

**Education and**

**Exam Reglement**

**Part 2**

**2018-2019**

Business Management in Agriculture & Food

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**Accepted and passed by the Board of Governors:……………….**

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# Scope of the study programme

## Study programme

This document contains the Education and Assessment Reglement (EAR) for the English, international study programme of “Bedrijfskunde en agribusiness”of (CROHO number 34866) of HAS University of Applied Sciences, location Venlo.The regulations in this OER-2 apply to all students starting this course in 2015, 2016, 2017 and 2018. The first three cohorts use the name Business Management in Agriculture & Food. From 2018 onwards, the course is called Business Management in Agriculture & Food, because it fits better to the content of this broad Business Course. In the appendices you may find the End Qualifications of the course programme. Together with the General Exam Regulations of HAS University (in OER-1), these are the complete Teaching and Examination Regulations.

Next to OER 1 and 2 the Assessment Plan (Toetsplan BV), Assessment Programme (Leer- en toetsprgramma BV/BMAF) and the strategic plan of BMAF and Improvemetn Plan of BV are given the mission, vision, objectives and plans of improvement of the course, organisation and connected team of teachers, lectors and supporting staff. The HAS principles and aspirations as described in WEDoIt, are a guiding principle in the implementation of this mission.

## Professional profile

The international food and agrobusiness is developing quickly towards an international network community. Every link in the chain has its own role. From making new varieties, production, trade uptill sales to the end consumer in the retail channel. The programma covers Business Management in the whole supply chain, form agriculture uptill the food business on the end. The business form links in a chain and cooperate in multiple supply chains in order to supply society with food, feed, plants and flowers in an efficient and sustainable way. Production and consumption patterns change and so do the companies that supply all these products and services.

We want to develop our knowledge and skills in cooperation with our students and partner companies and - universities, to be successful and attribute to the life of people and benefit of all partners involved. Venlo is the gateway to Europe, where trade and logistics flourish and with trade and knowledge networks that cover the whole world. This makes it particularly suitable place for a university of applied sciences, that wants to cooperate closely with partner companies, international universities and schools of all kinds.

The BMAFmission

*The mission of Business Management in Agriculture & Food (BMAF) is to attribute to the food supply and quality of life of people in a sustainable way. We offer students an active learning environment at the University and at the partner companies. Students learn academicskills and knowledge at the university. The professional food and agro world offer a rich environment to learn craftsmanship infood business and also in plants, animals, food, nature and all aspects of doing international business. A challenging and safe environment to developthe green business professionals that are needed now and in future. We want to teach and assess in an inspiring and transparent way and so meet the international and national standards in education and assessment. The principles of WeDoIt are a guiding principle for us.*

### 1.2.1 Areas of employment

Research into the career prospects of future graduates shows an ample demand for Food and Agro Business professionals.We learned form managers and entrepreneurs in the food and agro business, that students and Bachelor graduates with knowledge of plants, food and/or animal husbandry, are the kind or people that the business needs. There are many jobs in agri business in breeding, production, trade, retail businesses and food business. Older people will be replaced, but people are also needed in new jobs in new businesses. The variety in jobs and companies is enormous. From cows, food, cheese prdoction uptill flowers and nature. BMAF offers students a way to practice skills needed to become an entrepreneur, specialist or manager in the food and/or agro business.

The Dutch (and international) business is extremely active internationally and has, therefore, a high demand for entrepreneurs and staff that are capable to work internationally. In addition to the many graduates who will work from a Dutch/Western European home base, there is also significant demand for graduates who are willing to (re-)locate abroad for a temporary or long-term job at a company abroad.

The core areas of expertise in which graduates will be employed are:

* Entrepreneurship in food andagro business
* Production of food, plants or animals
* Technical and business innovation in the supply chain
* Business innovation e.g. in developing networks for cooperation to achieve common goals
* Advice and consultancy, development and application of knowledge
* Assist companies and the sector to adjust to international developments as e.g. in the circular economy, bio based production.

BMAF graduates are able tooperate as a business professional in an international environment. Consequently, the study programme focuses on:

* Development of professional and academic skills and an ethical attitude
* Intercultural competencies and language(s)
* Knowledge and skills and craftsmanship in food production, animal husbandry or plant growing
* Knowledge and skills in management, entrepreneurship and general agribusiness
* Development of national and international network(s), with roots in the food and agro sector, but with extensions towards the rest of society
* Recognise and be able to translate the relevant trends and developments to the business.

### 1.2.2 Job perspectives

The BMAF study programme helps students to develop their specific skills, ambition and passion. They are suited for a range of specific professions and positions. Some examples are:

* Farmer or entrepreneur in food business or agri Business at a production or e.g. a trades company
* Manager at company in the food or agri business
* Coordinator or product manager eg in a breeding company as Bayer seeds
* Specialist in eg quality management for Aldi
* Technicall adviser/consultant for farmers or retailers

And even more.

## QualificationsBMAF

Appendix 1 shows the end qualifications paying specific attention to the context, the assessment indicators, as well as the knowledge and insight, skills and attitude required. The curriculum offers more freedom of choice, less guidance and higher expectations in order to challenge the student and offer opportunity to develop their knowledge, insight and skills, in the second half of the study.

BMAF graduates acquire a so-called T-profile: a broad understanding of food, agri business and plant growing and animal husbandry at level 2 (Dublin Descriptors, 2003, Blooms taxonomy, 1950) in the first two years. In year 3 and 4 students specialise and develop their skills and knowledge, up to Bachelor level 3, in order to become a successful business professional. Student chooses three end qualifications out of ten in which he wants to specialise and excel most.

# Admission to the study programme

## Admission requirements

**Dutch Students**

In order to be admitted to the English Business program of BMAF, prospective students from the Netherlands must be in possession of one of the following qualifications:

* HAVO: all profiles, including mathematics
* VWO: all profiles, including mathematics
* MBO: level 4 with mathematics

BMAF studentshave to enroll in time and attend at least 1 open day or orientation day. Studentswill be invited for an intake interview and to attend to the introduction.

**International Students**

Applications from prospective students from abroad, are the responsibility of the International Office. This department, together with NUFFIC (the Department for International Credentials Evaluation) and the study adviser will assess, whether the prospective student’s academic qualifications,do meet the admission requirements to allow enrolment to the programme.

German students will be admitted if they have been awarded their ‘Abitur’. Students from England and Wales must have a minimum of 5 GCSE passes at grade C or above, including English language, mathematics, plus a minimum of 2 GCE A levels at grade C or above.

**English language**

BMAF is in English. It is therefore essential that prospective students have a good command of English. The entry level of English is determined to be level B1 of the Common European Language Framework. In the case of HAVO and VWO students, a final exam result of 6 is equal to the required B1 level.

MBO students are asked to submit proof that their English level equals the required B1 level. If they cannot submit this proof they are invited for an intake interview in which their level of English is tested.Should they fail to demonstrate the required level of proficiency during the interview, they will be expected to provide evidence of a pass by a TOEFL or IELTS test prior to the start of the study programme.

Other students are expected to take a TOEFL or IELTS test. The minimum scores for admission are IELTS 6.0, Cambridge B2 or TOEFL 70.

**Deficiencies**

Prospective students have the chance to meet up with the admission requirements until the start of the study program. Any deficiencies must be resolved before that. HAS offers a Young Professional Course for Dutch students of MBO to help students to get used to the system and level of HAS. There is also an additional course in Dutch, English and in mathematics for those who need to practice.

## Admissionsassessment for 21+

Dutch students aged 21 and older are subject to the regulations stated in the WHW (the Higher Education and Scientific Research Act), article 7.29. Such prospective students, who do not comply with the admission requirements as mentioned beforewill be invited for interview and any previously acquired competencies, relevant for BMAF, will be assessed.

The criteria for the admissions assessment for this study programme are:

* Knowledge of mathematics
* Knowledge of English as described before
* Motivation and ambition in relation to the BMAF programme

Detailed specifications are presented at the website of HAS. To be checked in an admission assessment.

## 2.3 Exemptions

### 2.3.1 Exemptions based on previous academic qualifications

All entry students follow the same 4-year programme. There is no general exemption option. However, individual students may be granted personal exemptions. This applies to students from other universities of applied sciences, students who did not complete a previous university course, or people with a combination of work experience and courses at applied university level. Modified study tracks will be discussed with the student concerned.

Prospective students who wishto make use of this option may submit a certified certificate/diploma from a previous study programme, and/or take an intake assessment. The intake assessment will take place based on a portfolio provided by the prospective student, in which the student reflects on the qualifications of BMAF(see appendix 1).

The portfolio must provide adequate proof (from previous jobs and/or study programmes), that will be judged by the student adviser. The examination board will make a decision, based on the certified certificate/diploma from a previous study programme and the intake assessment report, on whether to grant exemption and permit the individual learning route.

Due to its importance for integration purposes, no exemption is given for project work, unless exemption has been granted for the module as a whole.

For motivated students additional possibilities broadening or deepening of their study programme is possible, taken into account the limitations in scheduling, posed by the study program.

# Curriculum

## Teaching vision and methods

**Open doors, firmly connected to society**

At HAS University, we believe that people develop themselves best in an environment in which they feel safe and supported. It is important that students and members of staff are well connected. This means that students and staff work closely together in the study programmes with a shared passion, taking each other’s qualities and stage of personal development into account.

**Connection with the professional field**

The team and international course are closely connected with the professional fieldand society. We cooperate often and intensively with companies, schools and sister universities in the exchange of knowledge and contacts.

HAS has its own research and study facilities, but also those of partner institutes and companies are accessible for students. We visit them and use them as the extra learning place we need to work with front technology, to attain craftsmanship and experience in the field of study.

**Talent development and internationalisation**

Students discover and develop their talents and attitude, in interaction with the professional and academic world. BMAFemphasises talent-based learning, entrepreneurship, cooperation, craftsmanship and internationalisation. This is because we expect our graduates to be successful in society and in their chosen professional field. We expect them to apply their talents to the full,to be entrepreneurial and develop a broad knowledge of the international context of their field of work.

Themain part of the professional field consists of companies andinstitutions thatare involved in local and international food and agro business. Most of the graduateswill work in international companies or businesses that export a mayor part of their production. It is therefore important that students learn to think in a local, national and international context.

Students are responsible for their own learning processand are expected to show an active attitude in this. They develop their independence, show initiative and inventiveness. In applying initiative, they will make mistakes too. Mistakes that are also part of learning.

An entrepreneurial attitudealso manifests itself incooperating with others and making connections to people in and outside the business. The university partner network helps students to develop their network too.

Internationalisation ensures our students to acquirethe competencies that enable them to enjoy functioning effectively as a business professional in an international context. They will be able to support and run organisations in (agro) business worldwide. Each student will have several experiences abroad in the study programme. This can either be a traineeship, excursion abroad, studyprogramme, or as part of an exchange programme.

**Educational excellence**

Educational excellence at HAS is based on continuous interaction between the educational and professional field. We strongly believe that the combination of learning at the University and at leading partner companies will stimulate the development of talents and knowledge of everybody involved. The challenge is to stimulate not only individual learning, but also group learning and the exchange of knowledge involved.

This is the reason that we start already in block 2 year 1 with the preparation for the internships. Craftsmanship in food, plant growing and animal husbandry and entrepreneurship cannot be learned in a school environment. The introduction of small scale study groups, that meet weekly in a problem based learning setting offer a platform for the exchange of experiences and information between tutor and students. And last but not least help them to develop the skills to communicate and cooperate internationally, as mentioned in the Dublin Descriptors.

## **3.2 Learning environment**

The four years of the standard study programme are divided into 4 x 10 week parts, which are called ‘blocks’. Within these blocks, lessons, problembased study groups and the assessments, are organised in modules. Learning is organised in the first eight weeks of the block. Students are challenged in “fresh from the field” assignments, projects and traineeships. These become steadily more complex in the study programma.

Week nine is reserved for tests and exams, and in the tenth week, the projects and assignments are completed and evaluated. In the tenth week other educational activities may take place, such as excursions and skills training.

The first two years all students join the same program, but also here student choses its own traineeships, subjects and projects, to what he/she likes best. It can be flowers, food or something else, as long as the joint business skills are properly developed. After two years, students know already more about their talents and passion. The programme is more open and students have a broad choice, in a project traineeship, minors and aBusiness assignment.

The percentage of instruction contact time in the regular study programme is about 30%. The rest of the time is intended for assignments, traineeships, case studies, projects and group work and individual study. The student is responsible for his or her own learning process, especially in the other 70 % of time. From day 1, students are offered ample room for the development of their skills and passion in a way that fits their own learning style and passion. Every student has a coach for reflection, advice and support.

**Module books**

There is a module book for each module. This describesthe ins and outs of the module concerned. A module book contains:

* **Justification:** A description of the subject of the module, the relationship of that subject with the profession, the position of the module within the study programme and the end qualifications and learning objectives of the module.
* **Contents:**  A description of the structure of the module, the entry requirements, the learning objectives of the separate modules and a description of the project.
* **Organisation:** A record of the learning materials and literature to be used, schedules, the tasks and theschedule of the activities of students and lecturers.
* **Assessment and evaluation:** Notification of possible requirements with respect to attendance or participation; the method of assessment/examination and re-examination for the modules, PBL groups and project; the assessment matrix (schedule with assessment criteria); the way in which the module will be evaluated.
* **Appendices:** Examples, forms, try out exam and assessment form, etc.

### 3.2.1 Safeguarding the qualifications

The qualifications for the study programme determine the outcomes of the study programme. The learning objectives for each module level are related to the qualifications of the study programme. These can be found in the module books and in the description of the modules in the participation system of HAS intranet.

We know 3 levels of learning and assesments:

* Propedeuse; In year 1 the level of students has to reach level 1 of the end qualifications with attention to craftsmanship; get to know the food and agri business
* Year 2 level 2 of the BMAF qualifications with more focus at business skils and management
* Specialisation year 3 and 4 at level 3 of the end qualifications

Description in more detail in appendix 1.

In the assessment programme is presented what qualifiactions are assessed in which module. This can be obtained via thestudy advisor.

The field of work for BMAF and its graduates is by nature dynamic. This stimulates staff and students to keep on developing the programme and start every block again with real life fresh cases and assignments from thepartner companies. Also the traineeships ensure a flow of information between student, company, staff and university.

By intensive cooperation with partner companies and universities, in smaller and bigger projects, assignments and internships, we can ensure, that our vision, ideas, study programme and qualifications, are still in touch with the BMAFstakeholders:

* the other Bachelor courses in (international) agri business,
* students, staff and agri business professionals,
* rules and regulations from the HBO board and ministry of education.

Evaluation with staff and students is yearly per module.

The exam committee plays an active role by checking the course at what students have to learn and how this is assessed. Modules will be judged and evaluated on a regular bases. In this way the role of the exam committee as a guard for the level of education and the content of BMAF, can be done well and in a transparent way.

### 3.2.2 Specialisation

Students can combine from the beginning, the international business study of BMAF with their interest in food, animals, plants, nature or flowers. They set their own learning objectives, formulate their passion and built their individual program that leads them to end Bachelor level.

Students built their study programme for year 3 and 4 part by part from:

* 2 traineeships of at least 30 weeks, accounting for 45 credits
* Provisional: 1 specialisation minor offered by HAS Venlo of 15 credits
* 1 external minor of 15 or 30 credits
* Business Assignment of 30 credits
* Professional skills 3 and 4 with an individual study and end assessment

At least the minor or the internship should be abroad, in order to develop intercultural and international competences and a second or third language.

The individual study program for year 3 and 4 is made by the student in year 2 and is evaluated by a committee that consists of the study advisor, an examinator and the program coordinator of the course. They advise the exam committee who accepts the individual program that leads to the end qualifications of the program for this student.

### 3.2.3 Professional and academic skills

**School activities**

Students participate in school activities. These activities are beneficial for the study programme or with a clear learning objective for the student. Students discuss these activities with their coach, who must give permission for an activity to count for credits, and who determines the number of credits to be awarded.

Examples of activities are:

* Participate in PR activities
* Follow additional lectures or activities to compensate deficiencies
* Participatein or organise a symposium or seminar
* Set up and play an active role within a study association
* Contribute ideas for further improvement of the curriculum (study programme committee)
* Assist in organising the international study trip in year 1 and 2

**Skills**

Considerable attention is paid in the study programme to develop the students’ academic and professional skills and attitude. Skills and a positive open attitude, needed in an international business and academic environment where interculturalcommunication, research and learning skills, will stay important. The BMAF graduate will be able to switch between domains, cultures, stakeholders and levels. In addition to a broad-based knowledge of (international) agro business and English language skills, graduates are expected to develop empathy, as well as cultural and intercultural sensitivity.

The development of these skills is a 4-year learning track. The development of language - communication,research qualities, project management and self reflection skills, are important.Skills and attitude are in particular developed in the traineeships andmodules of the curriculum.

**Language track**

BMAF students are offered all courses in English in order to prepare them for an international working environment. In year 3 and 4 students practice their skills in ‘real life’ at the international traineeships and minors abroad and in Holland.

### 3.2.4 Learning methodology

In the first year, students learn Problem Based Learning (PBL). The choice of an educational concept focussed on PBL results, in the systematic development of a number of important skills and attitude, in addition to knowledge acquisition. Parallel to the modules, that use the PBL approach, in some modules also project work is done.

From the second year onwards, there is a shift towards more and extensive project work, with an increasing need for independent study (independent learning, gathering information independently, making independent choices). In addition, BMAF strives to balance groupassignments and individual assignments, so students can also develop and can be assessed individually.

A quarter of the study programme consists of practical internships. For BMAF these start already in week 1 of block 3 with two days of internship every week. In year 2 students participate in Business Experience one day a week. In year 3 and 4 students do project traineeships, where an individual research or management project, has to be done.

 Real life projects (including traineeships and the final professional assignment) from major international companies and organisations enable students to discover their talents and to further develop these, with the competencies, they need for their future profession. In addition, it is essential for all students to develop an international business network.

### 3.2.5Educational themes

The curriculum incorporates various educational themes that come back every studyyear and are important for the development of the skills and knowledge. By paying regular attention to these themes we want to develop the knowledge, skills and attitude, so that they become part of their mental toolbox. The qualifications are descriped in appendix 1.

**Table 1. Educational themesover the years (Bloom B., 1948)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Themes** | **Year 1****Remember** **Understand** | **Year 2****Remember, Understand, Apply** | **Year 3 and 4** **Apply and Analysis**  | **Connects to qualification** |
| **Entrepreneurship and Management** | Excursions internships (year 1)Problem Based Learning  | Internships (year 3)Real life projects (solve a business problem) | Internship (year 3)Company assignment  | 1, 2, 3, 5, 8, 9, 10 |
| **Craftmanship in animal husbandry and plant growing; agri business** | InternshipLectures Practicals and lectures biology | Internships (year 1 and 2)Chain coordination and company management | Internship (year 3)Company assignment | 1, 2, 3, 4 |
| **Communication and Cooperation** | Problem Based LearningTraineeshipProfessional skills  | Project work, Traineeship | Networking  | 5, 6, 7 |
| **Internationalisation** | International excursions, English language  | International excursion, Work in a mixed international group of students, Guest lectures | Special International Business (choice),Internship or Minor.Cooperation/exchange with international universities | 1, 6, 10 |
| **Research skills** | Problem based learningAcademic skills | Projects, Internships, thesis | Internships, Company assignment, thesis  | 2,4, 9 |

We follow the classification of Bloom where students first project learning lines, which, in turn, include the undergraduate competencies such as research skills, working in a project context, business communication etc. These learning lines lead to the qualifications and the related Dutch course ‘Bedrijfskunde/Agri and Food business’. The development of an entrepreneurial attitude is also important, and are mostly developed outside the university at the internships, excursions and solving the practicall assignments in projects.

## 3.3 Curriculum

The curriculum consists of a 4-year programme that is divided into a foundation year and an undergraduate phase of two years. Students can attain 60 credits for each academic year. Table 2 outlines the BMAF curriculum.

Table 2. Curriculum Business Management in Agriculture & Food

|  |  |  |  |  |
| --- | --- | --- | --- | --- |

| JR | Blok 1 | Blok 2 | Blok 3 | Blok 4 |
| --- | --- | --- | --- | --- |
| 1 | [Marketing & Sales](http://www.hashogeschool.nl/marketing-sales?colorbox=yes&width=540&height=420)[Explore Agrifood](http://www.hashogeschool.nl/explore-agrifood?colorbox=yes&width=540&height=420)[Academic skills](http://www.hashogeschool.nl/academic-skills?colorbox=yes&width=540&height=420)[Professional Skills](http://www.hashogeschool.nl/professional-skills?colorbox=yes&width=540&height=420) | [Business Administration](http://www.hashogeschool.nl/business-administration?colorbox=yes&width=540&height=420)[Research](http://www.hashogeschool.nl/learn-job-theme-production?colorbox=yes&width=540&height=420)[Academic skills](http://www.hashogeschool.nl/language-culture-0?colorbox=yes&width=540&height=420)[Professional Skills](http://www.hashogeschool.nl/personal-development-and-skills-0?colorbox=yes&width=540&height=420) | [Agrifood Chains](http://www.hashogeschool.nl/agrifood-chains?colorbox=yes&width=540&height=420)Internship& Animal Biology [Academic skills](http://www.hashogeschool.nl/language-culture-0?colorbox=yes&width=540&height=420)[Professional Skills](http://www.hashogeschool.nl/personal-development-and-skills-0?colorbox=yes&width=540&height=420) | [Livestock farming&](http://www.hashogeschool.nl/growth-development?colorbox=yes&width=540&height=420)Cultivation[Internship&](http://www.hashogeschool.nl/learn-job-theme-production?colorbox=yes&width=540&height=420)Plant Biology[Academic skills](http://www.hashogeschool.nl/language-culture-0?colorbox=yes&width=540&height=420)[Professional Skills](http://www.hashogeschool.nl/personal-development-and-skills-0?colorbox=yes&width=540&height=420) |
| 2 | [Entrepreneurship](http://www.hashogeschool.nl/entrepreneurship?colorbox=yes&width=540&height=420)[BusinessXperience](http://www.hashogeschool.nl/learn-job-theme-management?colorbox=yes&width=540&height=420) Management Skills | [International Business](http://www.hashogeschool.nl/international-business-1?colorbox=yes&width=540&height=420)BusinessXperienceOrganisation | [Living quality](http://www.hashogeschool.nl/living-quality?colorbox=yes&width=540&height=420)BusinessXperienceInternalisation | BusinessXperienceExport management High Tech |
| 3 | [Internship and](http://www.hashogeschool.nl/internship-and-study?colorbox=yes&width=540&height=420) Minor | [Internship and](http://www.hashogeschool.nl/internship-and-study?colorbox=yes&width=540&height=420) Minor | [Internship and](http://www.hashogeschool.nl/internship-and-study?colorbox=yes&width=540&height=420) Minor | [Internship and](http://www.hashogeschool.nl/internship-and-study?colorbox=yes&width=540&height=420) Minor |
| 4 | Minor | Minor | Business AssignmentAcademic & Professional Skills | Business AssignemntAcademic & Professional Skills |

## 3.4 The different study phases

### 3.4.1 Year 1and year 2

Year 1 the propedeutic year. Emphasis at description and replication of knowledge (Bloom, 1948) and basic skills in the primary process (production) and business. The context of the study at the company and the sectors, are discovered as well as new learning methods as traineeships, study groups with problem based learning (PBL) and project management.

All meant to learn in the rich context of the group, the university and partner companies. Also at the internships the focus is at the primary process. Students learn how to work with food, take care of plants and animals.

Year 2

The second year focuses on in-depth study, application of knowledge and learning the management structure and skills needed in business and at the company.Level is Associate Degree. Students train skills and develop knowledge in the full breadth and depth of a Bachelor business course.

Students can chose their group projects and practice in cooperating in order to achieve a common goal or work more individually. The end qualifications are covered up to a level 1 and 2 (Bloom’s taxonomy, 1948) and in the learning lines at application level 3.

### 3.4.2Year 3 and 4

At the end of year 2 student choses the competences and qualifications, that fit well to their own ambition, passion and talents. This is the specialisation phase and time to develop knowledge and talents at Bachelor level 3 (Dublin Descriptors, 2003 or Bloom’s, 1948).

Student writes end of year 2 a personalstudy planfor year 3 and 4, that is judged by an examiner of the study, the study advisor and signed for approval by the president of the exam committee. The plan is the blueprint for the specialisation programme of year 3 and 4 and should be ambitious and consistent and fit well to the student, the endqualifications of BMAF and is expected to prepare the student well for a successful career after the study.

Studentchooses from a range of exchange programmes(minors) at international partner universities or attain a Dutch minor at HAS or another HBO school. Next to the minor, students will do an internship in the Netherlands or abroad, do a company assignment, do a “10 week specialisation” from the Venlo university and do an individual research thesis. Year 4 will be finished off with an end assessment where the student and his program are assessed by two examinators of the course.

Year 3 and 4 consists of the following parts as presented in table 3:

|  |  |  |
| --- | --- | --- |
| Programme part | Duration | ECTS-credits |
| Internship Netherlands  | 10 – 15 – 20 weeks\* | 15 – 22 - 29 |
| Internship outside Netherlands  | 20 – 15 – 10 weeks\* | 29 – 22 – 15  |
| Business Assignment (BA) | 20 weken | 24 |
| Minor or specialisation | 20 weken | (15 + 15) or (30)  |
| Specialisation minor of BV, BMAF programme (Business Innovation (block 1) or the minor Finance Operations Block 2) | Eacht minor is 10 weeks. One minor is obligatory for BMAF students | 15 |
| Professional and academic skills year 4  | 4e jaar | 6 |

Table 3 Construction of year and 4 in modules and connected ECTS.

\*Free choice 30 weeks, for two internships. Internship period can be shorter if the minor abroad is 30 ECTS.

*Prerequisitesspecialization phase*

The prerequisites for participation in year 3 are:

* The student must have completed his propaedeutic phase (60 ECTS)
* The student must have passed year 2 modules of at least 40 ECTS.

**Project internships**

Internships are an important part of the study programme. Students gain practical experience, learn to work independently and develop their personal qualities.

Conditions internships:

* Two traineeships covering a total of 30 weeks, consisting of 10, 15 or 20 weeks
* Credits will be assigned to each internship depending on their duration, to a total of 45 credits.
* The minor or one of the internships must take place outside the Netherlands.
* Both should have a connection to the students’ specialist domain and chosen end qualifications

**External minors**

Students may participate in an exchange programme at an international partner university or in the Netherlands (via KOM). The content of the proposed exchange programme will be reviewed in the year 3 and 4 plan. The examination board is advised by the student advisor and a senior lecturer.

An exchange programme cannot count for more than 30 ECTS.

**Minors HAS Venlo**

Students have to chose a “minor” at HAS in eitherBusiness Innovation or Finance Operations of 10 weeks (both 15 credits)to develop and show their abilities at Bachelor level. These intensive study programs offer a combination of academic lectures and projects.

The minor ‘International Agri Business’ is a module of 15 ECTS organized with the universities of Poznan (Poland) and Osnabruck (Germany). Students travel in 3 times 3 week blocks in an international student group from country to country and learn about food and agri business in the different countries.

**Business Assignment (BA)**

A business assignment is a real-life assignment in the professional field (e.g. with a company, government or other organisation). Here students work in groups of two to three on an assignment, that HAS has arranged with a third party. This assignment is result-based and is defined in a contract signed by the HAS Knowledge Transfer and the external client. This ensures that the projects are taken most seriously by all those involved (the client, students and HAS members of staff), and are relevant for all ‘real-life’ perspectives.

The assignment has a high level of complexity and is specially selected to fit the qualities and interest of the student and it has a fit with the chosen end qualifications of the study programme.

The professional assignment is a “test of competency” in which the student has to apply its acquired knowledge and skills to resolve the issue. Further details of the aims, methods and procedures can be found in the BA manual at the website.

**Entry level of BA**

* Students have have finished modules for 52 ECTS in year 2 before starting the BA
* Students must have finished at least 1 internship and 1 minor and preferably all
* Students are close to finish the Bachelor phase.

**Individual Research**

Students fullfill an individual research that is part of the module Academic and Professional Skills year 4 (APS-4) to show their research skills.

**End Assessment**

In year 4 students also do the end assessment, based at the portfolio covering all the learning activities of year 1-4, valuation and self evaluation of the student. The student will have to reflect on his personal and professional development in the previous years of his study. Student presents the portfolio of experiences and what he has learned and done and will be questioned in a criteria based assessment interview by twoexaminers. The end assessment is part of the module APS-4.

# Assessment

## Assessment structure

The curriculum of the study programme consists of modules that are usually subdivided into ‘assessment units’ for the 3 different phases (1,2 qnd 3 respectively Propedeutic level, Associate Degree -, Bachelor Degree level). The study programme has a wide range of assessment proceduresthat are all aimed at judging progress in knowledge, skills, talents and network and are directed at attaining the end qualifications of the study program. The organisation and improvement of the exams and examination program, is described in the “Assessment plan of BMAF/bedrijfskunde, 2017”.

### Basic principles

The following basic principles apply to the assessment structure:

* Each assessmentconnects to the learning objectives as defined in the module book
* The assessment criteria for each assessment unitare in line with these learning objectives
* The test is, in both content and form, in line with the instruction given and the learning activities required
* Students may only be tested on the material (subjects) and skills (levels) that they have been able to master during the study program and module preceding the assessment
* Assessments are made and evaluated in the “BKE exam cycle” by qualified examinators as stated in the exam regulations and exam course programme and –plan of “Bedrijfskunde en agribusiness”.

### Types of testing and assessments

Table 4.1 shows the types of testing and assessment for the study programme.

Table 4.1 Types of assessment

|  |  |  |
| --- | --- | --- |
| **Type of test** | **Type of assessment** | **Grading** |
| Written exam | Individual | Mark: 1.0 to 10.0 |
| Oral exam | Individual | Mark: 1.0 to 10.0 |
| Traineeship | Individual | Mark: 1.0 to 10.0 |
| Project | Individual or group assessment | Mark: 1.0 to 10.0 |
| Report | Individual or group assessment | Mark: 1.0 to 10.0 |
| Presentation  | Individual or group assessment | Mark: 1.0 to 10.0 |
| Assignment | Individual or group assessment | Mark: 1.0 to 10.0Or‘Pass/Fail’ |
| Skills test | Individual | Mark: 1.0 to 10.0 Or‘Pass/Fail’ |
| Attendance/participation test | Individual | ‘Pass/Fail’ |
| Problem Based Learning | Individual | Pass / Fail  |
| Excursions | Individual | Pass / Fail |
| Impression assessment coach/lecturer (portfolio assessment) | Individual | Pass / Fail |
| Reflection | Individual | Pass / Fail orMark: 1.0 to 10.0 |

### Organisation of testing

Each module coordinator is the examiner of his module. Other examinersare also involved in the assessment of the module, due to expertise.

The module coordinator has the responsibility for the testing process within the module and therefore ensures that the learning objectives, the construction of the tests, the assessment of the performance and determining the test results all take place as agreed.

Evaluation and improvement will be done using the “BKE exam cycle”. The exam committee will regularly check at level, subjects covered and quality of the testing and evaluation of this testing.

The description of each module in the study manual, or on Blackboard, and contains a test matrix setting down the following:

* The assessment units in the module
* The associated type of test, type of assessment (individual or group assessment) and the form of assessment for each assessment unit
* The way in which the result will be weighed in the module
* The options for resits for each assessment

An example of each written test and the way it will be assessedis available in the module book or on Blackboard.

## Resits and compensation

### 4.2.1 Resit

The descriptions in the study manual or on Blackboard include an assessment test matrix, showing how and when each assessment can be retaken, in line with the conditions stipulated in article 1.5.3, part 1 of the TER.

### 4.2.2 Compensation regulations

Compensation of assessment results is possible within a module, in line with article 1.6.1, section 5 of part 1 of the TER-1. BMAF does not allow for compensation between the various modules.

# Student support

At HAS there are a number of arrangements in place to supportstudents with the progress and practical aspects of their course, and in the individual development of his skills.

## Regular student support

### 5.1.1 The coach

Each student has a personal coach (academic advisor) for the duration of the whole study. Coaching takes place during regular coaching sessions that focus primarily on the student’s personal development. The coaching sessions cover all aspects of the student's progress, discussing the various possibilities within the curriculum, feedback from previous modules, courses and projects, and how the student performs during traineeships. They also cover the development options during the final phase of the study programme etc. Each student also works on his or her talents and ambitions. Throughout the coaching process the link is made between the student’s personal development and the qualifications to be attained. In the case of special personal circumstances that could influence the student's progress, the coach is the first point of contact.

### 5.1.2 The student adviser

Students may approachthe student adviser with special questions about planning their studies. The adviseris the person who advises students in the case of delaying or changing studies.

He/she also advices and supports prospective students and provides information on the study programme to prospective students, parents and teachers (during open days, via email or by telephone).

### 5.1.3 Practical matters

For help and advice on practical issues, students can ask the following staff:

**The study programme assistant**

For questions about the presence of lecturers, course activities, absence due to illness, the exam committee, excursions, traineeships and career orientation days etc.

**Student Affairs**

For questions about enrolment, participation in the study programme and assessment, the processing of marks, study grants and deregistering due to terminatingstudies or on graduation, etc.

**International Office**

For questions about practical issues about traineeships abroad, such as insurance, visa and work permits, study grants and public transport compensation during an international traineeship, housing abroad, subletting rooms, language courses, partner institutions abroad and scholarships (Erasmus scholarship, HAS Global Talent, IFIC scholarship, VSB scholarship).

For international students, a separate, additional introduction session is held to make practical arrangement such as a residence permit, opening a bank account, buying a bicycle, etc.

They are also offered a social programme to familiarise them and find their way in Venlo.

## Study support in special circumstances

### 5.2.1 Study-plus

HAS University of Applied Sciences is eager to ensure that students with disabilities who apply, are able to follow and complete their chosen course successfully.

This means:

* Provide information on the possible obstacles students may face (also in their future career), and on the potential solutions
* Where possible, providesuitable adaptations and facilities
* Provide suitable support, to prevent and/or help to remove obstacles
* Inform members of staff and lecturers involved

The aim of the Study-plus policy (facilitate the study with a disability) is to increase the accessibility of education, reduce study delays, and safeguard the provision of efficient and effective resources.

Examples of possible facilities:

* Extra exam time (primarily for dyslexia)
* Separate exam room (severe concentration problems)
* Adapted text (dyslexia and visual impairment)
* Weekly progress meeting (primarily for autism)
* One module per block private study insteadof a project (energy difficulties)
* Traineeship presentation instead of traineeship report (severe forms of dyslexia)
* Adapted traineeship length (autism)
* Only one module to be completed per block (illness and depression)

Students with a disability and/or special circumstances can receive extra supervision from the study programme. On the basis of an intake with the student with a disability, a decision will be made by the BMAF study advisor and the BMAF responsible for study-plus as to whether the student requires additional supervision in organising their course. This discussion will establish what the student is able to do themselves, what additional help they need, and what the study programme can offer. This will be recorded in a student care contract.

A student with personal problems can ask for temporary coaching. This coaching does not focus on the course content or results, but on various kinds of personal issuesaffecting the course and the student’s ability to study. These issues may be study-related, such as procrastination, fear of speaking or of exams, but also psychosocial problems, such as chronic embarrassment, motivation problems, indecisiveness and problems with key individuals. If the student’s needs fall outside the context of the course and student-care, the Study-plus contact person may, in possible consultation with the coachor module coordinator refer the student to a doctor.

The same examination level and contentare expected from students with a disability and those without.

### 5.2.2 Confidential advisor

HAS has various confidential advisors, who offer support in situations in which students feel harassed. In the case of sexual harassment or intimidation (especially in cases of unequal power) and aggression,a student is advised to see always one of these confidential advisors. Of course, all information will be handled confidentially.

# Appendix 1: Assessment qualifications of Business Management in Agriculture & Food (BMAF)

The course of BMAF conducts to the assessment qualifications of Bedrijfskunde/Agri and Food Business.

Student shows the knowledge and skills to meet the assessment at the different levels as is forwarded in the Dublin descriptors of a Bachelor of Science. On the end of Year 1, the propaedeutic, student shows level 1 in knowledge and skills. At the end of year three qualifications have to be met at level 2, Associate Degree level. In specialisation students meet level 3, the end assessment level for a Bachelor course.

The list of Assessment Qualifications state:

**Four domain qualifications:**

1. Student shows comprehension of the main trends and developments in the international agro food sector
2. Student is able to develop a vision and strategy for an (international) agro-food business
3. Student is able to innovate and show entrepreneurial skills in an international business context
4. Conduct and execute organisational research in the agro-food sector

**Three general management qualifications**

1. Student shows the ability to manage processes, people, projects and organisations
2. Student is able to cooperate and communicate in an international, multicultural environment
3. Student shows the ability to conduct and develop his or her own professional behaviour

**Three function specific qualifications**

1. Student is able to advice about financial aspects of the organisational processes in agro-food business
2. Student shows the ability to optimise logistic processes and conduct quality control up to standards in the agro-food chains
3. Student is able to market products and services in the international agro-food market

**1 Student shows comprehension of the main trends and developments in the international agro-food sector**

|  |  |
| --- | --- |
| **Description**  | **Learning outcomes** |
| The beginning professional is able to recognise and to interpret the latest developments in the agro-food sector. He or she is able translate international trends and developments in a way that allows him or her to contribute to strategic decision-making within the organisation. Particular attention is paid to developments in the areas of bio-based economy, cradle-to-cradle, and safe and sustainable food supply.  | The student is able to acquire knowledge and information off developments in the regional, national and international agro-food sector and to compile, to interpret, to analyse and to report on them. |
| **Jobs** All middle and senior management positions in the (international) agro-food sector. | **Knowledge****Student shows comprehension of**:Understanding of the historic role of foodDemographic developmentsFood logistics and food wastageKnowledge of the Agro-Food chain GMO developments environmental topicsFood in relation to healthFood and marketing / mediaNew technology in food production Data miningEnvironmental and climate developmentsPolitical developments with regard to food production and tradeNew players and business modelsOpen versus closed innovation | **Skills and attitudes****Student is able to**:Data mining Take inventoryApply registration proceduresAnalyseAdviseReportPresentThink and actethicallyConduct business in a socially responsible manner in the chain |

**2 Student is able to develop a vision and strategy for an (international) agro-food business**

|  |  |
| --- | --- |
| **Description** | **Learning outcomes** |
| The beginning professional is able to contribute to the development of a managerial vision based on his or her own vision and developments in the area. He or she is able to identify trends and to explain them to others. He or she has knowledge of the various aspects of business ethics and CSR, and conducts him or herself accordingly. Ultimately, the professional is able to contribute to the implementation of these on a strategic, tactical and operational level.  | The student is able to make a contribution to the development and implementation of a managerial mission, vision and strategy for a responsible business that contributes to society (to people, planet and profit) |
| **Jobs**All middle and senior management positions in the (international) agro-food sector. | **Knowledge****Student shows comprehension of:**Strategic managementInternal and external analysisOrganisational scienceCorporate Social Responsibility (CSR) Change managementInsight into business processesMarketingPeople, planet, profit | **Skills and attitudes****Student is able to:**Communicate InterculturallyAnalyse resultsPresentNegotiateApproach multidisciplinary be an entrepreneurship and innovatorbehave Ethical responsible be aware of the environmentCo-operateObtain supportApplyCSR |

**3 Student shows entrepreneurship and innovation in international agro-food business**

|  |  |
| --- | --- |
| **Description** | **Learning outcomes** |
| The beginning professional identifies market opportunities for both new and existing products and services, is able to act accordingly, and takes responsible risks. He or she breaks new ground in economic, social and ecological areas and actively seeks new opportunities for growth. He or she maintains networks with stakeholders, conducting business in a socially responsible manner. Sustainability forms a part of this.  | The student spots opportunities on his or her own initiative and is able to produce the desired result with an open eye to the risks to be taken |
| **Jobs**Entrepreneur in the agro-food sectorAll middle and senior management positions in the (international) agro-food sector. | **Knowledge****Student shows comprehension of:**Innovation managementKnowledge of the latest developments in the international agro-food sectorScenario models Investment and business planCorporate Social Responsibility (CSR)Entrepreneurship | **Skills and attitudes****Student is able to**:CreateAct proactiveInnovateTo act dynamicacally Create and initiateCope with problems in achieving a goal Listen open-mindedShow entrepreneurial skillsTo networkTo take responsible risks |

**4 Student shows the ability to design and implement practical business research in the agro-food sector**

|  |  |
| --- | --- |
| **Description** | **Learning outcomes** |
| The beginning professional is able to set up and carry out a practical business research project, independently or as part of a team. The research is focused on solving complex practice-based business issues in the agro-food sector. On the basis of this research, he / she can draw well-founded conclusions and make recommendations (with statistical analysis when necessary) and report and present these. | The student is able to set up and carry out applied research, and is able to translate the outcomes into a practice-based solution to a business issue in the agro-food sector. |
| **Jobs**Research specialist in e.g. marketingAll middle and senior management positions in the (international) agro-food sector. | **Knowledge****Student shows comprehension of** Research methods and techniquesDesk researchField researchQualitative researchQuantitative researchResearch designStatisticsSPSSEthicsProject management | **Skills and attitudes****Student is able to** Construct a research designCarryout (literature) researchProcess statistical dataAnalyse and interpret research dataFormulate conclusions and recommendationsReport and present research resultsListen focussed to a client |

**5 Student shows comprehension of the management organisations, processes, projects and people**

|  |  |
| --- | --- |
| **Description** | **Learning outcomes** |
| The beginning professional is able to ensure the continuity and cohesion of the organisation. In the role of manager, he or she plans, organises, monitors and guides organisations, projects, processes and people, enabling business objectives to be achieved. | The student is able to make a contribution to the establishment, proper management and improvement of organisations, business processes and projects. The student is able to provide leadership at starting level within an organisation. |
| **Jobs**Project leader(Assistant) managerAll middle and senior management positions in the (international) agro-food sector.  | **Knowledge****Student shows comprehension of**Organisational scienceProject managementStrategic managementProcess analysisQuality managementManagement information systemsBusiness modelsChange managementHuman Resource ManagementLabour law | **Skills and attitudes****Student is able to**PlanOrganiseConduct leadership To checkTo socialise and communicateConduct Intercultural communicationReportAnalyseCo-opereConduct ethical behaviourShow results-oriented behaviour |

**6 Student is able to cooperate and communicate in a multidisciplinary and intercultural environment**

|  |  |
| --- | --- |
| **Description** | **Learning outcomes**  |
| The beginning professional demonstrates communication and social skills and is able to work in a multidisciplinary, intercultural and international environment, where he or she is able to contribute to the realisation of the organisation's objectives. | The student is able to work objective oriented in a team. He or she is able to communicate a complex subject to a critical target group in a multidisciplinary, intercultural and international environment in a comprehensible and convincing manner. He oris able to contribute to a good atmosphere, handles others’ interests with care, is able to overcome resistance and conflicts, and makes the most of team members’ qualities, in order to achieve the specified goal together. |
| **Jobs**All middle and senior management positions in the (international) agro-food sector.  | **Knowledge****Student shows comprehension of:**Verbal, non-verbal, formal and informal communication techniquesPresentation techniquesDutchForeign languagesPresentation softwareMotivation theories and group processesTheories of intercultural communication Ethical behaviourNegotiation techniques and conflict managementDecision-making processesMeeting skillsPersonal branding | **Skills and attitudes****Student is able to:**CommunicateObtain commitmentCo-operateAct in a social acceptable mannerShow a professional attitude NetworkShow leadershipOrganise a meeting  |

**7 Student is able to manage and develop his or her own professional behaviour**

|  |  |
| --- | --- |
| **Description** | **Learning outcomes**  |
| The beginning professional is capable of reflecting on his or her own actions, attitude and motives and to assess and further develop these in order to increase his or her own professionalism.  | The student possesses the skills and has the knowledge to reflect on his or her own actions, attitude and motives and to assess these in order to develop him or herself further and to increase his or her own behaviour as a green business professional |
| **Jobs**All middle and senior management positions in the (international) agro-food sector.  | **Knowledge****Student shows comprehension of:**Personal SWOT, personal development plan and desired CVMethods of self-analysis and self-reflectionFeedback toolsPortfolio toolsEthical standardsSTAR methodology | **Skills and attitudes****Student is able to:**Conduct self-managementReflect on ones actionsAnalyseAssessReceive and use feedback for improvementConduct ethical behaviourShow a critical attitude |

**8 Student is able to advice on financial aspects of the operational management of an agro-food business**

|  |  |
| --- | --- |
| **Description** | **Learning outcomes** |
| The beginning professional is able to record, analyse, report and manage the financial data flows of a company in the agro-food business in such a way that sound assessments and decisions can be made based on the information. | The student is able to record, analyse, report and manage financial data flows. He or she is able to advise the client on the basis of this information, allowing sound assessments and decisions to be made on an operational, tactical and strategic level. In addition, he or she is able to translate legislation and regulations into the real-life situation of the business and the entrepreneur. |
| **Jobs**(Assistant) agro- and food accountantAgricultural (internal) account manager(Assistant) financial advisor(Junior) customer relationship manager agroEntrepreneur | **Knowledge****Student has comprehension of:** The agro- and food sectorBusiness administrationBudgeting and financeRatio analysisCosts and cost determinationExternal reportingEthical behaviourCorporate takeoverAgricultural (EU) legislation and regulationsAgricultural tax lawRisk managementInsurance lawCorporate lawJus person arum and family law | **Skills and attitudes****Student is able to:** Take inventoryRecordAnalyseCheckAdviseReportOperate accurateconduct sustainabilityFocus atresults- and customer-Show social skillsShow a responsibilityBe flexibleConduct an active approachConduct ethical behaviour |

**9 Student is able to optimise logistics and quality control in agro-food chains**

|  |  |
| --- | --- |
| **Description** |  **Learning outcomes** |
| The beginning professional is able to carry out a critical analysis of and to optimise the internal or external flow of goods, in one of the links of an agro-food chain. In addition, he or she takes the needs of internal and external parties into account, and is guided by quality and efficiency within the overall (food) chain. In this way he or she contributes to the development and continuation of sustainable chains in the (international) agro-food business. | The student is able to analyse a logistics issue in the agro- and food chain, to propose and to implement a plan of improvement for the issue which secures the product and process quality. |
| **Jobs**Production planner (Junior) product managerHead of transport planningPhysical distribution managerSupply planner / (assistant) purchasing manager(Junior) logistics manager(Junior) supply chain managerQuality co-ordinator / quality manager | **Knowledge****Student shows comprehension of :**Purchasing logisticsAgro-logisticsProduction and distribution managementInventory managementReverse logisticsBusiness Information Systems Supply chain managementQuality managementImport and export managementSustainable agro- and food chainsQualitative improvement methodsQuantitative optimisation techniques | **Skills and attitudes****Student is able to:** Analyse processesConduct an information analysis and Use information systemsConduct creative and solution-oriented thinking Plan and organiseShow decisive behaviourOrganise supportConduct ethical behaviour Work with accuracyCope with stressConduct persuasive behaviour |

**10 Student is able to market products and services strategically in the global agro-food market**

|  |  |
| --- | --- |
| **Description** |  **Learning outcomes** |
| The beginning professional is able to contribute to the creation of a strategic plan for the international marketing of a product or service in the agro-food sector. He or she is able to contribute to the sustainable development of products and services in the sector from the point of view of external developments, using a multidisciplinary approach. | The student is able to create and implement a strategic international marketing plan. |
| **Jobs**(Junior) product managerAccount manager(Assistant) marketing managerBrand and category managerArea managerMarketing and communications advisorBusiness development managerBusiness relationship manager(Assistant) sales managerE-commerce manager | **Knowledge****Student shows comprehension of:**Category managementConsumer behaviourSales and marketing modelsStrategic market analysisMarketing Information SystemsE-commerceConsumer behaviourExport managementCost price calculationDutchForeign languagesIntercultural communicationInnovation management | **Skills and attitudes****Student is able to:** Communicate in a professional wayAnalyseMap trends and developmentsNegotiateConduct sales pitchesThink creativelyApproach problems multidisciplinary manage changeInnovateConduct research DiscussApply marketing modelsOversee the entire business process |