



AERES
UNIVERSITY OF
APPLIED SCIENCES
DROTEN

Master Agribusiness Development

COURSE CATALOGUE

Academic year 2023-2024

CROHO: 49137

ISCED: 0419

Version	Date	Authors
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Course	CROHO	ISCED
Master Agribusiness Development	49137	0419

Duration: Fulltime variant 1 year
Parttime variant 2 years

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1 Introduction

This course catalogue is for the **Master Agribusiness Development (MAD) one-year programme** for 2023-2024. MAD is 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 always English. Students graduating from this programme receive a Master of Science (MSc) degree from Aeres UAS.

1.1. The Focus of MAD

Agri-food business development is full of challenges due to its international setting and markets that develop at high speed. The societal context and the need to operate sustainably create the need to adapt and develop the business models and be innovative. This requires innovative and flexible professionals with sound agribusiness knowledge that adds value to this field. This master's programme aims to support young professionals in their development. The programme is suitable for Bachelor graduates or young professionals in agribusiness and its development.

The graduate Master in Agribusiness Development is enterprising, can adapt to different business environments and organizational culture, can implement theoretical knowledge in a practical setting and is capable of adding value to current business models and/or supply chains.

In addition, the graduated Master plays an important role in driving and accelerating transitions. He/she keeps an overview, coordinates/meditates/facilitates and initiates changes and communicates clearly, effectively and inspiringly in the process to all stakeholders.

1.2. A Professional Master - the degree

There are two routes to a Master's degree: the Professional Master's and the Academic Master's. Both types allow the student to develop the master level. Within these routes, the emphasis is placed on different aspects. A professional master's degree is more oriented towards practice, and an academic master's degree is more oriented towards theory. Both have their value, and 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's is organised by the 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 the further development of the student. This is mainly reflected in the emphasis on the continuous link to the professional context during the lectures and the assignments

An academic master's is a master's programme with a scientific context in which the focus is placed on the theories and models to analyse 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 of Agribusiness Development is aimed at those who want to be active in the agri-food sector, which is unique in its adaptability and rapid development of new concepts. To be successful in this often international context, the student needs to be enterprising, experienced in dealing with widely differing business environments, and sensitive to the cultures of organisations 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 Internship company

The Internship company plays a crucial role in the programme. The primary responsibility to organise a placement at a 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 in the organisation
- Must have a project for the student to work on for the duration of the programme that is complex enough for a master's 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), more information can found here: <https://www.aeres.eu/contact/aeres-corporate>

2 Professional Master Standard & Final Qualifications

Traditionally, learning goals in educational programmes are described in terms of "...the student knows" or "the student is able to..." These learning goals are assessed in exams, work placement reports and 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, 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.*

Therefore, the Master Agribusiness Development programme is designed upon **end** qualifications that drive learning goals defined under the Dublin *(Appendix 2). These qualifications are;

1. Is capable of identifying and articulating current and future problems and challenges in the agribusiness sector
2. uses a multidisciplinary and innovative approach in researching the problem/challenge at hand. Thereby applying and connecting both qualitative as quantitative state-of-the-art scientific and applied knowledge obtained throughout and beyond the international agri-food business.
3. can design solutions aimed at innovation and improvement, thereby judging the impact of those solutions on related business, social and environmental aspects thereby supporting the business strategy
4. is capable of implementing (complex) changes within a company or sector, thereby creating added value for the business.
5. can effectively communicate results in a concise manner and engage stakeholders, thereby taking into account the target group and (inter)cultural differences
6. Can critically reflect on the process and personal acting, both in retro- as in prospect.

The final level of a graduate of a professional master's degree distinguishes itself on the basis of the following four pillars:

1. **Mastery:** possess advanced knowledge of a profession, knowledge domain and scientific area and on the interface between various professions, knowledge domains and scientific areas.
2. **Research competence:** (i) Recognises and analyses complex problems in professional practice and the knowledge domain and solves them tactically, strategically and creatively. (ii) Identifies the limitation of existing knowledge in professional practice and the knowledge domain on the interface between various professional practices and knowledge domains and takes action. Analyses complex professional and scientific tasks and execute them.
3. **Interprofessional Practice:** Formulates assessments based on incomplete or limited information and takes **social**, scientific and ethical responsibilities associated with the application of one's own knowledge and **assessment** into account.
4. **Effect:** (i) Specialised skills in problem-solving, required in the context of research and/or innovation for developing new knowledge and procedures and integrating knowledge from various fields of expertise. (ii) Managing and transforming complex and unpredictable professional or educational contexts that require new strategic approaches. 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.

Table 2.1 Matrix of professional standard end qualifications

MAD	Period 1		Period 2			Period 3 and Period 4		Total
2023-2024								
Module	MAFC	MASC	MAPD	MARD	MASI	MAIN	MATH	
Final qualifications								
1. Is capable of identifying and articulating current and future problems and challenges in the agribusiness sector	X	X					X	3
2. uses a multidisciplinary and innovative approach in researching the problem/challenge at hand. Thereby applying and connecting both qualitative as quantitative state-of-the-art scientific and applied knowledge obtained throughout and beyond the international agri-food business.				X			X	2
3. can design solutions aimed at innovation and improvement, thereby judging the impact of those solutions on related business, social and environmental aspects thereby supporting the business strategy	X	X			X	X	X	5
4. is capable of implementing (complex) changes within a company or sector, thereby creating added value for the business.	X	X						2
5. can effectively communicate results in a concise manner and engage stakeholders, thereby taking into account the target group and (inter)cultural differences			X			X	X	3
6. Can critically reflect on the process and personal acting, both in retro- as in prospect.			X			X		2
Professional Master Standard								
Mastery	X	X		X	X			4
Research		X		X			X	3
Interprofessional Practice	x	x	x			X		4
Effect				X	X	X	X	4

Table 2.3. shows how the Dublin descriptors are linked to the MAD final qualifications.

Table 2.3. Connection of MAD final qualifications to the second cycle of Dublin Descriptors

	Knowledge and understanding	Applying knowledge	Making Judgments.	Communication.	Learning skills.
1. Is capable of identifying and articulating current and future problems and challenges in the agribusiness sector	X	X			X
2. uses a multidisciplinary and innovative approach in researching the problem/challenge at hand. Thereby applying and connecting both qualitative	X	X			X

as quantitative state-of-the-art scientific and applied knowledge obtained throughout and beyond the international agri-food business.					
3. can design solutions aimed at innovation and improvement, thereby judging the impact of those solutions on related business, social and environmental aspects thereby supporting the business strategy	X	X	X		X
4. is capable of implementing (complex) changes within a company or sector, thereby creating added value for the business.		X		X	
5. can effectively communicate results in a concise manner and engage stakeholders, thereby taking into account the target group and (inter)cultural differences			X	X	
6. Can critically reflect on the process and personal acting, both in retro- as in prospect.			X		X

3 OER

3.1 Student Contract

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

3.2 Student Charter and Code of Conduct

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

3.3 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

3.4 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.

More information and active members of the student council can be found on the website:
<https://www.aereshogeschool.nl/over-aeres-hogeschool/studentbegeleiding/studentbegeleiding-dronten>

4 Program Structure

4.1. Module overview MAD

The program structure of MAD is provided below for both the full-time and part-time programs. In Period 1 and Period 2 Classes are arranged every Monday, Tuesday, Thursday, and Friday for the full-time programme.

The first year for the part-time is only Monday and Tuesday, and Thursday and Friday for the second year. Period 3 and Period 4 will focus on the internship and Thesis.

Full-time

	Period 1	Period 2	Period 3	Period 4
	Professional Development (6)		Internship (15)	
	Operations Management (6)	Strategy & Innovation (6)		
	Business & Organisation (6)	Research Methods & Data Analyses (6)	Thesis (15)	

Part-time

	Period 1	Period 2	Period 3	Period 4
Year 1	Professional Development (3)		Thesis (15)	
	Operations Management (6)	Research Methods & Data Analyses (6)		

	Period 1	Period 2	Period 3	Period 4
Year 2	Professional Development (3)		Internship (15)	
	Business & Organisation (6)	Strategy & Innovation (6)		

4.2. Year schedule MAD

The year schedule for 2023-2024 is below.

week		type	Academic year 2023-2024	Activities
36				
37				
38				
39				
40				
41				
42				

43				
44				
45				
46				
47				
48				
49				
50				
51				
52/01				
02				
03				
04				
05				
06				
07				
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18				
19				
20				
21				
22				
23				
24				
25				
26				
27				
28				
29/32				
33				
34				
35				

5 Module and module descriptors

5.1. Business, Finance and Change (MAFC)

In MAFC10 students will become familiar with various topics in the context of finance, such as investment analysis, pricing decisions and the role of risk and uncertainty. Specific attention is provided to the context of modern agribusiness markets and companies. In MAFC20 students learn models of change and recognise the need for change in agribusiness organisations. In addition, students become familiar with implementing a process of change within the organisation. MAFC30 studies the organisation from a perspective of international business law. Doing business means that companies have to deal with regulations and law. This course will explore topics such as contract law, labour law, company law, privacy law, intellectual property and private international rules. At the end of the module, students can apply various tools and techniques to study and evaluate the financial position of the agribusiness firm as a whole, as well as analyse different investments and the role of the environment (in e.g. risk) in these decisions. Also, the student can analyse and implement models of change within an organisation. Furthermore, students are familiarised with topics as contract law, labour law, company law, privacy law, intellectual property and private international rules.

Link to practice: The assessment in this module will be linked to an agri-food business/organization. The student will conduct their empirical investigation on the company's annual financial report. In addition the student will create specific investment plans and proposes a process of change. The modes of instruction are as follows:

Practical: 60%: Main project, Case studies,

Theory 40%: Lectures.

Highlight: Agrifood businesses operate in volatile environments characterized by a high degree of uncertainty. In this module, students are taught techniques in order to assess and improve the financial management of the organization, improve the organization from a legal perspective as well as from the viewpoint of change management.

Link to Professorship: This module can be linked to professorships in environment inclusive entrepreneurship (Ron Methorst) and circular business models (Eric de Bruin), as student can contribute by applying their financial knowledge on new circular business models and by analysing processes of change within modern agricultural entrepreneurship.

Business, Finance and Change (MAFC)			
Coordinator	Evert Los	credits	6

Module elements	EC	Name	Exam	Period	Literature
MAFC10	2	Financial Management	Assignments	1	<i>Financial Accounting</i> , M.J. Jones. Wiley Publishers
MAFC20	2	Change Management	Assignments	1	<i>The Theory and Practice of Change Management</i> , J.Hayes, Palgrave
MAFC30	2	International Business Law	Exam	1	<i>International Law and Business</i> , A global Introduction , Mr. Dr. B.F.W. Wernaart. Noordhoff

Professional task:	Understand and analyse an (agri)business organisation from a financial and legal perspective Analyse and implement processes of change within the firm
Role:	Advisor, manager
Methods:	Lectures, practical trainings, tutorials
Fields of expertise:	Learning objectives <i>The student:</i>
Financial Management	<ul style="list-style-type: none"> • Is able to read, analyse and evaluate the financial annual report of agribusiness companies. • Understands risks and uncertainty in the environment of the firm, and is able to understand and apply various risk management techniques. • Can design budgets and various tools for analysing and controlling the production process of agribusiness companies. • is able to evaluate investments plans by using techniques for capital investment appraisal and new opportunities to finance the business.
Change Management	<ul style="list-style-type: none"> • Defines process models of change and recognises the need for a change process. • Diagnoses what needs to be changed and identifies power and politics in a change process. • Understands the importance of stakeholder management and knows how to handle stakeholders who are resistant to change and how to involve company stakeholders favourably to policy implementation.
International Business	<ul style="list-style-type: none"> • Can discuss issues about contractual and non-contractual liability, also in an international context • Can define the importance of labour law and proper labor conditions • Can assess international property rights in business and knows which court is needed in case of international disputes in business • Is able to assess the risks of doing business in countries with weak law protection
Professional Master standard:	
<ul style="list-style-type: none"> • Mastery • Interprofessional Practice 	
Final qualifications:	
<ul style="list-style-type: none"> • The Master in Agribusiness Development is capable of identifying and articulating current and future problems and challenges in the agribusiness sector • The Master in Agribusiness Development can <u>design</u> solutions aimed at innovation and improvement, thereby judging the impact of those solutions on related business, social and environmental aspects thereby supporting the business strategy. • The Master in Agribusiness Development is capable of <u>implementing</u> (complex) <u>changes</u> within a company or sector, thereby creating added value for the business. 	

5.2. Operations & Supply Chain Management (MASC)

The course MASC provides students with the knowledge and tools to (i) develop and implement strategies for managing supply chains, (ii) design efficient operations for competitive advantage, and (iii) managerial decision making for strategic, operational and tactical decisions at supply chain level. At the end of the course, the student can analyse and redesign an agribusiness company's current supply chain by proposing strategies that integrate resource requirements and marketing functions for strategic, operational, and tactical level decisions.

Key topics include:

Decision Science / Modelling – students learn linear programming probability and statistics and decision analysis:

Project Management – quantitative techniques for effective project planning, scheduling, cost control and estimation:

Supply Chain Quality Management – incorporating SCM and QM practices to achieve customer satisfaction through enhanced collaboration in upstream and downstream stakeholders:

Sustainable Supply Chain Management – integration of a circular economy perspective with emphasis on product transformation and reverse loops in supply chains:

Purchasing and Logistics – the student can apply professional purchasing practices by developing hard and soft skills in this discipline

Digital transformation: students learn about the people-process-technology elements of digital transformation and can efficiently apply requirements engineering and use case modelling techniques.

Tutorial Case Analysis – students will analyse supply chain cases on operations and supply chain management. They will be tasked to solve business problems with knowledge learned from the lectures individually or as a team.

Link to practice: The assessment in this module will be linked to a company active in the agri-food supply chain. The student will conduct their empirical investigation on the company's current operations, supply chain strategies, and activities to propose areas of improvement for enhancing performance within the company and its overall supply chain. The modes of instruction are as follows:

Practical: 60%: Main project, Case studies, Excursions, guest lectures, Guest lecturers from industry

Theory 40%: Lectures.

Highlight: Supply chains are increasingly complex. In this module, the student will be taught advanced techniques in assessing and improving the operations and supply chain and be able to apply that knowledge in a real-life case study.

Link to Professorship: This module can be linked to professorships in sustainable and circular business models.

Supply Chain Management & Operations Management (MASC)			
Coordinator	Pat Burgess	credits	6

Module elements	EC	Name	Exam	Period	Literature
MASC10	6	Operations and Supply Chain Management	Assignment	1	<p>Heizer, J., Render, B., Munson, C., & Sachan, A. (2022). Operations management: sustainability and supply chain management, 14/e. ISBN-13: 9780137649136</p> <p>Krajewski, L.J. (2021). Operations Management: Processes and Supply Chains, 13/e ISBN-13: 9780136860631</p>

Professional task:	Analyse and redesign the current supply chain of an agribusiness company by proposing strategies which integrate resource requirements and marketing functions for strategic, operational, and tactical level decisions
Role:	Consultant, Supply Chain Manager, Supply Chain Analyst, Operations Manager,
Methods:	Workshops, Classes, Case Studies, Excursions, Guest Lectures
Fields of expertise:	Learning objectives <i>The student:</i>
	<ul style="list-style-type: none"> • Can align supply chain design to strategic level strategy • Can design, operate, and improve the systems that create and deliver a company's primary products and services in the supply chain • Understands how developments in areas such as globalisation, digitisation and sustainability are creating new supply chain challenges • Can understand and evaluate performance data to make appropriate decisions regarding productivity, cost control, and improvements • Can analyse complex real-life situations using appropriate operations and supply chain management technique to make recommendations and assess the consequences of proposed solutions
Professional Master standard:	
	<ul style="list-style-type: none"> • Mastery • Interprofessional Practice • Research
Final qualifications:	
	<ul style="list-style-type: none"> • The Master in Agribusiness Development is capable of <u>identifying</u> and articulating current and future problems and challenges in the agribusiness sector. • The Master in Agribusiness Development can design solutions aimed at innovation and improvement, thereby judging the impact of those solutions on related business, social and environmental aspects thereby supporting the business strategy • The Master in Agribusiness Development is capable of <u>implementing</u> (complex) <u>changes</u> within a company or sector, thereby creating added value for the business.

5.3. Professional Development (MAPD)

In MAPD students are trained to be professionals who are smart and self-consciousness, people who know how to increase their impact in businesses by knowing theories, having practical experiences and by knowing themselves. There will be a focus on developing and applying the five Dublin descriptors in new or unfamiliar environments within broader (or multidisciplinary) contexts. Each session has its own preparation. In addition, every student will make a plan afterwards how to practice the things learned about themselves.

Link to practice: This module focuses on enhancing the students' knowledge and skills, such as communication, ethics, problem-solving, and leadership. These courses helps students build a strong foundation for their future careers by providing them with practical skills that they can apply in real-world settings.

Practical: 80%: Trainings, workshops and case-studies.

Theory 20%: Lectures.

Highlight: this course helps students develop a better understanding of themselves and their career goals, leading to personal and professional growth and development in an international environment.

Professional Development (MAPD)			
Coordinator	Peter van Honk	Credits	6

Module elements	EC	Name	Exam	Period	Literature
MAPD10	2	Intercultural communication	Portfolio	2	
MAPD20	1	Business Ethics	Essay	1	Ethics and Business – Bart Wernaart – 1 st edition – ISBN 9789001865184
MAPD30	3	Professional Skills	Portfolio	1 & 2	The 7 Habits of Highly Effective People, Stephen R. Covey, 2020, ISBN: 9781471195204

Professional task:	Enhancement of skills and competences to increase impact in (inter)national businesses by knowing theories and knowing themselves.
Role:	Manager, professional developed employer, (communication) influencer
Methods:	Lectures, trainings, self-study and self-reflections
Fields of expertise:	Learning objectives <i>The student:</i>
Intercultural communication	<ul style="list-style-type: none"> • Can apply theory and practical insides of cultural differences within an international business. • Can communicate and act within different (international) cultures. • Can see interculture differences as a strength, rather than a weakness withning an international business setting.
Business ethics	<ul style="list-style-type: none"> • Is able to reflect with regards to a problem with regards to business ethics
Professional skills	<ul style="list-style-type: none"> • familiarises himself with the application of culture in a business environment, on leadership, on team building and how to motivate people. • develops soft skills needed to operate in an international business. • develops the skills necessary to deliver an effective presentation with clarity and impact
Professional Master standard:	
	<ul style="list-style-type: none"> • Interprofessional Practice
Final qualifications:	
	<ul style="list-style-type: none"> • The Master in Agribusiness can <u>effectively communicate</u> results in a concise manner and engage stakeholders, thereby taking into account the target group and (inter)cultural differences. • The Master in Agribusiness Development can critically <u>reflect</u> on the process and personal acting, both in retro- as in prospect.

5.4. Research Methods & Data Analyses (MARD)

The course MARD is designed to initiate students into the use of quantitative and qualitative research methods and measurement in applied settings. Students will be introduced to the foundations of empirical inquiry through the formulation and evaluation of research designs and the performance of both descriptive and inferential statistical analyses. The course will emphasise the difference between methodology, methods of data collection and methods of data analysis, providing students with skills to critically evaluate and transmit solutions that are most appropriate for finding the solution for a research question.

The course content emphasises question design, hypothesis testing, data collection and analysis as well as the interpretation of findings. With a focus on applying complex critical and theoretical knowledge, the course will also prepare students to evaluate research journal articles and generate a critique that will assist in the development of interpretation and writing skills.

Link to practice: The research module helps to bridge the gap between theory and practice in the agricultural field, and ensure that research can be used in the field. This leads to more effective and evidence-based practices, and ultimately, better outcomes.

Practical: 20%: Case studies and guest lectures

Theory 80%: Lectures and computer practical

Highlight: In this research module is focused on providing students with the knowledge and skills necessary to conduct high-quality research that is relevant to real-world challenges, and to apply this research to improve agribusiness operations and sustainability.

Link to Professorship: This module can be linked to professorship in environment inclusive entrepreneurship. The research methods used in this professorship are a good match with the module.

Research Methods & Data Analyses (MARD)			
Coordinator	Peter van Honk		Credits
			6

Module elements	EC	Name	Exam	Period	Literature
MARD10	6	Research Methods & Data Analyses	Written exam	2	Marketing Research, An Applied Orientation, Malhotra, Seventh Edition, 2020, Pearson. Print: ISBN 1651732644, Ebook: ISBN 1651732927 Statistics in steps, Nel Verhoeven, August 2020, ISBN 9789024434510

Professional task:	Understanding and applying of different approaches to set-up and analyse research, allowing to make and justify choices in the design of research, and to apply qualitative and quantitative methods.
Role:	Researcher
Methods:	Lectures, classes, computer practical
Fields of expertise:	Learning objectives <i>The student:</i>
	<ul style="list-style-type: none"> • can embed the research problem into a valid and state-of-the-art theoretical framework • can approach a problem systematically using a research design • is familiar with different research methodologies and is capable of selecting the best methodology for a given problem • is familiar with conceptual models and capable of applying them critically to existing and new research • can collect, organise, synthesise and analyse qualitative and quantitative research data • can evaluate quantitative and qualitative research studies in terms of their approach, analyses, conclusions and limitations • can use a principal component analysis (PCA) for dimensionality-reduction of large data sets, by transforming a large set of variables into a smaller one and interpreted the results
Professional Master standard:	
	<ul style="list-style-type: none"> • Mastery • Research • Effect
Final qualifications:	
	<ul style="list-style-type: none"> • The Master in Agribusiness Development uses a multidisciplinary and innovative approach in <u>researching</u> the problem/challenge at hand. Thereby applying and connecting both qualitative as quantitative state-of-the-art scientific and applied knowledge obtained throughout and beyond the international agri-food business.

5.5. Strategy & Innovation (MASI)

The student will learn the whole plethora of strategic management, from scanning the environment, via strategy formulation and implementation to strategy evaluation and control. Next to that the student will experiment with innovation. The student must come up with a successful new product or process innovation and think it through, from searching and selecting to implementing and capturing value. At the end of the module, The student will be well prepared to evaluate and analyse company strategies. Also, the student can create an innovation, including a fitting business model

Strategy & Innovation (MASI)			
Coordinator	Taco Medema	Credits	6

Module elements	EC	Name	Exam	Period	Literature
MASI10	3	Strategy	Written exam	2	Strategic Management and Business Policy – Thomas Wheelen a.o. - 15 th edition – ISBN 9781292215488
MASI20	3	Innovation	Assignment	2	Innovation management and new product development – Paul Trott – 7 th edition – ISBN 9781292251523

Professional task:	Assess a current strategy and give recommendations for a new strategy Create an innovation and elaborate on the whole innovation chain and ask for a reflection of an expert in the field of innovation
Role:	Middle Manager, Policy advisor, Assistant to the manager
Methods:	Classes about theory, class assignments, creating an innovation
Fields of expertise:	Learning objectives <i>The student:</i>
	<ul style="list-style-type: none"> • Is able to identifies concepts that support strategic management decisions • Is able to evaluate current business strategies • Is able to create an innovation, including a fitting business model
Professional Master standard:	
	<ul style="list-style-type: none"> • Mastery • Effect
Final qualifications:	
	<ul style="list-style-type: none"> • The Master in Agribusiness Development can <u>design</u> solutions aimed at innovation and improvement, thereby judging the impact of those solutions on related business, social and environmental aspects thereby supporting the business strategy.

Link to practice: The assignment in this module will be linked to an agri-food business/organization. The student will develop an innovation, be it a product, a process or other innovation. The assessment will be a presentation in a Dragon's Den or Sharktank like environment

Practical: 50%: Innovation project ==> assignment

Theory 50%: Lectures ==> exam

Highlight: Agrifood businesses operate in volatile environments characterized by a high degree of uncertainty. A lot of opportunities for innovations are available. Innovations are necessary as well in order to remain competitive.

5.6. Master Internship (MAIN)

The Module MAIN is linked strongly to the professionalisation of the student. The student will develop and orientate in the agri-food business sector within a function that will develop a master's level student. Roles will be diverse, as will projects. Tasks and the main projects should link strongly to the internship companies' needs and be of the "master" level.

Master Internship (MAIN)			
Coordinator	Pat Burgess	credits	15

Module elements	EC	Name	Exam	Period	Literature
MAIN 10	15	Internship	Portfolio	3 & 4	TBD.

Professional task:	Professional development and social education; gain experience working in a organisation; learning to think on a professional level and building communication skills.
Role:	Young Professional
Methods:	Internship; tutorship meetings; professional coaching
Fields of expertise:	Learning objectives <i>The student:</i>
	<ul style="list-style-type: none"> • can apply skills gained during the master in a real-life organization • can reflect on professional skills, talents and potential gaps • can work independently and responsibly at academic-level on a professional project within a company setting.
Professional Master standard:	
	<ul style="list-style-type: none"> • Interprofessional practice • Effect
Final qualifications:	
	<ul style="list-style-type: none"> • The Master in Agribusiness Development can <u>design</u> solutions aimed at innovation and improvement, thereby judging the impact of those solutions on related business, social and environmental aspects thereby supporting the business strategy. • The Master in Agribusiness can effectively communicate results in a concise manner and engage stakeholders, thereby taking into account the target group and (inter)cultural differences. • The Master in Agribusiness Development can critically reflect on the process and personal acting, both in retro- as in prospect.

5.7. Master Thesis (MATH)

The Master's Thesis module (MATH) will apply the student's knowledge, skills, and intuition, to research complex and applied science topics. The Thesis will link closely to the area where the student will be doing the internship and should close a knowledge gap across the industry. The student will be able to conceptualise an idea, review the topic area, select an appropriate methodology, analyse and critically discuss results, and highlight areas of implications and recommendations. The research subject is set up by the student, but could be provided by one of the following professorships of the Aeres University; Environment Inclusive Entrepreneurship, Circular Entrepreneurship in the Agri and Food Sector and Precision Agriculture & Smart Farming if there is a clear linkage with the internship company.

Master Thesis (MATH)			
Coordinator	Peter van Honk	Credits	15

Module elements	EC	Name	Exam	Period	Literature
MATH10	15	Thesis	Thesis	3 & 4	TBD.

Professional task:	Conducting proposed research and communicating results both written and by oral presentation.
Role:	Researcher
Methods:	Classes, intern vision and coaching moments
Fields of expertise:	Learning objectives <i>The student:</i>
	<ul style="list-style-type: none"> • can apply more in-depth knowledge of the major subject/field of study, including deeper insight into current research and development work. • can use a holistic view to critically, independently and creatively identify, formulate and deal with complex issues. • can plan and use adequate methods to conduct qualified tasks in given frameworks and to evaluate this work. • can present and discuss the conclusions as well as the knowledge and arguments that form the basis for these findings • is familiar with the fundamental principles of academic writing in English and is capable of applying these principles when writing a research paper/report/article.
Professional Master standard:	<ul style="list-style-type: none"> • Research • Effect
Final qualifications:	<ul style="list-style-type: none"> • The Master in Agribusiness Development is capable of <u>identifying</u> and articulating current and future problems and challenges in the agribusiness sector. • The Master in Agribusiness Development uses a multidisciplinary and innovative approach in <u>researching</u> the problem/challenge at hand. Thereby applying and connecting both qualitative as quantitative state-of-the-art scientific and applied knowledge obtained throughout and beyond the international agri-food business. • Master in Agribusiness Development can effectively <u>communicate</u> results in a concise manner and engage stakeholders, thereby taking into account the target group and (inter)cultural differences • The Master in Agribusiness Development can <u>design</u> solutions aimed at innovation and improvement, thereby judging the impact of those solutions on related business, social and environmental aspects thereby supporting the business strategy.

Appendix 1 KSAVE MAD

	Knowledge	Skills	Attitude/ Values and Ethics
1	Agri-food sector	Problem analysis	Forward looking
	Business models		Open minded
2	Current issues	Being able to articulate values and standpoints.	Efficiency
	Management studies		Sustainability
	Economics		Independency
	Scientific knowledge related to the agri-food sector		Exercising good judgement in professional practice
3	Research methods	Capable of knowledge synthesis	Loyalty to employer, form or agency
	Knowledge of (inter)national policies		Caring
	International trade		Problem-solving
	Risk benefit analysis		Creative
4	Innovation (incl. Strategy?)	Setting up research questions	Analytical
	Operations and Supply Chain Management		Cooperative
	Consumer theory		Professional attitude
	Change Management		Diligence
5	Intercultural communication	Ability to choose and conduct research with the correct methodology given the context	Collaboration
	Presentation skills		Reliability
	Academic writing		Open mind to opposite opinions
			Awareness
6		Finding and exploring literature and media on current topics, e.g. social, business and climate	Open to dialogue
			Sustainability
			Tolerance
			Solidarity, justice
7		Writing business operation plans	Exercising good judgement in professional practice
			Reciprocity
			Honesty
			Problem solving
8		Communication	Communicative
			Persuasive
			Efficiency
			Sustainability
9		Presentation	Minimising cost / maximising profit
			Accountability
			Cooperative
			Cooperating
10		Systematic thinking	Persuasive
			Problem solving
			Integral view

6		Writing (academic) reports	Flexibility Open minded Transparency Entrepreneurship Responsibility Honesty
	Quality management	Critical analysis	(Time) commitment
	Reflective techniques	Synthesis Evaluation	Mastery Self-motivation Optimisation Honesty Trustworthy

Appendix Two Dublin Descriptors

Dublin Descriptors

1. Knowledge and understanding have demonstrated knowledge and understanding that is founded upon and extends and/or enhances that typically associated with the first cycle, and that provides a basis or opportunity for originality in developing and/or applying ideas, often within a research context

2. Applying knowledge and understanding: can apply their knowledge and understanding, and problem solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study;

3. Making Judgments: have the ability to integrate knowledge and handle complexity, and formulate judgements with incomplete or limited information, but that include reflecting on social and ethical responsibilities linked to the application of their knowledge and judgements

4. Communication: can communicate their conclusions, and the knowledge and rationale underpinning these, to specialist and nonspecialist audiences clearly and unambiguously;

5. Learning skills: have the learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous.

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