International Food Business
Bachelor double degree

COURSE CATALOGUE
Academic year 2024-2025

CROHO: 34688   ISCED: 0419

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1   Introduction

This is the course catalogue for the 4-year international Double Degree Bachelor of Business Administration programme International Food Business (IFBH) for the academic year of 2024-2025. Registered under the Dutch CROHO 34688 and ISCED 0419 Business Administration. This catalogue contains all official information about the programme and is therefore leading. Detailed information will be presented in Canvas, our online learning environment, during the course. The language of instruction, exams and assessments of this programme is English at all times. Students graduating from this programme receive a Bachelor of Business Administration from Aeres UAS, and depending on the track chosen, part of the students receive a second bachelor degree (Bachelor of Agriculture from Dalhousie University, or Bachelor in Food Science from University of Wisconsin). Students who choose the EU track receive one bachelor degree from Aeres UAS.

The International Food Business Bachelor programme is a one-of-a-kind program that offers a full-time, 4-year, 240 ECTS course of study. It is designed to prepare students for a variety of careers in the food and business industries. In year 2 or 3, students will study one year abroad (3 different options which will be called tracks): in year 1 they will choose which country (Canada, United States, or France & Italy). The programme also includes internships in both Europe (all tracks) and North America (track US and Canada), giving students valuable practical experience in the international food business.

Programme content and focus
The journey of food from the farm to the table is a unique and special process. Each year, numerous new food products are introduced to the market and sold globally. The food industry is constantly evolving, and companies must keep up with the ever-increasing demands for improvement. As a result, this industry requires well-organised companies that are innovative, flexible, and have a strong and secure approach to quality. To meet these requirements, students need to show eagerness, open-mindedness, international orientation, flexibility, independence, and the ability to identify opportunities. Our program prepares students for the professional practice setting, taking into account the present opportunities and challenges faced by employees in the food industry. This includes a range of subjects such as marketing, supply chain, business and financial management, logistics, food quality and safety, human resources, entrepreneurship, sales, and procurement.

Programme structure
The programme starts with students beginning their studies at Aeres UAS Dronten in the Netherlands. First-year Aeres students will embark on an international study tour to a European country to experience authentic food culture. In year 2 and 3, the programme will depend on the track chosen. Below a brief overview is given per track, while the programme structure is explained in greater detail later in the course catalogue. In their fourth year, students will focus on specialising in topics of their choice, either broadening or deepening their knowledge. They will also conduct applied research, write a thesis, and choose two minors.

- **Track Canada:** in year 2, students who choose the Canada track will study at Aeres UAS Dronten, together with students from Dalhousie. In year 3, they will study at Dalhousie University, which includes a three-month internship in North-America.
- **Track EU (France & Italy)**: in the first semester year 2, students who choose the EU track will study at Aeres UAS Dronten, followed by a semester in France (semester 2, year 2). In year 3, the students will study the first semester in Italy, and the second semester at Aeres UAS Dronten, including an internship.
- **Track US:** In year 2, students who choose the US track will go to the University of Wisconsin and study there for one year, including a three-month internship in North America. In year 3, they will study at Aeres UAS Dronten, which includes a three-month internship in Europe.

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

The International Food Business programme is relatively new and innovative. The International Food Business team will do the utmost to keep the quality of education at a high level. The programme's quality is continuously monitored, and the modules are revised yearly. In addition, we have a board of advisors with professionals from the international food business to ensure that the programme meets the needs of the world of work.

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

Aeres Group; corporate organisation structure
The Dutch green sector is at the forefront of the world. Aeres significantly contributes to this position. At Aeres, education, research and entrepreneurship come together around the major themes. Our talent ensures that there are people who take responsibility for the sustainable growth of plants and animals, feeding people, creating a healthy environment and giving room to nature (Aeres, 2022).

Aeres was created between 2004 and 2009 from mergers of the former Groenhorst College, the CAH University of Applied Sciences, Stoas University of Applied Sciences and PTC+ (now Aeres Tech and Aeres Training Centre). In 2013, the CAH and Stoas merged to form Vilentum University of Applied Sciences, thereby founding the three current Aeres University of Applied Sciences faculties in Dronten, Almere and Wageningen. Aeres provides education (pre-vocational secondary education, TVET, Bachelor and Master) and is also active in the field of applied research and innovation and commercial courses and services for individuals and businesses (Aeres, 2022).

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

2 Competency Based Education & Final Qualifications

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

2.1. Aeres Competencies

1. **To show leadership**
   Coaches the development of employees and shows exemplary behaviour; retains overview in complex situations, takes initiative at key strategic moments to administer processes of change and applies an appropriate leadership style.
2. **To cooperate**
   Creates a good atmosphere, handles the interests of others with care, is able to conquer resistance and conflict and utilizes the qualities of all individual team members to collectively reach the predetermined goals.
3. **To present**
   Is able to communicate messages about complex topics in an understandable and persuasive manner to a critical target audience, thereby consciously choosing the most effective form of communication.
4. **To research**
   Is able to recognise and describe a problem or development , is able to formulate the practical research inquiry and is able to supply a solution using the appropriate research methods.
5. **To innovate**
   Uses creativity to develop new products, services and applications that are of use in practice.
6. **To organise**
   Plans and executes activities, brings both employees and resources effectively into action, supervises progress, adjusts when necessary and achieves the desired results.
7. **To reflect/ to introspect**
   Is able to assess and adjust development to ensure that own performance and the work environment are in keeping with each other.
8. **To enterprise**
   Is able to see opportunities and is able to achieve the desired results by taking risks.
9. **To endorse sustainable behaviour**
   Is responsible for the respectful treatment and sustainability of available sources ,taking into account moral standards.
10. **To appreciate the global perspective**
    Sees the whole world as a work field and is able to operate in an international environment.

In the Bachelor programmes Aeres offers, there are 3 levels defined for these competencies: Propaedeutic phase, Main phase and Graduation phase. Graduating students must have obtained 8 out of 10 of these competencies at the Graduation phase level and be able to prove this.

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

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

1. At the end of the propaedeutic phase (year 1) the student will have to prove they have 8 out of the 10 Aeres competencies at level 1. The focus of the first year is on the following competencies **to cooperate, to present, to organise and to introspect** and need therefore be included in their portfolio. The student has to show by means of a portfolio that they master these competencies at the level of the "Propaedeutic" level of performance in which they outline different cases explaining and reflection on pas performance. Failure to show satisfactory performance for these competencies is taken into account during progress meetings.

2. At the end of the main phase (year 3), the student will have to prove that they master the 8 out of 10 competencies on level 2. The second and third year focus on: **leadership, to cooperate, to research, to innovate, to enterprise and to appreciate the global perspective**.
The student has to show by means of the portfolio that they master these competencies at the level of the "starting professional" level of performance, the focus competencies need therefore be included in the portfolio. Failure to show satisfactory performance for these competencies is taken into account during progress meetings.

3. After successfully having finished all educational activities by the end of year 4, the student will need to prove by means of their portfolio that they master **8 out of 10 Aeres competencies at Graduation phase level of which to research is a mandatory competency to show.**

2.2. Final Qualifications

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

1. Awareness of current developments in the international agri-food sector.
2. Development of a vision and strategy for a national/international agri-food business.
3. Entrepreneurship and innovation in the international agri-food business
4. Setting up and implementing applied business research in the agri-food sector.
5. Management of organisations, processes and projects, and people.
6. Effective cooperation and communication in a multidisciplinary and intercultural environment.
7. Management and development of individual professional behaviour and skills.
8. Consulting on the financial aspects of business management of an agri-food business.
9. Optimising logistics and monitoring the quality in agri-food chains.
10. Strategic marketing of products and services in the global agri-food market.

3   Programme structure

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

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

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

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

The modules in year 1 (NL) are worth 13-14 ECTS each and contain several subjects, each module is completed by fulfilling the requirements of the proof of proficiency. Student have to pass each subject, for all specific requirements and regulations, please check the Exam Regulations (OER). Next to the regular modules, students work on personal development and competency management in order to become a successful young professional.

The modules in year 2 and 3 are worth 6 ECTS or 12-16 ECTS and contain several subjects. Next to the regular modules, students work on personal and professional development and competency management during their work placements.

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

4 General courses throughout the programme

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

PPLi courses
Regarding the language training in our programme, we work with the Common European Framework for languages. In appendix 6 an overview of the European language levels A1 to C2 is given. In order to be eligible to apply for the programmes, students should have at least B2. During the first year IFB students hone their language skills further so that they are able to prove their C1 level in year 1 which is a programme requirement as laid out in the binding study advice (BSA) regulations.

First year

- **English language;** 4 credits. At the end of semester 1 in 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 for the written exam in year 1, students should be able to show a Cambridge Advanced Certificate (CAE), with an average mark of at least B or higher but for writing a B is minimum, issued by an official language institute. Students can also sit an entrance test based on Cambridge Advance Exam in which they show similar scores as previously mentioned to earn dispensation for the written exam in year 1.
- In order to complete the ppl1i English courses at Aeres UAS, students must have completed these courses with a mark of at least 6,0 or higher (part of BSA regulations). Compensation rules do not apply to English courses (in PPL1i) as it is part of the binding study advice criteria.
- **CMP/personal development.** Throughout the study programme at the Aeres the student will work, supported by a personal coach, on his personal development. The student will receive a CMP workbook with assignments that support the student in working on his development.

Study tour year 2 (track Canada and EU) and year 3 (track US)

- In the first semester of year 2 (track Canada and EU) or year 3 (track US), a study tour is organised to further hone teambuilding skills in a real setting and to get acquainted and settled within the new group since students from Dalhousie and Riverfalls will also join the group. The study tour will take the students to Brussels to see the European Commission and Parliament. Besides getting to know each other better there are several goals for this study tour: experiencing cultural differences and learning to deal with that, and getting introduced into the international food business by visiting companies and taking part in seminars and conferences on current food business topics.

Fourth year

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

5 Educational Examination Regulations

5.1. Student Charter and Code of Conduct

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

By recording the rights and obligations of students in a student charter, students can easily gain a full insight into their legal position. In addition to establishing rights and obligations that relate to the personal interest of the student, the charter also contains regulations (code of conduct) that aim to ensure that the student behaves according to the outlined norms/values and rules and regulation of studying in this academic environment. The Aeres UAS student charter and the code of conduct apply to all students of the (International) Bachelor's programs of Aeres UAS, that include students who are here on an exchange programme as part of their own study programme or 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 intranet website, select "English" as a language and thereafter select the button "Student charter". Students are expected to know where to find and understand the content of the examination regulations. Although we explain the examination regulations during the introduction week and throughout the year by your personal coach and programme coordinator, students have a responsibility in reading these documents. https://www.aereshogeschool.nl/over-aeres-hogeschool/publieke-verantwoording/onderwijs-en-examenregeling

5.3. Academic Accommodations

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

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

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

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

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

5.4. Student Counsellors

Student welfare is of great importance in order to succeed academically. Sometimes "life happens when you are busy making other plans" or you have or are still experiencing difficulties, problems, harassment and so

on. If you cannot talk to your personal coach or this exceeds their ability to help you can contact yourself or we advise you to contact one of our student counsellors. These staff members are especially appointed and trained to work on problems with you, confidentially. Nothing you say to them will be shared with anybody.

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

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

https://www.aeresuas.com/about-aeres-uas/student-support-services

6 Curriculum outline

In this chapter, an overview is given of the year 1 courses (6.1), courses offered in year 2 and 3 for track 'Canada' (6.2), year 2 and 3 for track 'EU' (6.3) and year 2 and 3 for track 'US' (6.4). Section 6.5 outlines the curriculum offered in year 4. Module overviews with a more detailed information about the modules and courses of the programme can be found in separate files:

- Annex 1 (track Canada)
- Annex 2 (track EU)
- Annex 3 (track US)

6.1. Curriculum outline year 1

Year 1 of the programme takes place at Aeres UAS, Dronten, the Netherlands, and contains the following modules:

- PPLi: Managing competencies and English
- PIFS: Settling in the International Food Sector
- PIMC: International marketing and communication
- PIFC: International Food Value Chains
- PIBM: International Business Management

The courses and credits per module can be found in the tables below.

General modules in semester 1 & 2		ECTS credits
PPL1i-01	Managing competencies 1	1
PPL1i-02	Managing competencies 2	1
PPL1i-07	Use of English	2
PPL1i-08	English language skills	2
total		**6**

Semester 1

PIFS   **Settling in the International Food Sector**

subject	name subject	ECTS credits
PIFS-10	Assessment	3
PIFS-20	Introduction agri-food sector	3
PIFS-30	Food culture	2
PIFS-40	International agricultural economics and agriculture	3
PIFS-50	International food trade and policies	3
total		**14**

PIMC   **International marketing and communication**

subject	name subject	ECTS credits
PIMC-10	Assessment	3
PIMC-20	Marketing & communication	4
PIMC-30	Consumer behaviour	2
PIMC-40	Intercultural communication	2
PIMC-50	Sales management	2
tal		**13**

Semester 2

PIFC   **International Food Value Chains (PIFC)**

subject	name subject	ECTS credits
PIFC10	Assessment	3
PIFC20	Managing food value chains and logistics	3
PIFC30	Food chemistry, sensory evaluation & laboratory	2
PIFC40	Food quality and safety management	2
PIFC50	Circular economy & food waste management	3
total		**13**

PIBM   **International Business Management**

subject	name subject	ECTS credits
PIBM-10	Proof of proficiency	3
PIBM-20	Introduction to business and organisational management	3
PIBM-30	Operations and process management	2
PIBM-40	Business Finance	2
PIBM-50	Business analytics and information systems	4
total		**14**

6.2.   Curriculum outline year 2 and 3, track Canada (Netherlands & Canada)

The second year of 'track Canada' will take place in Dronten at Aeres UAS and the third year of the programme will take place in Canada at Dalhousie University. Below are the modules of year 2 (semester 1 and 2) in Dronten, and the modules of year 3 at Dalhousie. The final part of both year 2 and 3 consist of a work placement (European work placement in year 2; North American work placement in year 3).

General courses, semester 1 and 2, year 2 (the Netherlands)

subject	name subject	ECTS credits
HIEP01	Personal development	2
HIEP03	Food Entrepreneurship; the principles & practice	2
HIEP06	Professional development	1
total		**6**

Assessment, Proof of Proficiency, semester 1 and 2, year 2 (the Netherlands)

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

Semester 1, year 2 (The Netherlands)

subject	name subject	ECTS credits
HIFL 10	Purchase management, transportation and storage	3
HIFL 20	Managing the Supply Chain	3
total		**6**

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

subject	name subject	ECTS credits
HPEE 03	European Union; general institutions and its policies	4
HPEE 02	International law	2
Total		**6**

Semester 1 and 2, year 2 (The Netherlands)

Subject	name subject	ECTS credits
HNPD 01	Food Production & innovation	4

HNPD 01	Food Production Skills	2
Total		**6**

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

Semester 2, year 2 (The Netherlands)

subject	name subject	ECTS credits
HFLC 01	Corporate Social Responsibility	2
HFLC 02	European Food Law and Consumer Protection	4
total		**6**

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

Semester 1, year 3 (at Dalhousie, Canada)

The programme at Dalhousie will focus on Business development and financial management, offering the following subjects (might be subject to change):

Semester 1		ECTS
MGTA2004	Financial accounting I	6
MGTA2012	Leadership & Human Resources	6
MGTA2013	Business planning	6
MGTA2019	Organizational behaviour	6
INFB 3000	International Food Business Project IV	6

Semester 2		ECTS
MGTA3000	Management accounting	6
MGTA3009	Financial Management	6
MGTA3010	Agribusiness Value Chain Management	6
MGTA4001	Advanced entrepreneurship	6
MGTA4002	North American Work Placement	6

Please note: In Canada and for all the 3rd year courses, the examination regulations of Dalhousie University apply. Dalhousie requires students to uphold a minimal 2.0 GPA and register once more if a course is failed. The costs involved for registering and retaking the course (around 1833.30 Canadian dollars per course) are incurred by the student at all times.

6.3. Curriculum outline year 2 and 3, track EU (Netherlands, France & Italy)

The second year of 'track EU' will take place in Dronten at Aeres UAS (semester 1), followed by a semester in France (École supérieure d'agricultures (ESA) in Angers).

The first semester of year 3 of 'track EU' takes place in Italy (September – December) at the *Universita Cattolica del Sacro Cuore* (UCSC) in Piacenza. Thereafter students come back to the Netherlands for semester 2.

General courses, semester 1 and 2, year 2 (The Netherlands)

subject	name subject	ECTS credits
HPL2e-01	Personal development	1
HPL2e-03	Food Entrepreneurship; the principles & practice	2
Total		**3**

Semester 1, year 2 (the Netherlands)

subject	name subject	ECTS credits
HEFT-01	Proof of proficiency (Managing the supply chain)	3
HEFT-06	International law	2
HEFT-12	European Union	4
HEFT-13	Purchase management, transportation and storage	3
total		**12**

subject	name subject	ECTS credits
HMRM-01	Proof of proficiency (Research)	3
HMRM-10	Data collection, processing and analysis	4
HMRM-11	Research methodology	2
HMRM-06	Marketing management	2
HMRM-09	Marketing plan	2
HMRM-08	Scientific reading and academic writing	2
total		**15**

Semester 2, year 2 (France)

Typical product characterization

subject	name subject	ECTS credits
TYPC-01	Food science and technology	6
TYPC-02	Quality labels/concept of terroir	5
TYPC-03	European Food law and policy/risk management	2
TYPC-04	Branding of regional products and sales	2
total		**15**

MIPS	Management of an innovative project and innovation strategies	
subject	name subject	ECTS credits
MIPS-01	Food product innovation and innovation strategies	6
MIPS-02	Project management	2
MIPS-03	Local and industrial processing	2
MIPS-04	Case study	5
total		**15**

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

Semester 1, year 3 (Italy)

subject	name subject	ECTS credits
ILK978	Microbiology of dairy and meat food	6
ILK071	Sustainability and Food law	10
total		**16**

subject	name subject	ECTS credits
ILQ448	Food technology	4
ILQ449	Milk and meat production and technology	6
ILQ447	Cereal grains, processing and technology	4
total		**14**

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

Semester 2, year 3 (The Netherlands)

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

subject	name subject	ECTS credits
HBCF01	Assessment (Proof of proficiency)	3
HBCF02	Financial analysis & advice	4
HBCF05	HRM and leadership	2
HBCF06	Consultancy skills	2
HBCF07	Circular economy in food	2
total		**13**

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

6.4.   Curriculum outline year 2 and 3, track US (US, the Netherlands)

The second year of 'track US' will take place at University of Wisconsin (Riverfalls, US). Year 3 will take place in Dronten at Aeres UAS. Below are the modules of year 2 (semester 1 and 2) in Riverfalls, US, and the modules of year 3 at Aeres UAS. The final part of both year 2 and 3 consist of a work placement (North American work placement in year 2; European work placement in year 3).

Semester 1 and 2, year 2 (US)

Subject	Name subject	ECTS
FDSC 113	Introduction to food science laboratory (pre-requisite: food chemistry, PIFC-30)	2
	Dairy manufacturing I or Meat products	6
FDSC 202 & 302 ANSC 238 & FDSC 240	Dairy manufacturing II or Meat processing	6
FDSC 235	Agricultural microbiology	6
FDSC 220	Food law and regulation (pre-requisite: FDSC 110)	4
FDSC 422	Food product development and sensory evaluation (pre-requisite: FDSC 110 and junior standing)	8
AC elective	UWRF American Cultural Diversity	6
FDSC 110	Science of Food	6
Elective	HF elective	6
Elective	directed elective I	6
AGEC/FDSC/IFOM 270 or IFOM 292	Internship I or Experiential Learning in Agri-food business I	6
PE108	Health (PE)	2
	Total:	**64**

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

Semester 1 and 2, year 3 (The Netherlands)

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

subject	name subject	ECTS credits
HIFL 10	Purchase management, transportation and storage	3
HIFL 20	Managing the Supply Chain	3
total		**6**

subject	name subject	ECTS credits

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

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

subject	name subject	ECTS credits
HOPM-01	Advanced Food Operations Management	2
HOPM-02	Entrepreneurship & Business Planning	2
HOPM-03	Organizational Behaviour	2
total		**6**

subject	name subject	ECTS credits
HFMA-01	Financial Accounting & Finance	4
HFMA-02	Management Accounting	2
total		**6**

subject	name subject	ECTS credits
HEUP-01	EU Politics, philosophy & Fine Arts Study tour	2
HEUP-02	European Union; general institutions and its policies	2
HEUP-03	European Food Law and Consumer Protection	2
total		**6**

subject	name subject	ECTS credits
HPEL-01	Personal leadership	2
HPEL-02	Human Resource Management	2
HPEL-03	Corporate Social Responsibility	2
total		**6**

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

6.5.   Curriculum outline year 4

Students will finalize their studies in the country of starting. In this year student will select two minor subjects which together comprise of workload of 30 ECTS (or one minor of 30 ECTS). The rest of the year will be spent on conducting the fourth year placement (AGWP) and conducting applied research (incl. writing research report, AAFWi) The students can choose to comprise their fourth year based on the chosen minors, there are different options possible. In table 3 and 4 you will find the two options which are chosen the most.

The fourth year programme consist of minors (1 or 2), a placement and graduation research project.

Table 3. Academic Year outline of IFB year 4 (option chosen by most students).

SEMESTER 1		SEMESTER 2	
Minor 1	15	Fourth year placement (AGWP)	17
Minor 2	15	Graduation research project (AAFWi)	10
Ethics (APL4i)		Competency Development (APL4i)	3

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

SEMESTER 1		SEMESTER 2	
Minor 1	15	Minor 2	15
Fourth year Placement (AGWP)	17	Graduation research project (AAFWi)	10
Ethics (APL4i)		Competency Development (APL4i)	3

Although the student receives credits for the placement and the research project separately, the student can work on a research project during the placement, within the company, leading to a research report.

Appendix 1Year schedule 24-25

Below is an overview of the semesters, periods and lesson weeks of the academic year 24-25 at Aeres UAS in **Dronten**. More information can be found in the 'year schedule' on the student intranet (Dronten) (e.g. graduation dates, exam committee meetings, signing up for resits). In August (2025), exam period T5 is from 12-18 August.
A detailed year schedule for Aeres UAS in **Almere** can be found on Kiem (choose international students, schedules (Almere)).

Schedule semester 1 (Aeres, Dronten) (comment: different schedule in Almere!)

Week	Schedule semester 1 (Aeres, Dronten)		Week	Schedule semester 2	
36	Introduction week & start minors	Period 1	6	Lesson week 1	Start period 3
37	Lesson week 1		7	Lesson week 2	
38	Lesson week 2		8	Spring break	
39	Lesson week 3		9	Lesson week 3	
40	Lesson week 4		10	Lesson week 4	
41	Lesson week 5		11	Lesson week 5	
42	Lesson week 6		12	Lesson week 6	
43	Lesson week 7		13	Lesson week 7	
44	Autumn break		14	Exam week (T3)	
45	Exam week (T1)		15	Exam week (T3)	End period 3
46	Exam week (T1)	End period 1	16	Lesson week 1	Start period 4
47	Lesson week 1	Start Period 2	17	Lesson week 2	
48	Lesson week 2		18	May break	
49	Lesson week 3		19	Lesson week 3	
50	Lesson week 4		20	Lesson week 4	
51	Lesson week 5		21	Lesson week 5	
52	Christmas break		22	Lesson week 6	
1	Christmas break		23	Lesson week 7	
2	Lesson week 6		24	Lesson week 8	
3	Lesson week 7		25	Exam week (T4)	
4	Exam week (T2)	End period 2,	26	Exam week (T4)	End period 4, end semester 2
5	Exam week (T2)	End semester 1			
			33 + 34	Exam week (T5)	12-18 August

Appendix 2   Estimate Cost overview Track Canada

Year 1 in the Netherlands	EU citizens		Non-EU citizens
Tuition fee 2024-2025 (5)	€ 2.530,00	€	9.434,00
Residence on international campus (2)	€ 4.200,00	€	4.200,00
Books, teaching materials	€ 300,00	€	300,00
Study tour	€ 850,00	€	850,00
Excursions/travelling costs for assignments (6)	€ 150,00	€	150,00
Insurance (3)		€	495,00
Visa (1)		€	228,00
Get-on-Board Fee	€ 120,00	€	120,00
Total	**€ 8.150,00**	**€**	**15.777,00**

Year 2 in the Netherlands	EU citizens		Non-EU citizens
Tuition fee 2025-2026 (5)	€ 2.580,00	€	9.950,00
Residence on international campus (2)	€ 4.200,00	€	4.200,00
Books, teaching materials	€ 420,00	€	420,00
European study tour	€ 250,00	€	250,00
Excursions/travelling costs for assignments	€ 150,00	€	150,00
Insurance for Non-EU students (mandatory) (3)		€	495,00
Total	**€ 7.600,00**	**€**	**15.465,00**

Year 3 in Canada	EU citizens		Non-EU citizens
Tuition fee 2026-2027 (5)	€ 2.630,00	€	10.100,00
Residence on Dal campus; excluding meals (shared double)** (estimate)	€ 4.200,00	€	4.200,00
Meal plan residence on campus**(estimate)	€ 275,00	€	275,00
Books, teaching materials	€ 700,00	€	700,00
Return ticket Canada (estimate average)	€ 750,00	€	750,00
Insurance (3)**	€ 627,00	€	627,00
Visa	€ 100,00	€	100,00
Student facilities (4)	€ 252,00	€	252,00
Total	**€ 9.534,00**	**€**	**17.004,00**

Year 4 the Netherlands	EU citizens		Non-EU citizens
Tuition fee 2027-2028 (5)	€ 2.680,00	€	10.250,00
Residence on international campus (2)	€ 4.200,00	€	4.200,00
Books, teaching materials	€ 100,00	€	100,00
Insurance (3)		€	495,00
Minor Excursions/travelling costs for assignments (7)	€ 150,00	€	150,00
Total	**€ 7.130,00**	**€**	**15.195,00**

Appendix 3 Estimate Cost overview Track EU

Year 1 in the Netherlands	EU citizens	Non-EU citizens
Tuition fee 2024-2025 (5)	€ 2.530,00	€ 9.434,00
Residence on international campus (2)	€ 4.200,00	€ 4.200,00
Books, teaching materials	€ 300,00	€ 300,00
Study tour	€ 850,00	€ 850,00
Excursions/travelling costs for assignments (6)	€ 150,00	€ 150,00
Insurance (3)		€ 495,00
Visa (1)		€ 228,00
Get-on-Board Fee	€ 120,00	€ 120,00
Total	**€ 8.150,00**	**€ 15.777,00**

Year 2 in the Netherlands and France	EU citizens	Non-EU citizens
Tuition fee 2025-2026 (5)	€ 2.580,00	€ 9.950,00
Residence on campus	€ 2.100,00	€ 2.100,00
Redidence in France	€ 2.100,00	€ 2.100,00
Books, teaching materials	€ 420,00	€ 420,00
Travel costs	€ 150,00	€ 150,00
Insurance (3)**		€ 540,00
Total	**€ 7.350,00**	**€ 15.260,00**

Year 3 in Italy and the Netherlands	EU citizens	Non-EU citizens
Tuition fee 2026-2027 (5)	€ 2.630,00	€ 10.100,00
Residence on campus	€ 2.100,00	€ 2.100,00
Redidence in Italy	€ 2.100,00	€ 2.100,00
Books, teaching materials	€ 700,00	€ 700,00
Travel costs	€ 150,00	€ 150,00
Insurance (3)**		€ 540,00
Total	**€ 7.680,00**	**€ 15.690,00**

Year 4 the Netherlands	EU citizens	Non-EU citizens
Tuition fee 2027-2028 (5)	€ 2.680,00	€ 10.250,00
Residence on international campus (2)	€ 4.200,00	€ 4.200,00
Books, teaching materials	€ 100,00	€ 100,00
Insurance (3)		€ 495,00
Minor Excursions/travelling costs for assignments (7)	€ 150,00	€ 150,00
Total	**€ 7.130,00**	**€ 15.195,00**

Appendix 4 Estimate Cost overview Track US

Appendix 5 International grading comparison

Grades administered are in accordance with the ECTS system of grading. The EUGRACONS grade conversion tool is used for comparison of grades within the EU. For the comparison of international and Dutch grades the following table is used.

Netherlands		USA/Canada	France	Italy
10	Excellent	A+	20	30, 30L
9,5 (10)	Excellent	A	20	29
9	Very Good	A-	19	28
8,5 (9)	Very Good	B+	18	27
8	Good	B	17	26
7,5 (8)	Good	B-	16	25
7	Satisfactory	C+	14, 15	24
7	Satisfactory	C	13	23
6,5 (7)	Satisfactory	C-	12	22
6	Pass	D+	11	21
6	Pass	D	10	20
5,5 (6)	Sufficient	D-	9	18, 19
5	Fail	F	8	<18
4	Fail			
3	Fail		4 ->7	
2	Fail			
1	Fail		1->3	

In addition, the grading table, the following abbreviations are used in Canadian grading lists:

NC	0.00	Incomplete
W	Neutral and no credit obtained	Withdrew after deadline
ILL	Neutral and no credit obtained	Compassionate reasons, illness
P	Neutral	Pass
TR	Neutral	Transfer credit on admission
Pending	Neutral	Grade not reported

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(1) The International Office of the university will organise the visa application procedure for all the non-European citizens arriving in the Netherlands. The sole responsible for the Visa Application for Canada is the student, the international office only assists in this process.

(2) Residence offered on campus is done by an external party (OFW) or Aeres UAS.

(3) Aeres UAS requires non-EU citizens to take ItS insurance in the Netherlands on top of their own national health insurance. There is no opting out of this mandatory insurance fee.

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

(4) Participation in student councils, sports activities and so on.

(5) Tuition fee is an estimate based on the information the Dutch government provides us with, no rights can be derived from the estimate amounts.

(6) In order to provide applied science education additional excursions or practical assignments are organized for students for which travelling is sometimes required. An estimate is given that should be taken into account

(7) Minors might include additional costs such as study tours, excursions or company assignments for which travelling or other costs are required. No estimate is given as it depends on the minor of choice but extra costs should be considered and taken into account when students plan their fourth year.

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

External resources to sponsor your studies
There is NO scholarship provided by the university. We provide you with an overview of possible sources of income.
- **WORK**: In the Netherlands, the university will process your residence and work permit. Non-European are by law not allowed to work more than 16 hours per week. Moreover, you should be aware that when you have a small job next to studies, the Dutch government might require you to get a Dutch health insurance next to the health insurance you already have. This costs some 100 euros per month. Check the Nuffic website to get more detailed info. http://www.studyinnl.org/
- **LOANS, GRANTS, STUDY FINANCE**: For more information regarding possible support from the Dutch government, please check: http://www.duo.nl/**.**

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Appendix 6   Common European Framework of Reference for Languages self-assessment grid level A1-C2

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

www.englishglobally.com

Appendix 7   Description of competency levels Aeres UAS scorecard

1. Competency: to show leadership capabilities

Definition: To coach the development of employees and show exemplary behaviour; to retain an overview in complex situations, to take the initiative at key strategic moments to administer a process of change and apply appropriate leadership style.
To establish clear objectives and ensure employees contribute to achieving the objectives.

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

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
Level 1: cooperates with and informs others						
▪ 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						
Level 2: on own initiative, cooperates with others to achieve collective results						
▪ 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						
Level 3: encourages cooperation						
▪ 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
Level 1: identifies the crux of the problem						
▪ 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						
Level 2: identifies connections and recognises causes						
▪ 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						
Level 3: establishes, carries out and reports on research independently						
▪ 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
Level 1: plans and organises own work effectively						
▪ 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						
Level 2: coordinates own work and that of others						
▪ 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						
Level 3: sets overall objectives						
▪ ensures efficient and effective use of resources (such as time, money and staffing)						
▪ directs the planning and organisation of activities and supports others in that						
▪ anticipates relevant developments that could affect organisational objectives and adapts planning and objectives accordingly						
▪ is able to multi-task, can switch from one to the other quickly and without losing sight of the bigger picture						

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7. Competency: To reflect/ to introspect

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

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

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

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
Level 1: recognises opportunities						
▪ is open to change, improvement and innovation						
▪ views problems as challenges						
▪ responds to the needs of clients						
Level 2: actively utilises and translates opportunities						
▪ 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.						
Level 3: encourages enterprise						
▪ 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						

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

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
Level 1: looks ahead						
▪ 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						
Level 2: translates facts, trends and developments into (policy) proposals						
▪ 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.						
Level 3: develops and endorses a vision of the future						
▪ 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						
Level 1: knows what is happening at international level	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)						
Level 2: develops and maintains (international) relationships						
▪ 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						
Level 3: develops a professional and influential network						
▪ 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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