



**AERES**  
UNIVERSITY OF  
APPLIED SCIENCES  
DROTEN

# Master Agribusiness Development

## Dual programme

COURSE CATALOGUE

Academic year 2022-2023

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# Content

<b>1</b>	<b>Introduction</b>	<b>5</b>
1.1.	The focus of MAD	5
1.2.	A professional Master - the degree	5
1.3.	The Master Company	6
1.4.	Aeres Group; corporate organisation structure	6
<b>2</b>	<b>Competency Based Education &amp; Final Qualifications</b>	<b>7</b>
2.1.	Curriculum design	7
2.2.	Principles of Competence Based Learning	7
<b>3</b>	<b>Programme structure</b>	<b>10</b>
3.1.1.	Six themes	10
3.1.2.	Four phases in 12 months	11
3.1.3.	Meetings next to the course weeks	12
3.1.4.	Theory integrated in practice	12
3.1.5.	Support by coaching	13
3.2.	Exams, Assignments and the Portfolio	13
3.3.	Canvas	13
3.4.	Time schedule of the MAD year	13
3.5.	Lecturing schedule when in Dronten	14
<b>4</b>	<b>General courses throughout the programme</b>	<b>15</b>
4.1.	Thesis	15
<b>5</b>	<b>Educational Examination Regulations</b>	<b>17</b>
5.1.	Tripartite agreement	17
5.2.	Student Charter and Code of Conduct	17
5.3.	Examination Regulations	17
5.4.	Academic Accommodations	17
5.5.	Student Counsellors	18
<b>6</b>	<b>Themes</b>	<b>19</b>
6.1.	Theme 10: Agri&Food Business	19
6.1.1.	Overall content and study materials	19
6.1.2.	Content in the four phases	19
6.2.	Theme 20: Strategy & Innovation	21
6.2.1.	Overall content and study materials	21
6.2.2.	Content in the four phases	21
6.3.	Theme 30: Business & Organization	22
6.3.1.	Overall content and study materials	22
6.3.2.	Content in the four phases	22
6.4.	Theme 40: Research & Analysis	24
6.4.1.	Overall content and study materials	24
1.1	Content in the four phases	24
6.5.	Theme 50: Personal Development	26
6.5.1.	Overall content and study materials	26
6.5.2.	Content in the four phases	26
6.6.	Theme 60: Thesis	28

6.6.1.	Overall content and study materials	28
6.6.2.	Content in the four phases	28
<b>7</b>	<b>Year schedule Master Agribusiness Development 2021-2022</b>	<b>29</b>
<b>8</b>	<b>Modules overviews</b>	<b>29</b>
<b>Appendix 1: Traineeship application form – part B</b>		<b>45</b>

# 1 Introduction

This course catalogue is for the **master Agribusiness Development (MAD) one year programme** for the academic year of 2022-2023. Registered under the Dutch CROHO 49137. This catalogue contains official information about the programme and is therefore leading together with the Exam Regulations as can be found on the website of the Aeres University of Applied Sciences (Aeres UAS). 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. Students graduating from this programme receive a Master of Science degree from Aeres UAS.

## 1.1. The focus of MAD

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

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

## 1.2. A professional Master - the degree

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

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

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

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

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

### 1.3. The Master Company

The Master Company plays a crucial role in the programme. Without a traineeship at a Master Company the requirements of this master cannot be fulfilled. The primary responsibility to organize a placement at a Master Company is with the student. Requirements regarding the company are as follows:

- Must be active within the agri- or food business, partly or entirely
- Must be able to house the student physically
- Must be able to involve the student into organization
- Must have a project for the student to work on for the duration of the programme that is complex enough for a master programme.

### 1.4. Aeres Group; corporate organisation structure

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

Aeres was created between 2004 and 2009 from mergers of the former Groenhorst College, the CAH University of Applied Sciences, Stoas University of Applied Sciences and PTC+ (now Aeres Tech and Aeres Training Centre). In 2013, the CAH and Stoas merged to form Vilentum University of Applied Sciences, thereby founding the three current Aeres University of Applied Sciences faculties in Dronten, Almere and Wageningen. Aeres provides education (pre-vocational secondary education, TVET, Bachelor and Master) and is also active in the field of applied research and innovation and commercial courses and services for individuals and businesses (Aeres, 2021).

Aeres Group Executive Board of directors consists of: Mr B.M.P. Pellikaan (chairman) and Mr M.H.C. Komen (member) [INFO](#)

## 2 Competency Based Education & Final Qualifications

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

### 2.1. Curriculum design

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

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

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

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

### 2.2. Principles of Competence Based Learning

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

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

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

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

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

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

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

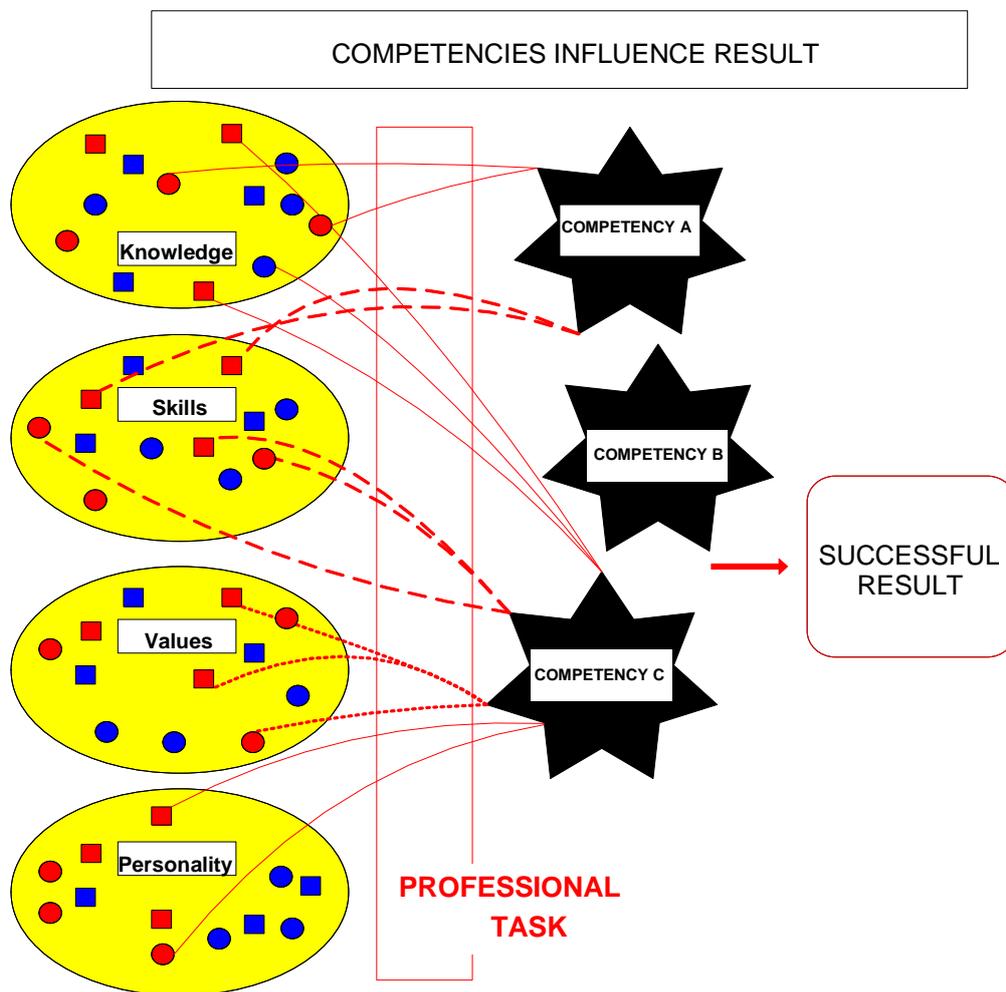


Figure 1.1: Competencies as Performance drivers

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

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

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

### Principles of assessment in the Master Agribusiness Development Course

Assessment is based on “to do”

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

It's up to the student to show that his/her results meet the requirements by collecting pieces of evidence in his/her portfolio.

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

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

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

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

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

# 3 Programme structure

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

## 3.1.1. Six themes

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

Overview of the six MAD theme's:

### **10. Agri- & Food Business**

Overview of agribusiness development

Current issues in agribusiness development

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

### **20. Strategy & Innovation**

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

### **30. Business & Organisation**

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

### **40. Research & Analysis**

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

### **50. Personal Development**

Assessment of competences

Reflection on personal development

Goals for personal development

### **60. Thesis**

Developing and conducting your research and product with expert guidance of your Company- and University coaches.

## The professional master programme in 4 phases



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

#### At the company

You act as an Explorer for 2 months: the main tasks are to: orient on your desired personal development, analyse and define the Master Company and its relevant environment and think of a first solution direction for your Business Development assignment.

The Business Development Assignment is already chosen in cooperation with your Master Company, however, it is wise and proves your Master level not to solely focus on your assignment. Use your assignment as a starting point to explore the context in which it is embedded.

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

#### At the University

The phase starts with an intensive programme of courses, guest lectures and excursions in Dronten. This starts with the introduction week in the first week of September before the new academic year starts. The introduction week is followed by one week of lectures in Dronten. After these first two weeks there are biweekly meetings. See the schedule in paragraph 1.6 for a more detailed overview. The lectures are organized in the five leading themes. The Explorer phase is assessed prior to the next phase.

### 2. Manager, November – January

#### At the company

As a manager your main task is to show that you manage your development assignment. Come up with an elaborated and approved research plan that will provide the answers or solutions you are looking for. Talk to experts within the company, but also maybe form other companies or institutions. Your contextual view, as developed in the previous phase, will help you in your search for appropriate knowledge.

#### At the University

Lectures in this phase focus on new theories and models within businesses and innovation management as well as methodological and analytical skills. Company visits will be organized to obtain a firsthand impression on how companies used theoretical knowledge next to entrepreneurship to face a broad range of challenges. In addition, the next step in the research project is concluded, namely defending your Research Proposal. The lectures are organized in the five leading themes. The Manager phase is assessed prior to the next phase.

### 3. Researcher, February - April

#### At the company

At the start of the Researcher phase you will propose your research project and after approval will be allowed to conduct your research. Your research is focussed on your research problem, which in term is related to your Business Development assignment.

#### At the University

The student follows an intensive programme of courses, guest lectures and excursions. The main location is in Dronten. The lectures are organized in the five leading themes. During the Researcher phase the written Research Proposal is finalized. The Researcher phase is assessed prior to the next phase.

### 4. Young Professional, April – August

As a Young Professional you need to show your ability to find solutions to business challenges that are embedded in a context together with sound theoretically embedded and logical reasoning. Results from your research need to be translated into practically applicable solutions. Preferably with evidence of the applicability, however not all business development assignments will lend themselves for that level. You demonstrate your research skills in an oral presentation and in your Master thesis. Your personal development trajectory will be reflected upon in a portfolio and the Final Interview.

#### At the University

The student follows an intensive programme of courses, guest lectures and excursions. The main location is in Dronten. The Young Professional phase ends in August with handing in the written Thesis, presenting the final product from the research project and the final oral exam in which you reflect upon your personal development. The lectures are organized in the five leading themes.

#### 3.1.3. Meetings next to the course weeks

- Meeting with company coaches at Aeres University of Applied Sciences Dronten on October 7<sup>th</sup> in the afternoon.

#### 3.1.4. Theory integrated in practice

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

#### Community of Practice (COP)

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

The objectives of the CoP are:

- **Students learn from each other** (peer learning):
  - Gain insight in their own development through peer-to-peer feedback.
  - Learn to appreciate the development of others through interaction.
  - Students develop reflective capabilities.
- **The students compare and learn from the different contexts:**

- Learn to compare different contexts with their own contexts in discussing relevant themes during visits to Master Companies.
- Students are acquainted with the broad field of international agribusinesses.
- The international agribusiness gets acquainted with potential employees.

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

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

### 3.1.5. Support by coaching

#### **University coach**

The university coach is the link between the student, the company and the MAD programme and is the person to guide the student through the thesis process. In case specific expertise is needed for the thesis it is possible to contact other persons. The university coach is the primary contact person for the master company.

The student and the university coach have several official meetings in which the progress is discussed and assessed. Besides these official meetings, tri- or even bi-weekly meetings are suggested. The student is responsible for planning the meetings other than those already planned in the schedule.

#### **Company coach**

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

## 3.2. Exams, Assignments and the Portfolio

### 3.3. Canvas

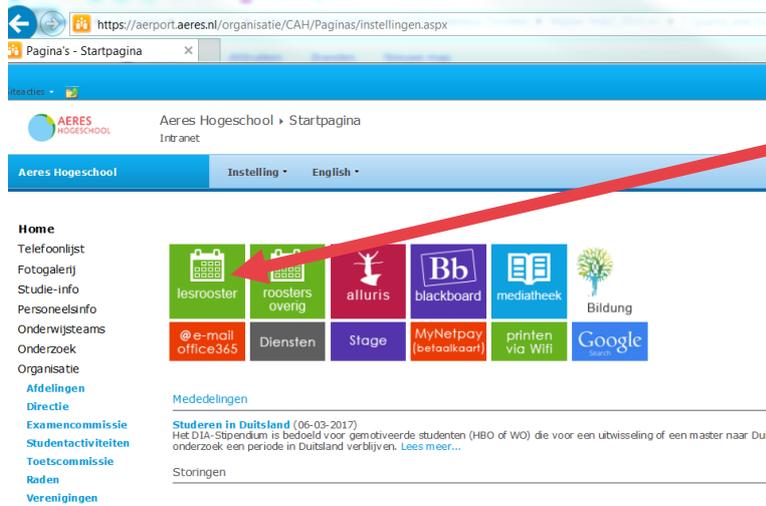
The MAD course uses Canvas as the communication platform during the study year. You can go to Canvas either via Intranet or directly via [aeres.instructure.com](https://aeres.instructure.com). Each student can access Canvas with the University account. On the Canvas site the information is organised using the four phases. For each phase the essential information is organised according to the six themes in the programme.

## 3.4. Time schedule of the MAD year

The MAD programme is a 12-month programme that combines practice and theory. The total credits for the programme is 60 ECTS. The time spent at the Master Company is part of the official study programme. The combination of theory and practice makes this programme more challenging which means that a full 12 month period is included in the total time schedule. There are no 'official' holiday weeks regarding the company, the student is responsible for arranging a schedule of working and time off that fits the need of the company and ensures a good personal balance. The student must be aware that the study load is heavy due to the combination with practice at the Master Company. See the Canvas pages of the MAD for the detailed Year schedule.

### 3.5. Lecturing schedule when in Dronten

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



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

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

1 = MXPL, 2=MMNR, 3=MRSR, 4=MYPF

The numbers refer to the 6 themes:

10=AgriFoodBusiness, 20=Strategy&Innovation, 30=Business&Organisation, 40=Research&Analysis, 50=Personal Development, 60=Thesis

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

## 4 General courses throughout the programme

For each of the six themes the student makes a set of products as proof that the student can operate successful in this theme. This set of products can consist of exams, assignments or be taken as part of the portfolio. All the products are graded, either with a grade (1-10) or with a Pass/Fail. The combination of grades will lead to a final grade for that specific phase (Explorer, Manager, Researcher, Young Potential). Assessment forms will be made available via Canvas. Written exams are planned within the exam periods, see the schedule for more information. Assignments and part of the portfolio can have different deadlines to hand in. Handing in assignments and parts of the portfolio is done via Canvas. Table 1 shows an overview of the different products per phase and theme that need to be handed in.

Table 1: Overview of examination per phase and theme

Theme \ Phase	Explorer	Manager	Researcher	Young Professional
<b>10: Agribusiness</b>	Assignment	Assignment	Assignment	Assignment
<b>20: Strategy &amp; Innovation</b>	Written exam	Assignment, Written exam	Written exam	-
<b>30: Business &amp; Organization</b>	Assignments	Assignments	Assignments	-
<b>40: Research &amp; Analysis</b>	Assignment	Written exam	Written exam, Assignment	-
<b>50: Personal Development</b>	Portfolio, Assignments	Portfolio	Portfolio, Assignment	Portfolio, Assignment, Oral exam
<b>60: Thesis</b>	Assignment (Project Exploration)	Assignment (Research Proposal presentation)	Assignment (Research Proposal)	Assignment (Thesis and presentation)

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

### 4.1. Thesis

The thesis is one of the two masterpieces of the programme. The master's thesis is a natural extension on the initial company problem addressed. In this thesis the emphasis is on the scientific justification in answering a question that is related to a managerial problem at the Master Company. This problem is placed in the broader theoretical context in the research proposal and connected to a scientific sound research methodology. This leads to an in-depth research including the formation of hypotheses, data collection, data analysis and presenting results and conclusions. The results are translated to the practical context of the master company. The thesis should effectively convince your readers that your conclusions are sensible and supported by evidence, and that you have Mastery on your topic.

For the Master Agribusiness Development at Aeres UAS this thesis will be the culmination and defining point of your effort, an important milestone in your personal development. The path of this research will lead you to new knowledge, new insights, new abstractions for yourself, and as you push towards

and beyond the current boundaries of what is known, you will be expected to share your new knowledge with others. This sharing is the primary purpose of the thesis. It provides an opportunity for students to be challenged intellectually in an oral defence of their work and to have their ideas tested in a scholarly setting. The Master’s thesis is written in English, correct use of grammar and style is expected from the student.

*Thesis timeline*

Developing the research project that culminates in the thesis start at day one in the Explorer phase. During the Explorer phase you will be asked to reflect upon the managerial problem given to you. The Company day, organized in October, will help you in this process while you share it with fellow students, University- and Company coaches. During the Manager phase, you will need to peel down the managerial problem to the core and develop a methodology to find answers to the stated problem. You will defend this research proposal at the end of the Manager phase. The final written research proposal is handed in during the Researcher phase. Feedback from previous versions and from the defence of the research proposal need to be taken into account. Only if the Research Proposal is approved, only then the student is allowed to continue the research process. Finally, the thesis and product presentation will take place at the end of the Young Professional phase in August. In Table 2 and overview is provided of the thesis products during the year. Deadlines are included in the Year Schedule.

Table 2: Timeline of products in the thesis process

	Explorer	Manager	Researcher	Young Professional
<b>Code</b>	MXPL60	MMNR60	MRSR60	MYPF60
<b>Content</b>	Problem Exploration	Research Proposal defence	Written research proposal*	Thesis & Product presentation

\* Only after approval of the Research Proposal, the student is allowed to further continue the research process.

# 5 Educational Examination Regulations

## 5.1. Tripartite agreement

Each student will have a tripartite contract between student, master company and the Aeres UAS that indicates the practical matters of the agreement including an outline of the project the student will be working on. The student contract can be regarded as a supplement to the Educational Exam Regulations and is registered in the Student Administration System (Osiris).

## 5.2. Student Charter and Code of Conduct

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

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

## 5.3. Examination Regulations

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

## 5.4. Academic Accommodations

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

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

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

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

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

## 5.5. Student Counsellors

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

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

The student counsellors can be reached by email, telephone, appointment or by walk-ins. If you prefer to make an appointment for a place outside the school, you can. If you experience problems and they exceed your personal coaches responsibilities and abilities, please contact our counsellors. Do not wait too long and contact us! Please remember that we cannot help if we do not know what is going on. We realize 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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# 6 Themes

The detailed information on the content of all themes can be found on the Canvas site of the MAD programme.

## 6.1. Theme 10: Agri&Food Business

Theme coordinator: Emmanuel Anom, MSc

### 6.1.1. Overall content and study materials

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

#### Literature to be studied:

##### Contemporary issues in food supply chain management

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

##### Rethinking the European Union

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

##### New Economy Business: Seven windows of opportunity;

Marga Hoek  
New Economy Publications  
ISBN: 9789092378528

##### Business Model Generation;

Alexander Osterwald, Yves Peigner  
John Wiley;  
ISBN: 9780470876411

Available on internet (free): journal - [www.FoodBusinessNews.net](http://www.FoodBusinessNews.net)

### 6.1.2. Content in the four phases

#### Explorer phase

Applicable guest lectures, company visits and/or events.

Overview of the context of the study books

Overview of general developments in agrifood business in the last decades

#### Appraisal:

A report on the issues of business models, supply chain and sustainability in relation to the context of your master company.

A reflection on guest lectures, company visits and events.

### Manager phase

Applicable guest lectures, company visits and/or events.

Appraisal:

A reflection on guest lectures, company visits and events.

### Researcher phase

Applicable guest lectures, company visits and/or events.

Appraisal:

Assignment on making a project plan for execution of a life cycle analysis.

A reflection on guest lectures, company visits and events.

### Young professional phase

Applicable guest lectures, company visits and/or events.

Lectures on supply chain management

Appraisal:

Assignment to analyse and to improve the logistic supply chain of the master company

A reflection on guest lectures, company visits and events.

## 6.2. Theme 20: Strategy & Innovation

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

Theme coordinator: Drs. Taco Medema

### 6.2.1. Overall content and study materials

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

#### Literature to be studied:

##### Managing innovation

Joe Tidd and John Bessant  
5<sup>th</sup> edition, Wiley  
ISBN 978-1-118-36063-7

##### Strategic Management and Business Policy

Thomas L. Wheelen a.o.  
14<sup>th</sup> edition, Pearson  
ISBN 978-1292-06081-1

### 6.2.2. Content in the four phases

#### Explorer phase

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

Lecturer: Drs. T. Medema

Appraisal: Written exam

#### Manager phase

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

Lecturer: Drs. T. Medema

Appraisal: Written exam

#### Researcher phase

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

Guest lecture: Innovation in a large company

Lecturer: Drs. T. Medema

Appraisal: Written exam

### 6.3. Theme 30: Business & Organization

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

Theme coordinator: Evert Los, PhD.

#### 6.3.1. Overall content and study materials

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

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

#### Literature to be studied:

##### The theory and practice of Change Management

John Hayes,  
Palgrave, 2018  
ISBN-10: 9781352001235

##### Accounting and Finance

Michael Jones  
Wiley, 2014  
ISBN 978 1 118 93207 0

##### Contemporary Issues in Food Supply Chain Management

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

##### Excel 2016 Basics

Nathan George  
Createspace, 2017  
ISBN 978 1546 980179

##### Annual Reports Syngenta 2018 and VION 2018

#### 6.3.2. Content in the four phases

##### Explorer phase

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

Lecturer: Corry Uenk, MEd

Appraisal: Assignment

### Manager phase

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

Developing a change plan

Cost minimization and revenue maximization, different costing methods, budgeting

Excel Applications for budgeting

Supply chains and horizontal and vertical integration

Lecturer:

Appraisal: Assignment

### Researcher phase

Implementing change, reviewing and keeping the change on track, individual and collective learning

Financing the business, capital investment appraisal techniques, costs of capital

Excel applications for investment appraisal

Alternative production systems

Lecturer: Corry Uenk, MEd

Appraisal: Assignment

## 6.4. Theme 40: Research & Analysis

The detailed information on the content of this theme can be found on Canvas.

Theme coordinator: P. van Honk, MSc

### 6.4.1. Overall content and study materials

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

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

#### Literature to be studied:

Mandatory literature:

Statistics in steps,

Nel Verhoeven

August 2020

ISBN: 9789024434510

Recommended literature:

Designing a Research Project

Verschuren and Doorewaard

Eleven International Publishing 2010

ISBN 978-90-5931-572-3

Effective Strategies for Academic Writing

De Jong. Uitgeverij Coutinho, 2017.

ISBN 978-90-469-0505-0

## 1.1 Content in the four phases

### Explorer phase

- From management problem to research question
- Literature search
- Research design
- Quantitative research
- Introduction in statistics
- Parametric statistics
- Academic writing

Lecturer: Cynthia Akkermans, PhD

Appraisal: Assignment

### Manager phase

- From management problem to research question (2)
- Conceptual model
- Qualitative research
- Qualitative research and analysis
- Questionnaire design
- Journal Club
- Academic writing

Lecturer: Cynthia Akkermans, PhD. & P. van Honk, MSc

Appraisal: Written exam

### Researcher phase

- Non-parametric statistics
- SPSS
- Logistic regression
- Journal Club
- Academic writing

Lecturer: P. van Honk, MSc

Appraisal: Written exam

### Young Professional phase

- Thesis support

Lecturer: P. van Honk, MSc

Appraisal: Assignment

## 6.5. Theme 50: Personal Development

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

Theme coordinator: Ilse Elfrink MSc

### 6.5.1. Overall content and study materials

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

This involves the following subjects:

- Handling intercultural differences
- Role play on business conversation
- Project management
- Learning how to learn
- Competences and reflecting on competence development
- Dublin descriptors
- Me, myself and I
- Me in the Master Company
- Me and the world (leadership)

#### Literature to be studied:

##### Intercultural Management, a case-based approach

Christoph Barmeyer and Peter Franklin  
Palgrave, 2016  
ISBN 9781137027375

##### Recommended literature

##### When cultures collide, leading across cultures

Richard D. Lewis  
Hodder & Stoughton, 3rd edition  
ISBN 978-1-90483802-9  
<http://www.utntyh.com/alumnos/wp-content/uploads/2011/11/When-Cultures-Collide.pdf>

##### 7 Habits of highly effective people (Covey)

##### DISC

##### 360° feedback

##### Core quadrant

### 6.5.2. Content in the four phases

#### Explorer phase

Intercultural communication

You and Your Brain topics

Lecturers: Umair Qureshi, MSc., Dr. ir A.C. ter Horst, Ilse Elfrink Msc, Kiran van den Brande, Carolien Oostveen

Appraisal:

Written exam

Assignments

#### Manager phase

Role play on business conversation

Competences and reflecting

Lecturers: Dr. ir. Thomas Lans (Quente), Kiran van den Brande, Ilse Elfrink Msc, Carolien Oostveen

Appraisal:  
Assignments

### Researcher phase

Role play on business conversation  
Learn2Learn  
Competences and reflecting

Lecturers: Dr. ir. Thomas Lans (Quente), Kiran van den Brande, Ilse Elfrink Msc, Carolien Oostveen

Appraisal:  
Assignments

### Young Professional phase

Reflection on personal development both within and outside the MAD company.

Lecturers: Umair Qureshi, MSc Kiran van den Brande, Ilse Elfrink Msc, Carolien Oostveen

Appraisal:  
assignment / presentation / reflection skills

## 6.6. Theme 60: Thesis

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

Theme coordinator: P. van Honk, MSc

### 6.6.1. Overall content and study materials

This theme supports you in developing and conducting your research. The research will focus on the project as described in your tripartite contract.

#### Literature to be studied:

No mandatory literature.

### 6.6.2. Content in the four phases

#### Explorer phase

Get to know the sector, company and your project. At the end of this phase you will write down your first exploration regarding your project. You will be using the Company Day as platform for discussing your project and first thoughts on it.

Appraisal:  
Assignment

#### Manager phase

Write your Research Proposal.

Appraisal:  
Assignment

#### Researcher phase

Defend your research proposal

Appraisal:  
Presentation

#### Young Professional phase

In this phase you will be writing your thesis and at the end of august you will present your results or product.

Appraisal:  
assignment / presentation

# 7 Year schedule Master Agribusiness Development 2021-2022

Year Schedule Master Agribusiness Development 2022 / 2023				
18/05/2022				
week	Date	Type of week	Basic schedule (Master)	Education related information (Master)
36	5/sep	L0	Introduction week	
	6/sep		Introduction week	
	7/sep		Introduction week	
	8/sep		Introduction week	
	9/sep		Introduction week	
	10/sep			
	11/sep			
37	12/sep	L1	At University	
	13/sep		At University	
	14/sep		At University	
	15/sep		At University	
	16/sep		At University	
	17/sep			
	18/sep			
38	19/sep	L2	At company	
	20/sep		At company	
	21/sep		At company	
	22/sep		At company	
	23/sep		At company	
	24/sep			
	25/sep			
39	26/sep	L3	At University	
	27/sep		At University	
	28/sep		At University	
	29/sep			
	30/sep			
	1/okt			
	2/okt			
40	3/okt	L4	At company	
	4/okt		At company	
	5/okt		At company	
	6/okt		At company	
	7/okt		At company	
	8/okt			
	9/okt			
41	10/okt	L5	At University	
	11/okt		At University	
	12/okt		At University	Company day at University
	13/okt			
	14/okt			
	15/okt			
	16/okt			

42	17/okt		Autumn holidays / at company	
	18/okt		Autumn holidays / at company	
	19/okt		Autumn holidays / at company	
	20/okt		Autumn holidays / at company	
	21/okt		Autumn holidays / at company	
	22/okt			
	23/okt			
43	24/okt	L6	At company	
	25/okt		At company	
	26/okt		At company	
	27/okt		At company	
	28/okt		At company	
	29/okt			
	30/okt			
44	31/okt	L7	At University	
	1/nov		At University	
	2/nov		At University	
	3/nov			
	4/nov			
	5/nov			
	6/nov			
45	7/nov	T1	At company	
	8/nov		At company	
	9/nov		At company	
	10/nov		At company	
	11/nov		At company	
	12/nov			
	13/nov			
46	14/nov	T1	At University	Exams Explorer Phase
	15/nov		At University	
	16/nov		At company	
	17/nov		At company	
	18/nov		At company	
	19/nov			
	20/nov			
47	21/nov	L1	At University	
	22/nov		At University	
	23/nov		At University	
	24/nov			
	25/nov			
	26/nov			
	27/nov			
48	28/nov	L2	At company	
	29/nov		At company	
	30/nov		At company	
	1/dec		At company	
	2/dec		At company	
	3/dec			
	4/dec			
49	5/dec	L3	At University	Sign up for resits Explorer phase
	6/dec		At University	Sign up for resits Explorer phase
	7/dec		At University	Sign up for resits Explorer phase
	8/dec			Sign up for resits Explorer phase
	9/dec			Sign up for resits Explorer phase

	10/dec			
	11/dec			
50	12/dec	L4	At company	
	13/dec		At company	
	14/dec		At company	
	15/dec		At company	
	16/dec		At company	
	17/dec			
	18/dec			
51	19/dec	L5	At University	Presentations Concept Research Proposal
	20/dec		At University	
	21/dec		At University	
	22/dec			
	23/dec			
	24/dec			
	25/dec			
52	26/dec		Christmas holidays / University closed	
	27/dec		Christmas holidays / University closed	
	28/dec		Christmas holidays / University closed	
	29/dec		Christmas holidays / University closed	
	30/dec		Christmas holidays / University closed	
	31/dec			
	1/jan			
1	2/jan		Christmas holidays / University closed	
	3/jan		Christmas holidays / University closed	
	4/jan		Christmas holidays / University closed	
	5/jan		Christmas holidays / University closed	
	6/jan		Christmas holidays / University closed	
	7/jan			
	8/jan			
2	9/jan	L6	At company	
	10/jan		At company	
	11/jan		At company	
	12/jan		At company	
	13/jan		At company	
	14/jan			
	15/jan			Deadline Concept Research Proposal
3	16/jan	L7	At University	
	17/jan		At University	
	18/jan		At University	
	19/jan			
	20/jan			
	21/jan			
	22/jan			
4	23/jan	T2	At University	Exams Manager Phase
	24/jan		At University	Exams Manager Phase
	25/jan		At company	
	26/jan		At company	
	27/jan		At company	
	28/jan			
	29/jan			
5	30/jan	T2	At company / at University	Resits
	31/jan		At company / at University	Resits
	1/feb		At company	

	2/feb		At company	
	3/feb		At company	
	4/feb			
	5/feb			
6	6/feb	L0	At University	
	7/feb		At University	
	8/feb		At University	
	9/feb			
	10/feb			
	11/feb			
	12/feb			
7	13/feb	L1	At company	
	14/feb		At company	
	15/feb		At company	
	16/feb		At company	Sign up for resits Manager phase
	17/feb		At company	Sign up for resits Manager phase
	18/feb			
	19/feb			
8	20/feb	L2	At University	Presentations Research Proposal
	21/feb		At University	Sign up for resits Manager phase
	22/feb		At University	Sign up for resits Manager phase
	23/feb			Sign up for resits Manager phase
	24/feb			
	25/feb			
	26/feb			Deadline Final Research Proposal
9	27/feb		Spring holidays / University closed	
	28/feb		Spring holidays / University closed	
	1/mrt		Spring holidays / University closed	
	2/mrt		Spring holidays / University closed	
	3/mrt		Spring holidays / University closed	
	4/mrt			
	5/mrt			
10	6/mrt	L3	At company	
	7/mrt		At company	
	8/mrt		At company	
	9/mrt		At company	
	10/mrt		At company	
	11/mrt			
	12/mrt			
11	13/mrt	L4	At University	
	14/mrt		At University	
	15/mrt		At University	
	16/mrt			
	17/mrt			
	18/mrt			
	19/mrt			
12	20/mrt	L5	At company	
	21/mrt		At company	
	22/mrt		At company	
	23/mrt		At company	
	24/mrt		At company	
	25/mrt			
	26/mrt			
13	27/mrt	L6	At University	

	28/mrt		At University	
	29/mrt		At University	
	30/mrt			
	31/mrt			
	1/apr			
	2/apr			
14	3/apr	L7	At company	
	4/apr		At company	
	5/apr		At company	
	6/apr		At company	
	7/apr		At company	
	8/apr			
	9/apr			
15	10/apr	T3	At University	Exams Researcher Phase
	11/apr		At University	Exams Researcher Phase
	12/apr		At University	
	13/apr			
	14/apr			
	15/apr			
	16/apr			
16	17/apr	T3	At company / at University	Resists
	18/apr		At company / at University	Resists
	19/apr		At company	
	20/apr		At company	
	21/apr		At company	
	22/apr			
	23/apr			
17	24/apr	L1	At University	
	25/apr		At University	
	26/apr		At University	
	27/apr		Kings-day / University closed	
	28/apr			
	29/apr			
	30/apr			
18	1/mei		May holidays / University closed	
	2/mei		May holidays / University closed	
	3/mei		May holidays / University closed	
	4/mei		May holidays / University closed	
	5/mei		May holidays / University closed	
	6/mei			
	7/mei			
19	8/mei	L2	At company	
	9/mei		At company	
	10/mei		At company	
	11/mei		At company	
	12/mei		At company	
	13/mei			
	14/mei			
20	15/mei	L3	At University	Sign up for resits Researcher phase
	16/mei		At University	Sign up for resits Researcher phase
	17/mei		At University	Sign up for resits Researcher phase
	18/mei		Ascension Day	Sign up for resits Researcher phase
	19/mei		Good Friday / University closed	Sign up for resits Researcher phase
	20/mei			

	21/mei			
21	22/mei	L4	At company	Sign up for resits Researcher phase
	23/mei		At company	
	24/mei		At company	
	25/mei		At company	
	26/mei		At company	
	27/mei			
	28/mei		Easter / University closed	
22	29/mei	L5	Easter / University closed	
	30/mei		At University	
	31/mei		At University	
	1/jun			
	2/jun			
	3/jun			
	4/jun			
23	5/jun	L6	At company	
	6/jun		At company	
	7/jun		At company	
	8/jun		At company	
	9/jun		At company	
	10/jun			
	11/jun			Deadline concept Thesis
24	12/jun	L7	At University	
	13/jun		At University	
	14/jun		At University	
	15/jun			
	16/jun			
	17/jun			
	18/jun			
25	19/jun	L8	At company	
	20/jun		At company	
	21/jun		At company	
	22/jun		At company	
	23/jun		At company	
	24/jun			
	25/jun			
26	26/jun	T4	At University	Exams Young Professional Phase
	27/jun		At University	Exams Young Professional Phase
	28/jun		At University	
	29/jun			
	30/jun			
	1/jul			
	2/jul			
27	3/jul	T4	At company / at University	Resits
	4/jul		At company / at University	Resits
	5/jul		At company	
	6/jul		At company	
	7/jul		At company	Sign up resits T5
	8/jul			
	9/jul			
28	10/jul		At company	Sign up resits T5
	11/jul		At company	Sign up resits T5
	12/jul		At company	Sign up resits T5
	13/jul		At company	Sign up resits T5

	14/jul		At company	Sign up resits T5
	15/jul			
	16/jul			
29	17/jul		Summer holidays / University closed	
	18/jul		Summer holidays / University closed	
	19/jul		Summer holidays / University closed	
	20/jul		Summer holidays / University closed	
	21/jul		Summer holidays / University closed	
	22/jul			
	23/jul			
30	24/jul		Summer holidays / University closed	
	25/jul		Summer holidays / University closed	
	26/jul		Summer holidays / University closed	
	27/jul		Summer holidays / University closed	
	28/jul		Summer holidays / University closed	
	29/jul			
	30/jul			
31	31/jul		Summer holidays / University closed	
	1/aug		Summer holidays / University closed	
	2/aug		Summer holidays / University closed	
	3/aug		Summer holidays / University closed	
	4/aug		Summer holidays / University closed	
	5/aug			
	6/aug			Deadline Thesis
32	7/aug		Summer holidays / University closed	
	8/aug		Summer holidays / University closed	
	9/aug		Summer holidays / University closed	
	10/aug		Summer holidays / University closed	
	11/aug		Summer holidays / University closed	
	12/aug			
	13/aug			
33	14/aug	T5	Summer holidays	
	15/aug		Summer holidays	
	16/aug		Summer holidays	Resits
	17/aug		Summer holidays	Resits
	18/aug		Summer holidays	
	19/aug			
	20/aug			
34	21/aug	T5	At University	Thesis Defence
	22/aug		At University	Thesis Defence + Oral Exams
	23/aug		At University	Oral Exams
	24/aug			
	25/aug			
	26/aug			
	27/aug			

## 8 Modules overviews

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

Here you can find an overview of the module per period (1, 2, 3 or 4):

Year	cohort	module	period	ects
<b>2022/2023</b> Pre-master	2021	MEXM	1,2	15
		MSCM	2,4	15
	<b>Total</b>			
<b>2022/2023</b> Master programme	2021	MXPL	1	15
		MMNR	2	16
		MRSR	3	13
		MYPF	4	16
	<b>Total</b>			

The pre-master only apply to those who are enrolled into the pre-master programme.

In the following pages you can find the module overview of all master modules.

<b>MAD Phase 1: Explorer (MXPL)</b>					
<b>Coordinator:</b>		<b>HOP</b>	<b>Number of credits:</b>		<b>15</b>
<b>Elements</b>	<b>ECTS</b>	<b>Name</b>	<b>Mode of Exam</b>	<b>Period</b>	<b>Literature</b>
MXPL10	3	Agri & Food Supply Chains	Assignment	1	See below
MXPL20	2	Strategy & Innovation	Exam	1	See below
MXPL34	2	International business law	Assignments	1	See below
MXPL38	2	Business & Organization	Assignments	1	See below
MXPL40	2	Research & Analysis	Assignment	1	See below
MXPL51	1	Personal Development	Assignment	1	See below
MXPL55	1	English Writing	Assignment	1	See below
MXPL56	1	Intercultural communication	Assignment	1	See below
MXPL60	1	Thesis	Assignment	1	See below
<b>Entrance requirements:</b>		A Bachelor degree in a field related to agribusiness			
<b>Professional task:</b>		Exploring a challenging management problem with the aim to develop a project that answers specific questions and needs of the company.			
<b>Role:</b>		Project member responsible to create a shared understanding of the questions and needs in line with the management problem of the company. The emphasis is on exploring innovative approaches.			
<b>Methods:</b>		Time spent in Master Company, classes, company visits, communities of practice			
<b>Presence</b>		Presence is obliged for the Introduction week and company visits			
<b>Learning outcomes:</b>					
Theme 10: Agri- & Food Supply Chains		<ul style="list-style-type: none"> <li>The student understands the major underlying factors in the Agri &amp; Food business and their impact on the Agri &amp; Food companies.</li> <li>The student analyses and evaluates an Agri &amp; Food supply Chain.</li> <li>The student becomes aware and gets acquainted with the sustainable economy in Agri &amp; Food Business.</li> <li>The student analyses and evaluates a business model of an Agri &amp; Food company.</li> <li>The student is able to reflect and to conclude relevant experiences in company visits or guest lectures.</li> </ul>			
Theme 20: Strategy & Innovation		<ul style="list-style-type: none"> <li>The student starts to understand the influence of strategy on a company</li> <li>The student is able to assess the impact of innovation on the performance of a company</li> <li>The student is capable of executing an external and internal factor analysis summary</li> <li>The student can describe a typical innovation model</li> </ul>			
Theme 30: Business & Organisation		<ul style="list-style-type: none"> <li>32: To define the company, the student learns why on a cost and contractual perspective entrepreneurial behaviour is organized in the form of a firm</li> <li>33: The student can assess the company in the world in terms of business, international law, compliance and risk management.</li> </ul>			
Theme 40: Research & Analysis		<ul style="list-style-type: none"> <li>40: The student can distinguish between management- and research problems</li> <li>40: The student can embed the management problem into a valid and reliable context</li> <li>40: The student can embed the research problem into a valid and state-of-the-art theoretical framework</li> <li>40: Student can approach a (management) problem systematically using a research design</li> <li>40: The student is familiar with different research methodologies and is capable of selecting the best methodology for a given problem</li> <li>40: The student is familiar with conceptual models and capable of applying them critically to existing and new research</li> </ul>			
Theme 50: Professional Identity		<ul style="list-style-type: none"> <li>The student develops the skills needed to operate in an international business organisation: English language skills, intercultural communication skills and personal development. The student can reflect on personal behaviour.</li> </ul>			
Theme 60: Thesis		<ul style="list-style-type: none"> <li>The student is capable of identifying his/her own research in the context of the company</li> <li>The student can make an estimated guess on the knowledge and support needed to come to an answer to their managerial problem</li> <li>The student is capable of reflecting on own and others management- and research problem descriptions</li> </ul>			
<b>Professional Master Standard</b>					
See Curriculum overview					
<b>Final qualifications:</b>					

- The student can explain the choices a company has made to arrive in its present form in such a way that it is clear which options are open for its future strategy.
- The student can discern various learning styles in a company and in himself and draw consequences for the implementation.
- The student can determine the position of the company in the global field of the Agribusiness supply Chain.
- The student can assess the position of the company in the global environment in terms of marketing, law and the cultural context it faces.
- The student can describe the various concerns, which exist in a sustainable society
- The student knows about the setup of research on entrepreneurship in such a way that he can start determining his own course in this field.
- The student can write a project plan, using applicable literature
- The student can assess the risks of his project plan, as regards to the project length
- The student can evaluate the position of the company in the global field of the Agribusiness supply Chain.
- The student can evaluate the business model of an Agri & Food Business company.

**Literature:**

**10. Agri- & Food Supply Chains**

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

New Economy Business: Seven windows of opportunity; Marga Hoek; New Economy Publications; ISBN: 9789092378528

Business Model Generation; Alexander Osterwalder, Yves Pigneur; John Wiley; ISBN: 9780470876411

**20. Strategy & Innovation**

Managing innovation, Integrating Technological, Market and Organizational Change, Joe Tidd and John Bessant, 6<sup>th</sup> edition, Wiley, ISBN 978-1-119-37945-4

Strategic Management and Business Policy: Globalization, Innovation and Sustainability, Thomas L. Wheelen a.o., 15<sup>th</sup> edition, Pearson, ISBN 978-1292-21548-8

**30. Business & Organisation**

The theory and practice of Change Management. John Hayes, Palgrave, 2017  
ISBN 978 1 137 27534 9

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

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

Most recent annual report of business company. If not available, an annual report of a company in the agri- or food sector.

**40. Research & Analysis**

Doing research: the hows and whys of applied research, Nel Verhoeven, 5th edition, ISBN 9789024424757

Statistics in steps, Nel Verhoeven, August 2020, ISBN 9789024434510

Publication Manual of the American Psychological Association, 7th Edition. American Psychological Association, ISBN 9781433832161

*Recommended literature:*

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

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

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

**50. Professional Identity**

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

*Recommended literature*

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

<b>MAD Phase 2: Manager (MMNR)</b>					
<b>Coordinator:</b>		<b>HOP</b>	<b>Number of Credits:</b>		<b>16</b>
<b>Elements</b>	<b>ECTS</b>	<b>Name</b>	<b>Mode of Exam</b>	<b>Exam in Period</b>	<b>Literature</b>
MMNR10	2	Agri & Food Supply Chains	Assignment	2	See below
MMNR20	2	Strategy & Innovation	Exam	2	See below
MMNR38	2	Business & Organization	Assignment	2	See below
MMNR40	3	Research & Analysis	Exam	2	See below
MMNR45	1	Journal Club	Assignment	2	See below
MMNR51	1	Personal Development	Assignment	2	See below
MMNR52	1	Presentation skills	Assignment	2	See below
MMNR53	1	Business ethics	Assignment	2	See below
MMNR55	1	English Writing	Assignment	2	See below
MMNR60	2	Thesis	Assignment	2	See below
<b>Entrance requirements:</b>		A Bachelor degree in a field related to agribusiness.			
<b>Professional task:</b>		Based on the exploration results of the first phase, a detailed project plan is designed that is capable of providing answers the questions and needs of the company.			
<b>Role:</b>		Project manager responsible for the design of the detailed project plan and to gain support for the project within the company			
<b>Methods:</b>		Time spent in Master Company, classes, company visits, communities of practice			
<b>Presence</b>		Presence is obliged during company visits			
<b>Learning outcomes:</b>					
Theme 10: Agri- & Food Supply Chains		<ul style="list-style-type: none"> <li>The student is able to analyse, evaluate and to explain relevant innovations and future developments in the field of Agri &amp; Food Business.</li> <li>The student must know aspects of the sustainable economy, essential public and private food safety and food standards including EU Food law.</li> <li></li> <li>The student uses knowledge about information systems (such as databases, big data, blockchain and ERP-systems) to improve the information management of an Agri &amp; Food Supply Chain.</li> <li>The student is able to reflect and to conclude relevant experiences in company visits or guest lectures.</li> </ul>			
Theme 20: Strategy & Innovation		<ul style="list-style-type: none"> <li>20: The student realises that he will have to explore and assess business opportunities within the Master Company and also at the outside of the Company and that he can come up with an idea for a new product and/or service for the company</li> <li>20: The student can formulate a strategy for the Master company</li> <li>20: The student knows how to search and select potential innovations</li> </ul>			
Theme 30: Business & Organisation		<ul style="list-style-type: none"> <li>The student will learn the characteristics of real leadership and will learn strategies to motivate people to change</li> <li>The student will learn how to prepare information for management accounting decisions</li> </ul>			
Theme 40: Research & Analysis		<ul style="list-style-type: none"> <li>40: The student can collect, organize, synthesize and analyse quantitative research data</li> <li>40: The student is familiar with quantitative research methodologies and analyses</li> <li>40: The student can select the correct data collection methodology and parametric statistical tests to a given research problem</li> <li>40: The student can collect, organize, synthesize and analyse qualitative research data</li> <li>40: The student is familiar with qualitative research methodologies and analyses</li> <li>40: The student can apply the correct data collection methodology and qualitative analysis to a given research problem</li> <li>40: The student is familiar with qualitative analysis using MAXQDA</li> <li>45: The student can evaluate quantitative and qualitative research studies in terms of their approach, analyses, conclusions and limitations</li> </ul>			
Theme 50: Professional Identity		<ul style="list-style-type: none"> <li>The student familiarizes himself with the application of culture in a business environment, on leadership, on team building and how to motivate people.</li> <li>The student develops the skills needed to operate in an international business organisation: English language skills, presentation skills and personal development.</li> <li>53: The student writes and orally presents an ethical problem for his/her Master Company</li> </ul>			
Theme 60: Thesis		<ul style="list-style-type: none"> <li>The student is capable of embedding his/her own research within a macro perspective</li> <li>The student is capable of embedding his/her own research in a valid and state-of-the-art theoretical framework</li> </ul>			

	<ul style="list-style-type: none"> <li>The student is capable of critical reflection on his/her own research and others and provide constructive feedback</li> </ul>
<b>Professional Master Standard</b>	
See Curriculum overview	
<b>Final qualifications:</b>	
<ul style="list-style-type: none"> <li>The student is able to choose a relevant business opportunity from many possible identified opportunities</li> <li>The student is able to formulate an innovative process, product or service for his Master Company</li> <li>The student knows different types of leadership and its origins</li> <li>The student knows how to motivate people, depending on their cultural background and how to build trust in an intercultural team</li> <li>The student can describe the role of different participants in the agri-supply chain and their responsibilities towards food safety issues</li> <li>The student can mention the supply chain partners for his own Master Company and also indicate them in a supply chain study</li> <li>The student can identify the most important CSR elements</li> <li>The student can develop an implementation plan for a CSR strategy for his Master Company (or part of MC)</li> <li>The student can build a theory from a given database</li> <li>The student can select the appropriate research method for his own research</li> <li>The student can write a thesis plan</li> </ul>	
<b>Literature:</b>	
As previous phase, plus:	
53 Ethics and Business, Bart Wernaart, 1 <sup>st</sup> edition, Noordhoff uitgevers, ISBN 978-90-01-86518-4	

<b>MAD Phase 3: Researcher (MRSR)</b>					
<b>Coördinator:</b>		<b>HOP</b>	<b>Number of credits:</b>		<b>13</b>
<b>Elements</b>	<b>ECTS</b>	<b>Name</b>	<b>Mode of Exam</b>	<b>Period</b>	<b>Literature</b>
MRSR10	2	Agri- & Food Supply Chains	Assignment	3	See below
MRSR20	2	Strategy & Innovation	Case study Exam	3	See below
MRSR38	2	Business & Organization	Assignment	3	See below
MRSR41	3	Research & Analysis	Exam	3	See below
MRSR51	1	Personal Development	Assignment	3	See below
MRSR55	1	English Writing	Assignment	3	See below
MRSR60	2	Thesis	Assignment	3	See below
<b>Entrance requirements:</b>		A Bachelor degree in a field related to agribusiness.			
<b>Professional task:</b>		Implementation of project			
<b>Role:</b>		Project leader responsible to execute the project plan and the intervention aimed for, to evaluate while progressing and make adjustments when needed, anchor the change in the practice of the company			
<b>Methods:</b>		Time spent in Master Company, classes, company visits, communities of practice			
<b>Presence</b>		Presence is obliged during company visits			
<b>Learning outcomes:</b>					
Theme 10: Agri- & Food Supply Chains		<ul style="list-style-type: none"> <li>The student uses logistic concepts in order to evaluate and to improve the logistic management of an Agri &amp; Food Supply Chain</li> <li>The student uses knowledge about information systems, in particular databases, big data, blockchain and ERP-systems, to improve the information management of an Agri &amp; Food Supply Chain</li> <li>The student is able to conduct a logistical quick scan and to develop suggestions for improvement including basic research instruments (an interview, survey or data-analysis) in a Agri &amp; Food Supply Chain.</li> <li>The student is able to reflect and to conclude over relevant experiences in company visits or guest lectures.</li> </ul>			
Theme 20: Strategy & Innovation		<ul style="list-style-type: none"> <li>The student focuses on strategy implementation and control</li> <li>The student knows how to implement and capture value with an innovation</li> </ul>			
Theme 30: Business & Organisation		<ul style="list-style-type: none"> <li>In order to deal with implementation of a new strategy, the student has to know how to handle stakeholders who are resistant to change and how to involve company stakeholders favourably to policy implementation.</li> <li>The student will learn techniques for capital investment appraisal and new opportunities to finance the business</li> </ul>			
Theme 40: Research & Analysis		<ul style="list-style-type: none"> <li>40: The student can collect, organize, synthesize and analyse quantitative research data using the appropriate statistical test</li> <li>40: The student is familiar with quantitative research methodologies and non-parametric analyses</li> <li>40: The student can apply the correct data collection methodology and (non-)parametric statistical tests to a given research problem</li> <li>45: The student can evaluate quantitative and qualitative research studies in terms of their approach, analyses, conclusions and limitations</li> </ul>			
Theme 50: Professional Identity		<ul style="list-style-type: none"> <li>Students are able to manoeuvre and position themselves as entrepreneur within a professional organization. Group dynamic will be studied.</li> <li>Student can inform and convince in English on academic level.</li> </ul>			
Theme 60: Thesis		<ul style="list-style-type: none"> <li>The student can contextualize and reify his/her own research into a theoretical framework and the professional context.</li> <li>The student can communicate his/her own research proposal using logical reasoning and in accordance with the APA-guidelines</li> </ul>			
<b>Professional Master Standard</b>					
See Curriculum overview					
<b>Final qualifications:</b>					
<ul style="list-style-type: none"> <li>The student can describe which ways exist to deal with resistance and make a reasoned approach in a specific business situation.</li> <li>The student can apply the participative strategy formulation process (in a management simulation).</li> <li>The student makes a well-reasoned choice of the best way to include stakeholders in the processes of change.</li> <li>The student can describe the three most important organisational effects of the implemented change in a specific business situation.</li> <li>The student can describe a vital effect of an implemented change on the supply chain, the financial department, HR management and quality control.</li> <li>The student can write a thesis plan.</li> <li>The student is aware of the most challenging issues in the food sector</li> </ul>					

- The student knows aspects of the EU Food law.

**Literature:**

As previous phase

<b>MAD Phase 4: Young Professional (MYPF)</b>					
<b>Coördinator:</b>		HOP		<b>Number of credits:</b>	
				<b>16</b>	
<b>Elements</b>	<b>ECTS</b>	<b>Name</b>	<b>Mode of Exam</b>	<b>Period</b>	<b>Literature</b>
MYPF10	2	Agri- & Food Supply Chains	Assignment	4	See below
MYPF51	1	Personal Development	Assignment	5	See below
MYPF60	13	Thesis	Assignment	5	See below
<b>Entrance requirements:</b>		A Bachelor degree in a field related to agribusiness.			
<b>Professional task:</b>		Conducting proposed research and communicate results both written and by oral presentation.			
<b>Role:</b>		Reflect on own development trajectory, conduct proposed research, write master thesis, present at the Master company / Aeres Hogeschool			
<b>Methods:</b>		Time spent in Master Company, classes, company visits, communities of practice			
<b>Presence</b>		Presence is obliged during company visits			
<b>Learning outcomes:</b>					
Theme 10: Agri- & Food Supply Chains		<ul style="list-style-type: none"> <li>• The student must be able to set up a plan for conducting a Life Cycle Analysis plan (LCA) of an Agri &amp; Food company.</li> <li>• The student must be able to develop a project plan in an Agri &amp; Food company ready for decision making by a Management Team or Managing Director.</li> <li>• The student is able to reflect and to conclude relevant experiences in company visits or guest lectures.</li> </ul>			
Theme 50: Professional Identity		<ul style="list-style-type: none"> <li>• Reflection on product, process and decisions made</li> <li>• Professional attitude towards their personal development</li> </ul>			
Theme 60: Thesis		<p>Upon completion of this course the student can :</p> <ul style="list-style-type: none"> <li>• plan and manage a substantial project</li> <li>• work independently and efficiently</li> <li>• identify where and when to acquire knowledge and help from others</li> <li>• build a sound theoretical framework and discuss research results in that framework</li> <li>• collect data in a systematic and verifiable manner</li> <li>• analyse data critically and correctly</li> <li>• integrate the theoretical framework and research outcomes into a professional and practical context</li> <li>• formulate sound conclusions based on a comprehensive discussion of the results</li> <li>• communicate the research and its results in a comprehensive, consistent and concise report and presentation, both scientifically sound and integrated in practice.</li> </ul>			
<b>Professional Master Standard</b>					
See Curriculum overview					
<b>Final qualifications:</b>					
<ul style="list-style-type: none"> <li>• The student can reflect on the aspects which are important for sustainable company management.</li> <li>• The student can assess his own strength and weaknesses.</li> <li>• The student can plan and implement improvements to his weaknesses.</li> <li>• The student can apply his acquired knowledge and competences to real life business cases</li> <li>• The student can find ways to acquire new knowledge, new insights, new abstractions for himself. As he pushes towards and beyond the current boundaries of what is known, the student shares new knowledge with others.</li> <li>• The student presents in an oral defence (a concept of) his work and will have his ideas tested.</li> <li>• The student can reflect on, present and defend the decisions made in a management simulation.</li> </ul>					
<b>Literature:</b>					
<p><b>10. Agri- &amp; Food Supply Chains</b>  Rethinking the European Union, Nathaniel Copsey, Palgrave, 2015 ISBN 978-1-137-34166-2</p>					
All else as previous phase					

# Appendix 1: Traineeship application form – part B

## Traineeship application form – Part B – Master Agribusiness Development

This part of the traineeship application form is part of the traineeship application consisting of a Part A and B. Within this form the business development problem, its context and the Master Company is specified together with the names and contact details of the University coach.

- This form must be present at the address where the internship is fulfilled
- Make three copies, leave one at the internship address, one at Aeres University of Applied Sciences and keep one yourself.

### University Coach

Name :  
E-mail :  
Telephone :

### Description of Master company (host company):

**Description business development problem.** The problem should be complex enough for the student, i.e., on a Master's level, but not urgent as the student should be able to work on the problem for 12 month. While finding and providing answers to the problem within this time frame, the student must be able to achieve the objectives and develop on the personal competences.

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