



AERES
UNIVERSITY OF
APPLIED SCIENCES
ALMERE

European Food Business

Bachelor degree

COURSE CATALOGUE

Academic year 2023-2024

CROHO: 34866

ISCED: 0419 Business Administration

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1 Introduction

This is the course catalogue for the 4-year international Bachelor of Business Administration programme European Food Business (IFBE) for the academic year of 2023-2024, registered under the Dutch CROHO 34688 and ISCED 041 Business Administration. This catalogue contains all official information about the programme and is therefore leading. During the course, detailed information will be presented on Canvas, our online learning environment. The language of instruction, exams and assessments of this programme is English at all times. The programme is designed and developed with two partner universities: *École supérieure d'agriculture* (ESA) in Angers, France and Catholic University of Sacred Heart (*Università Cattolica del Sacro Cuore*) in Piacenza, Italy. Students graduating from this programme receive a Bachelor of Business Administration from Aeres University of Applied Sciences (further in text Aeres UAS).

Aeres has started this English taught programme in September 2015. It is a four year Bachelor programme, which equals 240 ECTS.

Programme content and focus

In today's highly urbanized society, our relationship with food is characterized mainly by price, time and convenience. Food has become a commercial product that can be produced and transported relatively quickly and cheaply. This is reflected in the food business that focuses mainly on cost-effectiveness and profitability, and caters for consumers who wish to obtain good quality food at a bargain and at a single point of sale close to home. Because of this, food's nutritional, artisanal, social and cultural characteristics have vacated their place at the table, so to speak.

We can also observe that more and more people are developing a different attitude towards food and have needs that transcend the basics. Food plays an all-important role in their lives. They love food. To them it closely interrelates with aspects such as health, well-being, family life, social interaction, food traditions, culture, the environment, and animal welfare. These consumers are prepared to go to great lengths for a more fulfilling food experience.

Fortunately for them, the European Food Business is recognizing this steadily expanding target group and the potential profits to be made from it by catering to its needs. This calls for a new way of thinking. One that challenges the status quo of the established multinationals, yet combines the old with the new. Far-reaching changes are inevitable and therefore, food companies must redesign their vision on food, aided by a new kind of food business professional.

The European Food Business study programme at Aeres UAS trains students to become food business professionals who, like the new target group, have a passion for food and food culture. Change-makers who are able to guide the food business in its transition towards a more comprehensive approach to food, by transfusing their 'foodie DNA' into that of the companies they work for. They provide the European food business with the bigger picture and work together with other professionals from various fields on the constant innovation of high-quality food products that cater for a new breed of consumer. The new food business professionals connect with these consumers, who have a holistic lifestyle and a strong sense of social and environmental responsibility.

This constant and close interaction enables them to tune into the market and gather valuable information. They use this information to develop new food products that not only please the target group and provide the companies they work for with a decent profit, but also help to further the evolution of food and its enrichment of our lives.

This four year Bachelor programme focuses on entrepreneurship and innovation in the European food business among other things. In the first two years the student focuses on subjects related to business management, marketing and food product development. In these two years the student will get a better overview of the developments in the food business worldwide as well as the latest developments within Europe.

Programme structure

One of the elements of the program is a study tour to Italy to further explore the concept of European food production. In the second and third year the student will study at two different European universities and further focus on the relation between the location where the product is grown and the specific characteristics of the product. The student will also get a better understanding of the relationship between culture and food, and how to market products coming from a specific region.

The fourth year is the specialisation year where the student can either broaden or deepen his/her knowledge on topics of own choosing. The fourth year includes conducting applied research, that will result in writing a graduation research project, and two minors of own choosing. There is also an alternative path offered in year 4 – Green Starters track, where student develops and runs his/her own company.

Personal and professional development

At Aeres UAS both professional and personal development are extremely important. We believe in personal education, not in numbers. Due to the nature and character of the programme these two elements are therefore embedded in the programme. For students in need of academic accommodations additional support is offered.

European Food Business students have to comply with specific criteria to be accepted in the programme. Information related to recognition of prior learning can be found on Aeres UAS website under Admission: <https://www.aeresuas.com/study-programmes/bachelor/admission>

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

The European Food Business program is a new and innovative program, that focuses on the unique developments taking place in Europe. The European Food Business team will do the utmost to keep the quality of the education at a high level. A Dutch organization *Keuzegids* has announced European Business to be one of the Top Rated Programs in the Netherlands in 2019 and 2022!

The quality of the program is continuously monitored and the modules are revised yearly, if needed. Aeres has set up a cooperation with two European universities to ensure the content of the program is in line with the latest developments in food business within Europe.

1.1. General information Aeres Group

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 these 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, 2020).

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 CAH Vilemtum University of Applied Sciences, thereby founding 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, 2020).

Aeres consists of schools, commercial courses and training centers and institutes specialized in supporting services:

- Aeres University of Applied Sciences and Teacher Education. The university has three faculties which are named after the location they are established in: Almere, Dronten and Wageningen. Almere has a primary focus on urban issues and food; Dronten is the agricultural faculty; Wageningen the educational one.
- Aeres vocational education has seven schools in the center of the Netherlands. They all have their own profile, including Pet care, Flower and garden, Arable farming, Animal husbandry, Outdoor, Design, Science and Food.
- Eight schools of pre-vocational secondary education.
- Aeres Tech is a practical training centre for refrigeration and Engineering.
- Aeres Agri Training Centre for Arable Farming, Animal Husbandry (Dairy and Equine) and Horticulture.

Aeres Group Executive Board of directors consists of: Mr. B.M.P. Pellikaan (chairman), Mr. M.H.C. Komen (member).

For more info about Aeres Group please visit: <https://www.aeres.eu/>

2 Competency Based Education & Final Qualifications

Aeres has chosen to work with competency based education in all its programmes. Competencies are identified behaviours, knowledge, skills, and abilities that directly and positively impact the success of employees and organizations. Competencies can be objectively measured, enhanced, and improved through coaching and learning opportunities. Throughout the programme students work on the 10 Aeres competencies, please check appendix 3 Description of competency levels Aeres UAS scorecard.

2.1. Aeres Competencies

1. To show leadership

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

2. To cooperate

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

3. To present

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

4. To research

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

5. To innovate

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

6. To organise

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

7. To reflect/ to introspect

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

8. To enterprise

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

9. To endorse sustainable behaviour

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

10. To appreciate the global perspective

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

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

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

The students will be coached throughout the four years of study on personal development. This is registered as the course element CMP. Each group gets a personal coach (mentor) who will be there to

guide the students through their studies and support students in the process of getting to the requested competency level.

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

1. At the end of the propaedeutic phase (year 1) the student will have to prove that he/she masters 8 out of the 10 Aeres competencies on level 1. The focus in the first year is on the following competencies **to cooperate, to present, to organise and to introspect** and therefore these competencies need to be included in the personal development portfolio. The student has to show by means of a portfolio that he/she masters these competencies at the “Propaedeutic” level of performance and outline different cases explaining and reflecting on past performance. Failure to show satisfactory performance for these competencies is taken into account during progress meetings.
2. At the end of the main phase (year 3), the student will have to prove that he/she masters 8 out of 10 competencies on level 2. The second and third year focus should be on the following competencies: **to show leadership, to cooperate, to research, to innovate, to enterprise and to appreciate the global perspective**. The student has to show by means of the portfolio that he/she masters these competencies at the “starting professional” level of performance, the focus competencies therefore need to be included in the personal development portfolio. Failure to show satisfactory performance for these competencies is taken into account during progress meetings.
3. After successfully having finished all educational activities by the end of year 4, the student will need to prove by the means of the personal development portfolio that he/she masters **8 out of 10 Aeres competencies at Graduation phase level of which to research is a mandatory competency to show**.

2.2. Final Qualifications

In order to guarantee that all Bachelor programmes in the agri-food business reach the same national set of objectives developed, the four ‘green’-oriented higher education institutions have developed 10 final qualifications for the Bachelor programmes with CROHO registration number 34866 in cooperation with the professional agri-food business environment in which our graduates will work. The final ten qualifications are listed below.

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

3 Program structure

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

Every academic year is divided in 2 semesters. Each semester contains 2 study periods of 7 lesson weeks each. After every study period of 7 weeks an exam period (usually two weeks) is scheduled. After each semester, student study progress is assessed by the means of a progress meeting chaired by a member of the Examination Board.

Table 1. Outline of the EFB academic year 1

SEMESTER 1				SEMESTER 2			
Period 1	T1	Period 2	T2	Period 3	T3	Period 4	T4
Module 1 PEMC	Exams	Module 1 PEMC	Exams	Module 3 PEFC	Exams	Module 3 PEFC	Exams
Module 2 PSEF	Exams	Module 2 PSEF	Exams	Module 4 PEBU	Exams	Module 4 PEBU	Exams
Personal Development (PPL1i)	Exams	Personal Development (PPL1i)	Exams	Personal Dev Development (PPL1i)	Exams	Personal Development (PPL1i)	Exams
Entrance courses (PSVA)		Entrance courses (PSVA)		Entrance courses (PSVA)		Entrance courses (PSVA)	

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

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

4 General courses throughout the programme

As a part of the personal education focus within Aeres, there are several general courses throughout the programme. The general courses have codes starting with PSVAi (entrance courses), PPLi (general and personal development courses in year 1), HPL (general and personal development courses in year 2 and 3) and APLi (general and personal development courses in year 4).

Entrance courses (PSVA)

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

PPL1i courses

The PPL1i courses consist of language training and competency development activities (CMP). In the first year the study tour is also part of PPL1i courses.

Compensation of credits is not possible in the PPLi courses, thus all courses must have sufficient marks.

Regarding the language training in the programme, Aeres works with the Common European Framework for languages. In appendix 2 an overview of the European language levels A1 to C2 is given. In order to be eligible to apply for the programme, students should have at least B2 level. European Food Business students should be able to prove their C1 level at the end of year 1 which is programme requirement as laid out in the binding study advice regulations.

First year

- **Entrance course Mathematics.** At the start of the year students need to take an entrance test Mathematics. Based on this, the student could get dispensation for the Mathematics course. For Dutch students with a MBO degree it is strongly advised to participate in the summer course Mathematics before the start of the academic year.
- **Entrance course Microeconomics.** This course is merely a refresher course and focusses on micro economics. At the start of the year students need to take an entrance test Micro Economics. Based on this, the student could obtain dispensation for the Micro Economics course.
- **Entrance course Chemistry.** This course is merely a refresher course that focuses on how to use mathematical reasoning and analytical laboratory skills to solve chemical problems.
- **English language; 4 ECTS.** At the end of year 1, students should have reached the CEFR C1 level (CAE level), using the Cambridge certificate method as class material. In order to be eligible for dispensation in year 1, students should be able to show a Cambridge Advanced Certificate (CAE), with an average mark of at least B or higher, but for writing a B is minimum, issued by an official language institute. Students can also sit an entrance test based on Cambridge Advance Exam in which they show similar scores as previously mentioned to earn partial dispensation.

In order to complete the PPL1i English courses at Aeres UAS, students must complete these courses with a mark of at least 6,0 or higher. Compensation rules do not apply to English language courses as they are a part of the binding study advice criteria.

- **Team work.** Part of the programme is study tour to Italy (when possible due to travel restrictions because of Covid-19) to have a closer look at what European food business is all about. There are several goals for this study tour: getting to know each other better, experiencing cultural differences and learning to deal with that, getting to know the Italian university that will offer part of the courses in year 3 and, and last but not least, getting introduced to the European food business. Given the international character of the group, team building is of great importance in order to identify cultural differences and find ways how to deal with this.
- **CMP/personal development.** Throughout the study programme at AERES the student will work, supported by a personal coach, on his/her personal development. The student will use a CMP description published on Canvas with assignments that support the student in working on his/her development.

Second year

- **CMP/personal development.** Throughout the study programme at AERES the student will work, supported by a personal coach, on his/her personal development. The student will use a CMP description published on Canvas with assignments that support the student in working on his/her personal development.
- **Food Entrepreneurship: the principles & practice.** This course is designed to provide students with the basic knowledge about entrepreneurship in food business. After finishing this course the students are expected to have acquired entrepreneurial skills by completing various assignments.

Third year

- **CMP/personal development.** Throughout the study programme at AERES the student will work, supported by a personal coach, on his/her personal development. The student will use a CMP description published on Canvas with assignments that support the student in working on his/her personal development.

Fourth year

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

5 Educational Examination Regulations

5.1. Student Charter and Code of Conduct

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

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

5.2. Examination Regulations

The Educational Exam Regulations as given here are published online as part of the Student charter. This can be found on Aeres intranet website (www.hbo.aeres.nl), 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 the examination regulations are explained during the introduction week and throughout the year by the personal coach and programme coordinator, students have a responsibility in reading these documents. Student charter can also be directly accessed through this link: <https://www.aereshogeschool.nl/over-aeres-hogeschool/publieke-verantwoording/onderwijs-en-examenregeling>

5.3. Academic Accommodations

Academic accommodations are put into place to reduce or eliminate a disadvantage as a result of 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 into 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/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)
- Restricted mobility

5.4. Student Counsellors

Student welfare is of great importance in order to succeed academically. Sometimes 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 different issues 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, or by making an appointment. If you prefer to make an appointment for a place outside the school, you can. If you experience problems and they exceed your mentor's responsibilities and abilities, please contact Aeres UAS counsellors. Do not wait too long and contact them in case you need help. Please remember that it is impossible to help if we do not know what is going on. We realize it can be extremely difficult to take the first step but we are there to help you. And will be there with you every step of the way.

Student coach:

Imke Vos

E-mail: i.vos@aeres.nl

Telephone number: +31 6 43141181

Room number: check at the reception



Studying with a disability:

Anita Okma

E-mail: smf.hogeschool.almere@aeres.nl

a.okma@aeres.nl

Room number: check at the reception



Confidants:

Anita Okma

E-mail: a.okma@aeres.nl



Jeffrey van Lent

E-mail: j.van.lent@aeres.nl



6 Curriculum outline

6.1. Curriculum outline year 1

General courses for semester 1 & 2

subject	name subject	ECTS
PPL1i01	Managing competencies 1 (CMP semester 1)	1
PPL1i02	Managing competencies 2 (CMP semester 2)	1
PPL1i03	Use of English (semester 1)	1
PPL1i04	English language skills (semester 1)	1
PPL1i05	Use of English (semester 2)	1
PPL1i06	English language skills (semester 2)	1
PPL1i23	Team work	1
PSVA	Entrance courses	1*
PSVA14	Mathematics	*
PSVA16	Chemistry	*
PSVA21	Microeconomics	*
total		8

Semester 1

PEMC Marketing and communication strategy

subject	name subject	ECTS
PEMC01	Assessment (Proof of proficiency)	3
PEMC03	Marketing communication strategy and instruments	4
PEMC06	Consumer behaviour	2
PEMC08	Sales management	2
PEMC09	Academic language and report writing	2
Total		13

PSEF Settling in European food business

subject	name subject	ECTS
PSEF01	Assessment (Proof of proficiency)	3
PSEF02	Intercultural communication	2
PSEF03	Introduction to macroeconomics	2
PSEF06	European food business and agricultural food politics	4
PSEF07	International Food Trade I	2
total		13

Semester 2**PEFC Analysing food value chains**

subject	name subject	ECTS
PEFC01	Assessment (Proof of proficiency)	3
PEFC04	Logistics and distribution analysis	2
PEFC06	Managing food value chains and waste management in the chain	3
PEFC08	Food quality and safety management	3
PEFC09	Circular economy in food	2
total		13

PEBU Analyzing business processes

subject	name subject	ECTS
PEBU01	Assessment (Proof of proficiency)	3
PEBU04	Introduction to operations management	2
PEBU11	Introduction to business finance	3
PEBU12	International food trade II	2
PEBU13	Business management	3
total		13

6.2. Curriculum outline year 2

In the second year, semester 1 students follow courses in Almere. Thereafter students move to *Ecole Supérieure d'Angers* in France for the semester 2.

General courses for semester 1

subject	name subject	ECTS
HPL2e01	Personal development semester 1	1
HPL2e03	Food Entrepreneurship: the principles & practice	2
total		3

Semester 1 (the Netherlands)

HEFT Research in European food trade

subject	name subject	ECTS
HEFT01	Assessment (Proof of proficiency)	3
HEFT06	International law	2
HEFT09	European Union	3
HEFT10	Purchase management, transportation and storage and management simulation	4
HEFT11	Innovation and entrepreneurship	2
total		14

HMRM Research in European food business

subject	name subject	ECTS
HMRM01	Assessment (Proof of proficiency)	3
HMRM04	Data collection, processing and analysis	4
HMRM06	Marketing management	2
HMRM07	Training research design, methodology and reporting	2
HMRM08	Scientific reading and academic writing	2
total		13

Semester 2 (France)

TPC Typical product characterization

subject	name subject	ECTS
TYPC01	Food science and technology	6
TYPC02	Quality labels/concept of terroir	5
TYPC03	European Food law and policy/risk management	2
TYPC04	Branding of regional products and sales	2
total		15

MIPS Management of an innovative project and innovation strategies

subject	name subject	ECTS
MIPS01	Food product innovation and innovation strategies	6
MIPS02	Project management	2
MIPS03	Local and industrial processing	2
MIPS04	Case study	5
total		15

NB: when in France, the examination regulations of Aeres UAS apply

6.3. Curriculum outline year 3

The semester 1 of the third year of the programme takes place in Italy (September – December) at the *Università Cattolica del Sacro Cuore* (UCSC) in Piacenza. Thereafter students come back to the Netherlands for the semester 2.

General courses for semester 2

subject	name subject	ECTS
HPL3i01	Personal development	1
HPL3i02	Personal choice	3
total		4

Semester 1 (Italy)

subject	name subject	ECTS
HITA03	Food technology	4
HITA07	Sustainability and Food Law	10
Total		14

subject	name subject	ECTS
HITA04	Microbiology of dairy and meat food	6
HITA05	Milk and meat production and technology	6
HITA06	Cereal grains, processing and technology	4
Total		16

NB: When in Italy, the examination regulations of Aeres UAS apply

Semester 2 (the Netherlands)

HBCF Business consultancy		
subject	name subject	ECTS
HBCF01	Assessment (Proof of proficiency)	3
HBCF02	Financial analysis & advice	4
HBCF05	HRM and leadership	2
HBCF06	Consultancy skills	2
HBCF08	Strategic corporate social responsibility	2
total		13

subject	name subject	ECTS
HFBD01	Student company	6
HFBD02	Internship in a food start-up	7
total		13

6.4. Curriculum outline year 4

The student will finalise studies in the Netherlands. In the final year the student will select two minor subjects which together comprise one semester workload. The other semester is spent on conducting applied research and graduation research report writing as well as having a placement. The student can choose to comprise his/her fourth year based on the chosen minors, and there are several options possible. In table 2 the most often chosen option by students can be found. In general, the fourth year programme consists of two minors, a placement and writing of a graduation research project report.

Table 2 Outline of the EFB academic year 4 (example option 1)

SEMESTER 1		SEMESTER 2	
Minor 1	15	Fourth year placement	17
Minor 2	15	Graduation research project	10
Ethics		Competency Development	3

Table 3. Outline of the EFB academic year 4 (example option 2)

SEMESTER 1		SEMESTER 2	
Minor 1	15	Minor 2	15
Fourth year placement	17	Graduation research project	10
Ethics		Competency Development	3

Table 4. Outline of the EFB academic year 4 (Green Starters option – setting up and running own company)

SEMESTER 1		SEMESTER 2	
Green Starters	30*	Green Starters (Placement)	17*
Green Starters		Graduation research project	10
Ethics		Competency Development	3

*ECTS division per semester can change, however in total those are 47 ECTS for Green Starters + 10 ECTS Graduation research project and + 3 ECTS Competency development

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

In year 4 the student also can choose to follow the so called Green Starters track. It means that the student will be able to graduate while running his/her own company. In order to take part in this track, the student has to go through the application procedure and get approval from the Green Starters jury.

7 Year schedule European Food Business 2022-2023*

Month	Semester	Week	Week Type	EFB Year 1	EFB Year 2**	EFB Year 3**	EFB Year 4
August		32					Submit final thesis AY 22-23 on Mon, August 14, 2023
		33, 34	T5	Resits from AY 22-23	Resits from AY 22-23	Resits from AY 22-23	Resits from AY 22-22
		35					Thesis presentation AY 22-23, August 23, 2023 Exam Committee meeting August 30, 2023
September		36		Introduction Week	Introduction Week		Start minors semester 1 Friday, September 8, 2023: mandatory kick-off meeting year 4
	1	37	L1	Classes Begin 11-09-23 (semester 1)	Classes Begin 11-09-23 (semester 1)	Pre-courses (not compulsory)	
		38	L2	Enrol for Exams (done automatically)	Enrol for Resits in T1	Enrol for Resits in T1 Lessons start Italy 19/09/2022	Enrol for Resits in T1
		39	L3		Enrol for Resits T1 from 25/09/2023 until 02/10/23	Enrol for Resits T1 from 25/09/2023 until 02/10/23	Enrol for Resits T1 from 25/09/2023 until 02/10/23 Graduation EFB on 28/09/23
October		40	L4		Propaedeutic ceremony on 06/10/2022		
		41	L5	Dutch Food Week (7-14 October 2023) EFB Study tour 8-14 October 2023	Dutch Food Week (7-14 October 2023)		Dutch Food Week (7-14 October 2023)
		42	L6				
		43		Autumn break	Autumn break		Autumn break
November		44	L7			Examination session I	

		45	T1	Exam weeks (regular)	Exam weeks (regular & resits)		Exam weeks (regular & resits)
		46	T1				
		47	L1				
		48	L2				
December		49	L3	Enrol for Exams and resits T2 from 04/12/2023 – 11/12/2023	Enrol for Exams and T2 from 04/12/2023 – 11/12/2023	Enrol for Exams and T2 from 04/12/2023 – 11/12/2023	Enrol for Exams and resits T2 from 04/12/2023 – 11/12/2023
		50	L4				
		51	L5			Examination session II (indicative) End classes 22/12/2022	
January		52		Christmas Break University closed	Christmas Break University closed	Christmas Break University closed	Christmas Break University closed
		01				Start mini-placement 02/01/2024	
		02	L6			Mini-placement	
		03	L7			Mini-placement	
		04	T2	Exam week T2 exams & assessments	Exam week T2 exams & assessments	Mini-placement	Exam week T2 exams & assessments
February		05	T2				
		06	L0	Progress meeting	Progress meeting Classes begin in France*, February 5, 2024	Mini-placement Progress meeting	Progress meeting; Start minors semester 2
	2	07	L1	Classes begin semester 2		Classes begin semester 2 in Almere	
		08		Spring Break University closed		Spring Break University closed	Spring Break University closed
March		09	L2				
		10	L3	Enrol for Resits in T3 from 04/03/2024 – 11/03/2024	Enrol for Resits in T3 from 04/03/2024 – 11/03/2024	Enrol for Resits in T3 from 04/03/2024 – 11/03/2024	Enrol for Resits in T3 from 04/03/2024 – 11/03/2024
		11	L4				
		12	L5				
		13	L6	University closed 29/03/2024		University closed 29/03/2024	University closed 29/03/2024

April		14	L7	University closed 01/04/24		University closed 01/04/24	University closed 01/04/24
		15	T3	Exam Week T3: regular exams & resits	Exam Week T3: resits from T2	Exam Week T3: regular exams & resits	Exam Week T3: regular exams & resits
		16	T3	Exam Week T3: regular exams & resits		Exam Week T3: regular exams & resits	Exam Week T3: regular exams & resits;
		17	L1	King's Day 27 April 2024		King's Day 27 April 2024	King's Day 27 April 2024
May		18		May break (University closed)		May break (University closed)	May break (University closed)
		19	L2	University closed 09/05/24 – 10/05/24		University closed 09/05/24 – 10/05/24	University closed 09/05/24 – 10/05/24
		20	L3				
		21	L4	University closed 20/05/24 Enrol for resits in T4 from 20/05/24 – 27/05/24	Enrol for resits in T4 from 20/05/24 – 27/05/24	University closed 20/05/24 Enrol for resits in T4 from 20/05/24 – 27/05/24	University closed 20/05/24 Enrol for resits in T4 from 20/05/24 – 27/05/24
June		22	L5	Pentecost Monday May 29, 2023 (University closed)	University closed on 29/05/2023 Exams in Angers, May 30 – June 3	Pentecost Monday May 29, 2023 (University closed)	Pentecost Monday May 29, 2023 (University closed)
		23	L6				
		24	L7		Classes end in Angers on June 14, 2024		
		25	L8				
		26	T4	Exam Week T4 regular exams & assessments (from 24/06/24 until 02/07/24) Enrol for resits in T5 from 04/07/24 – 07/07/24		Exam Week T4 regular exams & assessments (from 24/06/24 until 02/07/24) Enrol for resits in T5 from 04/07/24 – 07/07/24	Exam Week T4 regular exams & assessments (from 24/06/24 until 02/07/24) Enrol for resits in T5 from 04/07/24 – 07/07/24
July		27	T4		Enrol for resits in T5 from 04/07/24 – 07/07/24		
		28		Progress meeting	Progress meeting	Progress meeting	Progress meeting

				Graduation EFB on July 11, 2024	Graduation EFB on July 11, 2024	Graduation EFB on July 11, 2024	Graduation EFB on July 11, 2024
July/August		29-32		Summer break (weeks 29-32); University closed from 22 July 2024 – 12 August 2024			
August		33	T5	Exam period T5: final resits of semester 2 (13/08/2024 – 19/08/2024)	Exam Week T5: final resits of Angers semester 2	Exam Week T5: final resits of semester 2 (13/08/2024 – 19/08/2024)	Exam Week T5: final resits of semester 2 (13/08/2024 – 19/08/2024)
		34	T5				
		35		Progress meeting	Progress meeting	Progress meeting	Progress meeting
September		36	L0	Introduction week	Introduction week		Start minors semester 1
	1	37	L1	Start classes academic year 2024-2025	Start classes academic year 2024-2025		

* no rights can be derived from this overview

* planning EFB year 2 (France) and year 3 (Italy) is according to the academic calendar of the host university

NB! Aeres UAS year schedule can be found on Aeres intranet (hbo.aeres.nl under “Other schedules”)

8 Module overviews

In this chapter a short description of the modules is given. The course descriptions on Canvas contain more detailed information.

8.1. First year general modules

Entrance courses (PSVA)					
Entrance Courses					
Coordinator:		K. Körösi (KRK)		credits:	1
Module elements	ECTS	Name	Mode of Exam	Period	Literature
PSVA14	0	Mathematics	Written Exam	2	Irénée, D. & Krasser, W. (2014). <i>Mathematics for Finance, Business and Economics</i> Groningen: Noordhoff Uitgevers. ISBN: 9789001818623 Buy this book <u>only after</u> the results of the intake exam will be announced
PSVA21	0	Microeconomics	Written Exam	1	Goodwin, N., Harris, J. M., Nelson, J. A., Rajkarnikar, P. J. (2018). <i>Microeconomics in context</i> (4 th edition). Routledge. ISBN: 9781138314566 Buy this book <u>only after</u> the results of the intake exam will be announced
PSVA16	0	Chemistry	Written Exam	4	McMurry, J. E., Hoeger, C. A., Peterson, V. E., & Ballantine, D. S. (2013). <i>Fundamentals of General, Organic, and Biological Chemistry</i> (8 th edition). Pearson. ISBN: 9781292123462
Entrance requirements:		None			
Professional task:		Students need to obtain a basic understanding of mathematics and microeconomics in order to be able to work in the different modules. These courses focus on 'refreshing' the memory to overcome knowledge gaps.			
Role:		N.A.			
Methods:		Lectures, training, working groups, assignments, exams			
Fields of expertise:		Learning objectives (the student):			
Mathematics		<ul style="list-style-type: none"> • is able to calculate differentiation, linear programming, ABC formula's, function analysis. 			

Microeconomics	<ul style="list-style-type: none"> • is able to understand Consumers, Producers, Market Analysis, the concept and importance of demand and supply and producer revenue in relation to elasticity.
Chemistry	<ul style="list-style-type: none"> • can identify and apply a chemical perspective to matter. • knows how to use mathematical reasoning and analytical laboratory skills to solve chemical problems.
Aeres competencies:	
N/A	
Final qualifications:	
N/A	

Personal development (PPL1i)					
Coordinator:		T. Medema (MEA)/S. Kuiper (KPS)		credits:	7
Module elements	ECTS	Name	Mode of exam	Period	Literature
PPL1i01	1	Managing competencies 1	Assignment (O/V/G)	2	Materials provided by the lecturer
PPL1i02	1	Managing competencies 2	Assignment (O/V/G)	4	Materials provided by the lecturer
PPL1i03	1	Use of English 1	Written exam	1	Hewings, M. (2023). <i>Advanced Grammar in Use</i> (4th edition). Cambridge University Press. ISBN 9781108920216 McCarthy, M. & O'Dell, F. (2016). <i>English Collocations in Use</i> (2 nd edition). Cambridge University Press. ISBN 9781316629956
PPL1i04	1	English language skills 1	Portfolio	2	Hewings, M. (2023). <i>Advanced Grammar in Use</i> (4th edition). Cambridge University Press. ISBN 9781108920216 McCarthy, M. & O'Dell, F. (2016). <i>English Collocations in Use</i> (2 nd edition). Cambridge University Press. ISBN 9781316629956
PPL1i05	1	Use of English 2	Written exam	3	Hewings, M. (2023). <i>Advanced Grammar in Use</i> (4th edition). Cambridge University Press. ISBN 9781108920216 McCarthy, M. & O'Dell, F. (2016). <i>English Collocations in Use</i> (2 nd edition). Cambridge University Press. ISBN 9781316629956
PPL1i06	1	English language skills 2	Portfolio	4	Hewings, M. (2023). <i>Advanced Grammar in Use</i> (4th edition). Cambridge University Press. ISBN 9781108920216 McCarthy, M. & O'Dell, F. (2016). <i>English Collocations in Use</i> (2 nd edition). Cambridge University Press. ISBN 9781316629956
PPL1i23	1	Team work	Assignment	1	For EFB students: mandatory introduction study tour, costs to be paid by the student. Estimated costs EUR 850; student will pay the actual costs

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

- Effectively cooperate and communicate in a multidisciplinary and intercultural environment

8.2. First year modules

Marketing and communication strategy (PEMC)					
Coordinator:		U. Qureshi (QUU)		credits:	13
Module elements	ECTS	Name	Mode of Exam	Period	Literature
PEMC01	3	Assessment	Assessment	2	N/A
PEMC03	4	Marketing communication strategy and instruments	Written exam	2	De Pelsmacker, P., Geuens, M., & Van Den Bergh, J. (2021). <i>Marketing Communications. A European Perspective</i> (7th edition). Pearson. ISBN: 9781292327891
PEMC06	2	Consumer behaviour	Written exam	1	Solomon, M.R. (2018). <i>Consumer Behavior: Buying, Having, and Being</i> (12 th Global Edition). Pearson. ISBN: 9781292318103
PEMC08	2	Sales management	Assignment	2	Materials provided by the lecturer
PEMC09	2	Academic language and report writing	Assignment	1	Jong, de, J. (2017). <i>Effective strategies for academic writing</i> . Coutinho. ISBN: 9789046905050 <i>This book also will be used in year 4.</i>
Entrance req.		None			
Professional task:		As a marketing assistant/consultant you develop a marketing communication strategy for a company. Afterwards you develop a marketing communication plan based on the previously formulated marketing communication strategy and objective(s).			
Role:		Marketing assistant/consultant			
Methods:		Classes, training (excursion, when possible)			
Fields of expertise:		Learning objectives (the student):			
Consumer behaviour		<ul style="list-style-type: none"> understands the importance of consumer behaviour for companies and the responsibility they have understands the difference between the needs, wants and motivation of consumers knows the theory behind perception and the perceptual process knows how consumers learn about products and services and remember them understands the nature and power of attitudes is aware of how consumers make decisions and how companies can influence those decisions understands how other people and groups influence consumer decisions understands the nature and importance of culture for consumers 			
Marketing communication strategy and instruments		<ul style="list-style-type: none"> learns how a marketing communications strategy is developed learns how to develop marketing communications instruments and how to apply them in practice 			

	<ul style="list-style-type: none"> • know how to build a marketing communication campaign
Sales management	<ul style="list-style-type: none"> • learns how to make a sales plan and how to do a sales conversation • knows strategic and operational aspects of sales management • possesses sales skills in order to execute successful sales conversation
Academic language and report writing	<ul style="list-style-type: none"> • is able to write and structure reports according to academic standards • is able to structure Reference list according to APA style • is able to present information in written reports in an official and academic way
Aeres competencies:	
<ul style="list-style-type: none"> • To present (level 1): The student is able to communicate messages about complex topics in an understandable and persuasive manner to a critical target audience, thereby consciously choosing the most effective form of communication. • To research (level 1): the student is able to identify and describe a problem or a development, formulates a practice-based research question and answers this using a suitable research method. • To organize (level 1): The student plans and executes activities, brings both employees and resources effectively into action, supervises progress, adjusts when necessary and achieves the desired results. • To enterprise (level 1): The student is able to see opportunities and is able to achieve the desired results by taking risks. 	
Final qualifications:	
<ul style="list-style-type: none"> • Setting up and implementing an applied business research in the agri-food business • Strategic marketing of products and services in the global agri-food 	

Settling in European food business (PSEF)					
Coordinator:	M. Boxen (BXM)			credits:	13
Module elements	EC	Name	Mode of Exam	Period	Literature
PSEF01	3	Assessment	Assessment	2	N/A Materials on Canvas
PSEF02	2	Intercultural communication	Written exam	1	Nunez, C., Mahdi, R. & Popma, L. (2017) <i>Intercultural Sensitivity, from denial to intercultural competence</i> . Van Gorcum. ISBN: 9789023255567
PSEF03	2	Introduction to macro economics	Written exam	1	Goodwin, N., Harris, J., Roach, B., Nelson, J., Torras. (2013). <i>Macroeconomics in context</i> (2nd edition). Taylor & Francis Ltd. ISBN: 9780765638748
PSEF06	4	European food business and agricultural food politics	Written exam	2	Paarlberg, R. (2013). <i>Food Politics; what everyone needs to know</i> . Oxford: Oxford University Press. ISBN: 9780199322381
PSEF07	2	International food trade I	Written exam	2	Krugman, P.R., & Obstfeld, M., & Melitz, M.J. (2018). <i>International Economics Theory and Policy</i> (11 th edition). Pearson. ISBN: 9781292214870
Entrance requirements:		None			
Professional task:		Preparation of a report about possibilities to introduce a food product on a foreign market(s). Presenting the report to a group stakeholders (assessors).			
Role:		A member of a consultancy team that is responsible for introducing a food product with specific qualities (identity) on a foreign market(s).			

Methods:	Study tour, guest lectures, lectures, group assignments.
Fields of expertise:	Learning objectives (the student):
International Food Trade I	<ul style="list-style-type: none"> • is able to describe elements of international organisations and economic theories • is able to determine various organisations behind international food policies • is able to explain why certain countries produce and export certain goods and services
European food business and agricultural food politics	<ul style="list-style-type: none"> • can explain the role of various stakeholders in the food supply chain. • can identify specific aspects of the international food sector (e.g. food trends, certification, recent developments and challenges) • can formulate a critical opinion in relation to aspects of the food sector (e.g. food waste, misleading marketing) • can describe the relation between politics, food industry and consumption of food • can examine how policies may or may not achieve sustainable food systems
Macroeconomics	<ul style="list-style-type: none"> • is able to analyse the intensity of competition in a particular industry • is aware of the role of economic environment, developments and risks
Intercultural communication	<ul style="list-style-type: none"> • is able to identify intercultural differences (based on various theoretical models) • is able to explain how to deal with intercultural differences • is able to make an intercultural strategy for a company
Aeres competencies:	
<ul style="list-style-type: none"> • To cooperate (level 1): The student is able to contribute effectively to group work and activities, reporting progress in a logbook. • To research (level 1): The student analyses the possibility to introduce a food product on a foreign market through extensive market analysis. The student is able to identify and describe such a development, give recommendations. • To appreciate the global perspective (level 1): The student considers the world one's playing field and functions well in an international environment. The student analyses various countries in order to find the best export market. The student is able to explain how the global food policy influences the international food market. 	
Final qualifications:	
<ul style="list-style-type: none"> • To know the current developments in the agri-food sector • Effective cooperation and communication in a multi-disciplinary, intercultural environment 	

Analysing business processes (PEBU)					
Coordinator:		R. Oevering (OER)		credits:	13
Elements	ECTS	Name	Mode of Exam	Period	Literature
PEBU01	3	Proof of proficiency	Assessment	4	PRAXAR Business & Entrepreneurship Simulation, costs €45 To be bought through Aeres UAS.
PEBU04	2	Introduction to operations management	Written exam	3	Krajweski, L.J., Ritzman, L.P., Malhotra, M.K. (2016). <i>Operations Management – Processes and supply chain</i> (11th Global edition). Pearson Education Limited. ISBN: 9781292093987. Buy <u>only after</u> more information from lecturer is given in the class Materials provided by the lecturer
PEBU11	3	Introduction to business finance	Written exam	4	Atrill, P. & McLaney, E. (2018). <i>Accounting and finance for non-specialists</i> (11th edition). Pearson Education Limited. ISBN: 9781292244013 <i>The same book will be used in year 3</i>

PEBU12	2	International food trade II	Written exam	3	Krugman, P.R., & Obstfeld, M., & Melitz, M.J. (2018). <i>International Economics Theory and Policy</i> (11th edition). Pearson Education Limited. ISBN: 9781292214870. <i>The same book is used for PSEF04</i>
PEBU13	3	Business management	Assignment/portfolio	4	Robbins, S. & Coulter, M. (2020). <i>Management</i> (15th Global edition). Pearson Education Limited. ISBN: 9781292340883
Entrance requirements:		None			
Professional task:		Performing an internal & external analysis of a business. Based on the results of this analysis choose a strategic direction by applying one strategic model. Integrating different aspects of business management in decision making in an online simulation.			
Role:		Member of a consultancy team who will advise a company within the international food business how to improve their business organisation and strategy.			
Methods:		Lectures, training, working groups, assignments, exams			
Fields of expertise:		Learning objectives (the student):			
Business management		<ul style="list-style-type: none">• is able to understand and solve challenges to the basic functions of business management– planning, organizing, leading, controlling• understands the organizational behaviour of people and the challenges facing business• is able to explain what strategy is, how strategies are formulated based on an internal and an external analysis• knows how strategy models are used and how strategies are implemented			
Operations management		<ul style="list-style-type: none">• is able to understand the operational differences between goods and services• understands the concept of productivity and how to enhance• understands how to approach major projects and how to link global developments in operations management to the strategic choices a company in international food business can make			
Business finance		<ul style="list-style-type: none">• is able to prepare balance sheets, profit and loss accounts and cash flow statements• can analyze financial statements• can give an underpinned opinion on the importance of accounting conventions			
International food trade II		<ul style="list-style-type: none">• is able to explain why certain countries produce and export certain goods and services• can apply the models in real economics			
Aeres competencies:					
<ul style="list-style-type: none">• To cooperate (level 1): The student is able to create a good atmosphere, handle the interests of others with care, is able to conquer resistance and conflict and utilize the qualities of all individual team members to collectively reach the predetermined goals.• To present (level 1): The student is able to communicate messages about complex topics in an understandable and persuasive manner to a critical target audience, thereby consciously choosing the most effective form of communication.• To enterprise (level 1): The student is able to seize chances and opportunities and turn these into desired results at one's own risk.					
Final qualifications:					
<ul style="list-style-type: none">• Developing a vision and strategy for an (international) agri-food company• Management of organizations, processes, projects and people• Advise on financial aspects of business management of an agri-food company					

Analyzing food value chains (PEFC)					
Coordinator:		K. Körösi (KRR)	credits:		13
Elements	ECTS	Name	Mode of Exam	Period	Literature
PEFC01	3	Assessment	Assessment	4	N/A Materials on Canvas
PEFC04	2	Logistics and distribution analysis	Written exam	4	Rushton, A., Croucher, P., & Baker, P. (2017). <i>The Handbook of Logistics and Distribution Management : Understanding the Supply Chain</i> (5th edition). Kogan Page. ISBN:074947677X Buy the book <u>only after</u> more information from the lecturer is given in the class
PEFC06	3	Managing food value chains and waste management in the chain	Portfolio	3	Dani, S. (2021). <i>Food Supply Chain management and logistics</i> (2 nd edition). Kogan Page. ISBN: 9781398600126
PEFC08	3	Food quality and safety management	Assignment	4	Materials provided by the lecturer
PEFC09	2	Circular economy in food	Written exam	3	Weenk, R., & Henzen, R. (2021). <i>Mastering the circular economy</i> . Kogan Page. ISBN: 9781398602748 Recommended literature: Towards a circular economy http://ellenmacarthurfoundation.org/publications Additional materials will be posted on Canvas
Entrance requirements:		None			
Professional task:		Analyzing the company's current food value chain, analyzing problems in the area of food chain management, logistics and food quality/safety management, suggesting improvements for the company to become [more] circular and preparing and presenting an advisory report. Recommendations in the advisory report are substantiated.			
Role:		Act as a member of a consultancy team who will advise a local food company to improve each aspect their food supply chain.			
Methods:		Lectures, group assignments, excursions			
Fields of expertise:		Learning objectives (the student):			
Logistics and distribution management		<ul style="list-style-type: none"> • can apply logistics into various types of business environments • can define the content of discipline 'logistics' • can work with various logistics concepts • can explain the difference between the demand management and supply chain management • can recognize the function and types of inventory • can indicate the influence of product design on logistics costs can define form, fit and function of the product • can apply the logistic concepts in distribution management • can explain the difference between green logistics and reverse logistics • can indicate the importance of continuous improvement in logistics 			
Food value chain management		<ul style="list-style-type: none"> • understands and can apply waste management in the chain and cradle2cradle concepts in food chains • understands the hierarchy of waste management in the supply chain • understands some ways of managing waste in the food supply chain • can develop a basic closed loop supply chain. • knows the structure of the supply chain 			

	<ul style="list-style-type: none"> • knows the flows of good, information and money in the supply chain • knows the basic concepts of supply chain management, like vertical integration. • knows how to apply supply chain mapping. • knows the relationship strategies in the supply chain • has some understanding of the supporting technologies in food supply chains
Food safety and quality management	<ul style="list-style-type: none"> • understands basic quality concepts and food safety fundamentals • is able to describe the general principles of most well-known food quality management systems • is able to analyze the problems in the area of food chain, logistics and food quality management and plan quality-improvement activities
Circular economy	<ul style="list-style-type: none"> • knows the principles of the circular economy • is able to apply the principles of the circular economy in practice and advise companies willing to do so • is aware of circular economy business models
Aeres competencies:	
<ul style="list-style-type: none"> • To cooperate (level 1): The student works on a group project throughout the semester. Creates a good atmosphere, handles the interests of others with care, is able to conquer resistance and conflict and utilizes the qualities of all individual team members to collectively reach the predetermined goals. • To endorse sustainable behaviour (level 1): The students will be able to analyse the food chain and identify opportunities to increase the sustainability within the food chain. Justifies one's actions while showing respect for values and norms and with a focus on a balanced use of available resources. • To appreciate the global perspective / globalization (level 1): student obtains an insight into global food supply chain and is able to demonstrate an ability of analysing global food value chains. The student considers the world one's playing field and functions well in an international environment. 	
Final qualifications:	
<ul style="list-style-type: none"> • Management of organizations, processes, projects and people • Optimising logistics and managing the quality in agri-food chains 	

8.3. Second year general module

Personal development year 2 (HPL2e)					
Coordinator:	W. Hetsen (HEW)				credits: 3
Module elements	ECTS	Name	Mode of Exam	Period	Literature
HPL2e01	1	Personal development semester 1	Assignments (O/V/G)	2	Materials provided by the lecturer
HPL2e03	2	Food Entrepreneurship: the principles & practice	Assignment	2	Excursion costs approximately 20 euro per student Materials provided by the lecturer
Entrance requirements:	None				
Professional task:	N/A				
Role:	N/A				
Methods:	Lectures, training, working groups, assignments, exams				
Fields of expertise:	Learning objectives (the student):				
Food entrepreneurship	<ul style="list-style-type: none"> • is able to show the principles of food entrepreneurship by demonstrating knowledge and entrepreneurial skills by completing assignments 				

Personal Development	<ul style="list-style-type: none"> • is able to describe and explain his/her progress in correlation to the Aeres UAS competencies and obtain level 2 by means of SMART examples. • chooses to engage in activities which allow to grow and develop both professionally and personally
Aeres competencies:	
<ul style="list-style-type: none"> • To reflect/ to introspect (level 2): assessed by means of assignments in which students formulate goals by using the SMART method and provide examples using the STARR method • To enterprise (level 2): assessed by means of an assignment in which students show that they are able to seek opportunities and use initiative within own field; translate them into practical products, applications or services 	
Final qualifications:	
<ul style="list-style-type: none"> • Effective cooperation and communication in a multidisciplinary and intercultural environment • Management and development of own professional and personal attitude and skills 	

8.4. Second year modules

Research in European food business (HMRM)					
Coordinator:		S. Kuipers-Moroza (MOS)		credits:	13
Elements	ECTS	Name	Mode of Exam	Period	Literature
HMRM01	3	Assessment	Assignment	2	N/A Materials on Canvas
HMRM04	4	Data collection, processing and analysis	Assignment	2	<p>B. Groenendijk. (2019). <i>Getting More Out of Excel</i>. Boom Amsterdam. ISBN 9789024402281</p> <p>Online Statistics Education: A Multimedia Course of Study (http://onlinestatbook.com/). Project Leader: David M. Lane, Rice University.</p> <p>Buy the books <u>only after</u> more information from the lecturer will be given during the first class</p> <p><u>Suggested for further reading:</u> Malhotra, N. K. (2009). <i>Marketing Research: An Applied Orientation</i> (6th Global edition). Pearson Education Limited. ISBN: 9780136094234.</p> <p>Field, A. (2017). <i>Discovering Statistics Using IBM SPSS Statistics</i> (5th edition). Sage. ISBN: 9781526419521</p>
HMRM06	2	Marketing management	Written exam	1	<p>Solomon, R. M., Marshal, G. W., & Stuart, E. W. (2018). <i>Marketing. Real People, Real Choices</i> (9th edition). Pearson Education Limited. ISBN: 9781292221083</p>

HMRM07	2	Training research design, methodology and reporting	Portfolio (O/V/G)	2	<p>Baarda, B. (2020). <i>This is research</i>. Noordhoff Uitgevers. ISBN 9789001895464.</p> <p><u>Recommended reading:</u> Saunders, M. N. K. (2019). <i>Research methods for business students</i> (8th edition). Pearson Education Limited.</p> <p>Buy the book only <u>after</u> more information from the lecturer will be given in the first class</p> <p>Additional materials will be posted on Canvas.</p>
HMRM08	2	Scientific reading and academic writing	Assignment	1	<p>Jong, de, J. (2017). <i>Effective strategies for academic writing, the road towards essay, paper or thesis</i>. Coutinho. ISBN: 9789046905050.</p> <p>Materials provided by the lecturer</p>
Entrance requirements: Report writing skills (based on year 1)					
Professional task:		The student performs a food- and agribusiness related research that is based on empirical research, using both quantitative and qualitative data collection methods. To do so, the student first needs to submit a research proposal, that should indicate the context and problem statement (based on literature review), relevancy and research methodology. The student then gathers the empirical data, analyses that data and writes a report. Recommendations based on the research have to be relevant for the research target group (e.g., a sector, policy makers or consumers).			
Role:		Researcher			
Methods:		Classes, coaching sessions, training			
Fields of expertise:		Learning objectives (the student):			
Data collection, processing and analysis		<ul style="list-style-type: none"> • is able to use Microsoft Excel to process data and use statistics • knows how to analyze and interpret data using SPSS in the framework of quantitative research • can report research results based on descriptive statistics (e.g. mean/median, standard deviation) • can make different charts to visualize data • can report research results based on inferential statistics • can choose a suitable statistical test to answer the research question • can make a figure to visualize the confidence intervals 			
Research design, methodology and reporting		<ul style="list-style-type: none"> • can write a proper research proposal • can create a feasible and sensible research design • can design a questionnaire • can perform an interview, including the use of consent forms • knows how to conduct a number of other methods, such as focus groups and observations • can analyse qualitative data • can report on a research performed 			
Article writing		<ul style="list-style-type: none"> • uses wide range of academic and topic related vocabulary, including less common lexis, with fluency, precision and academic style • demonstrates complete command of academic conventions of article writing • communicates complex ideas in an effective and convincing way • can hold target reader's attention with ease, fulfilling all communicative purposes • organizes text coherently and clearly • uses a wide range of cohesive devices 			

	<ul style="list-style-type: none"> • uses organization patterns with flexibility • includes APA7th referencing • shares relevant information only
Marketing management	<ul style="list-style-type: none"> • learns how to implement marketing theory in practice • understands how marketing concepts are implemented, and what they mean in the marketplace (e.g. 4Ps) • is able to apply marketing fundamentals in creative ways • learns how to create value through customer connections and engagement • understands how companies can use digital technologies to build customer relationships • learns about the sequential process of creating and delivering value
Aeres competences:	
<ul style="list-style-type: none"> • To present (level 2): The student is able to communicate messages about complex topics in an understandable and persuasive manner to a critical target audience, thereby consciously choosing the most effective form of communication. • To research (level 2): The student identifies and describes a problem or a development, formulates a practice-based research question and answers this using a suitable research method. The result is presented in the form of a research report and a poster presentation. 	
Final qualifications:	
<ul style="list-style-type: none"> • Setting up and implementing an applied business research in the agri-food business • Strategic marketing of products and services in the global agri-food market 	

European food trade and innovation (HEFT)					
Coordinator:		P. Burgess (BUP)		credits:	14
Elements	ECTS	Name	Mode of Exam	Period	Literature
HEFT01	3	Assessment	Assessment	2	N/A Materials on Canvas
HEFT06	2	International law	Assignment	1	Wevers, H. (2019). <i>A basic guide to international business law, e-book</i> (5 th edition). Noordhoff Uitgevers. ISBN: 9789001899783
HEFT09	3	European Union	Assessment (portfolio)	2	McCormick, J. (2021). <i>Understanding the European Union</i> (8 th edition). Palgrave Macmillan Ltd. ISBN: 9781352011197 Two-day excursion to Brussels (extra costs to be paid by students: EUR 100)
HEFT10	4	Purchase management, transportation and storage and management simulation	Written exam	1	Weele, van, A. J. (2018). <i>Purchasing and Supply Chain Management</i> (7 th edition). Cengage. ISBN: 9781473749443
HEFT11	2	Innovation and entrepreneurship	Assignment	1	Bessant, J., & Tidd, J. (2015). <i>Innovation and Entrepreneurship</i> (3 rd edition). John Wiley & Sons Inc. ISBN: 9781118993095

Entrance requirements:	N/A
Professional task:	You have to develop a successful innovation for a food product. Doing this you will also cover purchasing management decisions and deal with the patenting topic.
Role:	Entrepreneur
Methods:	Classes, training, excursions
Fields of expertise:	Learning objectives (the student):
Purchase management, transportation and storage	<ul style="list-style-type: none"> • learns the latest developments in purchasing and supply chain management theory and practice about the core concepts, strategy, and implementation • learns the basics of transportation and storage. The focus will be on the fact that there is a relationship between the functioning of a supply chain and the time to market the products. • can apply purchasing and supply chain management knowledge to a simulated learning environment
European Union	<ul style="list-style-type: none"> • understands the European Union • understands the European institutions and policies
Innovation and entrepreneurship	<ul style="list-style-type: none"> • is able to present what is innovation and entrepreneurship and their implications in the agri-food business • is able to demonstrate knowledge and entrepreneurial skills by thinking of innovation for the food and beverage industry
International law	<ul style="list-style-type: none"> • is able to understand the basics of international civil law, EU legislation on international trade and food regulations • is able to work with an international sales contract, and understand the settlement of conflicts which arise of such a contract
Aeres competences:	
<ul style="list-style-type: none"> • To enterprise (level 2): the students is able to recognise opportunities and achieve desired results by taking risks. Identifies opportunities and is able to translate these into actions - often charting new territory – that contribute to better results for the organisation. • To appreciate the global perspective (level 2): the student sees the whole world as a work field and is able to operate in an international environment. Develops and maintains relationships and cooperation with colleagues, clients and other potential contacts that are important to the objective of the organisation and/or department. 	
Final qualifications:	
<ul style="list-style-type: none"> • Entrepreneurship and innovation in the international agri-food business • Optimising logistics and monitoring quality of agri-food chains • To know the current developments in the agri-food sector 	

Programme at ESA, France in Semester 2

Typical product characterization (TYPC)					
Coordinator:		M. Dufrechou		credits:	15
Module elements	ECTS	Name	Mode of Exam	Period	Literature
TYPC01	6	Food science and technology	Written exam / Reports	3, 4	N/A
TYPC02	5	Quality labels/concept of terroir	Oral presentation / Report / Written exam	3, 4	Berard, L., & Marchenay, P. (2008). <i>From localized products to geographical indications</i> . CNRS. ISBN: 9782952872515
TYPC03	2	European Food Law and policy/risk management	Reports	4	N/A
TYPC04	2	Branding of regional products and sales	Oral presentation/Report	3	N/A

Entrance requirements:		N/A			
Professional task:		From the producer to the consumer; understanding the quality and diversity of traditional food products, create relations between their localization and the traditional process used; and understanding how the “terroir” can impact the quality of the product.			
Role:		A member of a consultancy team who will advise a company within the design and the development of new traditional products.			
Methods:		Classes, training, excursions, working groups, assignments, exam			
Fields of expertise:		Learning objectives (the student):			
Quality label/concept of terroir		<ul style="list-style-type: none">• is able to find, choose local products and explain history of the product and how it could be promoted• understands the importance of the terroir in the product valorization• can determine the different quality labels of these products			
Product analysis		<ul style="list-style-type: none">• is able to observe the diversity of the products existing, from the different transformation of the raw material to the valorization of the finished product• is able to have a primary sensorial evaluation			
Food production		<ul style="list-style-type: none">• is able to understand all the transformation of the product including the impact of the process and the evolution of the intrinsic parameters of the product during the transformation• is able to understand products making from the raw material to the finished product			
European Food law and policy/risk management		<ul style="list-style-type: none">• can determine the different food law and risk management			
Branding of regional products and sales		<ul style="list-style-type: none">• is able to establish a list of specifications to promote a product and the different prices between basic/quality label products			
Aeres competences:					
<ul style="list-style-type: none">• To cooperate (level 2): the student creates a good atmosphere, handles the interests of others with care, is able to conquer resistance and conflict and utilizes the qualities of all individual team members to collectively reach the predetermined goals.• To appreciate the global perspective (level 2): the student considers the world one’s playing field and functions well in an international environment.• To enterprise (level 2): the student seizes chances and opportunities and turns these into desired results at one’s own risk.					
Final qualifications:					
<ul style="list-style-type: none">• Entrepreneurship and innovation in the international agri-food business• Strategic marketing of products and services in the global agri-food market					

Management of an innovative project (MIPS)					
Coordinator:		M. Dufrechou		credits:	15
Module elements	ECTS	Name	Mode of Exam	Period	Literature
MIPS01	6	Food product innovation and innovation strategies	Written exam /Oral presentation / Report	4	N/A
MIPS02	2	Project management	Organization of local producer market	3	N/A

MIPS03	2	Local and industrial processing	Oral presentation	4	N/A
MIPS04	5	Case study	Oral presentation /Reports	4	N/A
Entrance requirements:		N/A			
Professional task:		From the producer to the consumer; understanding the quality and diversity of traditional food products, create relations between their localization and the traditional process used; and understanding how the “terroir” can impact the quality of the product.			
Role:		A member of a consultancy team who will advise a company within the design and the development of new traditional products.			
Methods:		Classes, training, excursion, working groups, assignments, exam			
Fields of expertise:		Learning objectives (the student):			
Food product innovation and innovation strategies		<ul style="list-style-type: none">• is able to create a new product using local raw materials• is able to use specific method of creativity depending on the specific consumer targeted.			
Product analysis		<ul style="list-style-type: none">• is able to correctly select the raw material depending on the final product targeted• can characterise a product using physic-chemistry methods, microbiology and sensory analysis• can validate a new product depending on the result obtained (quality and acceptance by the consumer)			
Project management		<ul style="list-style-type: none">• is able to create a technical specification document• to plan the different steps of the product making and of the project including the feasibility study (economically and technically)• to define a specific market			
Local and industrial processing		<ul style="list-style-type: none">• learns form visits to industrial and local food processing facilities			
Case study		<ul style="list-style-type: none">• is able to develop their own product with a specific technical specification document• can develop a basic product, product with a quality specification and innovative product			
Aeres competences:					
<ul style="list-style-type: none">• To research (level 2): the student identifies and describes a problem or a development, formulates a practice-based research question and answers this using a suitable research method.• To innovate (level 2): the student uses creativity to develop new products, services and applications that are of use in practice.• To appreciate the global perspective (level 2): the student considers the world one’s playing field and functions well in an international environment.					
Final qualifications:					
<ul style="list-style-type: none">• Entrepreneurship and innovation in the international agri-food business• Management of organizations, processes, projects and people• Effective cooperation and communication in a multi-disciplinary, intercultural environment					

8.5. Third year general module

Personal development year 3 (HPL3i)					
Coordinator:		Lize van de Pol (POL)		credits:	4
Elements	EC	Name	Exam	Period	Literature
HPL3i01	1	Personal development	Assignments (O/V/G)	T4	Materials provided by the lecturer

HPL3i02	3	Personal choice	Assignment	T4	Own material searched by the student
Entrance requirements:		N/A			
Professional task:		Reflection and deepening the knowledge			
Role:		Researcher			
Methods:		Coaching and assignments			
Fields of expertise:		Learning objectives (the student):			
Personal development		<ul style="list-style-type: none">• is able to describe and explain his/her progress in relation to the Aeres competencies and obtain level 2 by means of providing examples using the STARR method• chooses to engage in activities which allow to grow and develop both professionally and personally			
Personal choice (Literature review)		<ul style="list-style-type: none">• knows how to perform a literature review• can define a clear goal for own literature review• is able to critically evaluate the quality of literature• has developed manner of writing that shows that the student is a member of the academic and professional community• can correctly apply APA Style in the literature review			
Aeres competencies:					
<ul style="list-style-type: none">• To introspect (level 2): assessed by means of assignments in which students formulate goals by using the SMART method and provide examples using the STARR method. The student describes undertaken activities and influence of these activities on professional and personal development.• To organize (level 2): sets objectives and priorities for personal development and fulfils these agreements.					
Final qualifications:					
<ul style="list-style-type: none">• Effective cooperation and communication in a multidisciplinary and intercultural environment• Management and development of own professional and personal attitude and skills					

8.6. Third year modules

Italy, Italian food business					
Coordinator:		G. Canali	credits:		14
Module elements	ECTS	Name	Mode of Exam	Exam in Period	Literature
HITA03	4	Food technology	Written exam	(Dec and/or Jan)	To be announced in Italy
HITA07	10	Sustainability and Food law	Written exam	(Dec and/or Jan)	To be announced in Italy
Entrance requirements:		N/A			
Professional task:		N/A			
Role:		N/A			
Methods:		Classes, training, excursions			
Fields of expertise:		Learning objectives (the student):			
Food law and certification		<ul style="list-style-type: none"> • knows the regulation of foodstuffs, highlighting not only the interplay between the domestic and international regulatory layers, but also food law's complex structure, characterized by the interaction between public norms, private standards and certifications 			

	<ul style="list-style-type: none"> • is familiar with international food standards; quality, including the protection of geographical indications • is able to explore regulatory mechanisms to promote (economic, social, environmental) sustainability • knows about protection of innovation, with regard to patents, plant variety and other sui generis rights
Economic and environmental sustainability of agriculture	<ul style="list-style-type: none"> • is familiar with the economic theories and relationship between the economic system and the environment • knows about optimal use of renewable natural resources in different management conditions (profit maximization, free access, common property, presence of externalities like the value of biodiversity) • is aware about the principles and tools for the economic evaluation of environmental goods and ecosystem services (implication for the agri-food sector and policies) • is acquainted with rural development policies and agro-environmental policies as well as environmental certifications and sustainability
Food technology	<ul style="list-style-type: none"> • knows sensory analysis techniques and the elements for statistical evaluation of sensory tests • understands sensory attributes of beverages and food and their perceptions • can work on preparation of tasters and tasting panels
Aeres competencies:	
<ul style="list-style-type: none"> • To endorse sustainable behaviour (level 2): the student justifies one's actions while showing respect for values and norms and with a focus on a balanced use of available resources 	
Final qualifications:	
<ul style="list-style-type: none"> • To know the current developments in the agri-food sector 	

Italy, Food processing					
Coordinator:		G. Canali	credits:		16
Module elements	ECTS	Name	Mode of Exam	Exam in Period	Literature
HITA04	6	Microbiology of dairy and meat food	Written exam	(Dec and/or Jan)	To be announced in Italy
HITA05	6	Milk and meat production and technology	Written exam	(Oct and/or Jan)	To be announced in Italy
HITA06	4	Cereal grains, processing and technology	Written exam	(Oct and/or Jan)	To be announced in Italy
Entrance requirements:		N/A			
Professional task:		N/A			
Role:		N/A			
Methods:		Classes, excursions			
Fields of expertise:		Learning objectives (the student):			
Microbiology of dairy and meat food		<ul style="list-style-type: none"> • will gain scientific and technical skills in livestock production (milk, meat and pork) • will address the management and the feeding techniques in ruminants and monogastric rearing for animal performance optimization, including aspects on animal health and welfare, and for a sound product quality and environmental benefits 			
Milk and meat production and technology		<ul style="list-style-type: none"> • will improve the knowledge about the technology of transformation and milk and meat quality for the principal Italian PDO cheeses and cured meat • will learn about genetic and environmental factors affecting milk and meat quality 			

	<ul style="list-style-type: none"> • will learn about the rules of Parma and S. Daniele ham consortium, the rules of Grana Padano and Parmigiano Reggiano cheeses
Cereal grains, procession and technology	<ul style="list-style-type: none"> • will gain basic knowledge about basic knowledge of the science of bakery products including ingredients production and their characteristics, processing technologies for bread and non-bread products, and quality control • will learn about flours and other baking ingredients • will be introduced to different baking technologies • will get an overview on nutritional aspects and functional bakery products
Aeres competencies:	
<ul style="list-style-type: none"> • To appreciate the global perspective (level 2): the student considers the world one's playing field and functions well in an international environment 	
Final qualifications:	
<ul style="list-style-type: none"> • To know the current developments in the agri-food sector 	

Business consultancy (HBCF)					
Coordinator:		K. Körösi (KRK)			credits
					13
Module elements	EC	Name	Mode of Exam	Period	Literature
HBCF01	3	Assessment	Assessment	4	N/A Materials on Canvas
HBCF02	4	Financial analysis & advice	Written Exam	4	Atrill, P. & McLaney, E. (2019). <i>Accounting and finance for non-specialists</i> (11th edition). Pearson Education Limited. ISBN 9781292244013 (or 9781292062716 for the 9 th edition)
HBCF05	2	HRM and leadership	Assignment (portfolio)	3	DeCenzo, D. A., & Robbins, S. P. (2013). <i>Human Resource Management</i> (11 th Edition International Student Version). Wiley. ISBN 9781118413753.
HBCF06	2	Consultancy skills	Assignment	4	Materials provided by the lecturer
HBCF08	2	Strategic corporate social responsibility	Written exam	3	Chandler, D. (2019). <i>Strategic Corporate Social Responsibility - Sustainable Value Creation - International Student edition</i> (5th edition). ISBN: 9781544372228
Professional task:	The student advises an SME food company that wants to improve its business and focus more on the opportunities provided by the principles of the circular economy. The advice for the company will support the company in its decision-making in relation to financial and HRM aspects and the circular economy on the strategic, tactical and operational level.				
Role:	Consultant				
Methods:	Classes, training, excursions				
Fields of expertise:	Learning objectives (the student):				
Business finance	<ul style="list-style-type: none"> • is able to conduct research a company's financial situation • knows how to apply cost price analysis, budgeting and financing • can give financial advice to a company 				
Human resources management	<ul style="list-style-type: none"> • is able to manage a recruitment process and can identify appropriate ways to train, motivate, evaluate and discipline employees • can identify an organization's HR needs • can describe the role of unions and management in the collective bargaining process • understands the basic principles of human resources management, leadership and strategic management 				

Corporate social responsibility	<ul style="list-style-type: none"> • is able to explain the background and relevance of Corporate Social Responsibility (CSR) • can explain how CSR is central to the value-creating purpose of a for-profit firm. • can describe CSR from different perspectives; a stakeholder perspective, a legal perspective, a behavioral perspective, a strategic perspective and a sustainable perspective. • is able to describe food- and agricultural related issues to CSR
Consultancy skills	<ul style="list-style-type: none"> • understands consultants, consultancy and consulting engagements • can investigate a business topic, from problem definition to making recommendations, using a structured approach (i.e., McKinsey 7S model). • demonstrates effective relationship skills and professionalism in advising a company
Aeres competencies:	
<ul style="list-style-type: none"> • To show leadership capabilities (2): encourages and motivates on own initiative to achieve project objectives and offers support where necessary; gives project team members the space and responsibility to achieve results individually and collectively. • To endorse sustainable behaviour (2): recognises trends and developments in the subject area and translates these into recommendations for internships and/or projects, puts forward tangible ideas and makes proposals. 	
Final qualifications:	
<ul style="list-style-type: none"> • Management of organisations, processes, projects and people • Advising about financial aspects to manage an agri-food company 	

Business development for specialized foods (HFBD)					
Coordinator:		K. Körösi (K RK)			credits
					13
Elements	ECTS	Name	Mode of Exam	Period	Literature
HFBD01	6	Junior entrepreneurship	Assignment	4	Recommended reading: Blundel, R., Lockett, N., Wang, C., & Mawson, S. (2021). <i>Exploring Entrepreneurship</i> (3rd edition). Sage Publications. ISBN: 9781529733716
HFBD02	7	Internship in a food company	Assignment	4	Recommended reading: Reis, E. (2011). <i>The lean Start-up</i> . Penguin Books Ltd. ISBN: 9780670921607 Gower, R. K., & Mulvaney, M. A. (2012). <i>Making the most of your internship: A strategic approach</i> . Sagamore Publishing LLC. ISBN: 9781571676566
Professional task:		Students develop their own business idea in a team , under the guidance of coaches and set up a food company ,with real products, money and customers. The aim is to create added value and adopt the framework of the triple bottom line. Students also work part-time in a food start-up, propose measures to optimize key business operation activities in the placement company and transfer the knowledge gained from the placement into their own student company.			
Role:		Entrepreneur			
Methods:		(Guest) lectures, assignments, excursions, coaching. All aspects of business management are discussed: from business plan to financing, from design to production and from marketing to sales. Students talk to suppliers, build a website, arrange the promotion and take care of the sales of their product.			
Fields of expertise:		Learning objectives (the student):			
Entrepreneurship & Innovation		<ul style="list-style-type: none"> • is able to apply a series of tools and develop entrepreneurial skills. • is able to effectively build a start-up team, communicate, cooperate and solve problems in a team • is able to mobilize resources to build a viable food company • can identify opportunities with potential for innovation. • can generate, qualify and evaluate innovative ideas based on relevant criteria in order to create value in new and changing contexts. 			

Aeres competencies:
<ul style="list-style-type: none"> • To enterprise (level 2): the student actively utilizes and translates opportunities. • To innovate (level 2): the student suggests creative alternatives. • To show leadership capabilities (level 2): the student encourages and motivates on own initiative. • To cooperate (level 2): on own initiative, the student cooperates with others to achieve collective results. • To present (level 2): the student sends and receives effectively and efficiently.
Final qualifications:
<ul style="list-style-type: none"> • Developing a vision and strategy for an (international) agri-food business • Entrepreneurship and innovation in the international agri-food business. • Management and development of own professional and personal attitude and skills • Setting up and implementing an applied business research in the agri-food business • Strategic marketing of products and services in the global agri-food market

8.7. Fourth year general modules

Personal development (APL4i)					
Coordinator:		J. Tempert (TEJ)		credits:	3
Module elements	ECTS	Name	Mode of Exam	Exam in Period	Literature
APL4i01	1	Managing competences	Report (O/V/G)	4	Syllabus APL4i
APL4i02	2	Professional ethics	Class discussions & assignments	1, 2, 3, 4	Syllabus APL4i
			Final report	1, 2, 3, 4	
Entrance requirements:		To enter the 4 th year students should have obtained 165 ECTS credits at least, from the first three years of their studies and completed entrance module (PSVA) from year 1.			
Professional task:		Personal development and self-reflection			
Role:		Junior professional			
Methods:		Training, class discussions, individual assignments			
Fields of expertise:		Learning objectives (the student):			
Personal development		• reflects constantly on his/her own personal- and competency development, part of the lifelong learning paradigm			
Professional ethics		• is able to formulate an opinion on important and current aspects of the professional work environment, based on own experience and norms and values or that of others, while he or she is able to separate opinion from facts • can and is willing to openly discuss and exchange ideas with others on these kinds of topics			
Aeres competencies:					
• To introspect (level 3): 8 out of 10 Aeres competencies must be at level 3 (highest level). Assessed by means of final report and meeting in which students show examples of situations where they worked on improving their competencies. The examples given are based on the goals students set at the beginning of the year and halfway through the third and fourth year. The examples are given based the STARR method and goals are formulated according to the SMART method.					
Final qualifications:					
• Management and development of own professional and personal attitude and skills • Effective cooperation and communication in a multi-disciplinary, intercultural environment					

Graduation project (AAFWi)					
Coordinator:		C. Akkermans (AKC)		Credits:	10
Module element	ECTS	Name	Mode of Exam	Exam in period	Literature
AAFWi01	10	Thesis	Research report + colloquium	1, 2, 3, 4	<p>Jong, de, J., (2017). <i>Effective strategies for academic writing, the road towards essay, paper or thesis</i>. Coutinho. ISBN: 9789046905050</p> <p>Baarda, B. (2020). <i>This is research</i>. Noordhoff Uitgevers. ISBN: 9789001895464</p> <p>Suggestions for further reading: Kumar, R. (2014). <i>Research methodology, A Step-by-Step Guide for Beginners</i>. Sage Publications Ltd. ISBN: 9781446297827</p> <p>Saunders, M. N. K. (2019). <i>Research methods for business students</i> (8th edition). Pearson Education Limited.</p> <p>Materials on Canvas</p>
Entrance requirements:		All research modules should have been completed with sufficient marks			
Professional task:		Research topic based on own choice. Conducting research, writing a research report and presenting the research and its outcomes during a colloquium			
Role:		Researcher			
Methods:		Independently working on a research project with guidance of thesis coach			
Fields of expertise:		Learning objectives (the student):			
Based on own choice		<ul style="list-style-type: none">• can formulate and demarcate research problem clearly• can identify a target group for which the research is relevant, and for which the research outcomes will be useful• can formulate the main research question and the related sub-questions• can design research methodology that fits with the research question(s)• can synthesise previously acquired knowledge with new findings, or the adaptation of such knowledge to specific conditions• can demonstrate the applicability of the results• can formulate conclusions based on the research results• can formulate recommendations for the selected target group of the research• can write a research report conform the rules for report writing• can present the results of the research in a structured and engaging manner and can answer questions satisfactorily			
Aeres competencies: Based on own choice for the graduation phase (level 3).					
Final qualifications: Check curriculum overview and programme profile					

Graduation work placement (AGWP)					
Coordinator:		C. Akkermans (AKC)	Credits:	17	
Module Element	ECTS	Name	Mode of Exam	Exam period	Literature
AGWP01	17	Graduation Work Placement	Report	1, 2, 3, 4	Work Placement Manual (available on Canvas) Materials on Canvas
Entrance requirements:		None			
Professional task:		Based on own choice. The activities as performed by the student during the work placement are in line with the chosen study programme. During the placement the student is expected to act as a young professional within a job profile that matches the programme the student is in.			
Role:		Young professional			
Methods:		Depending on the type of the placement			
Fields of expertise:		Learning objectives (the student):			
Based on own choice		<ul style="list-style-type: none">• prepares for the work environment in which the student works on professional tasks• gains knowledge into different company activities and job profiles• obtains insights about the operational practices of the placement company, and the place/role the company in its environment.• carries out a practical assignment, in a self-responsible manner. This implies that coaching by the company will have the characteristics of general supervision• effectively applies current methods of research methodology and interpretation techniques, when relevant• demonstrates proficiency in various professional skills and competencies, as required in the educational program is able to work on and show proof of selected Aeres competencies, based on own choice, on level 3 in a professional setting• can adapt or reformulate study goals based on experiences during the placement period. The student conforms to these individual learning goals, set either in advance or during the training period			
Aeres-competencies: Based on own choice for the graduation phase (level 3)					
Final Qualifications: Check curriculum overview and programme profile					

Appendix 1 Overview contents Mathematics test/21+ entrance test

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

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

The discrepancy is in the following areas of education:

F: applied analysis

G: binomial division

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

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






A1: Exponential functions	(domain F)
A2: Functions with powers	(domain F)
A4: Inclination graphs	(domain F)
A5: Calculation of inclination functions	(domain F)
A6: Optimisation	(domain F)

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

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

Appendix 2

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

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

Source: www.englishglobally.com

Appendix 3 Description of competency levels Aeres UAS scorecard

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

Adapted for Aeres University of Applied Sciences based on www.123management.nl

2. Competency: to cooperate

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

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

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3. Competency: to present

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

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

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4. Competency: to research

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

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

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5. Competency: to Innovate

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

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

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6. Competency: to organise

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

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

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7. Competency: To reflect/ to introspect Definition: Has an insight into own behaviour and shapes own development so that own performance and the work environment are in keeping with each other. Has the confidence to take decisions – to finalise them - and follow through, even with limited information, when matters are uncertain and/or pose risks. Does not unnecessarily postpone decisions that need to be taken. Commits by expressing own view; makes explicit statements; adopts a clear stance.						
<u>Level 1: works proactively</u>	Insuff.	Fair	Sufficient	Good	N/A	Remarks/focus points
▪ is open to feedback						
▪ desires to learn in work situations; seeks and utilises opportunities for self-development						
▪ is proactive in organising own work.						
▪ takes all relevant aspects into account when deliberating and then makes a decision quickly and decisively						
▪ stands by decisions made and takes responsibility for them						
<u>Level 2: knows own strengths & weaknesses and translates areas for development into actions.</u>						
▪ can demonstrate accountability for actions and substantiate them with arguments						
▪ translates own areas for development into actions; applies insights and knowledge gleaned in practice straight away. Develops tools to counter own weaknesses (for example, setting the bar too high or having too little self-discipline)						
▪ tries to broaden own horizons; takes on challenges						
▪ is open and transparent towards his/her environment about own strengths and weaknesses						
<u>Level 3: is able to reflect objectively, anticipates while taking own strengths and weaknesses into account</u>						
▪ anticipates own weaknesses that could potentially cause an obstacle in the area of work						
▪ shares his /her strong points with colleagues and clients and utilises them optimally						
▪ generates support for decisions taken						
▪ monitors own progress and makes changes where necessary.						

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8. Competency: to enterprise

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

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

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

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

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Appendix 4 Estimate Cost overview 2023-2024 European Food Business

Year 1 in the Netherlands	EU citizens	Non-EU citizens
Tuition fee 2023-2024 (1)	€ 2.314	€ 8.215
Residence in Almere (2)	€ 3.600 – € 6.600	€ 3.600 – € 6.600
Books, teaching materials	€ 600	€ 600
Study tour Italy	€ 850	€ 850
Insurance (3)	EHIC	€ 495
Visa (4)		€ 192
Student Onboarding Fee	€ 150	€ 150
Total	€ 7.514 – € 10.514	€ 14.102 – € 17.102
Year 2 in the Netherlands/France		
Tuition fee 2024-2025 (1)	€ 2.530	€ 8.443
Residence in Almere and Angers (2)	€ 3.600 – € 6.600	€ 3.600 – € 6.600
Books, teaching materials	€ 420	€ 420
Insurance (3)		€ 540
Total	€ 6.550 – € 9.550	€ 13.003 – € 16.003
Year 3 in Italy/the Netherlands		
Tuition fee 2024-2025 (1)	€ 2.663*	€ 8.443*
Residence in Piacenza and Almere (2)	€ 3.600 – € 6.600	€ 3.600 – € 6.600
Books, teaching materials	€ 700	€ 700
Insurance (3)		€ 540
Total	€ 6.963 – € 9.963	€ 13.283 – € 16.283
Year 4 in the Netherlands		
Tuition fee 2025-2026 (1)	€ 2.929*	€ 8.443*
Residence in Almere (2)	€ 3.600 – € 6.600	€ 3.600 – € 6.600
Books, teaching materials	€ 100	€ 100
Insurance (3)		€ 540
Minor Excursions/travelling costs for assignments (5)	€ 150	€ 150
Total	€ 6.779 – € 9.779	€ 12.833 – € 15.833

*not definite yet

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- (1) Tuition fee to the Dutch authorities. Tuition fee can be paid in 1 instalment (end of October) or in 7 instalments (October, November, December, January, February, March and April + € 24,- administration costs will be added to the first instalment). After the 1st of June you are asked to fill out the tuition fee authorization via Studielink. In Studielink you need to register the bank account details of the bank account where you allow us to withdraw the tuition fee from.
- (2) Residence offered in Almere are individual and shared rooms. There is a limited availability of shared rooms which are cheaper. The International Office will inform you on the available rooms.
- (3) Aeres UAS requires non-EU citizens to take IPS insurance in the Netherlands on top of their own national health insurance. There is no opting out of this mandatory insurance fee.
- (4) The International Office of the university will organise the visa application procedure for all the non-European citizens arriving in the Netherlands.
- (5) Minors might include additional costs such as study tours, excursions or company assignments for which travelling or other costs are required. No estimate is given as it depends on the minor of choice but extra costs should be considered and taken into account when students plan their fourth year.

In this overview is NOT included: travel costs in Europe or in the Netherlands and costs for meals in the Netherlands. EU citizens can use their national health insurance in the Netherlands as well, which means they only have to pay their national costs for health insurance.

External resources to sponsor your studies

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

- **WORK:** In the Netherlands, the university will process your residence and work permit. Non-European are by law not allowed to work more than 10 hours per week. Moreover, you should be aware that when you have a small job next to studies, the Dutch government might require you to get a Dutch health insurance next to the health insurance you already have. This costs some 100 euros per month. Check the Nuffic website to get more detailed info. <http://www.studyinholland.nl/>
- **LOANS, GRANTS, STUDY FINANCE:** For more information regarding possible support from the Dutch government, please check: <http://www.ib-groep.nl/particulieren/international-student/default.asp>

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Arboretum West 98, 1325 WB Almere
The Netherlands
+31 88 020 6300
aeresuas.nl/almere
info.hogeschool.almere@aeres.nl