ECTS Information Package International Equine Business Management

2023-2025 Henka Rooze

Version	Date	Author
0.1	2023-2025	Henka Rooze

Content

1.   Course information IBEB

In this chapter the course International equine business management will be described.

1.1   Description and course outline International equine business management 2023-2025

The bachelor programme International Equine Business Management (IBEB) enables you to develop yourself into an independent equine industry professional with a vast knowledge of horses and a good head for business. The lessons and lectures are 70% business-related and 30% horse-related. You have broad career opportunities because of the business administration diploma

International Equine Business Management is classified according to the International Standard Classification of Education (ISCED) framework in the category 04 Business, administration and law; 041 Business and administration, 042 Law (see table 1). The International Standard Classification of Education is a framework designed to to classify educational activities as defined in programmes and the resulting qualifications into internationally agreed categories

Table 1: ISCED classification for IBEB

04 Business, administration and law	041 Business and administration	0411 Accounting and taxation 0412 Finance, banking and insurance 0413 Management and administration 0414 Marketing and advertising 0415 Secretarial and office work 0416 Wholesale and retail sales 0417 Work skills
	042 Law	0421 Law

International Equine Business Management is a 2 year, full-time, English taught degree. The student will obtain 120 ECTS points. See table 2 for the content and ECTS points for each module.

Table 2	Course outline IBEB academic year 2023-2025		
Year 1 **1st** **semester**	**Week 37 2023 – Week 5 2024**	**Semester**	**EC**
	Applied Equine Research Setting up and implementing an applied research in the international equine sector. Going through all steps of conducting and implementing research for a real business case.	HAER	13
	International Business and Strategy Develop a strategy plan for a business in the equine sector. You learn which business strategies exist and how to apply them.	HIBS	13
2nd **semester**	**Week 7 2024 – Week 27 2024**		
	Equine Policy International Advising an organisation about a current issue in the equine sector. In which business law, studbook policy strategy and intercultural communication are integrated.	HEPI	13
	International Equine Event Management Planning and organizing an event in the role as an event manager. Taking care of the preparations, organisation and implementing the script during the real event at the end of the semester.	HIEM	13
Semester **1 and 2**	**Personal development:** Student can analyse and explain his/her own personal development and has insight in own characteristics. Is able to work independently in an authentic situation.	HPL3x	8
Year 2 **1st** **semester**	**2024 - 2025**		
	Minor 1: Elective minor Depending on own interest for your future pathway. Students that haven't been studying HB at Aeres University must choose 1 business oriented minor. Discuss this with your coach. For all students: minors must approved by the mentor and course coordinator before you are allowed to apply.		15
	Minor 2: Elective minor Depending on own interest for your future pathway. Discuss this with your coach.		15
2nd **semester**			
	Company placement Orientation on companies and professional tasks related to the field of work of bachelors in international equine business management	AGWP	17
	Thesis Execution of an international equine business management related, problem-solving, research related to the present or future practice of international equine business.	AAFWi	10
	Personal development For graduates in higher education it becomes more and more important to influence their own personal development and competencies needed to perform as a professional. As well as formulating an opinion on important aspects of the professional work environment. This is trained in this module.	APL4i	3
	Total EC		*120*

1.2 **Matrix of competences**

The next matrix (table 3) provides an overview of the various competences you will attain after finalizing the various minors of International Equine Business Management.

Table 3: Competences IBEB

IBEB **International Equine Business Management** 2023 - 2025	Year					Total
	HAER 1.	HIBS 2.	HEPI 3.	HIEM 4.	HPL3X 5.	
Final qualifications						
1. Getting familiar with the international agri-food sector	x		x			2
2. Developing a vision and strategy for an (international) agri-food company		x	x	x		3
3. Entrepreneurship and innovation in the international agri-food business				x		1
4. Designing and implementing a result oriented practical research in the agri-food sector	x	x		x		3
5. Management of organisations, processes, projects and people					x	1
6. Effective cooperation and communication in a multi-disciplinary and inter cultural environment			x	x		2
7. Leading and developing of own professional attitude			x	x	x	3
8. Advising about Financial aspects to manage an agri-food company		x				1
9. Optimising logistics and monitoring quality of agri-food chains.		x				1
10. Strategic marketing of products and services in the global agri-food market		x				1
AERES-competences						
1. To show leadership capabilities				x	x	2
2. To cooperate	x			x	x	3

3. To present	x	x	x	x	x	5
4. To research	x	x	x		x	4
5. To innovate				x	x	2
6. To organize		x		x	x	3
7. To introspect				x	x	2
8. To enterprise				x	x	2
9. To endorse sustainable behaviour	x		x		x	3
10. To appreciate the global perspective		x			x	2

1.3   Schedule International Equine Business Management

In table 3 your find the annual schedule for the academic year 2023-2024. For the online year schedule check the aeres aerport website: https://aerport.aeres.nl/organisatie/CAH/Paginas/instellingen.aspx

Table 3: Annual schedule

week		type	Academic year 2023-2024	Activities
35	28 Aug			
36	04 Sep	L0	Introduction week	
37	11 Sep	L1	Start classes	
38	18 Sep	L2		
39	25 Sep	L3		
40	02 Oct	L4		
41	09 Oct	L5		
42	16 Oct	L6		
43	23 Oct	**	**Autumn break**	
44	30 Oct	L7		
45	06 Nov	T1	Exams T1 + assessments	Exam period T1
46	13 Nov	T1	Exams T1 + assessments	
47	20 Nov	L1		
48	27 Nov	L2		
49	04 Dec	L3		
50	11 Dec	L4		
51	18 Dec	L5		
52	25 Dec	**	**Christmas break**	
01	01 Jan	**	**Christmas break**	
02	08 Jan	L6		
03	15 Jan	L7		
04	22 Jan	T2	Exams T2 + assessments	Exam period T2
05	29 Jan	T2	Exams T2 + assessments	
06	05 Feb	L0		
07	12 Feb	L1		
08	19 Feb	**	**Spring break / Project work**	
09	26 Feb	L2		
10	04 Mar	L3	Sign in for resit T3	
11	11Mar	L4		
12	18 Mar	L5		
13	25 Mar	L6	*(29 Apr. Good Friday – university closed)*	
14	01 Apr	L7	*(01 Apr: Easter Monday - university closed)*	
15	08 Apr	T3		Exam period T3

	08 Apr		Exams T3 + resits T1 and T2	
16	15 Apr	T3	Exams T3 + resits T1 and T2	Exam period T3
17	22 Apr	L1		
18	29 Apr	**	*Holidays; university closed Whole week*	
19	06 May	L2	*Thursday 9 and Friday 10 May – Ascension day; university closed*	
20	13 May	L3		
21	20 May	L4	*20 May: Pentecost Monday - university closed*	
22	27 May	L5		
23	03 June	L6		
24	10 June	L7		
25	17 June	L8		
26	24 June	T4	Exams T4 + assessment	Exam period T4
27	01 July	T4	Exams T4 + assessment	Exam period T4
28	08 July		**13 or 14 July: Dronten: Graduation international students**	
29/32	*15 July*		*Summer holidays (university closed 22 July – 2 Aug)*	
33	12 Aug	T5	12, 13 and 14 August Resits T5	Exam Period T5
34	19 Aug	T5	21 August Resits T5	Exam Period T5
35	26 Aug			
36	02 Sep	L0	Introduction week	
37	19 Sep	L1	Start classes academic year 2024-2025	

2 Module and module descriptors

Applied Equine Research (HAER)

2.1.1 Module orientation

Setting up and implementing an applied research in the international equine sector.

2.1.2 Module overview

<table>
<tr><td colspan="6" align="center">**Applied Equine Research (HAER)**</td></tr>
<tr><td colspan="2" align="center">**Coordinator:**</td><td colspan="2">Evy den Brabander (BRE)</td><td>**credits:**</td><td>**13**</td></tr>
<tr><td>**Elements**</td><td>**ECTS**</td><td align="center">**Name**</td><td>**Exam**</td><td>**Period**</td><td align="center">**Literature**</td></tr>
<tr><td>HAER01</td><td>5</td><td>Mini thesis</td><td>Assessment</td><td>2</td><td>See Canvas</td></tr>
<tr><td>HAER02</td><td>5</td><td>Research methods and data analysis</td><td>Written exam</td><td>1</td><td>Doing research: the hows and whys of applied research, Nel Verhoeven, 5th edition, ISBN 9789024424757
Statistics in steps, Nel Verhoeven, 2020, ISBN: 9789024434510</td></tr>
<tr><td>HAER03</td><td>3</td><td>Applied Equine Science</td><td>Assignment on 3 themes</td><td>2</td><td>See Canvas</td></tr>
<tr><td colspan="6">**Entrance requirements:** Admission to the degree course IEBM</td></tr>
<tr><td colspan="2">**Professional task:**</td><td colspan="4">Design and execute applied equine research in the international equine sector</td></tr>
<tr><td colspan="2">**Role:**</td><td colspan="4">Researcher</td></tr>
<tr><td colspan="2">**Methods:**</td><td colspan="4">Lectures, field study, field trip, assignments, exams</td></tr>
<tr><td colspan="2">**Fields of expertise:**</td><td colspan="4">**Learning objectives (the student):**</td></tr>
<tr><td colspan="2">Mini thesis</td><td colspan="4">

- The student is, under supervision, able to set-up an applied equine study in according to scientific methodology.
- The student is, under supervision, able to execute the applied equine study with peer students.
- The student is able to relate and discuss own research finding with other scientific studies.
- The student is able to present the research findings in writing and orally.
</td></tr>
<tr><td colspan="2">Research methods and data analysis</td><td colspan="4">

- The student is able to search for relevant (scientific) information on a topic in the Equine Business and formulate relevant research questions
- The student knows the different forms of research and is able to choose the relevant form, design and methodology of research
- The student is able to set up and conduct the principal forms of empirical research commonly used in the field of marketing and Equine Business and to report the findings under supervision.
- The student knows how to analyze and interpret quantitative data using a statistical software program.
- The student is able to identify and carry out the appropriate research techniques and methods of analysis to investigate qualitative research questions.
</td></tr>
<tr><td colspan="2">Applied Equine Science</td><td colspan="4">

- The student will develop a high level of understanding of equine behaviour and welfare
- The student will develop a high level of understanding of equine health and exercise physiology
- The student will develop a high level of understanding of equine digestion and nutrition
- The student will analyse and combine information from practice and reliable sources to apply to an equine management case
</td></tr>
<tr><td colspan="6">**Aeres competencies:**</td></tr>
<tr><td colspan="6">**2. To cooperate (level 3):** The students will be part of group work in order to conduct research and achieve the desired result by delivering a research report and a presentation.</td></tr>
</table>

3. To present (level 3) The student is able to communicate the setup and the results of the research in presentation. The final presentation assessed by the assessment checklist.

4. To research (level 3) The student identifies and describes a problem or a development, formulates a practice-based research question and answers this using a suitable research method. This will be presented in the form of a research report and a poster presentation.

9. To endorse sustainable behavior (level 3) In the assignments the students will justify their actions while showing respect for values and with a focus on a balanced use of available resources in equine business.

Final qualifications:
1. Knowledge of what is going on in the international Agri-food sector.
4. Setting up and implementing an applied business research in Agri-food business

2.2 International Business and Strategy (HIBS)

2.2.1 Module orientation

Develop a strategy plan for a business in the equine sector, in cooperation with an international company from the equine sector.

2.2.2 Module overview

International Business and Strategy (HIBS)			
Coördinator:	Lars Timmermans	**credits:**	**13**

Elements	ECTS	Name	Exam	Period	Literature
HIBS01	3	Learning tasks + assessment	Assessment	2	See literature courses
HIBS06	5	Strategic Analysis and the Organization	Assignment	1	See Canvas
HIBS07	5	New Strategies, Stakeholders and Implementation	Assignment	2	See Canvas

Entrance requirements:	Passed Admission to the study Equine Business Management
Professional task:	The student will develop an strategy plan for a business in the equine sector.
Role:	Consultant in the equine sector
Methods:	Lectures ,literature study, research and groups work
Fields of expertise:	**Learning objectives):**
Strategic Analysis and the Organization	- The student will learn methods to analyze the strategic position of the company - The student will learn how to analyze behaviors in an organization and learns methods to influence behaviors in the organizational context - The student knows his/her own culture, can identify intercultural differences (bases on theory) - The student is able to deal with intercultural differences when dealing with people abroad

		• The student will learn how to finance and fund investments and activities and acquires competences to convince potential stakeholders • The student learns to present an analysis professionally both in writing and orally and to convince those involved
New Strategies, Stakeholders and Implementation		• The student will obtain competences to assess opportunities in the (global) market and will learn to develop a successful strategy for the national or international business • The student will learn how to convince venture capitalists, sponsors and crowd finance providers • The student will learn how to inform and convince stakeholders in cases of important changes • The student will obtain skills to implement new strategies successfully. • The student acquires competences to keep a good management presentation in which essential information is visualized using convincing models

Aeres Competences

3. to present

4. to research

6. to organize

10. to appreciate the global perspective

Final qualification:

2. Development of a vision and strategy for an (international) agri-food business

4. Designing and implementing a result oriented practical research in the agri-food sector

8. Advising about financial aspects to manage 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

2.3.1 Module orientation

Advising an organisation about a current issue in the equine sector. In which business law, studbook policy strategy and intercultural communication are integrated.

2.3.2   Module overview

Equine Policy International (HEPI)					
Coordinator:		Evy den Brabander (BRE)		**credits:**	**13**
Module elements	**ECTS**	**Name**	**Exam**	**Period**	**Literature**
HEPI01	3	Proof of proficiency	Assessment	4	Module manual and Hannay, M. and J.L. Mackenzie (2017). Effective writing in English. A sourcebook. Coutinho BV.
HEPI07	5	General International Equine Policy	Assignment	4	Documents provided by the lecturer see Canvas
HEPI08	5	International Equine diseases and studbook Policy	Exam	3	Documents provided by the lecturer see Canvas

Entrance requirements: Admission to the degree course IEBM	
Professional task:	Write an advisory report on a current issue within the equine sector ..
Role:	Policy maker
Methods:	Lectures, tutorials, group projects, assignments, exams
Fields of expertise:	**Learning objectives (the student):**
Policy formation	• explores current and relevant equine business-related topics and masters the skill of effective writing by creating a policy statement • examines the work of the EU parliament in Brussels during a fieldtrip
Equine studbook policy strategy	• defines important issues in the genetics of horses on which the studbooks make decisions and plan their strategy • explains how strategies are formulated based on internal and external analysis.
Contagious diseases	• reviews the risks of moving livestock (horses) around the world and how this should be managed responsibly
Business Law	• explores the basics of civil law and the effects it has on the international equine industry • identifies the relationship between civil law and international trade agreements • analyzes the principles of a contract and its requirements and the settlement of a dispute
Report Writing & Presentation Skills	• produces a well-structured convincing written report according to academic standards (APA style)
Aeres competencies:	
3. To present (level 3) a final presentation assessed by the assessment checklist provided in the module workbook HEPI. **4. To research (level 3)** assessed by producing a written policy statement based on research on a current issue in the equestrian industry which needs a change in policy. **9. To endorse sustainable behavior (level 3)** assessed by means of an assignment in which the student will have to describe the steps of how to implement a chosen innovative sustainable solution to a problem.	
Final qualifications:	

1. Describes what is going on in the international agri-food sector. Location in module: all courses, assessment
2. Develops a vision and strategy for an international agri-food organization/company. Location in module: assessment
6. Communicates and works effectively in a multidisciplinary and intercultural environment
7. Controls and develops their own professional behaviour. Location in module: assessment.

2.4 International Equine Event Management (HIEM)

2.4.1 Module orientation

Preparing and implementing the script during an equine event.

2.4.2 Module Overview

International Equine Event Management (HIEM)					
Coordinator:		Jessica Rodenboog (ROJ)		**Credits:**	**13**
Elements	**ECTS**	**Name**	**Exam**	**Period**	**Literature**
HIEM01	3	Proof of proficiency	Assessment	T4	See literature courses / See Canvas
HIEM02	5	Equine event management: theory	Exam	T3	See Canvas
HIEM03	5	Equine event management: practice	Assignment	T4	See Canvas
Entrance requirements:		Passed Admission Business Management courses			
Professional task:		Event manager: taking care of the preparation, organizing and implementing of the script during the event.			
Role:		Event manager: responsible for all associated tasks: project manager, creating and implementing the event script, finances, marketing, communication, planning.			
Methods:		Lectures, training, assignments, excursion, exams.			
Fields of expertise:		**Learning objectives (the student):**			
Equine event management: theory		- Is able to work project-based for a professional event. - Is able to properly conduct a feasibility study and present it to the client and fellow students. - Is aware which risks must be taken into account in the organization of, and during an event - Is aware what must be done to respond properly during a risk situation during an event. - Gains insight into legal aspects surrounding the organization. - Is able to make and implement a marketing and communication plan for an event - Is able to thoroughly evaluate an event according to a clear step-by-step plan - Is able to cooperate and communicate with different stakeholders - Understands cultural difference and the impact of this in organizing an event			
Equine even management: practice		- Will learn how to make a sales plan and how to do a sales pitch for an event sponsor - Will learn to focus on strategic aspects of sales management - Will have attention on how to coach and motivate the sales team, sales skills and sales leadership - Gains insights in the different elements of stress management - Is able to use creative processes to develop innovations			

	• Will learn what personal branding is and how to apply this in your own situation • Gets to know own soft skills and how to apply these
Report Writing & Presentation Skills	• Students are able to write and structure reports according to academic standards according to APA style as well as present information from reports in an official and academic way.

Aeres competencies:

- 1. To show leadership capabilities (level 3): Assessed by means of a final report and active role during the event.
- 2. To cooperate (level 3): Assessed by making a personal reflection as part of the proof of proficiency
- 3. To present (level 3): Assessed during coaching of the proof of proficiency and assessments.
- 5. To innovate (level 3): Assessed by means of the final report for the proof of proficiency
- 6. To organize (level 3): Assessed by means of the final report for the proof of proficiency
- 7. To introspect (level 3): Assessed by the individual growth description of personal branding
- 8. To enterprise (level 3): Assessed by means of the final report for the proof of proficiency

Final qualifications:

- 2. Developing a vision and strategy for an (international) agri-food company
- 3. Entrepreneurship and innovation in the international agri-food business
- 4. Designing and implementing a result oriented practical research in the agri-food sector
- 6. Effective cooperation and communication in a multidisciplinary and inter cultural environment
- 7. Leading and developing of own professional attitude

2.5 Personal development phase 3 (HPL3x)

2.5.1 Module orientation

Student can analyse and explain his/her own personal development and has insight in own characteristics. Is able to work independently in an authentic situation.

2.5.2 Module Overview HPL3x

Personal development phase 3 (HPL3x)

Coordinator:	Henka Rooze (ROH)	Credits:	8

Module elements	EC	Name	Exam	Period	Literature
HPL3x01	1	Competency development	Assignments	4	Canvas
HPL3x02	6	Main Phase AT*	Assignments	1-2-3-4	Canvas
HPL3x03	1	Interview training	Assignments	2	Canvas

Entrance requirements:	Possesses Digital Portfolio from second year: CMP, CV en Competence file (Dutch students)
Professional task:	Manager, advisor, owner (personal development)
Role:	Aspirant Higher Educational employee
Methods:	Contact hours mentor, individual conversations, training, en PvB meetings and activities
Fields of expertise:	Learning objectives (the student):
Competency development	• can analyse itself on the basis of the basic question 'What do I want?' And explain this analysis in writing and orally (self-awareness) • can describe and explain his / her competence development through regular reflection (setting realistic and personal goals) • can make responsible and focused choices in his / her study career and study choices through various assignments (taking responsibility)
Main Phase AT*	• can demonstrate 5 out of 7 determined competences at level 2 in an authentic situation
Interview training	• can show successes, personal characteristics, skills, requirements and wishes
Aeres competences level 2: dependent on the choice of the student in the TA	
• To show leadership capabilities • To cooperate • To present • To research • To innovate • To organise • To introspect • To enterprise • To endorse sustainable behaviour • To appreciate the global perspective	
Final qualifications:	
Business Administration and Agrifood Business: • Managing and developing your own professional actions • Management of organizations, processes, projects and people.	

* AT = Aptitude test

2.6.1   Module orientation

To meet the objectives, it is necessary that the student has an opportunity to become familiar with the day to day activities in an organisation or company. After a period of specific coaching, a task is set in which he or she has to work with a certain degree of individual responsibility. The level of the task should be adapted to the educational background of the student, and, if possible, to the chosen specialisation.

First and foremost, the students should be aware of all the facets of the training assignment, and become familiar with the demands made, from the formulation of the problem up to and including to its solution, and its implementation in practice. Consequently, the best method of coaching is by the relevant expert in the organisation or company. This involves the two most important parties in the placement.

The contents of the placement will differ widely, according to the company and the student's preferences. The contents of the training programme are the result of discussions between the company, the student and the college. The opportunity for the student to collect and consult literature and other sources of information on the training subject matter is an essential ingredient for a successful learning experience.

2.6.2   Module Overview AGWP

Graduation Work Placement (AGWP)					
4th Year Work Placement					
Coordinator:		MOS		**Credits:**	**17**
Element	**ECTS**	**Name**	**Mode of Exam**	**Period**	**Literature**
AGWP01	17	Graduation Work Placement	Report	1234	Work Placement Manual (available on Canvas) Materials on Canvas
Entrance requirements:		None			
Professional task:		Based on own choice. The activities as performed by the student during the work placement are in line with the chosen study programme. During the placement the student is expected to act as a young professional within a job profile that matches the programme the student is in.			
Role:		Young professional			
Methods:		Depending on the type of the placement			
Fields of expertise:		Learning objectives (the student):			
Based on own choice		- 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 programis 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

2.7 Graduation Project (AAFWi)

2.7.1 Module orientation

The thesis consists of:

• executing an assignment (agriculture-related research, problem-solving, developing a new technique, market research, organisational research and others) related to the present or future practice;

• writing a report in which the results of the assignment are joined with the results of literature survey or a desk study, combining into a thoroughly documented and well-founded set of conclusions and recommendations;

• organising and presenting a seminar on the methodology of the research and the results, emphasising the value and the applicability in professional practice.

The emphasis in the assignment is on improving the problem solving capacity: it is the final element for all-out training by problem identification, critical analysis and approach, development of well-worked out solutions and achieving a balance between practical orientation and theory. The time allocated allows these elements.

2.7.2 Module Overview AAFWi

<table>
<tr><td colspan="6" align="center">Graduation Project (AAFWi)</td></tr>
<tr><td colspan="6" align="center">Graduation Project</td></tr>
<tr><td colspan="2">Coordinator:</td><td>MOS</td><td>Credits:</td><td></td><td>10</td></tr>
<tr><td>Element</td><td>ECTS</td><td>Name</td><td>Mode of Exam</td><td>Period</td><td>Literature</td></tr>
<tr><td>AAFWi01</td><td>10</td><td>Thesis</td><td>Research report & colloquium</td><td>1234</td><td>• Jong, de, J., (2017). Effective strategies for academic writing, the road towards essay, paper or thesis. Bussum: Coutinho. ISBN 9789046905050

• Baarda, B. (2020). This is research.Noordhoff uitgevers. ISBN: 9789001895464

Suggestion for further reading:
• Kumar, R. (2014). Research methodology, A Step-by-Step Guide for Beginners. Sage publications Ltd. ISBN: 9781446297827</td></tr>
<tr><td colspan="2">Entrance requirements:</td><td colspan="4">All research modules should have been completed with sufficient marks</td></tr>
<tr><td colspan="2">Professional task:</td><td colspan="4">Research topic based on own choice. Conducting research, writing a research report and presenting the research and its outcomes during a colloquium</td></tr>
<tr><td colspan="2">Role:</td><td colspan="4">Researcher</td></tr>
<tr><td colspan="2">Methods:</td><td colspan="4">Independently working on a research project with guidance of thesis coach</td></tr>
<tr><td colspan="2">Fields of expertise:</td><td colspan="4">Learning objectives (the student):</td></tr>
<tr><td colspan="2">Based on own choice</td><td colspan="4">• 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</td></tr>
</table>

	• 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

2.8 Personal Development (APL4i and APL4iR)

2.8.1 Module orientation

In this module the student will learn to develop his or her own competencies. With the help of assignments the student will get to know his own strengths and improvements points, personal interests linked to the professional life and how to integrate this knowledge in order to find a placement. Students that studied Hippische Bedrijfskunde at Aeres University follow the module Personal Development APL4i. International students with a different pre-eduction follow Personal Development APL4iR.

2.8.2 Module Overview APL4i (students that studied Hippische Bedrijfskunde)

<table>
<tr><td colspan="6" align="center">Personal development (APL4i)</td></tr>
<tr><td colspan="2">Coordinator:</td><td>TEJ</td><td></td><td>Credits:</td><td>3</td></tr>
<tr><td>Elements</td><td>EC</td><td>Name</td><td>Exam</td><td>Period</td><td>Literature</td></tr>
<tr><td>APL4i01</td><td>1</td><td>Managing competences</td><td>Report (O/V/G)</td><td>4</td><td rowspan="3">Syllabus APL4i</td></tr>
<tr><td rowspan="2">APL4i02</td><td rowspan="2">2</td><td rowspan="2">Professional Ethics</td><td>Class discussions & assignments</td><td>14</td></tr>
<tr><td>Final report</td><td>14</td></tr>
<tr><td colspan="2">Entrance requirements:</td><td colspan="4">To enter the 4th year students should have obtained 165 ECTS credits at least, from the first three years of their studies and completed all of the personal development modules from year 1 to 3.</td></tr>
<tr><td colspan="2">Professional task:</td><td colspan="4">Personal Development and self-reflection</td></tr>
<tr><td colspan="2">Role:</td><td colspan="4">Junior professional</td></tr>
<tr><td colspan="2">Methods:</td><td colspan="4">Training, class discussions, individual assignments.</td></tr>
<tr><td colspan="2">Fields of expertise:</td><td colspan="4">Learning objectives (the student):</td></tr>
<tr><td colspan="2">Personal development</td><td colspan="4">• reflects constantly on his or her own personal- and competency development, part of the lifelong learning paradigm</td></tr>
<tr><td colspan="2">Professional Ethics</td><td colspan="4">• 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</td></tr>
<tr><td colspan="6">Aeres competencies:</td></tr>
<tr><td colspan="6">• To introspect: 8 out of 10 Aeres competencies must be at level 3 (highest level). Assessed by means of final report and meeting in which students show examples of situations where they worked on improving their competencies. The examples given are based on the goals students set at the beginning of the year and halfway through year. The examples are given using the STARR method and goals are formulated according to the SMART method</td></tr>
<tr><td colspan="6">Final qualifications:</td></tr>
<tr><td colspan="6">• Management and development of own professional and personal attitude and skills
• Effective cooperation and communication in a multi-disciplinary, intercultural environment

EED Plant:
• 9. To act entrepreneurial and reflect</td></tr>
</table>

2.8.3 Module Overview APL4iR (international students)

<table>
<tr><td colspan="6" align="center">Personal development (APL4iR)</td></tr>
<tr><td colspan="2">Coordinator:</td><td>TEJ</td><td></td><td>credits:</td><td>3</td></tr>
<tr><td>Elements</td><td>ECTS</td><td>Name</td><td>Mode of Exam</td><td>Period</td><td>Literature</td></tr>
<tr><td>APL4iR01</td><td>1</td><td>Managing competences</td><td>Report (O/V/G)</td><td>4</td><td>Syllabus APL4i</td></tr>
</table>

| APL4iR03 | 1 | Research methodology, design & reporting | Assignment | 2 | • Baarda, B. (2020), 3rd edition- research, this is it! Noordhoff uitgevers ISBN 9789001895464

For further reading
• Jong, de, J., (2017). *Effective strategies for academic writing, the road towards essay, paper or thesis. Bussum: Coutinho. ISBN 9789046905050* |
| APL4iR04 | 1 | Quantitative Research methods with statistics & SPSS | Training | 2 | *Compulsary*
• Manfred te Grotenhuis, Anneke Matthijssen (2015). *Basic SPSS Tutorial*, Sage Publications. ISBN 9781483369419
• *Online Statistics Education: An Interactive Multimedia Course of Study,* developed by Rice University (Lead Developer), University of Houston Clear Lake, and Tufts University http://onlinestatbook.com
• IBM SPSS 20 or higher. Available in computer rooms.
• Handouts, data sets and exercises will be posted on Canvas. |

Entrance requirements:	N.A.
Professional task:	Personal Development and self-reflection Develop and utilize research skills in preparation for the final thesis.
Role:	Junior professional
Methods:	Training, classes, individual assignments. computer classes, presenting, portfolio
Fields of expertise:	**Learning objectives (the student):**
Personal development	• Reflects constantly on his or her own personal- and competency development, part of the lifelong learning paradigm.
Desk research, qualitative research, quantitative research, field research	• Will be aware of the different types of research (quantitative vs. qualitative) • Will be able to identify which type of research is suitable to solve a given problem
Research design, research methods and techniques	• is able to identify a challenging topic within the international food / agricultural business. • is able to search for relevant information on a topic in the food / agricultural business and to further work out the broader context and the theoretical framework of the topic. • is able to describe the relevance of researching the topic in the food / agricultural business. • is able to describe the knowledge gap of the research topic and can translate this into a main question and sub-questions. • knows the different forms of research and chooses the relevant form, design and methodology of research. can present the research proposal in writing and orally depending on the target group.
SPSS	• is able to use quantitative tools to process data and use statistics for research papers.The student knows how to analyze and interpret data using SPSS in the framework of qualitative research.
Aeres competencies:	

- **To introspect:** 8 out of 10 Aeres competencies must be at level 3 (highest level). Assessed by means of final report and meeting in which students show examples of situations where they worked on improving their competencies. The examples given are based on the goals students set at the beginning of the year and halfway through year. The examples are given using the STARR method and goals are formulated according to the SMART method.
- **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 cooperate (level 2):** The students will be part of group work in order to conduct research and achieve the desired result by delivering a research report and a poster presentation.
- **To present (level 2):** The student is able to communicate the setup and the results of the research in a poster presentation.

Final qualifications:
- Management and development of own professional and personal attitude and skills
- Effective cooperation and communication in a multi-disciplinary, intercultural environment.
- Setting up an applied business research in the agri-food business

3. Examination and Assessment Regulations 2023-2024

The current course regulations are in conformity with the *Examenregeling Aeres UAS Dronten* and they represent the distinguishing features of the international courses at Aeres UAS. All courses comply with the key study and qualification objectives of the curricula from which they stem. These qualifications are assumed in the courses, and the learning objectives presented here are only the specific ones, not what is Bachelor generic.

The course regulations are published online. Use the following link to find the regulations: https://www.aereshogeschool.nl/over-aeres-hogeschool/publieke-verantwoording/onderwijs-en-examenregeling.

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