

## **Education and Examination Regulations 2014/2015, Master programme in Agricultural Production Chain Management**

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Brief description	These Education and Examination Regulations are the Education and Examination Regulations for the study programme in question as referred to in Article 7.13 of the WHW (Higher Education and Research Act). These regulations contain the applicable procedures and rights concerning the education and examinations for the academic year 2014-2015 for all students and extranei of the corresponding study programme of Van Hall Larenstein University of Applied Sciences.
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## CHAPTER 1 GENERAL PROVISIONS

### Article 1.1 The Education and Examination Regulations

1. Each study programme at Van Hall Larenstein University of Applied Sciences (VHL) has a set of Education and Examination Regulations (EER), accessible from the start of the study, as referred to in Article 7.13 of the Act (hereinafter: these Regulations). The EER can be found on *studentnet* and the internet site of VHL.
2. These Regulations were enacted by the Executive Board on the date shown on the cover sheet. These Regulations come into force as of the date shown on the cover sheet.
3. Appendixes 1 and 2 are an integral part of these Regulations.
4. In these Regulations, the masculine form of address used for ease of reading.

### Article 1.2 Applicability

1. These Regulations apply to the education and examinations in the *Professional Master* programme in Agricultural Production Chain Management of VHL.
2. These Regulations also apply to prospective students who have requested admission to the *Professional Master* programme referred to in Clause 1 above.

### Article 1.3 Definitions

1. Insofar as they are also mentioned in the WHW (Higher Education and Research Act), the terms used in these Regulations have the same meaning as in this Act, unless expressly stated otherwise.
2. In these regulations the following words have the following meanings:

**Academic Programme Committee:** a committee appointed for each programme or group of programmes. Its duties include making recommendations about the Education and Examination Regulations and their implementation (art. 10.3c WHW);

**Academic year:** the time period that begins on 1 September and ends on 31 August of the subsequent year;

**Appeal Board for VHL students:** The Examinations Appeal Board, as referred to in Article 7.60 WHW, as well as the Arbitration Board (for the VHL Executive Board) as referred to in Article 7.63a WHW. See also Chapter 6 of the Student Charter;

**Assessment:** in principle, an individual test in the form of a professional situation, simulated or actual, during which competences, integrated whenever possible, are tested. The assessment completes a Study unit or otherwise defined phase of study. See also examination;

**Assessor:** the individual appointed by the Examination Board who is responsible for giving exams and ascertaining the results; also examiner;

**Certificate of Attendance:** The proof issued by the Examination Board that all assessments of the taught programme have been completed with a weighted average of 5.0 or less.

**Certification Supplement:** a supplement attached to the Professional Master Degree with information on the identification of the holder, features of the qualification, the contents of the programme and marks.

**Competences:** in principle, a combination of knowledge, understanding, skills and attitudes that students use to function according to the requirements of a specific context (professional, educational, social-cultural);

**Credits:** credits (according to the European Credit Transfer System – ECTS) as referred to in Article 7.4 clause 1 WHW. A credit (also an EC) is a unit that represents the number of hours worked by an average student. Each Study unit represents one or more credits. One credit is equivalent to 28 hours of study;

**Croho:** Central Register of Higher Education;

**Professional Master Degree:** the proof given by the Examination Board that the final evaluation of a Professional Master programme has been passed.

**Education Office:** the office at VHL that is responsible for managing the student monitoring system, among other tasks;

**EER:** The Education and Examination Regulations, as referred to in Article 7.13 WHW;

**Examination:** an interim examination as referred to in Article 7.10 clause 1 WHW. An examination of the knowledge, understanding, skills and/or attitudes of the student, as well as the assessment of the results of that examination. An exam can be taken in the form of a written test, oral test, practical test, report or knowledge test; it is given by one or more Assessors. The examination format is specified for every Study unit, in the Master programmes “Assessment” is used;

**Examiner:** the individual appointed by the Examination Board who is responsible for designing and giving exams, as well as ascertaining the results; also assessor;

**Examination Board:** the Examination Board according to Section. 7.12 ff of the WHW;

**Exemption:** a signed declaration from the Examination Board that a student has been exempted from an examination in one or more study units as referred to in the declaration. This concerns the number of credits that are allocated to a student for the Study unit referred to in the declaration in accordance with these Regulations;

**Extraneus:** examination student; the person referred to in Articles 7.32 and 7.36 WHW who, as part of a Master's degree programme, is only allowed to take examinations and has no right to participate in or attend educational activities;

**Executive Board:** The Executive Board of VHL;

**Facility:** the facility as referred to in Article 7.59a WHW. See also Chapter 6 of the Student Charter;

**Final examination:** an examination that completes the Professional Master programme. Unless provided otherwise in these Regulations, the final examination is passed if the

student has passed all exams from the Professional Master programme; also final assessment

**Institutional Board:** the Executive Board;

**Internship:** study unit consisting of a period of practical experience;

**Invigilator:** an individual appointed by the Examination Board to monitor examinations. Invigilators follow the instructions of Examination Boards and Assessors and act in accordance with the guidelines for invigilators.

**Module:** a study unit

**Module coordinator:** a guideline for students related to a module, containing information about the context and organisation of the module including information about the assessment; the lecturer responsible for the design, implementation and development of the module

**Module manual:** a guideline for students related to a module, containing information about the context and organisation of the module including information about the assessment;

**NVAO:** Accreditation Organisation of the Netherlands and Flanders, an independent accreditation organisation founded by the Dutch and Flemish governments to provide an expert and objective assessment of the quality of higher education in the Netherlands and Flanders

**Partial assessment:** an assessment together with at least one other partial assessment formally considered to be an interim assessment (exam) as referred to in Article 7.10 lid 1 WHW. Everything in this regulation that is provided about interim assessments (exam) also applies to partial assessments. No credits are granted to partial assessments; also partial examinations;

**Portfolio:** a collection (possibly in digital form) of files and documents with which students can tangibly demonstrate their level of achievement;

**Post Graduate Degree:** The proof issued by the Examination board that all assessment of the taught programme have been completed with a weighted average of 5.0 or more.

**Programme coordinator:** the lecturer who coordinates the planning, implementation and development of the programme and guarantees cohesion with the master at large.

**Professional product:** a tangible performance that is related to professional practice and can be assessed in a simulated or actual setting;

**Prospective student:** individual who wishes to be admitted to a study programme;

**Specialisation coordinator:** the lecturer who coordinates the planning, implementation and development of the specialisation and guarantees cohesion with the programme at large.

**Student:** an individual referred to in Article 7.32 WHW who is enrolled as a student at VHL in order to participate in education;

**Student Charter:** the charter as referred to in Article 7.59 WHW;

**Student workload:** the number of credits allocated to the study programme and the Study unit;

**Study advisor:** the individual who advises students during the course of their study and the choices/electives within the study;

**Study programme:** a coherent set of study units focussing on clearly defined objectives in terms of knowledge, understanding, skills and attitudes (competences); to complete the study programme, students must attain these objectives;

**Study unit:** Study unit according to Article 7.3 clause 2 WHW. A coherent unit of educational activities focusing on acquiring competences (knowledge, understanding, skills and attitudes) for a specific part of the study programme. Study units can be specified with terms such as “module”, “period”, “internship” or “thesis research”. A study unit is completed with an examination. Each study unit stands for one or more credits;

**Taught programme:** the part of the master programme comprising all taught modules excluding the thesis module.

**Thesis:** a document of significant magnitude, completed in the final phase of the programme, with which the student or extraneus reports on a project or study;

**Variant:** the type of study programme (full-time, part-time or dual) as referred to in Article 7.7 clause 1 WHW;

**VHL:** Van Hall Larenstein University of Applied Sciences, *brinnumber* 30HD, having its registered offices at Leeuwarden, Wageningen and Velp, supported by the Van Hall Larenstein foundation;

**Weighting factor:** the weight that is allocated to part of an exam when calculating the mark;

**WHW:** the Higher Education and Research Act;



## **CHAPTER 2 ADMISSION**

### **Article 2.1 Entry requirements to the programme**

Prospective students who wish to be admitted to the Master's degree programme, location Wageningen, must have the following education qualifications:

- a first degree in life sciences or related fields,
- at least 2 years of relevant working experience on middle or higher management positions,
- a certificate for fluency in English: TOEFL 550 points/ IELTS 6.0.

### **Article 2.3 Conditions of enrolment**

Before they can participate in education, examinations and assessments, prospective students must also comply with the conditions of enrolment as presented in the Student Charter and the *inschrijvingsbesluit* (Enrolment Decree).

## **CHAPTER 3 CONTENT AND CURRICULUM**

### **Article 3.1 Aim**

The programme's long-term vision is to establish an efficient and sustainable agricultural production chain wherein public and private stakeholders work together efficiently and effectively.

The short term vision is to enhance the management and co-ordination capacity of organisations or companies through specialised graduates able to initiate, direct, and guide changes or processes.

The programme's mission is to provide education and training for managers, programme coordinators, companies and those involved in regional policy development.

After successful completion of the APCM programme, students will be able to formulate and implement appropriate international projects related to sustainable agricultural production chains.

### **Article 3.2 Type of study programme and location(s)**

The Master programme in Agricultural Production Chain Management is offered as a full-time programme in Wageningen.

### **Article 3.3 Language of instruction**

1. The education and the examinations are given in English.

### **Article 3.4 Student workload for the study programme**

The full-time variant is a one-year Master programme with a student workload of 70 credits.

### **Article 3.5 Programme philosophy and theoretical concept**

APCM has two specialisations:

- Livestock Chains
- Horticultural Chains

APCM is unique in that it focuses on technical, organisational and managerial aspects of value chains. It is of applied nature.

The philosophy of APCM is to appreciate all actors, supporters and influencers operating in domestic and international chains and networks through the functions of value addition, quality management, logistics, information exchange, food safety, finance, sustainability, gender and marketing (Figure 1). The emphasis is on the lower/earlier part of the chain as indicated by the square in the figure 1.

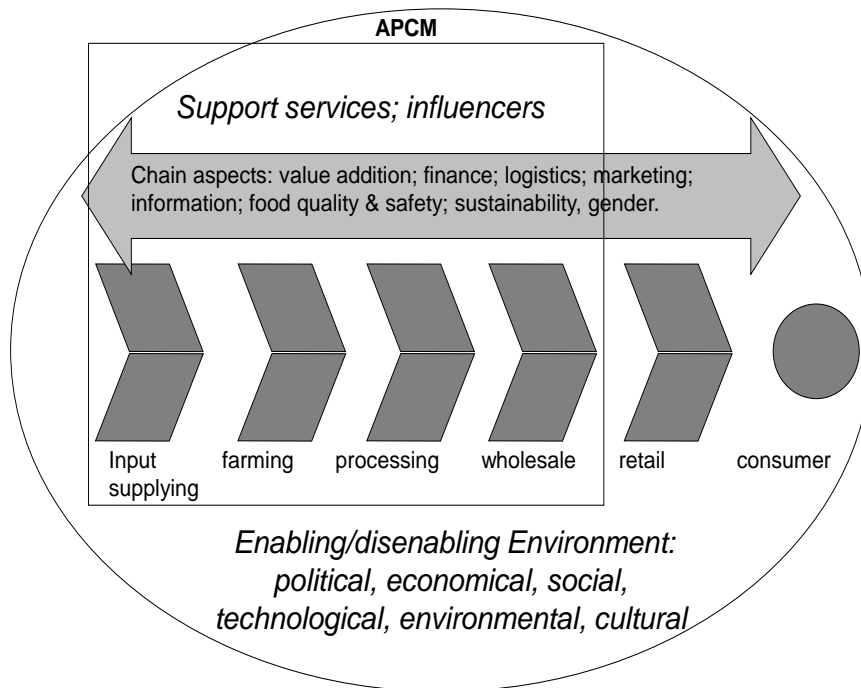


Figure 1: Overview of the agricultural value chain and its influencing factors. The focus of APCM is indicated by the square.

The curriculum is an adequate realisation of the intended learning outcomes of the programme, and this concerns the level, the orientation and the subject/discipline-specific requirements.

The main theoretical concept of the programme is the Value Chain Approach. It starts with Value Chain Analysis (VCA) followed by Value Chain Development (VCD). Since this year the programme is further developed towards Integrated Chain Management (ICM). A module Professional Environment focus on Organisational Development (OD) and Institutional Strengthening (IS) and analyses the role of the organisation of the participants and its' ability to make a change in the governance of the value chain. Research and Entrepreneurship support the main chain approach (see figure 2).

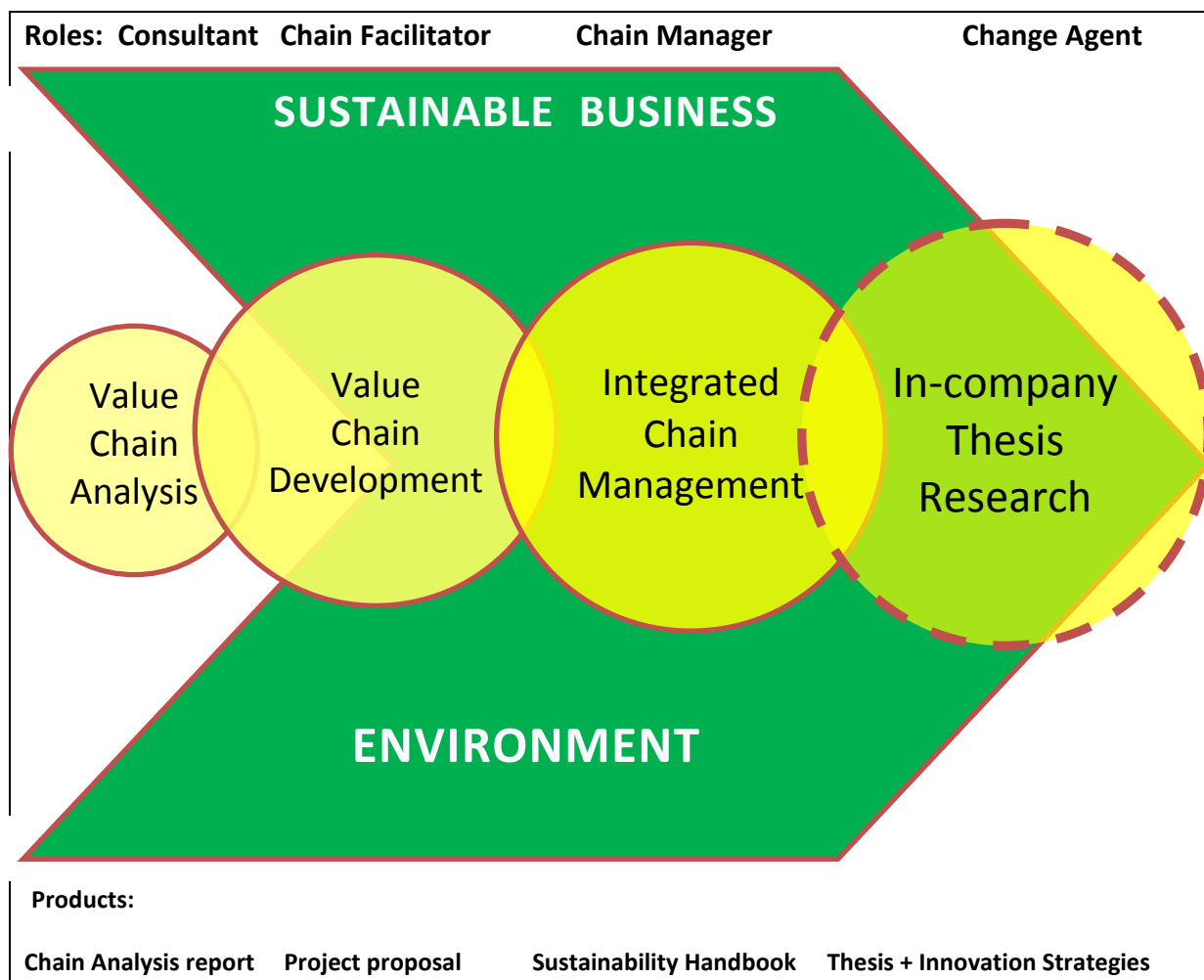


Figure 2: Main theoretical concept of the APCM programme

### Article 3.6 Job profiles

There are two distinct situations for the APCM professional (see also figure 3):

1. He/she is a professional working in a private company that is part of the chain. The work is determined by functions such as logistic efficiency, provision of information, internal quality control and food safety, reducing production cost and improved profitability, managing chain innovation or chain differentiations.
2. He/she is a professional working in the public sector within a national, regional or district governmental or non-governmental organisation serving a private organisation or company in the agricultural chain. He/she facilitates the connection of actors and supporters in the network of the chain determined by the goals of the organisation he/she works for, or in the absence of clear existence of the chain, works to mainstream the concept of value chain development.

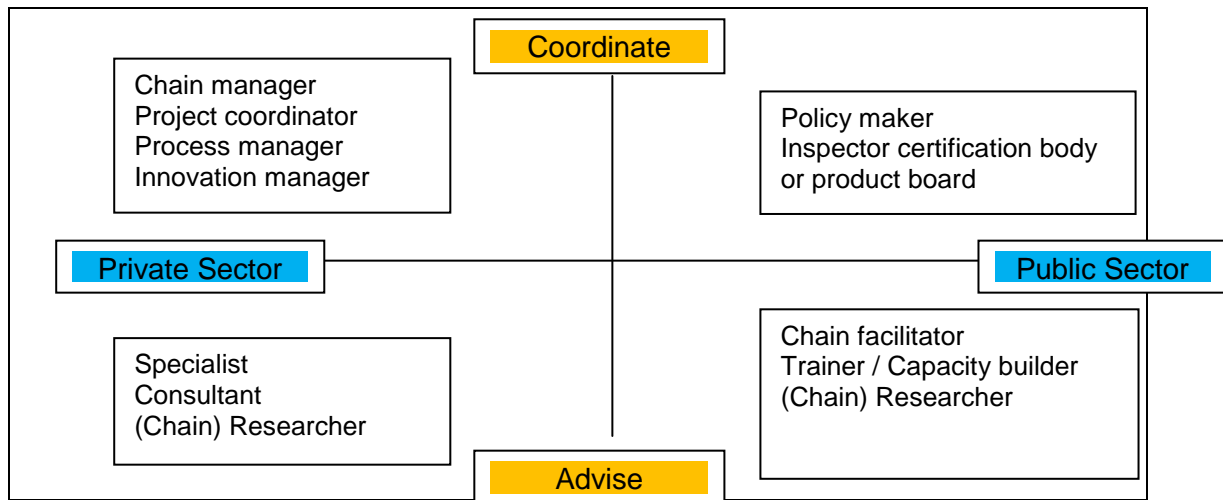


Figure 3: APCM job profiles

*Project coordinator, programme manager or chain manager*

In this position, professionals *coordinate* the work of their department. They implement national or organisational policies into departments' programmes of activities. They facilitate necessary processes of change so that new policies are adequately mainstreamed in the mandate and activities of the organisations in the chain. They contribute to and supervise the development and implementation of monitoring and evaluation programmes. They are responsible for and collaborate in the capacity building of their staff. They establish and maintain networks with related organisations and institutions.

*Policy maker, inspector certification body or product board*

In this position, professionals *coordinate* the chain, initiate chain improvements, and inform actors about and train them in new national policies and regulations. They facilitate necessary processes of change so that new internal or external policies or regulations are adequately mainstreamed in the mandate and activities of the organisations in the chain. They contribute to and supervise the development and implementation of monitoring and evaluation programmes. They are responsible for and collaborate in the capacity building of their staff. They link to markets or to networks with related organisations and institutions and maintain them.

*Chain facilitator, trainer or capacity builder*

In this position, professionals *advise or train* the actors in the chain in order to improve chain aspects. They train actors in technical issues, chain aspects, or national policies or regulations. They facilitate necessary processes of change so that new internal or external policies or regulations are adequately mainstreamed in the mandate and activities of the organisations in the chain. They contribute to and supervise the development and implementation of monitoring and evaluation programmes. They are responsible for and collaborate in the capacity building of their staff. They link to markets or to networks with related organisations and institutions and maintain them.

*Specialist or consultant*

The specialist or consultant works in a specific professional field. They *advise* the management and staff members in other disciplines on issues related to their specialisation and the effective incorporation of these issues in the organisation. They work in interdisciplinary teams. They collaborate in the development of monitoring and evaluation tools and in programme and project planning. They do research in their specific field of work. They provide training for staff of their own organisation and related organisations. They make sure that issues related to their subject are on the agenda of their organisation as well as on those of related organisations.

### Article 3.7 Competences

Based on the above roles, the APCM programme will train the following overall competence:

**To manage units of organisations or companies involved in agricultural value chain development towards improved quality and sustainable agro food products according to changing markets and policies.**

Specific competences derived from this are:

1. To facilitate the governance of sustainable value chains
2. To initiate innovative chain processes and projects
3. To support business service entrepreneurs
4. To show a professional attitude in a changing international business environment
5. To conduct applied research that contributes to an efficient and sustainable value chain
6. To develop policies for inclusive value chains
7. To effectively communicate value chain developments to specialists and non-specialists

### Article 3.8 Specific Learning outcomes

<b>1</b>	To facilitate the governance of sustainable value chains
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- To identify stakeholders in an existing agricultural chains or agri-business clusters
- To conduct quantitative and qualitative chain analysis and identify constraints
- To apply adequate production techniques, quality management, logistics and information flows
- To indicate critical control points at different levels of the chain
- To develop a coherent governance strategy for an existing agricultural chain
- To develop sustainable scenarios for different stakeholders of the agricultural chain

<b>2</b>	To initiate innovative chain processes and projects
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- To conduct an objective oriented project planning (O.O.P.P.)
- To anticipate different practical needs and strategic interests of relevant stakeholders
- To formulate a project proposal for chain innovation
- To make a budget for a chain development project
- To design monitoring and evaluation indicators for chain projects and programmes

<b>3</b>	To support entrepreneurial business environments
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- To develop an efficient unit operations plan for an agricultural production chain
- To write a production manual or business plan for a chain actor
- To establish a simple chain network
- To design a quality management handbook that satisfies the execution of internal audits and external certification

<b>4</b>	To show a professional attitude in a continuously changing international business environment
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- To work as an independent chain development professional in a multi-disciplinary team

- To demonstrate professional competences in preparing, executing and evaluating meetings, interviews and presentations
- To compare and contrast the functions of information sharing, opinion forming, decision making, and group processes
- To show flexibility in a continuously changing international business environment
- To anticipate on different team roles, practical needs and strategic interests in group processes
- To demonstrate entrepreneurial competences in chain development projects

<b>5</b>	To conduct applied research contributing towards an efficient and safe value chain
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- To interpret and analyse existing research and complex research issues
- To perform adequate literature searches
- To select appropriate research tools
- To design applied research projects and proposals
- To collect, process and report data and information adequately

<b>6</b>	To develop policies for inclusive value chains
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- To identify and analyse problems of the political, economical, social and technological environment of agricultural chains
- To analyse the impact of government, national and international legislation, and donor policies on the approaches of stakeholders in the chain
- To develop policies and programmes favouring the development of agricultural production chains acknowledging the ecological and institutional setting

<b>7</b>	To effectively communicate value chain developments to specialists and non-specialists
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- To present interactively to an intercultural audience analyses and developments of current value chains
- To develop and acquire heuristics for effective communication in different settings
- To defend appropriately applied research projects and proposals

### **Article 3.9. Educational concept**

The educational concept of Van Hall Larenstein, Wageningen is based on the principles of Competence Based Learning. The text below reflects in short the basics of this concept interpreted by Van Hall Larenstein. (Link to 'didactical concept' on intranet for detailed information).

*Knowledge alone will not get you far in the real world, you have to be able to apply the knowledge you have gained. This is exactly what Van Hall Larenstein, University of Applied Sciences, is aiming for. During your study you learn how to work as a professional. By the end of your study you are expected to be capable of applying the knowledge you have acquired in a professional way. The emphasis during your study will be on developing knowledge, skills and the right attitude, under conditions as far as possible similar to real-life work conditions.*

Figure 4 shows the development of a competence in a schematic way.

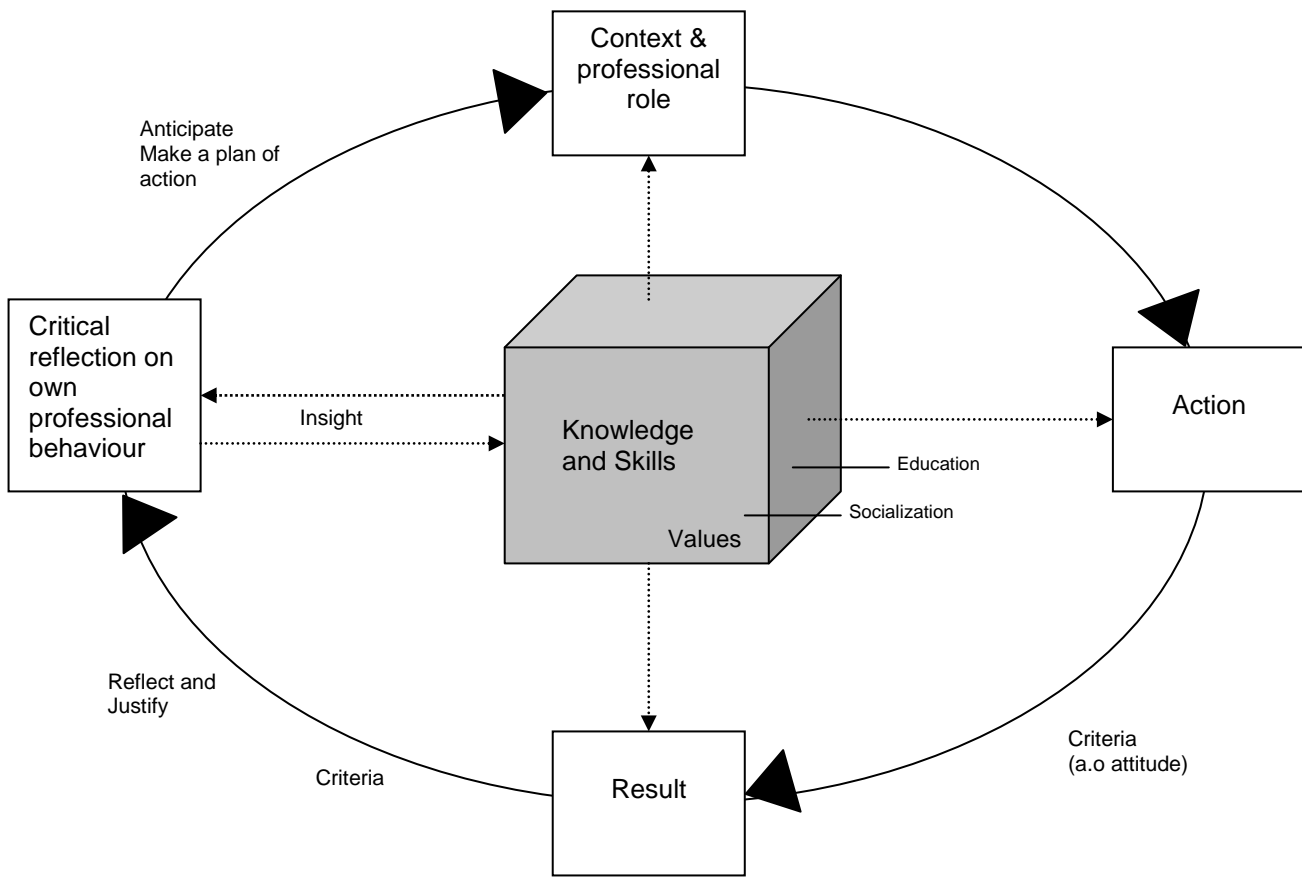


Figure 4: Development of a competence

A competency is defined as the combination of knowledge, skills, attitudes and personal characteristics which a person uses to function in accordance to the requirements set by a specific context. Various elements are important with regards to a competency:

*Context and professional role*

Competency can only be shown in situations in which someone acts, and in relation to the task or problem with which the person is confronted with. This makes that the context in which a person acts is important as well as the perspective of the professional role.

*Action*

The content of the action is related to what a professional does and the way the activity is done.

*Result*

If all goes well, the action will lead to a result. The action should yield something, for example a product.

*Criteria*

To be able to assess whether someone has acted competently, criteria are needed. The criteria may be related to the action, or to the result. The criteria say something about the



quality expected of the action or result. The criteria should be formulated in such a way that it can be assessed whether they are met.

### *Instruments*

To be able to act competently in a situation, you need to have the right range of instruments, at your disposal, you need to have a kind of tool-kit. In figure 1 the tool-kit with instruments is situated in the centre. By a range of instruments, we mean the necessary knowledge and skills. However, knowledge and skills do not determine only the quality of the action. Other aspects like norms and values that result from socialization in the profession play an important role. These aspects are also part of the tool-kit.

### *Critical reflection on own professional behaviour*

A professional will operate in different contexts. This demands more than 'standard knowledge and skills'. Deeper, internalised knowledge and skills are necessary. We call this critical understanding. Critical understanding is created through experience and reflection about own behaviour and action. Reflection can happen after an action but also in anticipation of an action, for example as part of a plan of action.

Because Professional Master Education train people to act in varied and changing situations, such critical reflection on own actions is indispensable.

## **Article 3.10 Curriculum**

The programme in Agricultural Production Chain Management (APCM) consists of 4 main components:

1. Introduction
2. Value Chain Approach
3. Specialisation
4. Research project/ thesis

### **Part 1. Introduction**

The module aims to orient and direct students in the educational vision of VHL and the variety of learning methods used during the Master programme, as well as ACPM programme philosophy, year programme, staff and other students. The module also stimulates students to identify their strengths and weaknesses as well as their learning styles, learning objectives and frame of reference.

### **Part 2. Value Chain Approach**

The Value Chain Approach component is divided into the following modules:

1. Value Chain Analysis. The first module Value Chain Analysis provides tools and models that enable the student to analyse an agri-food chain. This module forms the basis for the next three value chain modules.
2. Chain Governance. This module follows the Value Chain Analysis. It discusses value chain development strategies and the governance of organisations. Training on chain facilitation skills is provided.
3. Integrated Chain Management. This module focuses on the design of audit systems where chain aspects such as quality control, logistics, and warehousing play an important role.
4. Business Environment. This module focuses on business environment in which the student functions in his home situation. Students will study the impact that changing institutional environments have on their organisation / company as well as push and pull factors in organisational change. Organisational change and how to function as a change agent also get attention.

5. Chain Entrepreneurship. Students will conduct an applied research in a Dutch agri-food chain, by analysing a problem and developing an action plan to address it and improve the business in the context of the chain.

### **Part 3. Specialisation**

The Value Chain Specialisation is divided into the following two modules:

1. Students choose to specialise in Livestock Production Management or Horticulture Production Management. Students will study basic production aspects that are important in the chain concept. These module include training at the Practical Training Centres, such as PTC+, Dairy Training Centre (DTC) or others.
2. Students choose to specialise in Livestock Chain Development or Horticulture Chain Development. These modules focus on situations where chains are absent or weak and where development coordination or facilitation is required. Project cycle management tools are an integral part of this module, in which students develop the skills needed to manage chain development projects and write and assess project proposals using the project planning and logical framework approach. This unit also discusses project and chain finance.

### **Part 4. Research project / Thesis**

To qualify for the Master degree, students have to prove that they have reached a Master level in cognitive and conceptual skills with respect to the central disciplinary themes of the programme. An important test for qualification is whether the student is capable of conducting and managing an individual research project resulting in a thesis. The thesis should show that the student has the ability to apply, deepen and integrate the expertise and skills acquired during the programme autonomously and largely self- directed.

The research topic must be relevant to the domain of the APCM programme and be related to a professional problem of the organisation in which the student is employed.

The research and thesis are comprised of the following 4 elements:

1. training in research process and methods,
2. research proposal writing, including a definition of the problem to be studied, a review of the relevant literature, and the research methodology,
3. field research in the home country and the writing of the thesis. The topic and proposal for the field research must first be approved by the specialisation coordinator,
4. presentation and defence of the thesis during a colloquium via oral assessment.

Possible research approaches are surveys, appraisals, applied experimental research and consultancy reports combined with a desk study. In special cases the student may have the opportunity to work for a recognised institute or commissioner/client with an interest in a defined research question.

The thesis supervisor must approve the topic and the thesis proposal. The proposal outlines what, why, where and how the student will approach, develop and structure the thesis project. The proposal will guide the student and the commissioner/client (if involved) and provide their supervisor with a tool to guide the student.

**Article 3.11 APCM Programme Overview and time schedule**

Specialisation		Livestock Chain	Horticulture Chain
Educ. Week	Week nr.	LC	HC
1-2	40-41	<b>Introduction Module</b> WMA5INVE Mr. H. Klein	
3-8	42-48	<b>Value Chain Analysis</b> WAC5ANVE Mr. M. Verschuur Topics: VC concept, chain sustainability, Visual Problem Appraisal, Business Economics, Quality (QMS), Logistics/Info management	
9-12	49-51+2	<b>Livestock Production Management</b> WLC5PRVE Mr. J. Meinderts Topics: Business Plan non-ruminants; PTC+; Dairy+Feed	<b>Horticulture Production Management</b> WHC5PRVE Ms. A. Kijne Topics: Post Harvest; production manual
13-16	3-6	<b>Value Chain Governance</b> WAC5CGVE Mr. J. Hoekstra Topics: VCD strategies, Chain Facilitation, Producers' Organisations, Quality Infrastructure, Business services, Value Chain Finance, Strategic Marketing	
17-18	7-9	<b>Livestock Chain Development</b> WLC5CDVE Mr. M. Verschuur Topics: Dairy chain cases	<b>Horticulture Chain Development</b> WHC5CDVE Mr. G. Houwers Topics: Horticulture chain cases
19-20	10-11	WLC5CDVE/WHC5CDVE : Topic: Project Cycle Management Mr. M. Verschuur	
21-24	12-15	<b>Integrated Chain Management</b> WAC5ICVE Mr. G. Houwers Topics: Logistics, Warehousing, Track and tracing, Quality Systems (handbook), ICS, external audit	
24-27+34	15-19	<b>Research design and implementation</b> WMA5REVE Mr. R. Baars	
28-30	20-23	<b>Business Environment</b> WAC5BEVE Ms. A. Kijne Topics: Organisational Development and Institutional Strengthening, Change management	
31-33	24-26	<b>Chain Entrepreneurship</b> WAC5ENVE Mr. M. Verschuur Topics: Entrepreneurial skills, appraisal, mini-thesis	
35 – 47	27-39	<b>Thesis</b> WMA5THVE Mr. M. Verschuur	<b>Thesis</b> WMA5THVE Ms. A. Kijne
	40	Graduation and closing party	

## Article 3.12 APCM modules

### 1. General Master modules

Title module	ECTS	Method of assessment	Bottom mark	Assessment code
<b>Introduction</b>	<b>2</b>		pass	<b>WMA5INVE</b>
Introduction	2	Digital portfolio, pass or fail		WMA5IN1

Title module	ECTS	Method of assessment	Bottom mark	Assessment code
<b>Research Design and Implementation</b>	<b>6</b>		<b>5</b>	<b>WMA5REVE</b>
Training in research process and methods	4	Multiple choice test		WMA5RE1
Mini research	2	Group assignment		

Title module	ECTS	Method of assessment	Bottom mark	Assessment code
<b>Thesis</b>	<b>18</b>		<b>5.5</b>	<b>WMA5THVE</b>
Thesis	18	Report, presentation and defence		WMA5TH1

### 2. APCM modules

Title module	ECTS	Method of assessment	Bottom mark	Assessment code
<b>Value Chain Analysis</b>	<b>10</b>		<b>5</b>	<b>WAC5ANVE</b>
Visual problem appraisal	3	Individual and group assignments		WAC5AN1
Value chain theories and analytical tools	3	Written exam		
Value chain analysis of own chain	4	Report + presentation		

Title module	ECTS	Method of assessment	Bottom mark	Assessment code
<b>Value Chain Governance</b>	<b>6</b>		<b>5</b>	<b>WAC5CGVE</b>
Value chain development and governance	4	Written exam		WAC5CG1
Leadership training and mini-lecture	2	Portfolio		

Title module	ECTS	Method of assessment	Bottom mark	Assessment code
<b>Integrated Chain Management</b>	<b>6</b>		<b>5</b>	<b>WAC5ICVE</b>
Integrated case	3	Group report		WAC5CG1
Audit skills	3	peer audit assessment		

<b>Title module</b>	<b>ECTS</b>	<b>Method of assessment</b>	<b>Bottom mark</b>	<b>Assessment code</b>
<b>Business Environment</b>	<b>6</b>		<b>5</b>	<b>WAC5BEVE</b>
Business environment analysis paper	6	Individual report		WAC5CG1

<b>Title module</b>	<b>ECTS</b>	<b>Method of assessment</b>	<b>Bottom mark</b>	<b>Assessment code</b>
<b>Value Chain Entrepreneurship</b>	<b>4</b>		<b>5</b>	<b>WAC5ENVE</b>
Chain entrepreneurship / mini-thesis	4	Report, presentation and defence		WAC5CG1

### 3. Livestock chain modules

<b>Title module</b>	<b>ECTS</b>	<b>Method of assessment</b>	<b>Bottom mark</b>	<b>Assessment code</b>
<b>Livestock Production Management</b>	<b>6</b>		<b>5</b>	<b>WLC5PRVE</b>
Dairy & feed production	2	Production manual		WLC5PR1
Non-ruminant production	2	Business plan - group report		
Vocational training pig or poultry chain	1	Pass or fail		
Vocational training dairy chain	1	Pass or fail		

<b>Title module</b>	<b>ECTS</b>	<b>Method of assessment</b>	<b>Bottom mark</b>	<b>Assessment code</b>
<b>Livestock Chain Development</b>	<b>6</b>		<b>5</b>	<b>WLC5CDVE</b>
Tender proposal	3	Project proposal – individual		WLC5CD1
Project planning	3	Report – written – group		

### 4. Horticulture chain modules

<b>Title module</b>	<b>ECTS</b>	<b>Method of assessment</b>	<b>Bottom mark</b>	<b>Assessment code</b>
<b>Horticultural Production Management</b>	<b>6</b>		<b>5</b>	<b>WHC5PRVE</b>
Post-harvest	3	Report + presentation		WHC5PR1
Production manual	3	Report + presentation		

<b>Title module</b>	<b>ECTS</b>	<b>Method of assessment</b>	<b>Bottom mark</b>	<b>Assessment code</b>
<b>Horticulture Chain Development</b>	<b>6</b>		<b>5</b>	<b>WHC5CDVE</b>
Tender proposal	3	Project proposal – individual		WHC5CD1
Project planning	3	Report – written – group		

## **CHAPTER 4 FINAL EVALUATIONS AND EXAMINATIONS**

### **Article 4.1 Final examinations**

1. The final examination of the Professional Master programme is passed if students have passed all study units that are part of the final examination.
2. The date on which the final examination of the Professional Master programme is passed is the date on which the Examination Board has ascertained that students have passed all study units and have therefore complied with the norm.

### **Article 4.2 Determining, announcing and keeping records of examination results**

1. Twice per year, the Examination Board determines which students have complied with the norm for passing the final examination of the Professional Master programme.
2. The Examination Board announces the results of the final examination of the Professional Master programme to the students in writing within one week after determining the results.
3. The Examination Board keeps records of the results for at least 7 years; this period begins at the moment when the results are determined. Among other things, these records contain the assessments and a list of Examination Board resolutions.

### **Article 4.3 Designation "cum laude"**

1. A candidate qualifies for a Master certificate "Cum Laude" when the weighted average final mark of the taught programme parts is 7.5 or more and when the mark for the thesis is 8.0 or more.
2. The Examination Board announces its decision about awarding the designation "cum laude" when the degree certificate is presented (diploma ceremony).

### **Article 4.4 Degree certificates, diploma supplement and degree**

1. After the Executive Board has declared that the procedural requirements for awarding a degree have been met, it presents students with a degree certificate as proof that a final evaluation has been passed, and a certified copy of a diploma supplement with specifications about the final student evaluation, in Dutch and/or English, is attached to the degree certificate. A list of marks is also attached to the degree certificate.
2. The Executive Board awards the Master's degree to students who have passed the final student evaluation.

### **Article 4.5 assessment**

1. An assessment is linked to every study unit.

2. An assessment can consist of partial assessments. Unless stated otherwise in this regulation an assessment is passed when all partial assessments have been passed.
3. The description of the study units in Appendix 3 specifies of each study unit whether there are partial assessments and if all partial assessments have to be passed to pass the assessment.

#### **Article 4.6 Retention Periods for Exam Questions and Assessed Work**

1. The assessor will retain an exam and all of the associated documents for a period of at least seven years from the moment the work was assessed. These associated documents include an outline of the exam protocol, answer key, passing mark criteria, attendance list, and exam questions.
2. The assessor retains the students' assessed work and associated assessment for a period of at least two years from the moment that the work was assessed.
3. In contrast to Paragraph 2 of this article, all documents associated with a thesis or final project will be retained for at least seven years. These documents include a summary of the thesis, the project outline, and the assessment.

#### **Article 4.7 Awarding credits**

1. The study progress of students is expressed in the number of credits earned.
2. Students who have passed a study unit are awarded the corresponding number of credits.
3. In case of an exemption, as referred to in Article 4.19 of these Regulations, students are awarded the number of credits that corresponds with the study unit referred to in the declaration.

#### **Article 4.8 Assessment formats**

1. The description of each study unit in Appendix 2 specifies the assessment format.
2. An assessment can be written, oral or "other". In the previous sentence, 'other' means that the assessment format is specified in the description of the corresponding study unit.
3. The format of the assessment is appropriate for assessing the competence of the students, or testing a specific element of this competence (such as knowledge, understanding, skills and attitude).
4. The Examination Board, if requested by a student, can deviate from the format of the assessment.
5. Oral assessments are public, unless the Examination Board decides otherwise. Students who have an interest in being present at an oral assessment, for instance because they have to pass the oral assessment in the same study year, are not allowed to be present at the oral assessment.
6. During an oral assessment, only one person can be assessed at a time, unless a different provision is made in the description of the study unit.

#### **Article 4.9 Disclosure of Exam Material**

Students should be informed of the structure and general content of an exam at the start of the module.

#### **Article 4.10 Assessment criteria**

1. Before assessments are given, the criteria are specified which are used to assess the assessment results for that unit, including any partial assessments.
2. If mandatory attendance at scheduled education is a condition for passing an assessment, this is specified in the description of the corresponding study unit.

#### **Article 4.11 Opportunity to take assessments**

1. Each assessment is offered at least twice per year in such a way that students have at least two opportunities during an academic year to take the assessments for units of study they have followed.
2. The day and time of each assessment is announced to the students at least one week in advance.
3. The Examination Board has established specific rules about the assessment procedures.

#### **Article 4.12 Resitting an assessment due to exceptional circumstances**

1. Students can request the Examination Board in writing to allow them to resit an assessment if, due to personal circumstances regulations or due to exceptional organisational circumstance, they are prevented from taking an assessment, or if the assessment result was seriously affected by these circumstances.
2. The Examination Board makes its decision on this request within 15 working days, thereby notifying the student in writing and sending a copy of its decision to the Assessor of the corresponding study unit.

#### **Article 4.13 Right to participation in assessments**

1. Unless provided otherwise in the following clauses of this Article, students have the right during the duration of their enrolment to take assessments for the units of education in their study programme, and thus to complete the final evaluation of that study programme.
2. Unless provided otherwise in the description of the study units, no sequentiality is required for participation in study units or taking assessments.
3. Students can resit a regular assessment twice, assuming they have not passed the assessment. For additional resits, students must have written permission from the Examination Board.



#### **Article 4.14 Determining the assessment results**

1. The Assessor determines the results of an assessment and, if desired, informs the Examination Board accordingly.
2. If students resit an assessment, these results replace the results of the previous assessment.

#### **Article 4.15 Assessing the assessment results**

1. The result of an assessment is expressed in an assessment that indicates whether the assessment has been passed or not.
2. The result of an assessment can be expressed as a numeral (with or without a decimal fraction), as satisfactory or unsatisfactory, pass or fail, or as complete or incomplete. This is specified for each study unit in the description of that unit.
3. If the assessment is expressed as a numeral, the following aspects are taken into consideration:
  - a. if the first numeral after the decimal point is 4 or lower, the assessment is rounded down to the next whole number;
  - b. if the first the first numeral after the decimal point is 5 or higher, the assessment is rounded up to the next whole number.
4. An assessment is passed if the score is 5.5 (rounded up to 6) or higher, or if it is assessed as satisfactory or complete.

#### **Article 4.16 Announcing and registering the results**

1. The result of an assessment is announced via the marks registration system within 15 working days after the assessment has been taken or the report has been submitted.
2. Notwithstanding the provisions in clause 1, the results of an internship report will be announced via the marks registration system within 45 days after the report is submitted.
3. Due to exceptional circumstances, the Examination Board can extend the term referred to in this Article, and announce this extension to the students.
4. The assessment results are announced by means of registration in a student monitoring system, to which students also have access so they can see the results.
5. Students who have passed one or more assessments, but who do not qualify for a degree certificate as referred to in Article 4.4, can request a written declaration from the Examination Board that lists the assessments that have been passed.

#### **Article 4.17 Post-inspection and discussion of the assessment, publishing the assessment standards**

The Assessor (usually the first Assessor) provides students at their request with an explanation of the assessment results and allows them to inspect the assessment standards that were used. To this end, students must submit a written request to the Assessor within 30 working days after the result of the assessment is announced.

#### **Article 4.18 Duration of validity of passed assessments**

The duration of validity of a passed assessment is 2 years.

#### **Article 4.19 Exemptions for assessments**

1. Students can submit a reasoned request in writing to the Examination Board for an exemption from an assessment based on the following circumstances:
  - a. a previously passed assessment or final evaluation in higher education;
  - b. knowledge, understanding or skills acquired outside higher education;
  - c. knowledge, understanding or skills acquired while conducting administrative and organisational activities related to VHL.
2. The Examination Board grants an exemption based on an objective study of the knowledge, understanding and skills of each student, and records its findings in a report, to which the documents submitted by the student are attached. The Examination Board can ask students to provide additional evidence to support the submitted request.
3. In any case, such evidence includes:
  - a. Certified copies of degree certificates, diplomas and other certificates. From these documents, it must be possible to derive a description of the study programme.
  - b. Articles, projects, reports, theses or comparable documents written by the student, including an assessment.
4. In principle, exceptions are granted only if all competences of the study unit to which the assessment belongs have been covered. If not all competences have been covered, the Examination Board can initiate a study with which students can demonstrate that they indeed possess the missing competences.
5. The Examination Board responds in writing within 20 working days after receiving the request and sends a copy of its decision to the Assessor.
6. If the Examination Board grants an exemption, it provides the student concerned with proof of exemption. This proof includes the date on which the exemption was granted, the corresponding assessment and, as the occasion arises, the duration of validity. The proof of exemption is signed on behalf of the Examination Board by its Chair and/or Secretary.
7. The Examination Board saves the documents pertaining to a grant of exemption for a period of at least seven years. These documents will include, among other things, evidence of the reason for exemption (as outlined in Paragraph 3) and a written record of the Board's decision.

#### **Article 4.20 Assessors**

Before assessments are given, the Examination Board appoints one or more Assessors.

#### **Article 4.21 Supervision/oversight**

1. The Examination Board oversees the proper assessment procedure.
2. For this purpose, the Examination Board can appoint one or more Assessors and/or invigilators.

3. If the oversight is delegated to two or more invigilators, one of them is designated as primary invigilator.
4. To ensure a proper assessment procedure, students are obligated to follow all instructions from the Assessor or invigilator.

#### **Article 4.22 Irregularities and fraud**

1. While taking an assessment, if a student commits an irregularity or fraud in any form whatsoever (see Article 1.3 definitions), the Assessor, or as the occasion arises the invigilator, can exclude the student from the assessment on behalf of the Examination Board.
2. If a student commits an irregularity or fraud while taking an assessment, the Examination Board can:
  - a. decide that the result of the assessment will be nullified or replaced by a result to be determined by the Examination Board; and/or,
  - b. decide that during a certain length of time, to be determined by the Examination Board, but no more than one year, the student loses the right to take assessments or complete final evaluations at VHL.
3. If the irregularity or fraud is first discovered after the result of an assessment is announced, the Examination Board can withhold the degree certificate of the student concerned or the Examination Board can revoke the degree certificate of the student concerned, or it can decide that the degree certificate can only be awarded after the student passes an assessment on certain units as it specifies.
4. In case of serious fraud, the Examination Board can make a proposal to the VHL Executive Board to definitively terminate the student's enrolment in the study programme.
5. Irregularity or fraud as referred to in this Article includes:
  - a. possession of aids or devices that are not permitted while taking an assessment;
  - b. providing answers to other students, or receiving such answers, during an assessment or to unfairly prepare for an assessment
  - c. engaging in behaviour during an assessment with the intention of seeing the answers of other students;
  - d. during or related to an assessment, using material from other authors, including other students, without responsibly citing this material as prescribed;
  - e. acting contrary to oral or written assessment instructions.
6. Committing irregularities or fraud as referred to in this Article includes committing, co-committing, provoking or attempting to commit.
7. If an Assessor or invigilator detects an irregularity or fraud, they immediately take measures that are necessary to ensure that the irregularity or fraud can be proven at a later time. The Assessor, together with the invigilator where applicable, makes an official report of the irregularity or fraud. This document is signed by the Assessor and the invigilator. The Assessor submits the official report immediately, or in any case no more than two working days later, to the Examination Board.
8. Before making a decision pursuant to clauses 1, 2, 3 and/or 4 of this Article, the Examination Board invites the student concerned to a hearing within 10 working days after receiving the official report. In addition, the Examination Board provides a copy of the

official report to the student. The student can decide to participate in the hearing or not, or can choose to respond in writing.

9. The Examination Board announces its decision to the student, orally if possible and in any case in writing including an explanation, within 30 working days after receiving the official report or after the hearing has taken place.
10. The Examination Board retains all records relating to a fraud case for at least two years after the student's application has been terminated. These documents will include the fraud protocol, the student's notification, the student's defence, and the disciplinary decisions.

## **Articles 4.23 to 4.26: Additional regulations for VHL Professional Masters in Wageningen**

### **Article 4.23 Right to participation to assessments**

1. A candidate is permitted to do one resit assessment of each (partial) module of the taught programme only once with a maximum of 15 ECTS.  
For modules with two or more partial assessments, the contribution of the partial assessment to the total mark is considered. So if the module has 4 ECTS and the sub-assessment counts for 50%, 2 ECTS of that partial assessment are being considered as resit.
2. Resits are only allowed when the mark of a partial assessment is less than 5.5. The last mark rewarded is final.

### **Article 4.24 Marking the assessment result**

1. For all assessments or partial assessment a bottom mark of 5.0 is required.
2. The marks of the partial modules are expressed in one decimal point. The final mark for the module is rounded off to an integer.
3. The marks awarded for assessments are expressed in figures on a scale from 1 (one) to 10 (ten), in which 10 (ten) represents the maximum number of points obtainable. Each respective figure represents the value stated here:
  1. very bad;
  2. bad;
  3. poor;
  4. highly insufficient;
  5. insufficient;
  6. sufficient;
  7. amply sufficient;
  8. good;
  9. very good;
  10. excellent.
4. The maximum permitted mark for a resit of partial assessments cannot exceed 6.4. In case that 50% of the students fail an assessment, this article does not apply.

#### **Article 4.25 Thesis**

1. The thesis may only be undertaken when all except one module has been completed with a weighted average mark of 6.0 or more. The weighted average mark is based on the not rounded mark.  
If the candidate scores a weighted average mark between 5.5 and 6.0, the specialisation co-ordinator will advise the Examination Board in writing to admit the student to the research and thesis phase or to deny entry.
2. The subject for research is chosen by each individual candidate, in consultation with the specialisation coordinator and, when applicable, with a commissioner.
3. The thesis assessment in which the thesis is presented and defended is, at minimum, to be attended by the VHL supervisor, a VHL assessment and an external assessor.
4. The thesis assessment is done in public. Students of the same year may attend the defence of fellow student and as such this overrules article 4.8 number 5. The defence starts with a presentation of the research of 20 minutes (the colloquium), followed by an oral assessment of 40 minutes.
5. Two days before thesis submission, the VHL supervisor together with the second VHL assessor (and/or specialisation coordinator), will determine and advise the Examination Board about the quality of the thesis.  
In case the thesis is insufficient, the internal assessors will advise the Examination Board with justification that the candidate may improve the thesis in 2 or 4 weeks. This thesis assessment is considered as resit.
6. If during the thesis assessment no agreement is reached between the supervisor, the VHL assessor and the external assessor, the VHL supervisor is responsible for the final mark which has to be presented to the Examination Board for approval.
7. The mark for the thesis is expressed as an integer, with decimal point 5 (five) rounded up.
8. The marks for the thesis assessments are determined by the Examination Board.
9. An external assessor will be present at the thesis assessment. Reports relating to this thesis are to be sent to the external assessor beforehand.
10. An external assessor must have an academic degree and/or must have affinity with the subject.

#### **Article 4.26 Post Graduate Degree**

1. A candidate qualifies for a Post Graduate Degree when:
  - a. The candidate has not been admitted to the thesis phase of the programme by the Examination Board but has a weighted average final mark of 5.0 or higher.
  - b. The candidate has been admitted to the thesis research phase by the Examination Board, but has decided not to finalise the thesis research.
  - c. The candidate has been admitted to the thesis research but failed for the thesis.
2. Candidates who complete the programme with a weighted average final mark of less than 5.0 for the taught programme will be awarded neither a Professional Master Degree nor a Post Graduate Degree, but only a Certificate of Attendance.

## **CHAPTER 5 STUDY PROGRESS, STUDY SUPERVISION AND STUDY RECOMMENDATION**

### **Article 5.1 Study progress**

The VHL Executive Board is responsible for registering the study results in such a way that all students can see the exams they have passed by means of the study progress system.

### **Article 5.2 Study development counselling**

1. The VHL Executive Board provides students with adequate facilities to ensure proper study progress.
2. Study development counselling is offered that is integrated with the curriculum.
3. The VHL Executive Board is responsible for the individual study counselling of the students who are enrolled in the study programme, to ensure the monitoring of their study progress to benefit their orientation towards possible study routes inside and outside the study programme.
4. If students experience study delay due to personal circumstances, they can contact the student dean's office.

### **Article 5.3 Special provisions for students with disabilities**

1. If requested by students, VHL takes measures, where this is reasonable, that enable students to take assessments adapted to their functional disabilities. For this purpose, students should submit a request to the student dean's office.
2. The provisions and the corresponding procedure regarding a request as referred to in this Article are specified in Appendix 2.

## CHAPTER 6 EXAMINATION BOARDS

### Article 6.1 Establishment and appointment

1. The Examination Board is the body that, in an objective and expert fashion, determines whether students comply with the conditions in the Education and Assessment Regulations with respect to the knowledge, understanding and skills that are necessary for obtaining a degree.
2. An Examination Board is established by the VHL Executive Board for each study programme or group of study programmes.
3. The members of the Examination Board are appointed annually by the VHL Executive Board based on their expertise in the field of the corresponding study programme or group of study programmes. Appointment is based on nomination by the Programme Director. Before a new member is appointed, the current members of the Examination Board are given a hearing by or on behalf of the VHL Executive Board.
4. The study programme publishes the composition of the Examination Board on *studentnet*.

### Article 6.2 Duties and powers

1. The Examination Board performs all duties assigned to it by or pursuant to the Act or the regulations of VHL, which include at least the following duties, as referred to in the Act:
  - a. assuring the quality of the assessments and evaluations (Article 7.12b clause 1 sub a WHW);
  - b. granting exemptions (Article 7.12b clause 1 sub d WHW);
  - c. In case of fraud, revoking the right of students to take certain assessments or evaluations (Article 7.12b clause 1 sub d WHW);
  - d. in cases of serious fraud, advise the Institutional Board about terminating the enrolment of the student concerned (Article 7.12b clause 1 sub d WHW);
  - e. establish guidelines and instructions within the framework of the Education and Assessment Regulations to assess and record the results of assessments and evaluations (Article 7.12b clause 1 sub b WHW);
  - f. appoint Assessors (Article 7.12c clause 1 WHW). Assessors provide Examination Board with the requested information;
  - g. as the occasion arises, conduct a study to ascertain whether students have passed the final evaluation (Article 7.10 clause 2 WHW);
  - h. determine whether students comply with the conditions in the Education and Examination Regulations concerning the knowledge, understanding and skills that are required to obtain the degree (Article 7.12 clause 2 WHW);
  - i. award degree certificates (Article 7.11 clause 2 WHW);
  - j. provide declarations to students who do not qualify for a certificate, but who have passed one or more assessments (Article 7.11 clause 5 WHW);
  - k. deal with submitted complaints and requests (Article 7.12b clause 4 WHW);
  - l. prepare an annual report on its activities, which is submitted to the Institutional Board (Article 7.12b clause 5 WHW).
2. In these Regulations, the following duties and powers, among others, (in addition to supplementing the provisions in clause 1) are allocated to the Examination Board:
  - a. assessing the proof of competency in Dutch, as referred to in Articles 2.6 and 2.7 of these Regulations;
  - b. on behalf of the VHL Executive Board, issuing a preliminary report and a study recommendation;

- c. approving requests from students to take an assessment in a different format;
  - d. establishing a list with approved electives, establishing a list with *a priori* approved minors and granting written permission for taking different minors or electives;
  - e. granting approval for taking study units from a different study programme at VHL, at a different university or equivalent institution;
  - f. awarding the “cum laude” distinction upon graduation;
3. When performing the duties and exercising the powers referred to in the previous clause, the Examination Board acts within the frameworks established by the Act, these Regulations and, as the occasion arises, other regulations established by VHL.
  4. The Examination Board establishes rules about the execution of duties and powers granted by them by either the Act or the regulations of VHL, and about any measure that they can take in this context.
  5. The Examination Board provides advice to the Executive Board on the enactment, amendment or periodic assessment of the Education and Examination Regulations for the study programme or group of study programmes for which the Examination Board has been established.

### **Article 6.3 General regulations**

1. The Examination Board establishes a set of general regulations.
2. The general regulations referred to in clause 1 contain, as a minimum, provisions in the matter of:
  - a. the frequency of meetings and whether the meetings are open to the public;
  - b. method of decision-making and the quorum;
  - c. to the extent not already provided for in these Regulations, the method of communication with students and the time periods within which students can receive a response to their submitted requests or complaints;
  - d. how guidelines, instructions and procedures (rules) are determined;
  - e. record keeping.
3. The general regulations are published by the Examination Board on *studentnet*.



## **CHAPTER 7 FINAL PROVISIONS**

### **Article 7.1 Additional regulations**

The Examination Board, taking into account the Act and these Regulations, can establish additional regulations on taking assessments.

### **Article 7.2 Right of appeal**

Students have the right to submit an appeal to the Appeals Board for VHL Students against their treatment while taking an assessment or participating in an evaluation and against decisions of the Examination Board, Assessor or invigilator. The term for submitting the notification of appeal is 30 working days following the date on the decision. The notification of appeal must be submitted to the Facility. The appeals procedure is described in more detail in the Regulations of the Appeals Board for VHL Students (*Reglement van het College van Beroep voor Studenten VHL*), which is published on Studentnet.

### **Article 7.3 Unforeseen circumstances**

In cases not foreseen by these Regulations, the VHL Executive Board decides. As the occasion arises, the VHL Executive Board requests advice from the Examination Board.

### **Article 7.4 Interim provisions**

In urgent cases, the Chair of the Examination Board is authorised to make interim provisions on behalf of the Examination Board, subject to the Act and these Regulations. He informs the Examination Board about these interim provisions within one week.

### **Article 7.5 Entry into force and official title**

1. These Regulations go into force on 01 October 2014.
2. These Regulations can be amended during the academic year, if and to the extent that students are not disadvantaged as a result. Amendments, as the occasion arises, require approval of the Participational Council and are published on studentnet.
3. These Regulations are officially cited as: VHL Education and Examination Regulations 2014/2015 study programme Master programme in Agricultural Production Chain Management.

## **Appendix 1 Provisions for special groups of students**

### Article 1 Functional limitations

1. Functional limitations include any physical, sensory or other impairments (such as chronic illness), which limit a student in his/her ability to take part in education, tests or exams.
2. At the student's request, the University of Applied Science will take any reasonable steps to help the student participate in education or exams in a manner suited to his/her special needs.

### Article 2 Procedure

1. Students and prospective students with a functional limitation can apply to the student dean's office for special provisions.
2. The student dean will discuss the problem areas, the possibilities and the steps that need to be taken with the student concerned.
3. The decision about granting provisions relating to education and exams is the responsibility of the Examination Board and the Programme director of the corresponding programme department.
4. The student must personally ask the Examination Board of the programme department for permission to take an exam in a way that deviates from the procedure described in these Regulations or established in the contract.
5. The student dean is authorised to grant special provisions to students with certain circumstances or conditions, such as dyslexia.

### Article 3 Recording agreements

1. The agreements made relating to education and testing should be laid down in a contract.
2. The Programme Director and the Examination Board must approve the contract.
3. The permanent programme supervisor or the student dean is responsible for communicating and implementing the agreements laid down in the contract, after the Examination Board has made a positive recommendation.

### Article 4 Provisions

1. The provisions referred to above should be taken to mean provisions such as extra time for tests, allowing aids to be used during tests and providing a separate room for the student to sit tests or exams.
2. In addition, the deans can provide information about requesting other facilities such as applying for an extra year of student grant, an extension of the diploma deadline or applying for financial assistance on the basis of the Profiling Fund regulations.

### Article 5 Equal treatment

If a student does not think that the University of Applied Science is offering the provisions to which he/she is entitled, he/she can file a complaint with the faculty on the grounds of Art. 7.59b of the Dutch Higher Education & Research Act. The student may also refer the matter to the Equal Treatment Committee.

## Appendix 2: List of modules

<b>Module</b>	<b>WMA5INVE Introduction module</b>
<b>Competences</b>	7. To effectively communicate value chain developments to specialists and non-specialists>
<b>Learning outcomes</b>	- To present interactively to an intercultural audience analyses and developments of current value chains
<b>Entry requirements/ prerequisites</b>	none
<b>Content</b>	<p>This module aims to achieve familiarity with the course philosophy, staff and other students, so that course participants will get to grips with the Master's Course and their stay in the Netherlands. At the same time, the module stimulates students to inventory their strengths and weaknesses as well as their frame of reference with respect to learning. In addition, the module aims to develop the students' commitment to the variety of working modes and methods to be used during the course, and to articulate the link between their professional position back home and their position as international course participants at Van Hall Larenstein University (VHL).</p> <p>One out of three weeks is meant to prepare and collect data before departing to VHL. A wide range of introductory activities concerning studying, learning and self-development will form the content of this module. Important topics are: Introduction to the course, Realities back home and studying at VHL, Identities, Frame of reference, Culture stress, Personal strengths and weaknesses, Introduction to Dutch agriculture, Essential study skills, Learning processes, Intercultural communication.</p>
<b>Student workload</b>	2 ETCS
<b>Language</b>	English
<b>Teaching method(s)</b>	By taking part in a set of lively yet structured activities the students will achieve the learning outcomes stated above. Methods range from classroom session within each separate Master's course, to a field excursion with all four of the course groups. Some individual reading and skills practice will be done.
<b>Assessment</b>	Students will not be assessed formally for this module, but attendance is compulsory. On some occasions, assignments have

	to be carried out on which students will receive feedback. The written parts have to be stored in their digital portfolio. Credits are given based on the portfolio before the start of the thesis. Through the reflective nature of the module, a constant monitoring takes place about whether students are keeping up with contents and methods.
<b>Period</b>	Week 1-2
<b>Mandatory literature</b>	<p>Essential: Northedge, Andrew (1990) <i>The Good Study Guide</i>, Milton Keynes, Open University Press. Reader with a variety of articles.</p> <p>Recommended: Sinfield, Sandra and Tom Burns (2002), <i>Essential Study Skills</i>, Sage publications. Hofstede, Geert (1991), <i>Culture and Organisations: Software of the mind</i>, McGraw-Hill.</p>
<b>Contactperson</b>	Klein, H HKLN 0317- 486294 <a href="mailto:harm.klein@wur.nl">harm.klein@wur.nl</a> room766
<b>Remarks</b>	
<b>Module</b>	<b>WMA5REVE Research design and implementation</b>
<b>Competences</b>	<p>5. To conduct applied research that contributes to an efficient and sustainable value chain</p> <p>7. To effectively communicate value chain developments to specialists and non-specialists</p>
<b>Learning outcomes</b>	<ul style="list-style-type: none"> <li>- To interpret and analyse existing research and complex research issues</li> <li>- To perform adequate literature searches</li> <li>- To select appropriate research tools</li> <li>- To design applied research projects and proposals</li> <li>- To defend appropriately applied research projects and proposals</li> </ul>
<b>Entry requirements/ prerequisites</b>	none
<b>Content</b>	The module has three sections: a general section for MOD and APCM Masters, a Master specific section and a mini research. Part 1 General. The module starts with the role of research in addressing human needs. This is followed by the design of research projects, both the conceptual design (what do you want to achieve) and the technical design (how to realise it). Research

	<p>types and tools are discussed. The module deals further with the interpretation of research output (text, tables, figures and models), data analyses and reporting, qualitative and quantitative research; types of reports (scientific papers, thesis, reports, and popular papers); contents and layout.</p> <p>Part 2 Specialisation specific. MOD students will focus on ethics of research and analysis of qualitative data. The APCM students will focus on quantitative data analysis using the software programme SPSS.</p> <p>Part 3 Mini research. A specialisation specific mini research is conducted in which all element of research (design, data collection, data analysis, interviewing, and write-up) are considered and practised.</p>
<b>Student workload</b>	6 ETCS
<b>Language</b>	English
<b>Teaching method(s)</b>	<p>Topics will be introduced by lecturers. Plenary discussion will be followed by individual assignments. These assignments will focus on the thesis proposal of the individual student. In the course of the module the thesis proposal is suppose to improve.</p> <p>The mini research follows the principle of learning by doing. The topic is basically free choice but must be somehow connected with the specialisation. The mini research is done in groups of 3 students.</p>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>- Final test covering the entire module, multiple choice questions (4 ECTS)</li> <li>- Mini research as group assignment (2 ECTS)</li> </ul>
<b>Period</b>	Week 24-27 + 34
<b>Mandatory literature</b>	<p>Verschuren P, Dodewaard H. (1999). <i>Designing a Research Project</i>, Uitgeverij Lemma, Utrecht.</p> <p>Olivier, P. (2008). <i>Writing your Thesis</i>, (sec.ed.) Sage, Londen.</p>
<b>Contact person</b>	Baars, R. RBAS 0317- 486237 <a href="mailto:robert.baars@wur.nl">robert.baars@wur.nl</a> 754
<b>Remarks</b>	

<b>Module</b>	<b>WAC5ANVE Value Chain Analysis</b>
<b>Competences</b>	1. To facilitate the governance of sustainable value chains

	<p>4. To show a professional attitude in a changing international business environment</p> <p>5. To conduct applied research that contributes to an efficient and sustainable value chain</p> <p>7. To effectively communicate value chain developments to specialists and non-specialists</p>
<b>Learning outcomes</b>	<ul style="list-style-type: none"> <li>- To identify stakeholders in an existing agricultural chains or agri-business clusters</li> <li>- To conduct quantitative and qualitative chain analysis and identify constraints</li> <li>- To apply adequate production techniques, quality management, logistics and information flows</li>   <li>- To work as an independent chain development professional in a multi-disciplinary team</li> <li>- To demonstrate professional competences in preparing, executing and evaluating meetings, interviews and presentations</li> <li>- To compare and contrast the functions of information sharing, opinion forming, decision making, and group processes</li> <li>- To show flexibility in a continuously changing international business environment</li> <li>- To anticipate on different team roles, practical needs and strategic interests in group processes</li>   <li>- To perform adequate literature searches</li> <li>- To select appropriate research tools</li> <li>- To collect, process and report data and information adequately</li>   <li>- To present interactively to an intercultural audience analyses and developments of current value chains</li> </ul>
<b>Entry requirements/ prerequisites</b>	none
<b>Content</b>	<p>Value chain refers to the full range of activities that are required to bring a product (or a service) from conception, through the different phases of production, to delivery to final consumers and disposal after use. Further, a value chain exists when all the stakeholders in the chain operate in the way to maximize the generation of value along the chain.</p> <p>The focus of this module is fully on analysis of value chains. Following modules in the APCM course will focus on value chain development.</p> <p>In this module participants analyse the rice sub-sector and rice chain in the Guyana's by using the visual problem appraisal (VPA) as an educational method, in which basic analytical tools such as chain mapping, causal diagram, PESTEC will be applied.</p> <p>Sector analysis and chain analysis are vital to come up with methods to increase income for producers and other actors in the chain.</p>

	Support is given by lectures in micro economics, quality management and information management. Finally participants analyse a chain and a related sub-sector in the home country.
<b>Student workload</b>	10 ETCS
<b>Language</b>	English
<b>Teaching method(s)</b>	<ul style="list-style-type: none"> <li>- VPA; analysing the background of chain problems individually and group wise.</li> <li>- Interactive lectures, workshops, exercises on chain theories</li> <li>- PTC+ workshop on Dutch agro-chains.</li> <li>- Excursions, guest lectures</li> <li>- Simulative Games</li> <li>- Final assignment 'Analysing a chain in the home country'</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>- Individual and group assignments during VPA (3 ects)</li> <li>- Written exam Business Economics (2 ects)</li> <li>- Value Chain Analysis Report (3 ects)</li> <li>- Presentation (2 ects)</li> </ul>
<b>Period</b>	Week 3-8
<b>Mandatory literature</b>	<ol style="list-style-type: none"> <li>1. KIT, Faïda MaLi and IIRR, 2006. Chain Empowerment, supporting African farmers to develop markets. KIT, Amsterdam, Faïda Market Link, Arusha &amp; IIRR, Nairobi. ISBN 9966754-00-8;</li> <li>2. KIT and IIRR, 2008. Trading up: building co-operation between farmers and traders in Africa. KIT, Amsterdam &amp; IIRR, Nairobi.</li> <li>3. M4P (Making Markets Work Better for the Poor), 2008 (version 3); Making value chains work better for the poor. A Toolbook for Practitioners of Value Chain Analysis. 84 p.</li> <li>4. P. van de Kop, D. Sautier, A. Gerz (Eds.), 2006. Origin-based products, lessons for pro-poor market development. Cirad, Paris &amp; KIT, Amsterdam. 104 p., ISBN 9789068321661</li> <li>5. P.A. Luning, W.J. Marcelis, W.M.F. Jongen. (2002). <i>Food Quality Management – a techno-managerial approach</i>. Wageningen Pers, Wageningen. ISBN 9074134815.</li> <li>6. Reader: Value Chain Analysis, (2014): available on BB</li> <li>7. Reader: Business Economics. (2014).</li> </ol>
<b>Contact person</b>	Verschuur, M. MVER 0317- 486299 <a href="mailto:marco.verschuur@wur.nl">marco.verschuur@wur.nl</a> room 757
<b>Remarks</b>	

<b>Module</b>	<b>WAC5CGVE Value Chain Governance</b>
<b>Competences</b>	<ol style="list-style-type: none"> <li>1. To facilitate the governance of sustainable value chains</li> <li>4. To show a professional attitude in a continuously changing international business environment</li> </ol>
<b>Learning outcomes</b>	<ul style="list-style-type: none"> <li>- To identify stakeholders in an existing agricultural chains or agri-business clusters</li> <li>- To conduct quantitative and qualitative chain analysis and identify constraints</li> <li>- To apply adequate production techniques, quality management, logistics and information flows</li> <li>- To indicate critical control points at different levels of the chain</li> <li>- To develop a coherent governance strategy for an existing agricultural chain</li> <li>- To develop sustainable scenarios for different stakeholders of the agricultural chain</li>   <li>- To demonstrate professional competences in preparing, executing and evaluating meetings, interviews and presentations</li> <li>- To compare and contrast the functions of information sharing, opinion forming, decision making, and group processes</li> <li>- To show flexibility in a continuously changing international business environment</li> <li>- To anticipate on different team roles, practical needs and strategic interests in group processes</li> </ul>
<b>Entry requirements/ prerequisites</b>	none
<b>Content</b>	<p>Continuing on the Value Chain Analysis module several strategies for sustainable Value Chain Development will be explored, discussed, presented and/or applied. Development of value chains can be initiated by chain actors or can be catalysed by chain supporters or chain facilitators. The governance of this process is the crucial node in this module.</p> <p>Focus topics will be sustainable value chain upgrading strategies, producers' organisations, quality infrastructure, value chain finance, business services, strategic marketing and international trade and chain facilitation skills.</p> <p><b>Facilitation skills / Communication and Leadership:</b> Mid-career professionals of organisations for rural development need to have a good insight into how to apply appropriate personal and interpersonal skills to the best advantage of their organisations. This subject aims to support professionals in rural development organisations to improve and practice good communication and leadership skills in their work with staff, clients and donors. Their</p>



	<p>practical experience will be enriched with theory and applied in practical situations.</p> <p>Communication and Leadership provides an introduction to management theories and practices relevant to managers working in the field of rural development. The module comprises five days with training sessions on leadership and motivation (using the model of Quinn), conducting effective interviews, meetings and presentations, and on self-management. Theory is combined with practical work.</p>
<b>Student workload</b>	6 ETCS
<b>Language</b>	English
<b>Teaching method(s)</b>	<p>Interactive lectures, small group work, debates, interviews, and case studies.</p> <p>Practical training: leadership and facilitation skills.</p>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>- Written Assessment (4 ects)</li> <li>- Portfolio (2 ects)</li> </ul>
<b>Period</b>	Week 13-16
<b>Mandatory literature</b>	<p>Reader online available.</p> <p>KIT and IIRR, 2008. Trading up: building co-operation between farmers and traders in Africa. KIT, Amsterdam &amp; IIRR, Nairobi.</p> <p>KIT and IIRR, 2010. Value Chain Finance. KIT, Amsterdam &amp; IIRR, Nairobi.</p> <p>Vermeulen, S., Woodhill, J., Proctor, F.J. and Delnoye, R. 2008. Chain-wide learning for inclusive agrifood market development: a guide to multi-stakeholder processes for linking small-scale producers with modern markets. International Institute for Environment and Development, London, UK, and Wageningen University and Research Centre, Wageningen, the Netherlands. ISBN: 978-90-8504-964-7</p>
<b>Contact person</b>	Hoekstra, J. JHOA 0317- 486282 <a href="mailto:jan.hoeksta@wur.nl">jan.hoeksta@wur.nl</a> 761
<b>Remarks</b>	

<b>Module</b>	<b>WAC5ICVE Integrated Chain Management</b>
<b>Competences</b>	<ol style="list-style-type: none"> <li>1. To facilitate the governance of sustainable value chains</li> <li>2. To initiate innovative chain processes and projects</li> <li>3. To support business service entrepreneurs</li> </ol>

	4. To show a professional attitude in a changing international business environment
<b>Learning outcomes</b>	<ul style="list-style-type: none"> <li>- To develop an efficient unit operations plan for an agricultural production chain</li> <li>- To establish a simple chain network</li> <li>- To design a quality management handbook that satisfies the execution of internal audits and external certification</li> </ul>
<b>Entry requirements/ prerequisites</b>	none
<b>Content</b>	<p>This module comprises four major elements: logistics, warehousing, quality systems and audit skills.</p> <p><b>1. Logistics Management:</b>  Logistics aims to optimise movements (including storage) of agri products, taking into account: supply and demand, timeliness, product quality control and ICT based administrative support systems.  ICT applications. Developing countries are suppliers (and consumers) of produce (cut flowers, fruit, vegetables, etc) and therefore are participating in the agri-chain for the internal and external market. Topics with regard to this sub module are EDI, identification technology and information management.  Network design: Any process that the logistician uses to configure the network of facilities and define the flow of products will require data, computational tools and a process of analysis that will result into a good network design.  Physical Distribution. From the point of customer service goals, strategies concerning transport, inventory and location are studied. Traffic management involves transport environment, transport modes, transport management and accountability. Freight movement has been observed to absorb between 1/3 and 2/3 of total logistics costs. In this context the importance of an effective transportation system is studied. Methods for dealing with mode selection, carrier routing, vehicle scheduling and shipment consolidation are being discussed.</p> <p><b>2. Warehousing:</b>  Warehouse management studies storage and handling decisions and systems, inventory and purchasing and supply policy decisions, facility location decisions.</p> <p><b>3. Quality systems</b>  The specific aim of this sub module is to give students the relevant tools and knowledge to analyse and assess quality systems in the broadest sense possible. The students should have in depth awareness of the various quality systems in use, their focus and</p>

	<p>background. Quality labels will become increasingly important in the Horticultural trade, chain focus will be on issues like tracking &amp; tracing, food safety, social aspects and environment. The sub module will cover these subjects.</p> <p><b>4. Audit skills</b> Focus will be on developing audit skills as a 'tangible' skill. After this module students should comprehend terminology used in this field, show understanding and display the ability to audit the most common systems in use in an international arena taking into consideration ethical conduct, fair and insightful implementation whilst exercising due professional care.</p>
<b>Student workload</b>	6 ETCS
<b>Language</b>	English
<b>Teaching method(s)</b>	Lecturers will introduce topics. Following the lecture, assignments will be given. Assignments will be discussed plenary. Interactive, feedback sessions are the key.
<b>Assessment</b>	<p>Quality handbook: Follow up on the assignments of previous modules, expanded with the writing of a quality handbook on the same subject (3 ects)</p> <p>Auditing: fellow students will be audited (3 ects)</p>
<b>Period</b>	Week 21-24
<b>Mandatory literature</b>	<p>Poincelot, R. (2004). <i>Sustainable Horticulture</i>. ISBN 0-13-618554-1</p> <p>University of California. (2001). <i>Integrated Pest Management for Floriculture and Nurseries</i>. ISBN 1-879906-46-5</p> <p>Kader, A. (2002). <i>Postharvest Technology of Horticultural Crops</i>. ISBN 1-879906-51-1</p> <p>Visser H.M.&amp; A van Goor, 2006. <i>Logistics: principles and practice</i>. Wolters-Noordhof Groningen (NL), ISBN 97890202733044, Chapter 1 and 2 and 3.1</p>
<b>Contact person</b>	Houwers, G. GHOS 0317- 486257 <a href="mailto:geert.houwers@wur.nl">geert.houwers@wur.nl</a> 766
<b>Remarks</b>	

<b>Module</b>	<b>WAC5BEVE Business Environment</b>
<b>Competences</b>	6. To develop policies for inclusive value chains

	7. To effectively communicate value chain developments to specialists and non-specialists
<b>Learning outcomes</b>	<ul style="list-style-type: none"> <li>- To identify and analyse problems of the political, economical, social and technological environment of agricultural chains</li> <li>- To analyse the impact of government, national and international legislation, and donor policies on the approaches of stakeholders in the chain</li> <li>- To develop policies and programmes favouring the development of agricultural production chains acknowledging the ecological and institutional setting</li> <li>- To develop and acquire heuristics for effective communication in different settings</li> </ul>
<b>Entry requirements/ prerequisites</b>	none
<b>Content</b>	<p>The Business Environment is a module designed for APCM Masters. The module takes 3 weeks.</p> <p><b>Organisational Analysis:</b> Developments in the institutional and organisational environment directly influence the organisations' or companies' behaviour. This module emphasises the consequences of development for organisations/companies. Gender analysis is included. We deal with questions such as: is an organisation or company able to coordinate or facilitate sustainable changes in a value chain? What is the mandate or core business of the organisation/company?</p> <p><b>Institutional Analysis:</b> The wider environment around an organisation/company is referred to as the institutional environment. Institutional analysis begins by looking at the rapid changes across the globe with reference to the differences between the nature and velocity of changes in worlds. Globalisation is tackled in relation to the livelihood of people, impacts on their patterns of behaviour, family structure and on organisations interacting with them. With this rapidly changing world, the module institutional analysis goes beyond the traditional paradigms of development and focuses further on a more dynamic approach to development.</p> <p><b>Organisational Development/Institutional Strengthening/ Organisational Change:</b> In this unit, concepts from the organisational environment and the institutional environment will be brought together and the focus is on processes of change. The pre-assumption is that organisations need to change as a consequence of dynamic internal and external forces. In some cases change takes place more voluntarily than in others.</p>
<b>Student workload</b>	6 ETCS

<b>Language</b>	English
<b>Teaching method(s)</b>	Interactive lectures, small group work, critical incidents, classroom debate, interviews, organisational assessment based on excursion, case studies. Practical training: self-reflection, feedback and reflection on performance.
<b>Assessment</b>	<b>Organisational Development and institutional Strengthening (ODIS) Paper (6 ECTS):</b> This is a paper in which participants describe and analyse their own professional environment, integrating the organisational and institutional environments, and elements of organisational change, communication and leadership.
<b>Period</b>	Week 28-30
<b>Mandatory literature</b>	Rollinson, Derek and Broadfield A. (2005) <i>Organisational Behaviour and Analyses, An integrated approach</i> , Third edition, New York:, Prentice Hall. Quinn, Robert e.a. (2003) <i>Becoming a Master Manager</i> , Ed.: John Wiley In addition, a reader is provided with relevant articles and chapters from books including sections from: MDF (2000). Set of papers on Institutional Development and Organisational Strengthening. Ede, the Netherlands: MDF Publications
<b>Contact person</b>	Kijne. A. AKIJE 0317- 486277 <a href="mailto:albertien.kijne@wur.nl">albertien.kijne@wur.nl</a> room 761
<b>Remarks</b>	

<b>Module</b>	<b>WAC5ENVE Value Chain Entrepreneurship</b>
<b>Competences</b>	<ol style="list-style-type: none"> <li>1. To facilitate the governance of sustainable value chains</li> <li>4. To show a professional attitude in a changing international business environment</li> <li>5. To conduct applied research that contributes to an efficient and sustainable value chain</li> <li>6. To develop policies for inclusive value chains</li> <li>7. To effectively communicate value chain developments to specialists and non-specialists</li> </ol>
<b>Learning outcomes</b>	<ul style="list-style-type: none"> <li>- To identify stakeholders in an existing agricultural chains or agri-business clusters</li> <li>- To conduct quantitative and qualitative chain analysis and identify constraints</li> </ul>

	<ul style="list-style-type: none"> <li>- To indicate critical control points at different levels of the chain</li> <li>- To develop a coherent governance strategy for an existing agricultural chain</li> <li>- To develop sustainable scenarios for different stakeholders of the agricultural chain</li>   <li>- To work as an independent chain development professional in a multi-disciplinary team</li> <li>- To demonstrate professional competences in preparing, executing and evaluating meetings, interviews and presentations</li> <li>- To compare and contrast the functions of information sharing, opinion forming, decision making, and group processes</li> <li>- To show flexibility in a continuously changing international business environment</li> <li>- To anticipate on different team roles, practical needs and strategic interests in group processes</li> <li>- To demonstrate entrepreneurial competences in chain development projects</li>   <li>- To interpret and analyse existing research and complex research issues</li> <li>- To perform adequate literature searches</li> <li>- To select appropriate research tools</li> <li>- To design applied research projects and proposals</li> <li>- To collect, process and report data and information adequately</li>   <li>- To identify and analyse problems of the political, economical, social and technological environment of agricultural chains</li> <li>- To analyse the impact of government, national and international legislation, and donor policies on the approaches of stakeholders in the chain</li> <li>- To develop policies and programmes favouring the development of agricultural production chains acknowledging the ecological and institutional setting</li>   <li>- To present interactively to an intercultural audience analyses and developments of current value chains</li> <li>- To develop and acquire heuristics for effective communication in different settings</li> </ul>
<b>Entry requirements/ prerequisites</b>	none
<b>Content</b>	<p><b>Mini Thesis as a preparation for the thesis</b></p> <p>In the coming months you will work on your thesis. The thesis is an assignment to organize, execute and present a practical research independently. This module will prepare you to this process. You are assigned to:</p> <ul style="list-style-type: none"> <li>• set up a plan of action (work plan; research proposal) for the thesis</li> <li>• conduct the applied research (literature review, data collection</li> </ul>

	<p>and processing)</p> <ul style="list-style-type: none"> <li>• write a report. In the report you present the findings of the research, present conclusions and implementation advice.</li> <li>• To present and defend the outcome of your research.</li> </ul> <p>Data collection will concern some desk research and mainly qualitative field research. The field research might consist of interviews of resource persons, economic calculations etc. The facilitator will provide feedback.</p>
<b>Student workload</b>	4 ETCS
<b>Language</b>	English
<b>Teaching method(s)</b>	The students conduct an applied research with the APCM team or part of the APCM in a VHL Living Lab. This research allows to actively experience an agro-food chain from different perspectives. A high level of self-work and team-work will be used. In the third week, students are individual assessed on portfolio products.
<b>Assessment</b>	Individual portfolio assessment about applied group research.
<b>Period</b>	Week 31-33
<b>Mandatory literature</b>	Handout: Rural Appraisal In the module book a variety of resources are mentioned. The Internet provides a lot on information as well.
<b>Contact person</b>	Verschuur, M. MVER 0317- 486299 <a href="mailto:marco.verschuur@wur.nl">marco.verschuur@wur.nl</a> 757
<b>Remarks</b>	

<b>Module</b>	<b>WLC5PRVE Livestock Production Management</b>
<b>Competences</b>	1. To facilitate the governance of sustainable value chains 3. To support business service entrepreneurs
<b>Learning outcomes</b>	<ul style="list-style-type: none"> <li>- To apply adequate production techniques, quality management, logistics and information flows</li> <li>- To indicate critical control points at different levels of the chain</li> <li>- To develop an efficient unit operations plan for an agricultural</li> </ul>

	<p>production chain</p> <ul style="list-style-type: none"> <li>- To write a production manual or business plan for a chain actor</li> <li>- To make a budget for a chain development project</li> <li>- To establish a simple chain network</li> </ul>
<b>Entry requirements/ prerequisites</b>	none
<b>Content</b>	<p><b>Non-ruminant Production Chain:</b> The aim of this module is to portray non-ruminant livestock production chains as opposed to ruminant livestock production chains as well as to acquaint with non-traditional livestock systems.</p> <p>An overview will be presented of non-traditional Livestock Production Chains. The major part of the module focuses on a case of either the poultry or pig chain in the country of the students. The international context will also be considered in the assignment.</p> <p><b>Vocational Training Pig Production Chain:</b> The vocational training on pig chain concerns pig production and how the quality of meat is stipulated by the different links in intensive pig breeding systems. The participants learn how the different links of a chain can practically be handled in terms of quality and food safety aspects.</p> <p>The pig meat chain serves as an example. Attention is given to the production of concentrates (incl feed ingredients of Bestmix), management of sows and meat pigs in a company and slaughtering/meat processing. By means of practical lessons, health aspects are evaluated in a veterinary clinic. Practical interpretation of quality assurance (IKB) - systems in the stable and analysis of slaughtering data give insight in the information flow within the chain.</p> <p><b>Dairy Production &amp; Feed Production:</b> The aim of these sub-modules is to enable students to contribute to strategies for the sustainable development of the intensive dairy production. The students consider issues related to reproduction, nutrition and forage management and incorporate them in a production manual.</p> <p>Intensive dairy production is based on improved pastures and a high level of nutrition. In this sub-module management aspects that influence milk production, milk processing, hygiene of milk during production and after production will be dealt with. The nutritional aspects of dairy production will be studied at regional, farm and animal level. At animal level the rumen microbial ecosystem and enzymatic digestion will get full attention. By manipulation of these two systems an increase of animal production may be realised. At farm and regional level feeds must be made available. Ration calculation will be practised and production of forage and the processing of concentrates discussed. Attention will be paid to pasture improvement and management. Several strategies like supplementation and dry season feeding will be discussed and developed for the home situations of the students. Economic feasibility will be considered as well.</p>



	<p><b>Vocational Training Dairy Chain:</b> The aim of the sub-module is to train agricultural entrepreneurs in practical aspects of the Dutch dairy production chain. Indicative content:</p> <ul style="list-style-type: none"> <li>- Milk production in the Netherlands</li> <li>- Quality control rules and regulations on dairy farm level (Use of Quality Assurance system Friesland Campina); good farming practises by evaluating a farm, discussion of findings with concerned farm managers</li> <li>- Quality assurance in the milk chain</li> <li>- Milk processing (yoghurt and cheese), GMP and quality control during processing of milk</li> </ul>
<b>Student workload</b>	6 ETCS
<b>Language</b>	English
<b>Teaching method(s)</b>	<p>The entire Non-ruminant Production Chain course is an individual assignment based on the interest and relevance of poultry or pigs in the country of the students. During the second or third day the lecturer will discuss progress and give feedback.</p> <p>Vocational Training Pig Production Chain will consist of practical lessons in PTC+ stables and remaining practice spaces excursion (s) under accompaniment of expert coaches</p> <p>Dairy and Forage Production will consist of mostly interactive lectures, exercise, self-study, group discussion and student presentations.</p>
<b>Assessment</b>	<p><b>Dairy Production &amp; Feed Production:</b> During this sub-module each student prepares a production manual on herd dynamics and the feeding strategies in a commercial dairy farm including rationing, forage production and concentrates. In production manual is assessed (2 ects).</p> <p><b>Non-ruminant Production Chain:</b> The assessment is based on a group assignment (business plan). A list of criteria, known to the participants, will be used for the evaluation (2 ects)</p> <p><b>Vocational Training Centre – Non- ruminants (1 ects)</b></p> <p><b>Vocational Training Centre – Dairy (1 ects)</b></p>
<b>Period</b>	Week 9-12
<b>Mandatory literature</b>	<p>Reader Dairy Production (on Blackboard)</p> <p>Reader Forage Production (on Blackboard)</p>
<b>Contact person</b>	Meinderts, J. JMIS 0317-486255 <a href="mailto:johan.meinderts@wur.nl">johan.meinderts@wur.nl</a> 759
<b>Remarks</b>	

<b>Module</b>	<b>WLC5CDVE Livestock Chain Development</b>
<b>Competences</b>	<ol style="list-style-type: none"> <li>1. To facilitate the governance of sustainable value chains</li> <li>2. To initiate innovative chain processes and projects</li> </ol>
<b>Learning outcomes</b>	<ul style="list-style-type: none"> <li>- To identify stakeholders in an existing agricultural chains or agri-business clusters</li> <li>- To conduct quantitative and qualitative chain analysis and identify constraints</li> <li>- To apply adequate production techniques, quality management, logistics and information flows</li> <li>- To indicate critical control points at different levels of the chain</li> <li>- To develop a coherent governance strategy for an existing agricultural chain</li> <li>- To develop sustainable scenarios for different stakeholders of the agricultural chain</li>   <li>- To conduct an objective oriented project planning (O.O.P.P.)</li> <li>- To anticipate different practical needs and strategic interests of relevant stakeholders</li> <li>- To formulate a project proposal for chain innovation</li> <li>- To make a budget for a chain development project</li> <li>- To design monitoring and evaluation indicators for chain projects and programmes</li> </ul>
<b>Entry requirements/ prerequisites</b>	none
<b>Content</b>	<p><b>Beef Chain:</b> The aim of this sub-module is to enable students to systematically categorise and recognise elements of the beef production systems and to contribute to strategies for the beef production chain in different parts of the world. Extensive ruminant systems are based on rangelands and the production of meat as opposed to pasture and milk that are more related to intensive systems. The sub-module focuses on agro-ecological zones, relationship between range ecology and production systems, production parameters, the meat chain in general and in the Netherlands, effect of international trade on the beef production chain, quality control, beef processing, and vertical coordination in the chain.</p> <p><b>Dairy Chain:</b> The aim of this sub-module is to enable students to systematically categorise and recognise elements of the dairy production chains and to contribute to strategies for the dairy chain development in different parts of the world. The sub-module focuses on the different aspects of the dairy chain in developing and developed countries such as principles of milk, milk handling, milk processing, quality control and food safety, effects of international trade on dairy production and market access for small-scale milk producers.</p>

	<p>The international context will also be highly considered in the assignment</p> <p><b>Project cycle Management:</b> As project managers and planners students need to be able to apply project planning techniques and to analyse project proposals. In the project exercise the project cycle is used. The project exercise is an important part of the course in which theoretical inputs and practical application alternate. Students develop a project proposal for a particular situation with a logical framework and a budget in which they apply the content of the modules on office management, financial management and project planning. This module comprises training sessions on conducting an objective oriented project planning and network planning. The training is followed by a project analysis case.</p>
<b>Student workload</b>	6 ETCS
<b>Language</b>	English
<b>Teaching method(s)</b>	Lectures (Interactive learning), individual and group assignments, case study, self study, excursions
<b>Assessment</b>	<p><b>Dairy Chain – 50%:</b> Individual assessment, based on a group assignment</p> <p><b>Project Cycle management – 50%:</b> Group assignment and presentation.</p>
<b>Period</b>	Week 17-20
<b>Mandatory literature</b>	<p>Reader: Livestock Chain Development, covering recent articles in the Dairy and Beef Chain. Case Studies</p> <p>EU, (2004). Project Cycle Management Guidelines. KIT and IIRR, (2010). Value Chain Finance. KIT, Amsterdam &amp; IIRR, Nairobi.</p>
<b>Contactperson</b>	Verschuur, M. MVER 0317- 486299 <a href="mailto:marco.verschuur@wur.nl">marco.verschuur@wur.nl</a> 757
<b>Remarks</b>	

<b>Module</b>	<b>WHC5PRVE Horticultural Production Management</b>
<b>Competences</b>	<ol style="list-style-type: none"> <li>1. To facilitate the governance of sustainable value chains</li> <li>3. To support business service entrepreneurs</li> </ol>

<b>Learning outcomes</b>	<ul style="list-style-type: none"> <li>- To apply adequate production techniques, quality management, logistics and information flows</li> <li>- To indicate critical control points at different levels of the chain</li>   <li>- To develop an efficient unit operations plan for an agricultural production chain</li> <li>- To write a production manual or business plan for a chain actor</li> <li>- To make a budget for a chain development project</li> <li>- To establish a simple chain network</li> </ul>
<b>Entry requirements/ prerequisites</b>	none
<b>Content</b>	<p>The Horticultural sector worldwide is (still) predominantly production oriented, cultural habits and practices involved therefore are as well. If one does not understand the underlying principles and the terminology used in the field, one will not be taken seriously. This modules provides the foundation from a production perspective.</p> <p>The aim of this specific module is to give students the competences required to be able to act as a conversational partner and as a sounding board for the people directly involved in the “technical” side of the chain, from production through to post harvest. The focal point will be on production and post-harvest issues related to perishable crops.</p>
<b>Student workload</b>	6 ETCS
<b>Language</b>	English
<b>Teaching method(s)</b>	Lecturers will introduce topics. Following the lecture, (case study) assignments will be given. Assignments will be discussed plenary. Interactive, feedback sessions are the key.
<b>Assessment</b>	Worldwide Product Flows (report and presentation) 3 ects Production Manual (report and presentation) 3 ects
<b>Period</b>	Week 9-12
<b>Mandatory literature</b>	Poincelot, R. (2004). <i>Sustainable Horticulture</i> . ISBN 0-13-618554-1 University of California. (2001). <i>Integrated Pest Management for Floriculture and Nurseries</i> . ISBN 1-879906-46-5 Kader, A. (2002). <i>Postharvest Technology of Horticultural Crops</i> , ISBN 1-879906-51-1

<b>Contact person</b>	Kijne, A. AKIJE 0317- 486277 <a href="mailto:albertien.kijne@wur.nl">albertien.kijne@wur.nl</a> 761
<b>Remarks</b>	

<b>Module</b>	<b>WHC5CDVE Horticultural Chain Development</b>
<b>Competences</b>	<ol style="list-style-type: none"> <li>1. To facilitate the governance of sustainable value chains</li> <li>2. To initiate innovative chain processes and projects</li> </ol>
<b>Learning outcomes</b>	<ul style="list-style-type: none"> <li>- To identify stakeholders in an existing agricultural chains or agri-business clusters</li> <li>- To conduct quantitative and qualitative chain analysis and identify constraints</li> <li>- To apply adequate production techniques, quality management, logistics and information flows</li> <li>- To indicate critical control points at different levels of the chain</li> <li>- To develop a coherent governance strategy for an existing agricultural chain</li> <li>- To develop sustainable scenarios for different stakeholders of the agricultural chain</li>   <li>- To conduct an objective oriented project planning (O.O.P.P.)</li> <li>- To anticipate different practical needs and strategic interests of relevant stakeholders</li> <li>- To formulate a project proposal for chain innovation</li> <li>- To make a budget for a chain development project</li> <li>- To design monitoring and evaluation indicators for chain projects and programmes</li> </ul>
<b>Entry requirements/ prerequisites</b>	none
<b>Content</b>	<p>This module is an integral part of a set of 3 modules, Horticultural Production Management, Horticultural Chain Development and Integrated Chain Development.</p> <p><b>Horticultural Chains</b> The aim of this specific module is to give students the competences required to be able to design, develop and manage specific value chains in the Horticultural sector. The development of integrated chains, showing a truly integrated and coordinated chain approach is still in its infancy stage in a lot of sub sectors. The focal point will be supply chain issues related to perishable crops in International Trade.</p> <p><b>Project Cycle Management</b> As project managers and planners students need to be able to apply project planning techniques and to analyse project proposals. In the project exercise the project cycle is used. The project exercise is an important part of the</p>

	<p>course in which theoretical inputs and practical application alternate. Students develop a project proposal for a particular situation with a logical framework and a budget in which they apply the content of the modules on office management, financial management and project planning.</p> <p>This module comprises training sessions on conducting an objective oriented project planning and network planning. The training is followed by a project analysis case.</p>
<b>Student workload</b>	6 ETCS
<b>Language</b>	English
<b>Teaching method(s)</b>	Lecturers will introduce topics. Following the lecture, exercises and a case study will be given. Assignments will be discussed plenary. Interactive, feedback sessions are the key.
<b>Assessment</b>	<p><b>Horticulture Chain – 50%</b> Follow up on Crop Protection Compendium case study of the module Horticultural Production Management, expanded with a chain components, design, develop and manage, individual reports followed by a presentation.</p> <p><b>Project Cycle management – 50%:</b> Group assignment and presentation</p>
<b>Period</b>	Week 17-20
<b>Mandatory literature</b>	<p>Poincelot, R. (2004). <i>Sustainable Horticulture</i>. ISBN 0-13-618554-1 University of California. (2001). <i>Integrated Pest Management for Floriculture and Nurseries</i>. ISBN 1-879906-46-5 Kader, A. (2002). <i>Postharvest Technology of Horticultural Crops</i>, ISBN 1-879906-51-1 EU, (2004). <i>Project Cycle Management Guidelines</i>. KIT and IIRR, 2010. <i>Value Chain Finance</i>. KIT, Amsterdam &amp; IIRR, Nairobi.</p>
<b>Contactperson</b>	Houwers, G. GHOS 0317- 486257 <a href="mailto:geert.houwers@wur.nl">geert.houwers@wur.nl</a> 766 Verschuur, M. MVER 0317-486299 <a href="mailto:marco.verschuur@wur.nl">marco.verschuur@wur.nl</a> 757
<b>Remarks</b>	

<b>Module</b>	<b>WMA5THVE Thesis</b>
<b>Competences</b>	<ol style="list-style-type: none"> <li>1. To facilitate the governance of sustainable value chains</li> <li>5. To conduct applied research that contributes to an efficient</li> </ol>

	<p>and sustainable value chain</p> <p>6. To develop policies for inclusive value chains</p> <p>7. To effectively communicate value chain developments to specialists and non-specialists</p>
<b>Learning outcomes</b>	<ul style="list-style-type: none"> <li>- To identify stakeholders in an existing agricultural chains or agri-business clusters</li> <li>- To conduct quantitative and qualitative chain analysis and identify constraints</li> <li>- To apply adequate production techniques, quality management, logistics and information flows</li> <li>- To indicate critical control points at different levels of the chain</li> <li>- To develop a coherent governance strategy for an existing agricultural chain</li> <li>- To develop sustainable scenarios for different stakeholders of the agricultural chain</li>   <li>- To interpret and analyse existing research and complex research issues</li> <li>- To perform adequate literature searches</li> <li>- To select appropriate research tools</li> <li>- To design applied research projects and proposals</li> <li>- To collect, process and report data and information adequately</li>   <li>- To identify and analyse problems of the political, economical, social and technological environment of agricultural chains</li> <li>- To analyse the impact of government, national and international legislation, and donor policies on the approaches of stakeholders in the chain</li> <li>- To develop policies and programmes favouring the development of agricultural production chains acknowledging the ecological and institutional setting</li>   <li>- To present interactively to an intercultural audience analyses and developments of current value chains</li> <li>- To develop and acquire heuristics for effective communication in different settings</li> <li>- To defend appropriately applied research projects and proposals</li> </ul>
<b>Entry requirements/ prerequisites</b>	none
<b>Content</b>	<p>The thesis is the final assignment of the study programme. The student explores a problem from the professional field. The research topic must be relevant to the professional activities of the specialisation and be related to a problem</p> <p>He /she applies theories and concepts for collection and analyses of data and demonstrates the ability to integrate knowledge and formulate judgements.</p> <p>The thesis report should contain a description of the problem to be studies, a review of relevant literature, the research methodology,</p>

	findings, conclusions and recommendations.
<b>Student workload</b>	18 ETCS
<b>Language</b>	English
<b>Teaching method(s)</b>	The student does the research and thesis project independently and has full responsibility for planning, and execution. Each student gets a supervisor assigned.
<b>Assessment</b>	Presentation and defence during a colloquium and an oral exam by the supervisor, one VHL and one external assessor
<b>Period</b>	Week 35-47
<b>Mandatory literature</b>	
<b>Contact person</b>	Specialisation coordinators: Livestock Chains, Marco Verschuur Horticulture Chains, Albertien Kijne  Supervisors
<b>Remarks</b>	



### **Appendix 3: Time schedule APCM programme**

## Appendix 4 : Organisation

In this final chapter administrative information is provided of the organisation of Van Hall Larenstein University of Applied Sciences.

### 1 Administrative organisation

#### *Executive Board*

Mr. Peter van Dongen	Managing Director
Ms. Diane Keizer	Director Operations

#### *Management*

Vacant	Programme Director VHL Wageningen
Mr. Robert Baars	Course Manager Development Studies, including Professional Master Programmes
Vacant	Course Manager Animal Husbandry
Mr. Jitse Schaafsma	Course Manager Food and Agribusiness

### 2. Master Programme Coordinators

#### *Agriculture Production Chain Management (APCM)*

Livestock Chain	Marco Verschuur
Horticulture Chain	Marco Verschuur
	Albertien Kijne

#### *Management of Development (MoD)*

Rural Development and Communication	Annemarie Westendorp
Rural Development and Gender	Loes Witteveen
Rural Development and HIV-AIDS	Annemarie Westendorp
Rural Development and Food Security	Koos Kingma
	Suzanne Nederlof

#### *Quality Control Team*

Ben Rankenberg
Marie-Noelle Jouet

#### *Student Counsellors*

Tom Wiggers
Ivonne de Moor

### 3 APCM lecturers

#### *Sustainable Chain Development*

Marco Verschuur
Jan Hoekstra
Jos van Hal

#### *Livestock Chains*

Johan Meinderts
Frans Verweij
Resie Oude Luttikhuis

#### *Horticultural Chains*

Albertien Kijne
Geert Houwers
Bernard Gildemacher

<i>Research</i>	Robert Baars Koen Janssen
<i>Trainers</i>	Harm Klein Pierre van Rijn Sigrid Wintermans
<i>Project Management</i>	Reinier van Hoffen Heinz Evers

#### **4 Academic Programme Committee**

<i>Chairman</i>	Johan Meinderts
<i>Secretary</i>	Ivonne de Moor
<i>Member</i>	Robert Baars
<i>Student representative of each specialisation</i>	

#### **5 Examination Board**

##### *Agriculture Production Chain Management (APCM)*

<i>Chairman</i>	Marcel Put
<i>Secretary</i>	Loes Witteveen
<i>Member</i>	Marco Verschuur

##### *Management of Development (MoD)*

<i>Chairman</i>	Marcel Put
<i>Secretary</i>	Loes Witteveen
<i>Member</i>	Annemarie Westendorp

#### **6 Professional Advisory Committee (PAC)**

Marco Verschuur	Van Hall Larenstein
Albertien Kijne	Van Hall Larenstein
Geert Houwers	Van Hall Larenstein
Niek Botden	HortiSolutions / HollandDoor
Paul Elshof	Food World R&C
Carel Jaspers	Q-point bv
Frits van der Wal	Ministry of Foreign Affairs / DGIS
Hedwig Bruggeman / Wim Goris	Agri-Profocus
Pieter Kruit	Verbeek Hatchery
Jan-Paul Wagenaar	Louis Bolk Instituut / Agro-Eco
René Reusen	Liliane Fund