology.• present the research findings in writing and orally.			
Aeres competencies:					
<ul style="list-style-type: none">• To cooperate (level 2): Students will be part of group work in order to conduct research and product development and achieve the desired result.• To research (level 2): Identifies and describes a problem or a development, formulates a practice-based research question and answers this using a suitable research method. This will be presented in the form of a research report and a poster presentation• To organise (level 2): students are able to organize their own research project from start to finish..• To present: (level 2): the students will have to present their research by means of a poster presentation• To innovate (level 2) students are encouraged to find a non-standard solution to an existing problem. Think outside of the box.• To endorse sustainable behaviour (level 2) Students are able to endorse sustainable behavior while being innovative in finding solutions to problems.					
Final qualifications:					
<ul style="list-style-type: none">• Setting up and implementing an applied business research in the agri food business• Enterprising and innovation in the international agri-food business.• Strategic marketing of products and services in the global agri-food					

International Market Research (HIMR)					
Coordinator:		AKC		credits:	6
Elements	ECTS	Name	Mode of Exam	Period	Literature
HIMR01	2	Research methodology	Assignment	1	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)- Research, this is it! Noordhoff ISBN 9789001895464
HIMR02	4	Research quantitative methodology with excel and SPSS	Written exam	2	Compulsory: <i>Getting More Out of Excel</i> , Ben Groenendijk, 2019 Boom Amsterdam, ISBN 9789024402281 <i>Basic SPSS Tutorial</i> , Manfred te Grotenhuis, Anneke Matthijssen 2015, Sage Publications. ISBN 9781483369419 Online Statistics Education: A Multimedia Course of Study (http://onlinestatbook.com/). Project Leader: David M. Lane, Rice University. Suggested for further reading: Naresh, K. B. Baarda & C. van Dijkum (2014). <i>Introduction to statistics with SPSS 2nd ed.</i> ISBN 9789001834418 •
Entrance requirements:		Report writing skills, based on year 1			
Professional task:		Setting up and implementing an applied research in International Food Operations Management			
Role:		Researcher			
Methods:		Classes, training			
Fields of expertise:		Learning objectives (the student):			
Excel SPSS Statistical functions		<ul style="list-style-type: none">• The student is able to use statistical functions in SPSS and Excel to organize, verify, visualize and summarize survey data.• The student can use SPSS to statistically test a research hypothesis.• The student knows the principles of descriptive statistics and is able to use it correctly.• The student can interpreter statistical concepts like level of measurement, central tendency, variability, probability distribution, sample, population, hypothesis, sampling distribution.• The student is able to manually carry out some simple statistical tests (Chi-square, Mann-Whitney U, correlation) with the aid of statistical tables.• The student is able to decide which statistical test is appropriate for a given research question			
Desk research, qualitative research, quantitative research, field research		<ul style="list-style-type: none">• Will be aware of the different types of research (quantitative vs. qualitative)• Will be able to identify which type of research is suitable to solve a given problem			
Research design, research methods and techniques		<ul style="list-style-type: none">• The student is able to identify a challenging topic within the International Food Operations Management.• The student is able to search for relevant information on a topic in the Food Business and to further work out the description of the topic.• The student is able to describe the relevance of researching the topic in the Food Business.• The student is able to describe the knowledge gap of the research topic and can translate this into a main question.• The student knows the different forms of research, is able to choose the relevant form, design and methodology of research.• The student is able to perform the research according to scientific methodology.• The student can present the research findings in writing and orally depending on the target group.•			
Aeres competencies:					
<ul style="list-style-type: none">• To research (level 2): The student identifies and describes a problem or a development, formulates a practice-based research question and answers this using a suitable research method. This will be presented in the form of a research report and a poster presentation for the proof of proficiency of HPOP02• To cooperate (level 2): The students will be part of group work in order to conduct research and achieve the desired result by delivering a research report and a poster presentation.					

<ul style="list-style-type: none"> 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"> Setting up and implementing an applied business research in the agri-food business

Political Economy of the EU (HPEE)					
Coordinator:		SCK		credits:	6
Elements	ECTS	Name	Exam	Period	Literature
HPEE01	2	Study tour	Report	1	Excursion costs study tour Belgium and surrounding area approximately 250 euro incurred by student
HPEE03	4	European Union; general institutions and its policies	Portfolio	1	McCormick, J. (2021) - <i>Understanding the European Union</i> . Palgrave Macmillan Ltd (8 th edition) ISBN 9781352011197
Entrance requirements:		Report writing skills, based on year 1			
Professional task:		Setting up and implementing an applied research in International Food Operations Management			
Role:		Researcher			
Methods:		Classes, excursion (study tour)			
Fields of expertise:		Learning objectives (the student):			
EU policies		<ul style="list-style-type: none">Students obtain knowledge about the European Union and its policies by comparing theoretical knowledge and current news articles about consequences of new or adjusted EU policies on food Business topicsStudents behave professionally when visiting food companies and the EU institutions during the study tour, ask professional questions and show interactive attitude.			
Aeres competencies:					
<ul style="list-style-type: none">To research (level 2): Identifies and describes a problem or a development in relation to EU policies/trends/developments, formulates a practice-based research question and answers this using a suitable research method. This will be presented in the form of a research report and presentationTo appreciate the global perspective (level 2): The student will have to take into account global developments related to the European Union and the global influence of its policies					
Final qualifications:					
<ul style="list-style-type: none">Familiarizing with the international agri-food sectorEffective cooperation and communication in a multi-disciplinary and intercultural environment					

Food Law and Consumer Affairs (HFLC)					
Coordinator:		KRK		credits:	6
Elements	ECTS	Name	Mode of Exam	Period	Literature
HFLC01	2	Strategic Corporate Social Responsibility	Written exam	3	David Chandler (2019). <i>Strategic Corporate Social Responsibility - Sustainable Value Creation - International Student edition</i> (5th edition). ISBN: 9781544372228
HFLC02	4	European Food Law and Consumer Protection	Written exam	3	Materials provided by the lecturer
Professional task:		HPOP01: You are a member of a product development team. It has been decided to develop a new food product. The innovative food item will be manufactured in a new factory that recently has been built in the Netherlands. The product will be produced and sold in an EU country. Your task is to conduct research on market trends, design the product, develop the package and label information for this product, explain the sequence of operations which should be used in a product manufacturing, address CSR issues and prepare a product specification.			
Role:		Member of a product development team.			
Methods:		Lectures, group assignments.			
Fields of expertise:		Learning objectives (the student):			
EU law and legislation		<ul style="list-style-type: none">Student is able to describe most recent developments in the area of EU food safety law and identify their influences on performance of various members of the agro- food chain.Student is able to correctly use the most essential legal acts about production, composition and presentation of food. E.g. students are able to develop a food label information which meets the criteria of EU labelling regulation.			
Corporate Social Responsibility (CSR)		<ul style="list-style-type: none">Student is able to explain the background and relevance of Corporate Social Responsibility (CSR)Student can explain how CSR is central to the value-creating purpose of a for-profit firm.Student can describe CSR from different perspectives; a stakeholder perspective, a legal perspective, a behavioral perspective, a strategic perspective and a sustainable perspective.Student is able to describe food- and agricultural related issues to CSR.			
Aeres competencies:					
<ul style="list-style-type: none">To endorse sustainable behaviour (level 2): The student is responsible for the respectful treatment and sustainability of available sources, taking into account moral standardsTo appreciate the global perspective (level 2): The student sees the whole world as a work field and is able to operate in an international environment					
Final qualifications:					
<ul style="list-style-type: none">To know the current developments in the agri-food sectorManagement of organizations, processes, projects and people					

New Product Development (HNPD)					
Coordinator:		AKC		Credits:	6
Elements	ECTS	Name	Mode of Exam	Period	Literature
HNPD01	4	Food Production & innovation	Written exam	3	Pace, M and Parker, R, (2016), Introduction to Food Science and Food Systems, 2 nd edition, Cengage Learning Inc., ISBN 9781435489394
HNPD02	2	Food production skills	Practicum	2	Materials provided by lecturer
Professional task:		You are a member of a product development team. It has been decided to develop a new food product. The innovative food item will be manufactured in a new factory that recently has been built in the Netherlands. The product will be produced and sold in an EU country. Your duty is to make a short investigation about market trends, design the product, develop the package and label information for this product, explain the sequence of operations which should be used in a product manufacturing, and prepare a product specification.			
Role:		Member of the R&D team on new product development.			
Methods:		Lectures, practicum, group assignments.			
Fields of expertise:		Learning objectives (the student):			
Innovation management Product development Food production Food productions skills Nutritional values		<ul style="list-style-type: none">Student is able to initiate innovation, explain how to manage an innovation process and how to develop an innovative food product.The student is able to describe the nutritional and health aspects of the macronutrients and the major micronutrients in food.The student is able to describe the role of the main ingredients for processed foods.The student is able to describe the main processing steps in the food industry and possible (innovative) alternatives for these processing steps.The student is able to describe the quantitative and qualitative quality aspects of foods including: chemistry, microbiology, texture and sensory.The student is able to perform some basic kitchen techniques and acquires practical skills in relation to dairy processing.The student is able to perform some basic laboratory techniques and techniques concerning analyses of food products (e.g. milk, meat, fruit and vegetables).			
Aeres competencies:					
<ul style="list-style-type: none">To innovate: The student is able to use creativity to develop new products, services and applications that are of use in practice					
Final qualifications:					
<ul style="list-style-type: none">Enterprising and innovation in the international agri-food business.					

Marketing management (HMAM)					
Coordinator:		MOS		credits:	6
Elements	ECTS	Name	Mode of exam	Period	Literature
HMAM02	2	Brand management	Written exam	3	Beverland, M. (2018). <i>Brand Management. Co-creating Meaningful Brands</i> . Sage Publications, Inc. ISBN: 9781473951976
HMAM04	2	Marketing Management	Written Exam	2	Solomon, R. M., Marshal, G. W., & Stuart, E. W. (2018). <i>Marketing. Real People, Real Choices</i> (9 th edition). Harlow: Pearson Education. ISBN: 9781292221083
HMAM06	2	Marketing Plan	Assignment	3	Beverland, M. (2018). <i>Brand Management. Co-creating Meaningful Brands</i> . Sage Publications, Inc. ISBN: 9781473951976 Solomon, R. M., Marshal, G. W., & Stuart, E. W. (2018). <i>Marketing. Real People, Real Choices</i> (9 th edition). Harlow: Pearson Education. ISBN: 9781292221083 Materials provided by the lecturer
Entrance requirements:		Basic knowledge about marketing communication strategies, offline and online marketing tools (module PMAC)			
Professional task:		<ul style="list-style-type: none">Developing the company's marketing strategy by creating a marketing planA company has asked you to build a new (global) brand or create a brand extension for an existing brand (related to proof of proficiency HPOP01). Or you choose to set and launch your own product/brand in the market			
Role:		Marketing manager			
Methods:		Classes, coaching sessions			
Fields of expertise:		Learning objectives (the student):			
Marketing and marketing plan		<ul style="list-style-type: none">learns how to implement marketing theory practice and develop a marketing planis able to apply marketing fundamentals in creative waysacquires hands-on skills while writing a marketing planis able to write a marketing plan with the relevant elements, choosing the right content for the relevant parts of the report and applying layout and writing style appropriatelylearns how to create value through customer connections and engagementunderstands how companies can use digital technologies to build customer relationshipsunderstands customer-value and engagement framework			
Branding		<ul style="list-style-type: none">is aware of the basic concepts of brands and brand management.is able to analyse how a brand can affect customers' perceptions of products and services.knows how successful branding strategies can be designedgains knowledge on (contemporary) branding fundamentals, strategies and applicationsis able to connect branding management theory in relation to new product developmentapplies gained knowledge in the proof of proficiency of HPOP01			
Aeres competencies:					
<ul style="list-style-type: none">To enterprise (level 2): Seizes chances and opportunities and turns these into desired results at one's own riskTo present (level 2): 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.					
Final qualifications:					
<ul style="list-style-type: none">Strategic marketing of products and services in the global agri-food market					

European work placement (HWPE)					
Coordinator:		BUP		credits:	12
Elements	ECTS	Name	Mode of Exam	Period	Literature
HWPE01	12	Assessment	Assessment	4	none
Entrance requirements:	Student is able to show level 2 of the cooperate, organise and introspect competency.				
Professional task:	The student will work in a company in the International Food Operations Management and work on day to day activities. The student can be assigned an individual project. The placement takes place within a European company				
Role:	Logistics assistant/ marketing assistant/ quality assurance assistant and other				
Methods:	Training, internship				
Fields of expertise:	Learning objectives (the student):				
Various, depending on the type of placement	<ul style="list-style-type: none">• Various professional learning objectives, depending on the type of placement• Personal learning objectives, merely aiming at identifying ones strengths and weaknesses, identifying what the student already knows and which competences/knowledge the student needs to further develop over the next 2 years.				
Aeres competencies:					
<ul style="list-style-type: none">• To cooperate; students need to cooperate with company members during their placement, communication is key in this aspect. Assessed in the 3-weekly reports and final report and the in-company day (if possible to organize)• To organise; students are able to organize their own placement from start to finish, act as a beginning professional in a new work environment. Assessed during the preparation phase and in the 3-weekly reports and final report.• To introspect; students learn from interaction in a new work environment and analyse their own behaviour and adjust accordingly. Assessed during the preparation phase and in the 3-weekly reports and final report.• To appreciate the global perspective; during their international work placement or the international environment, students experience the global perspective and adjust their attitude accordingly. Assessed during the preparation phase and in the 3-weekly reports and final report					
Final qualifications:					
<ul style="list-style-type: none">• Familiarizing with the international agri-food sector (added)• Effective cooperation and communication in a multi-disciplinary and intercultural environment• Management and development of own professional and personal attitude and skills					

8.6. Fourth year general courses

European work placement (HWPE)					
Coordinator:		BUP		credits:	12
Elements	ECTS	Name	Mode of Exam	Period	Literature
HWPE01	12	Assessment	Assessment	4	none
Entrance requirements:		Student is able to show level 2 of the cooperate, organise and introspect competency.			
Professional task:		The student will work in a company in the International Food Operations Management and work on day to day activities. The student can be assigned an individual project. The placement takes place within a European company			
Role:		Logistics assistant/ marketing assistant/ quality assurance assistant and other			
Methods:		Training, internship			
Fields of expertise:		Learning objectives (the student):			
Various, depending on the type of placement		<ul style="list-style-type: none">• Various professional learning objectives, depending on the type of placement• Personal learning objectives, merely aiming at identifying ones strengths and weaknesses, identifying what the student already knows and which competences/knowledge the student needs to further develop over the next 2 years.			
Aeres competencies:					

<ul style="list-style-type: none"> • To cooperate; students need to cooperate with company members during their placement, communication is key in this aspect. Assessed in the 3-weekly reports and final report and the in-company day (if possible to organize) • To organise; students are able to organize their own placement from start to finish, act as a beginning professional in a new work environment. Assessed during the preparation phase and in the 3-weekly reports and final report. • To introspect; students learn from interaction in a new work environment and analyse their own behaviour and adjust accordingly. Assessed during the preparation phase and in the 3-weekly reports and final report. • To appreciate the global perspective; during their international work placement or the international environment, students experience the global perspective and adjust their attitude accordingly. Assessed during the preparation phase and in the 3-weekly reports and final report
Final qualifications:
<ul style="list-style-type: none"> • Familiarizing with the international agri-food sector (added) • Effective cooperation and communication in a multi-disciplinary and intercultural environment • Management and development of own professional and personal attitude and skills

Graduation Work Placement (AGWP)					
4th Year Work Placement					
Coordinator:	MOS		Credits:	17	
Element	ECTS	Name	Mode of Exam	Period	Literature
AGWP01	17	Graduation Work Placement	Report	1234	Work Placement Manual (available on Canvas) Materials on Canvas
Entrance requirements:	None				
Professional task:	Based on own choice. The activities as performed by the student during the work placement are in line with the chosen study programme. During the placement the student is expected to act as a young professional within a job profile that matches the programme the student is in.				
Role:	Young professional				
Methods:	Depending on the type of the placement				
Fields of expertise:	Learning objectives (the student):				
Based on own choice	<ul style="list-style-type: none"> • prepares for the work environment in which the student works on professional tasks • gains knowledge into different company activities and job profiles • obtains insights about the operational practices of the placement company, and the place/role the company in its environment. • carries out a practical assignment, in a self-responsible manner. This implies that coaching by the company will have the characteristics of general supervision • effectively applies current methods of research methodology and interpretation techniques, when relevant • demonstrates proficiency in various professional skills and competencies, as required in the educational program is able to work on and show proof of selected Aeres competencies, based on own choice, on level 3 in a professional setting • • can adapt or reformulate study goals based on experiences during the placement period. The student conforms to these individual learning goals, set either in advance or during the training period • 				
Aeres-competencies:	Based on own choice for the graduation phase (level 3)				
Final Qualifications:	Check curriculum overview and programme profile				

Personal development (APL4i)					
Coordinator:	TEJ		Credits:	3	
Elements	EC	Name	Exam	Period	Literature
APL4i01	1	Managing competences	Report (O/V/G)	4	Syllabus APL4i

APL4i02	2	Professional Ethics	Class discussions & assignments	14	Syllabus APL4i
			Final report	14	
Entrance requirements:		To enter the 4 th year students should have obtained 165 ECTS credits at least, from the first three years of their studies and completed all of the personal development modules from year 1 to 3.			
Professional task:		Personal Development and self-reflection			
Role:		Junior professional			
Methods:		Training, class discussions, individual assignments.			
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			
Professional Ethics		<ul style="list-style-type: none">is able to formulate an opinion on important and current aspects of the professional work environment, based on own experience and norms and values or that of others, while he or she is able to separate opinion from factscan and is willing to openly discuss and exchange ideas with others on these kinds of topics			
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					
Final qualifications:					
<ul style="list-style-type: none">Management and development of own professional and personal attitude and skillsEffective cooperation and communication in a multi-disciplinary, intercultural environment					
EED Plant:					
<ul style="list-style-type: none">9. To act entrepreneurial and reflect					

Appendix 1 Estimate Cost overview 2023-2024 International Food Operations Management

[illegible]

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- (1) The International Office of the university will organise the visa application procedure for all the non-European citizens arriving in the Netherlands. The sole responsible for the Visa Application for United States is the student, the international office assists only in this process.
- (2) Residence offered on campus is done by an external party. Residence is offered in individual rooms, 5 rooms in a family type house with shared kitchen, toilet and bathroom. There is a limited availability of shared rooms which are cheaper. There is a limited number of rooms available on campus. For this reason students in principle are only offered rooms for the first year of studies in Dronten and should find housing outside campus for the other years. If there are still rooms available, rooms are also offered to 2nd and 4th year students, but students have to be aware that they are signing a year contract.
- (3) Aeres UAS requires non-EU citizens to take ItS insurance in the Netherlands on top of their own national health insurance. There is no opting out of this mandatory insurance fee.

University of Wisconsin-River Falls requires each student to take the DSU Health and Dental Plan (\$294 CAD and the DSU International Health Plan(\$684 CAD) insurance policies. There is no opting out of these mandatory insurance fees. Costs in the overview are given based on current exchange rates and may vary due to changing exchange rates.

****Due to the COVID19 pandemic the insurance policy costs will be finalized based on new information and students will be informed as soon as information is available.**

- (4) Participation in student councils, sports activities and so on.
- (5) Tuition fee is an estimate based on the information the Dutch government provides us with, no rights can be derived from the estimate amounts. European students that start studying at a Dutch university for the first time, only pay half of the tuition fee for the first academic year.
- (6) In order to provide applied science education additional excursions or practical assignments are organized for students for which travelling is sometimes required. An estimate is given that should be taken into account
- (7) Minors might include additional costs such as study tours, excursions or company assignments for which travelling or other costs are required. No estimate is given as it depends on the minor of choice but extra costs should be considered and taken into account when students plan their fourth year.
- (8) Residence at University of Wisconsin-River Falls campus is offered in 3 types of rooms: singleSuper Single (\$6570 CAD), Single(\$5930 CAD), Shared Double(\$5195 CAD). Unlimited Meal Plan at Jenkin's Hall (\$4080 CAD) & Shared Kitchen in Basement of Houses Living September-April ONLY! (Must apply to stay over the Christmas holidays also).

****Due to the COVID19 pandemic the insurance policy costs will be finalized based on new information and students will be informed as soon as information is available.**

In this overview is NOT included: travel costs in United States or in the Netherlands and costs for meals in the Netherlands.

EU citizens can use their national health insurance in the Netherlands as well, which means they only have to pay their national costs for health insurance.

External resources to sponsor your studies

There is NO scholarship provided by the university. We provide you with an overview of possible sources of income.

- **WORK:** In the Netherlands, the university will process your residence and work permit. Non-European are by law not allowed to work more than 16 hours per week. Moreover, you should be aware that when you have a small job next to studies, the Dutch government might require you to get a Dutch health insurance next to the health insurance you already have. This costs some 100 euros per month. Check the Nuffic website to get more detailed info. <http://www.studyinholland.nl/>

- **LOANS, GRANTS, STUDY FINANCE:** For more information regarding possible support from the Dutch government, please check: <http://www.ib-groep.nl/particulieren/international-student/default.asp>

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Appendix 2 Overview contents Mathematics test/21+ entrance test

Students who studied mathematics A1 as part of the HAVO (GCE level) study profile 'Culture and society' are required to partake in our entrance test as this level does not meet with the requirements to enter any of the educational programmes at the Aeres University of Applied Sciences.

In accordance with Dutch law, the minimum required level is A2 mathematics at HAVO (GCE level) usually chosen by students with study profile 'economics and society'.

The discrepancy is in the following areas of education;

F: applied analysis

G: binomial division

These areas are to be found in the book: 'Modern mathematics' part A2 Havo (GCE level) for the higher forms. ISBN 90

In order to study at the Aeres the following subjects are explicitly important

A1: Exponential functions (domain F)

A2: Functions with powers (domain F)

A4: Inclination graphs (domain F)






A5: calculation of Inclination functions (domain F)

A6: Optimisation (domain F)

This knowledge is necessary for use in the business economics subjects and/or the link module maths (for the full time education). The subjects of domain G are also included, albeit in a limited amount, in a number of modules at Aeres UAS. These subject are not a part of the entrance exam material.

Aeres UAS provide dispensation for students competent in the above mentioned subjects by meeting concluding the entrance exam (21+ rule) with a satisfactory result in the above mentioned chapters A1, A2, A4, A5 and A6 and thus meeting the entrance requirements for study programmes at Aeres UAS.

Appendix 3 Common European Framework of Reference for Languages self-assessment grid level A1-C2

		A1 Basic User	A2 Basic User	B1 Independent user	B2 Independent user	C1 Proficient user	C2 Proficient user
Understanding	 Listening	I can understand familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.
	 Reading	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.
Speaking	 Spoken interaction	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
	 Spoken production	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.
Writing	 Writing	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages. I can write a very simple personal letter, for example thanking someone for something.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select a style appropriate to the reader in mind.	I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.

Appendix 4 Description of competency levels Aeres UAS scorecard

1. Competency: to show leadership capabilities						
Definition: To coach the development of employees and show exemplary behaviour; to retain an overview in complex situations, to take the initiative at key strategic moments to administer a process of change and apply appropriate leadership style. To establish clear objectives and ensure employees contribute to achieving the objectives.						
	Insuff.	Fair	Sufficient	Good	N/A	Remarks/focus areas
Level 1: coordinates						
▪ delegates and ensures effective division of tasks						
▪ ensures adherence to agreements, rules, procedures and quality criteria						
▪ requests and appreciates the input of fellow students						
▪ safeguards progress in the achievement of objectives						
▪ recognises performance and addresses contributions made/results achieved with fellow students						
Level 2: encourages and motivates on own initiative						
▪ encourages and motivates to achieve project objectives and offers support where necessary						
▪ selects appropriate means of motivation (e.g. gives positive feedback, makes SMART agreements) and knows how to push the right buttons (is able to respond to and manage the different personalities of project team members)						
▪ promotes a productive and pleasant work environment						
▪ upholds the vision and mission of the project group and encourages others to do the same						
▪ gives project team members the space and responsibility to achieve results individually and collectively						
Level 3: strategic decision-making						
▪ leads discussions and is able to think in terms of short-term and long-term objectives						
▪ generates support for his or her ideas in the organisation (or department) by presenting a compelling vision, by developing plans and objectives and working towards these consistently						
▪ undertakes targeted action to develop the competencies of others						
▪ has a flair for and anticipates relevant developments in the organisational environment and interprets these effectively						

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2. Competency: to cooperate

Definition: Creates a good atmosphere, handles the interests of others with care, is able to conquer resistance and conflict and utilises the qualities of all team members to collectively reach predetermined goals. Contributes to collective results through optimal alignment of own qualities and interests and those of the group/others. Cooperates with colleagues as well as other stakeholders.

	Insuff.	Fair	Sufficient	Good	N/A	Remarks/focus areas
<u>Level 1: cooperates with and informs others</u>						
▪ shows interest in fellow students and offers assistance when asked						
▪ fulfils agreements						
▪ shares information and experiences with others						
▪ offers own view and asks for the views of fellow students and takes these into account						
▪ contributes to collective objectives						
<u>Level 2: on own initiative, cooperates with others to achieve collective results</u>						
▪ offers assistance on request and on own initiative and requests assistance where necessary						
▪ makes clear and measurable agreements						
▪ on own initiative, shares information/knowledge and ideas, plans and methodologies in respect of collective objectives						
▪ integrates the views of others into own ideas, plans and methodologies						
<u>Level 3: encourages cooperation</u>						
▪ encourages others to work together and express their ideas						
▪ encourages others to take decisions, even in complex situations						
▪ puts forward ideas to improve collective results						
▪ encourages employees/colleagues to share information/knowledge with one another periodically						
▪ promotes good relations and offers constructive criticism and feedback						

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3. Competency: to present

Definition: Is able to convey messages about complex topics in an understandable and persuasive manner to a critical target audience, consciously choosing the most effective form of communication. Conveys ideas and information clearly and distinctly, both orally and written, and with effective use of existing communication resources, ensuring the crux is understood. Uses appropriate skill or appropriate means of communication depending on the situation or objective (orally, written, etc.)

<u>Level 1: listening and conveying</u>	Insuff.	Fair	Sufficient	Good	N/A	Remarks/focus areas
▪ structures information clearly and logically in terms of format and structure; to-the-point, does not elaborate unnecessarily						
▪ uses language appropriate for the message and target audience (fellow students and contacts in own area of work), does not use unnecessary jargon						
▪ orally: speaks calmly and coherently (speed, volume, articulation); makes effective use of words, gestures and resources						
▪ written: writes clearly, succinctly and flawlessly (choice of words, spelling, grammar)						
▪ shows interest and engagement and listens actively to others; enquires as to the views, advice and welfare of others						
▪ provides calm and confident explanations						
<u>Level 2: sends and receives effectively and efficiently</u>						
▪ is outgoing and develops relationships easily						
▪ structures arguments logically and captures the attention (establishes connections in own sector)						
▪ tests whether a message has been understood by the target audience (in own sector)						
▪ is open to discussion and feedback						
▪ recognises (non) verbal communication						
<u>Level 3: creates a good climate for communication</u>						
▪ takes an interest in the needs, interests, emotions and beliefs of others and anticipates these by adapting verbal and non-verbal style of communication						
▪ makes complex subjects comprehensible to others (cross-sector)						
▪ encourages others to communicate clearly						
▪ promotes communication						

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4. Competency: to research

Definition: Is able to recognise and describe a problem or development, is able to formulate a practical research hypothesis and is able to supply a solution using the appropriate research methods. Identifies links; draws substantiated conclusions and assesses consequences. Breaks complex problems down into parts and distinguishes primary and secondary elements. Uses logic.

	Insuff.	Fair	Sufficient	Good	N/A	Remarks/focus points
<u>Level 1: identifies the crux of the problem</u>						
▪ asks targeted questions to flesh out a problem						
▪ goes to work in a systematic and structured way in analysing the problem						
▪ gathers relevant information						
▪ distinguishes the primary and secondary elements of the information supplied						
▪ is able to formulate a practical research hypothesis based on the definition of the problem						
<u>Level 2: identifies connections and recognises causes</u>						
▪ approaches a problem from different angles and formulates a qualified judgement						
▪ knows when the information gathered is sufficient to draw conclusions; differentiates between factual information and interpretations/ presuppositions						
▪ identifies connections between different types of information						
▪ draws conclusions about the causes and effects (symptoms) of problems						
<u>Level 3: establishes, carries out and reports on research independently</u>						
▪ calculates the long-term consequences						
▪ has an insight into (underlying) conflicts of interest						
▪ considers the problem in a broader context than his/her own subject area						
▪ sees the bigger picture and elevates issues to a higher level of abstraction						
▪ gets to the crux of complex, sometimes conflicting information						

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5. Competency: to Innovate

Definition: Uses creativity to develop new products, services and applications that are of use in practice. Has and promotes new and original ideas, methodologies and applications. Adopts an enquiring and curious approach to prospective innovation of (research) methodologies, applications, strategy, products, services and markets.

	Insuff.	Fair	Sufficient	Good	N/A	Remarks/focus areas
<u>Level 1: puts forward ideas</u>						
▪ conceives creative solutions to issues						
▪ is open to the ideas of others						
▪ is able to improvise						
▪ is able to conceive an alternative if the standard method does not work						
<u>Level 2: suggests creative alternatives</u>						
▪ identifies important developments and trends and responds to these effectively						
▪ conceives (new) solutions to complex problems						
▪ generates new ideas for development of the sector, including with others						
<u>Level 3: encourages innovation</u>						
▪ is unfettered by existing paradigms						
▪ creates a motivational learning environment						
▪ encourages innovative behaviour in others						

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6. Competency: to organise

Definition: Plans and carries out activities using people and resources effectively, safeguards progress, makes adjustments where necessary and achieves the desired result. Determines objectives, priorities and time required in an effective manner. Uses activities and resources to achieve specific goals.

	Insuff.	Fair	Sufficient	Good	N/A	Remarks/focus areas
<u>Level 1: plans and organises own work effectively</u>						
▪ knows what needs to be done and takes the initiative (within frameworks)						
▪ sets objectives and priorities for own work						
▪ completes work on time						
▪ fulfils agreements						
<u>Level 2: coordinates own work and that of others</u>						
▪ generates the means required to achieve objectives						
▪ has oversight of the tasks to be carried out and executes these out within the frameworks provided						
▪ indicates how work can be allocated and executed effectively; makes clear agreements and manages expectations (who, what, when)						
▪ sets objectives and priorities and fulfils these agreements						
▪ is able to set priorities within a project group and can adjust these in a timely fashion where necessary						
<u>Level 3: sets overall objectives</u>						
▪ ensures efficient and effective use of resources (such as time, money and staffing)						
▪ directs the planning and organisation of activities and supports others in that						
▪ anticipates relevant developments that could affect organisational objectives and adapts planning and objectives accordingly						
▪ is able to multi-task, can switch from one to the other quickly and without losing sight of the bigger picture						

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7. Competency: To reflect/ to introspect

Definition: Has an insight into own behaviour and shapes own development so that own performance and the work environment are in keeping with each other. Has the confidence to take decisions – to finalise them - and follow through, even with limited information, when matters are uncertain and/or pose risks. Does not unnecessarily postpone decisions that need to be taken. Commits by expressing own view; makes explicit statements; adopts a clear stance.

Level 1: works proactively	Insuff.	Fair	Sufficient	Good	N/A	Remarks/focus points
▪ is open to feedback						
▪ desires to learn in work situations; seeks and utilises opportunities for self-development						
▪ is proactive in organising own work.						
▪ takes all relevant aspects into account when deliberating and then makes a decision quickly and decisively						
▪ stands by decisions made and takes responsibility for them						
Level 2: knows own strengths & weaknesses and translates areas for development into actions.						
▪ can demonstrate accountability for actions and substantiate them with arguments						
▪ translates own areas for development into actions; applies insights and knowledge gleaned in practice straight away. Develops tools to counter own weaknesses (for example, setting the bar too high or having too little self-discipline)						
▪ tries to broaden own horizons; takes on challenges						
▪ is open and transparent towards his/her environment about own strengths and weaknesses						
Level 3: is able to reflect objectively, anticipates while taking own strengths and weaknesses into account						
▪ anticipates own weaknesses that could potentially cause an obstacle in the area of work						
▪ shares his /her strong points with colleagues and clients and utilises them optimally						
▪ generates support for decisions taken						
▪ monitors own progress and makes changes where necessary.						

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8. Competency: to enterprise

Definition: Is able to see opportunities and achieve desired results by taking risks. Identifies opportunities and is able to translate these into actions - often charting new territory – that contribute to better results for the organisation.

	Insuff.	Fair	Sufficient	Good	N/A	Remarks/focus areas
<u>Level 1: recognises opportunities</u>						
▪ is open to change, improvement and innovation						
▪ views problems as challenges						
▪ responds to the needs of clients						
<u>Level 2: actively utilises and translates opportunities</u>						
▪ is actively concerned with the future and continuity of the organisation or project						
▪ seeks opportunities and uses initiative within own field; translates them into practical products, applications or services						
▪ responds to signs from the environment and ties them to actions, does not waste opportunities						
▪ has the confidence to take (responsible) risks to improve existing solutions and approaches						
▪ takes decisions even when information is insufficient and the consequences are not yet known						
▪ commercially-oriented						
▪ is undaunted if an initiative or action fails, regards it as an opportunity to learn						
▪ redefines and crystallises the issue based on the needs of the client with the aid of own knowledge and skills & taking the available resources into account.						
<u>Level 3: encourages enterprise</u>						
▪ translates developments in the environment into plans other than those that are customary, even beyond own subject area						
student knows how he/she should manage a project/initiative						
▪ is able to translate results into specific and applicable advice for the field						
▪ directs innovative activities and enthuses others in doing so; is able to sell success						
▪ initiates activities and encourages others to improve and innovate						

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9. Competency: to endorse sustainable behaviour						
Definition: Shows respect for values and standards, is focused on balanced use of available resources (balance between People, Planet, Profit) in own actions. Develops and endorses a sustainable vision of the future. Breaks away from daily practice. Recognises facts, trends and developments and sees these in a broader context and within the long-term perspective of own field of work, subject area and/or organisation (department).						
	Insuff.	Fair	Sufficient	Good	N/A	Remarks/focus areas
<u>Level 1: looks ahead</u>						
▪ understands own department's mission and strategy in respect of sustainable behaviour						
▪ understands the connection between sustainable behaviour in own subject area and own activities						
▪ shows respect for people & planet						
▪ has no preconceptions and adopts a neutral approach						
▪ undertakes actions oneself and motivates others to take action to reduce their environmental footprint						
▪ knows what sustainability means and can convey this						
<u>Level 2: translates facts, trends and developments into (policy) proposals</u>						
▪ is able to view own role & position on a project or internship from a social perspective						
▪ is able to articulate his/her contribution to a more sustainable world privately or in his/her professional capacity						
▪ recognises trends and developments in the subject area and translates these into recommendations for internships and/or projects, puts forward tangible ideas and makes proposals						
▪ treats confidential or sensitive information about others with care and discretion						
▪ Avoids conflicts of interest or resolves them in a timely fashion (where possible). Clarifies own position and interests in (business-related) conflict situations.						
<u>Level 3: develops and endorses a vision of the future</u>						
▪ assesses the importance of (social) developments, recognises trends and translates these (1) into strategic choices and actions for the organisation, or (2) new insights for the subject area						
▪ encourages and facilitates others in sustainable behaviour, he/she raises awareness						
▪ leads by example in terms of respect, honesty and reliability and the environment						
▪ recognises unethical behaviour and takes action						

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10. Competency: to appreciate the global perspective						
Definition: Sees the whole world as a work field and is able to operate in an international environment. Develops and maintains relationships and cooperation with colleagues, clients and other potential contacts that are important to the objective of the organisation and/or department						
<u>Level 1: knows what is happening at international level</u>	Insuff.	Fair	Sufficient	Good	N/A	Remarks/focus points
▪ remains abreast of important (international) developments in the network and the subject area						
▪ finds it easy to maintain relationships in various situations and with different social/cultural backgrounds						
▪ respects the values, religion and customs of others						
▪ understands own position within the national/global network						
▪ is able to communicate in English (both written and oral)						
<u>Level 2: develops and maintains (international) relationships</u>						
▪ responds effectively to important (international) developments in the network						
▪ approaches own (international) network when he/she needs specific knowledge or information						
▪ brings people together, introduces them to one another and encourages the exchange of information						
▪ is at ease with strangers or acquaintances, is able to assess backgrounds and relationships, takes the lead in approaching people, makes appointments for new introductions.						
▪ is able to translate the consequences of actions and decisions in own country into the consequences on a global scale						
▪ is able to draft a professional job application and CV in English						
▪ is not afraid to make contact (phoning, amongst others) with unknown organisations, people involved in the subject area						
▪ is willing to immerse self in other cultures and can operate in an international team/international context						
<u>Level 3: develops a professional and influential network</u>						
▪ anticipates important international developments in the network						
▪ utilises own (international) network to support others						
▪ encourages others to maintain their network of internal and external contacts and to develop new contacts, offers tips						

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