Education and Examination Regulations 2017–2018, study programme Agricultural Production Chain Management

Decosnumber: 2017-69

Official title	Van Hall Larenstein Education and Examination Regulations 2017/2018 study programme Agricultural Production Chain Management
Effective date	1 October 2017
Participation council's advice	12 mei 2017
Enacted by Executive Board	6 juni 2017
Legal basis	Article 7.13 WHW
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 2017-2018 for all students and extranei of the corresponding study programme of Van Hall Larenstein University of Applied Sciences.
Special circumstances	
Location	Studentnet

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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 (Van Hall Larenstein) 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 Van Hall Larenstein.

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 to 4 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 Agricultural Production Chain Management (APCM).

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 Van Hall Larenstein students: the Examinations Appeal Board, as referred to in Article 7.60 WHW, as well as the Arbitration Board (for the Van Hall Larenstein 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: (also final 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). The final competences form the end level of the programme; these are the minimal competences the student should master to be able to graduate from the programme;

Contact hour: a study hour (one hour on the clock) during which a teacher employed by the educational institution (including student assistants and tutors) is physically present. Contact time may include lectures and tutorials, tutoring, mentoring, examinations, and academic counselling, insofar as the institution has scheduled these for all students. Time for self-study, internships/work placements and time used for graduation project research and writing the theses are not included in contact hours**;**

Counter for complaints and disputes *(loket voor klachten en geschillen)*: the facility as referred to in Article 7.59a WHW, where students can lodge an appeal or an objection or can make a complaint and where student can get information about the various procedures at Van Hall Larenstein. See also Chapter 6 of the Student Charter;

Credits: credits (according to the European Credit Transfer System – ECTS) as referred to in Article 7.4 clause 1 WHW associated with a study unit. A credit is a unit that represents the number of hours worked by an average student. 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 Van Hall Larenstein 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 competences of the student by which a study unit will be completed;

Examiner: the individual appointed by the Examination Board who is responsible for designing and/or giving exams and/or ascertaining the results; also assessor;

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

Examination Opportunity: an opportunity to take an examination for which a student has registered;

Exemption: a signed declaration from the Examination Board that a student has been exempted from an examination or partial examination of one or more study units as referred to in the declaration.;

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 Van Hall Larenstein;

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;

Invigilator: an individual appointed by the Executive 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;

'No show': the result received when a student has registered for an exam and does not participate without deregistering. A 'no show' is considered to be a used examination opportunity;

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. No credits are granted to partial assessments; also partial examinations; In the Student Information System (SIS) partial examinations are defined as examinations (*toets*);

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 Van Hall Larenstein in order to participate in education;

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

Student Information System (SIS): system in which all the data of the study programme relevant to students is registered, including information about study units and grades;

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

Study mentor: 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 with regard to the competences which the student must attain to complete the study programme;

Study unit: study unit according to Article 7.3 clause 2 WHW. A coherent unit of educational activities focusing on acquiring competences for a specific part of the study programme. A study unit is completed with an assessement. When a study unit is closed, a student will receive the amount of credits awarded for that study unit. Specified in the Student Information System (SIS) with the term “module”;

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;

Van Hall Larenstein: Van Hall Larenstein University of Applied Sciences, *brinnumber* 30HD, having its registered offices at Leeuwardenand 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 CONTENT AND CURRICULUM

Article 2.1 Aim and philosophy

The APCM Master programme's vision is to contribute to development of the global agricultural and forestry business sector which is based on corporate social responsibility.

The APCM Master Programme's mission is to educate (mid-career) professionals who are competent to facilitate multi-stakeholder processes with an interdisciplinary focus and a pro-active entrepreneurial attitude on sustainable and inclusive value chain development by empowering entrepreneurs in the agricultural and forestry production sector and agricultural producer groups and communities in creating shared value, quality improvement and certification, organisational change and social impact.

The APCM Master programme serves both public and private sector professionals as well as professionals working in the not-for profit sector of national or international NGO's. After successful completion of the APCM programme, the graduates qualify to function as a chain manager within a chain actor company or as a value chain development facilitator (officer) within a service providing company.

APCM has three specialisations:
- Livestock Chains
- Horticultural Chains
- Forest Chains

Programme philosophy and theoretical concept

APCM is unique in that it focuses on technical, organisational and managerial aspects of value chains. The philosophy of APCM is to appreciate all actors, supporters and influencers operating in domestic and international value 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.

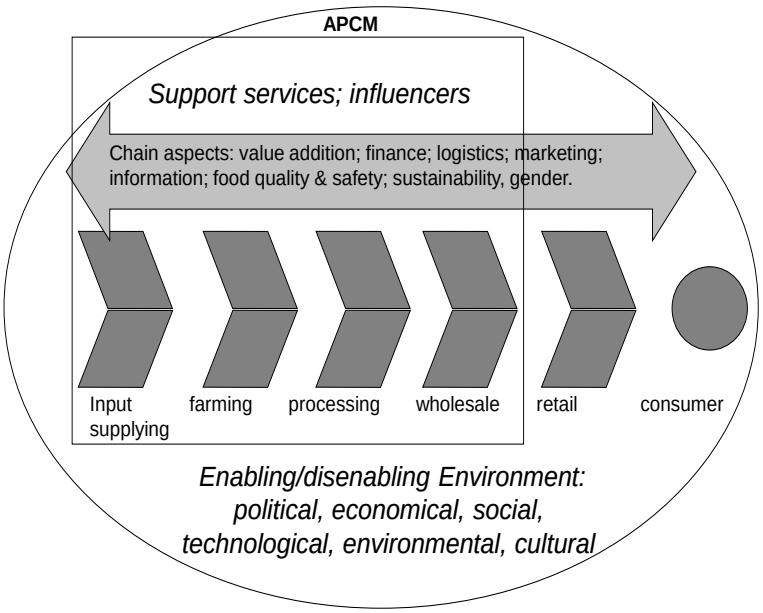

Figure 1: Overview of the agricultural value chain and its influencing factors. The focus of APCM is indicated by the square.

Article 2.2 Type of study and location(s)

The Professional Master programme Agricultural Production Chain Management is offered in a full-time variant at the location Velp. It is also offered part-time in 4 certificate courses.

Article 2.3 Language of instruction

The education and the examinations are given in English.

Article 2.4 Student workload of the study programme

The full-time variant is a one-year Professional Master programme with a student workload of 60 credits. In the part-time variant it is possible to participate and complete 4 study blocks of 15 EC, which can be completed in one year or in max. four years.

Article 2.5 Educational concept

A VHL professional Master programme trains students contributing to innovation and improvement of their field of practice by designing relevant professional products through applied research. Master programmes target (inter)national students with at least two year work experience, aiming to do a mid-career upgrade. Alumni of VHL Masters are 'facilitators of change', facilitating complex processes of change and transition in their field of expertise. [1]

In line with the mission and vision of VHL University of Applied Sciences, as stated in the VHL Institutional Plan 2014-2017, the focus of the VHL master programmes is to educate students to enhance their professional qualities and strengthen the organisation performance of their organisations. Based on these starting points, VHL has designed an educational vision, which provides a framework for how the education at VHL is conducted and organised. This concept is described in the memorandum 'Organisation of education at VHL' and gives the framework for the structure of education at VHL.

VHL is a university of applied sciences based at two locations with one educational vision for all programmes. The educational vision states that our educational concept offers space to individual students for the development of their talents and professional competences in an inspiring environment based on the principles of Competence Based Learning (CBL).

> *"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."*

Consequently, this is reflected in the following five characteristics that each VHL programme should have:

- real life centred;
- optional modules or options within the modules;
- diversity;
- up-to-date use of digital resources;
- applied (and practical) research, internationalisation and sustainability in the final competences.

Article 2.6 Competences and learning outcomes of the Professional Master programme

Dublin Descriptors

The Dublin Descriptors form the basis for the APCM Master programme. These Dublin descriptors are the cycle descriptors (or "level descriptors") presented in 2003 and adopted in 2005 as the Qualifications Framework of the European Higher Education Area. They offer generic statements of typical expectations

[1] VHL - Kadernotitie Master – 14 April 2016

of achievements and abilities associated with awards that represent the end of each of a (Bologna) cycle or level.[2]

Box 1: Dublin Descriptors

A. Student has knowledge and understanding to provide a basis or opportunity for originality in developing or applying ideas often in a research context.
B. Student applies knowledge and understanding through problem solving abilities in a new or unfamiliar environment within a broader or multidisciplinary context
C. Student demonstrates the ability to integrate knowledge and handle complexity, and formulate judgements on the basis of incomplete data
D. Student communicates conclusions and the underpinning knowledge and rationale to audiences of specialists and non-specialists
E. Student studies in a manner that may be largely autonomous and finds his/her own method or style

The Dublin descriptors are phrased in terms of competence levels, not learning outcomes, and they enable to distinguish in a broad and general manner between the different cycles. A level descriptor includes the following five components:

- Knowledge and understanding
- Applying knowledge and understanding
- Making judgements
- Communication
- Lifelong learning skills

A Master's degree is the second-level higher education award (Level 7). It refers to the second cycle in the Qualifications Framework of the European Higher Education Area. (European Consortium for Accreditation, 2016). These qualifications are awarded to students who:

- have demonstrated knowledge and understanding that is founded upon and extends and/or enhances that typically associated with Bachelor's level, and that provides a basis or opportunity for originality in developing and/or applying
- can apply their knowledge and understanding, and problem solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study;
- have the ability to integrate knowledge and handle complexity, and
- formulate judgements with incomplete or limited information, but that include reflecting on social and ethical responsibilities linked to the application of their knowledge and judgements;
- can communicate their conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously;
- have the learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous.

The EQF defines a learning outcome as "a statement of what a learner knows, understands and is able to do on completion of a learning process".

Level 7 is compatible with the Framework for Qualifications of the European Higher Education Area. The learning outcomes relevant to Level 7 are

- highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research
- critical awareness of knowledge issues in a field and at the interface between different fields
- specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields
- manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches
- take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams

[2] Source: Bologna Follow-Up Group (2005) *Framework for Qualifications of the European Higher Education Area*. Kopenhagen, p. 9. For more information see: http://ec.europa.eu/ploteus/

Job profiles

There are two distinct situations for the APCM professional (see also figure 2):

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/or 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 or forestry 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.

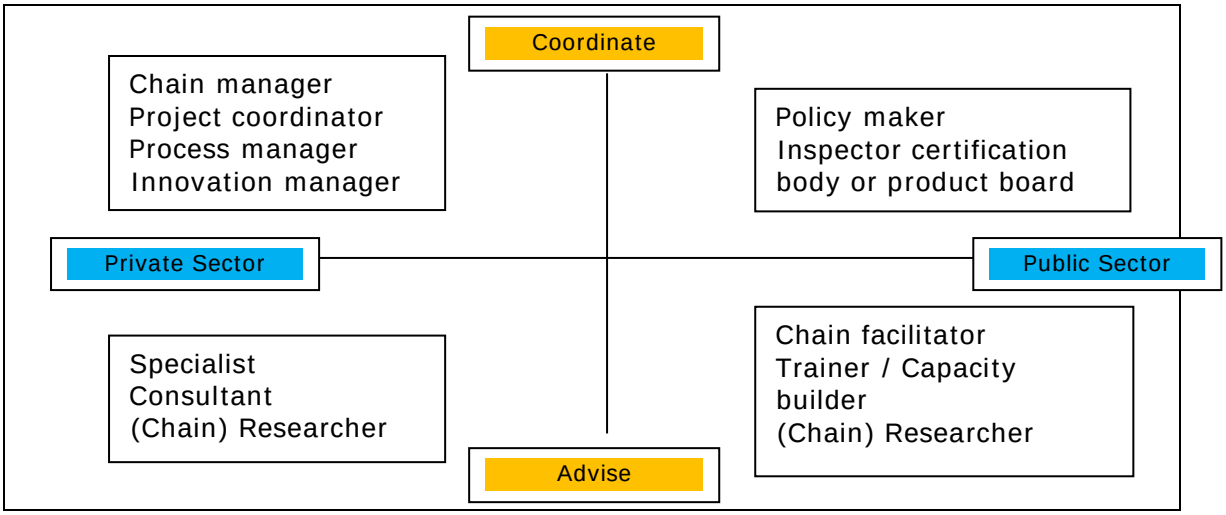

Figure 2: APCM job profiles

Below the job profiles in each quadrant will be explained:

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.

Competences

Based on the above roles, the APCM programme will train the following **overall competence**:
to manage units of organisations or companies or to facilitate multi-stakeholder processes on sustainable and inclusive international value chain development by empowering agri-food or green entrepreneurs in creating shared (3P) value, quality improvement and organisational change.

Specific **competences** derived from this are:
A. To analyse the sustainability and resilience of value chains, stakeholders and production systems
B. To initiate and manage innovative chain processes and projects
C. To design a business plan or new business models for business service entrepreneurs or chain actors
D. To conduct applied research contributing towards an efficient and resilient value chain development
E. To build sustainable relations with chain stakeholders
F. To communicate global value chain developments in a multicultural setting to specialists and non-specialists
G. To apply and reflect on a professional attitude in a changing international business environment

Specific Learning outcomes

The programme-wide learning outcomes must be formulated in this Article. Article 7.13 clause 2 sub c WHW stipulates that the quality of knowledge, understanding, skills and attitude that students are required to possess at the end of the study programme must be specified in the Education and Examination Regulations. In table 1 the overview of the specific learning outcomes is given.

Table 1 : Specific learning outcomes APCM programme per block

Block	code	**Specific Learning outcomes**
		A. To analyse the sustainability and resilience of value chains, stakeholders and production systems
1	A1	To explain the value chain concept - To apply value chain development theories and concepts
1	A2a A2b	To conduct a value chain analysis of a familiar chain To conduct a value chain analysis of an international non-familiar chain - To describe a familiar value chain with a Value Chain Analysis model - To design a chain map (with Visio) - To apply analytical tools & models for sector or value chain analysis and identify constraints and opportunities - To identify stakeholders in an existing agricultural chains or agri-business clusters - To conduct a quantitative and qualitative chain analysis as well as an analysis of the (dis)enabling chain context in a gender-sensitive way - To analyse the impact of government, national and international legislation, and donor policies on the approaches of stakeholders in the chain
1	A3	To conduct production system analysis - To conduct an analysis of production systems and their bio-physical, socio-economic and political-institutional context - To conduct an environmental impact assessment - To investigate climate smart production options - To conduct a financial analysis of agribusiness companies
1	A4	To conduct a financial analysis of agribusiness companies
1	A5	To apply tools for an organisational and institutional analysis - To apply the concepts and tools of organisational and institutional analysis related to chain companies and their own organisation
2	A6	To conduct an analysis of a complex forest, plantation, livestock or horticultural subsector in region or country

		- To identify and analyse problems of the political, economic, social, technological, environmental and cultural environment of agricultural chains, including the driving forces and initiating changes
2	A7	To indicate critical control points at different levels of the chain
4	A8	To conduct an in-depth analysis of a chosen agri-food or forest chain
		B. To initiate and manage innovative chain processes and projects
1	B1	To apply concepts of chain governance, producers' organisations and business development services.
1	B2	To formulate proposals for innovations - to upgrade agricultural value chains - to mainstream value chain development within an organisation
2	B3	To formulate a project (tender) proposal for chain innovation - To apply project planning tools
2	B4	To design monitoring and evaluation indicators for chain projects
2	B5	To design a quality management handbook for internal audits and certification
2	B6	To manage a process towards a competitive, safe and environmental friendly agricultural production chain
4	B7	To innovate services and processes in existing agricultural production chains
		C. To design a business plan or new business models for business service entrepreneurs or chain actors
2	C1	To develop a production manual or business plan for a chain actor
2	C2	To apply tools for budgeting and financial management - To set up an investment plan for agri-businesses - To develop a budget for a chain development project
2	C3	To negotiate with business partners
2	C4	To develop policies and networks for integrated value chain management
4	C5	To advise in a continuously changing international business environment
4	C6	To design a new business model for chain entrepreneurs
4	C7	To design a new chain for chain actors or design an intervention in an existing chain to enhance sustainable and inclusive value chain development
4	C8	To analyse risks
4	C9	To demonstrate innovative spirit and willingness to take risks
		D. To conduct applied research contributing towards an efficient and resilient value chain development
2	D1	To interpret and analyse existing research and complex research issues - To assess critically and summarise an article - To perform adequate literature searches - To select appropriate research tools for conducting applied research
3	D2	To design applied research projects and proposals
3	D3	To collect, process and report simple research information systematically
3	D4	To conduct structured or semi-structured interviews and focus-group discussions
3	D5	To process and analyses quantitative research data with SPSS
3	D6	To process and analyses qualitative research data
4	D7	To manage an action-research project towards resilient value chain development
		E. **To build sustainable relations with chain stakeholders**
2	E1	To identify Public private partnerships
2	E2	To influence chain related developments in a gender-sensitive way
2	E3	To cooperate as a chain development professional in a multi-disciplinary team
3	E4	To anticipate different practical needs and strategic interests of relevant stakeholders
3	E5	To develop a simple chain network
		F. To communicate value chain developments in a multi-cultural setting to specialists and non-specialists

1	F1	To present a value chain analysis
1	F2	To conduct a mini-lecture on a value chain development related topic
1	F3	To conduct interactively a discussion on a value chain related topic
2	F4	To pitch a tender document in front of commissioners
2	F5	To audit Integrated Chain Development Plans
3	F6	To defend appropriately applied research projects and proposals
4	F7	To explain consequences for sustainability (3P) of various scenarios
4	F8	To present interactively to an intercultural audience developments of current value chains
4	F9	To communicates research conclusions to audiences of specialists and non-specialists
		G. To demonstrate and reflect on a professional attitude
1	G1	To reflect on work performances and leadership qualities - To manage time and work with deadlines - To reflect on individual, peer and group study performances - To give and receive feedback - To formulate professional and personal learning objectives - To reflect on own core qualities, leaderships and management styles - 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
1	G2	To demonstrate a critical analytical attitude
2	G3	To show the ability to think outside the box
2	G4	To anticipate on different team roles and strategic interests in group processes
3	G5	To show flexibility in a continuously changing international business environment
4	G6	To reflect on the autonomous manner of the study in his/her own method or style
4	G7	To collect, process and report data and information systematically

Article 2.7 Curriculum of the full-time variant

The programme in Agricultural Production Chain Management (APCM) consists of 4 blocks of 15 credits:
1. Value Chain Analysis and Development
2. Value Chain Governance
3. Applied Research design
4. Applied Research project

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 with the aim of creating shared value for people and planet. The first block starts with Value Chain Analysis (VCA) and upgrading strategies focussed on the students own working environment. The second block continues with Value Chain Development (VCD) and Integrated Chain Management (ICM) in an un-familiar setting. The third blocks prepares for the applied research project in block 4, in which student has to show his chain facilitating qualities (see figure 3).

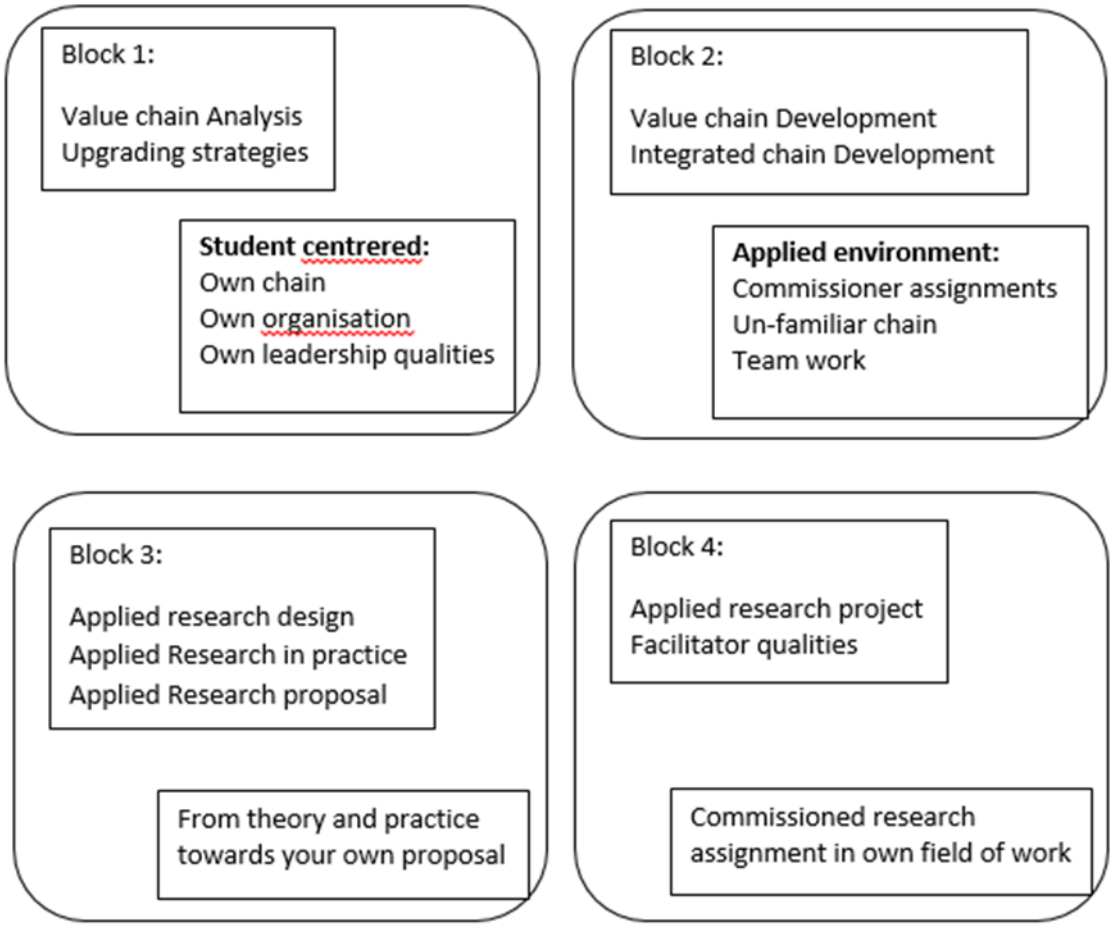

Figure 3: Main theoretical concept of the APCM programme

Block 1. Value Chain Analysis and Development

The first module Value Chain Analysis provides tools and models that enable the student to analyse different aspects of agri-food or green chains and to indicate major opportunities for improvements. It discusses vertical and horizontal chain links as well as cross cutting issues like gender and (3P) sustainability. In the second module, students are set in the role of a consultant and will practise chain analysis tools of a sector in and out their horizon. The third module provides concepts and tools for organisational and institutional analysis that enhance the analysis of their own company. Moreover, students will practise personal learning skills and reflect on leadership and facilitation skills.

Block 2. Value Chain Governance

This block follows the block 1. In the first module, students are set in the role of a chain facilitator to Develop a sustainable Livestock or Horticulture or Forest Chain. It focuses 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 approach.
In the second module, students choose to specialise in Livestock or Horticulture or Forestry Production Management. Students will elaborate an innovation in a production manual or business plan for a production unit in which strategic marketing is also an important aspect.
The third module focuses on the design of audit systems where chain aspects such as quality control, voluntary sustainable initiatives, logistics, and warehousing play an important role.

Block 3. Applied Research design

To qualify for the Master of Science 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 applied research project resulting in a ‘facilitation of change’ trajectory. This 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. Block 3 prepares for the implementation of the applied research project.
The applied research design block are comprised of the following 3 elements:

1. training in research design: research methods for data collection, processing and analysis;
2. field research in the Netherland, based on a commissioned assignment of an applied professorship;
3. design an applied research proposal, including a problem analysis, a review of the relevant literature, and a research methodology. The topic and proposal for the field research must first be approved by the specialisation coordinator.

The student designs an applied research project with a combination of research approaches. Possible research approaches are action oriented research, appraisals, surveys, case studies and applied experimental research combined with a desk study.

Block 4. Applied Research project

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 or a problem of a commissioner. 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 recommendations of the research are applied and relevant, suitable, efficient, effective and sustainable for commissioner and/or field of work.
The applied research project should have three elements:

1. an applied research report based on field research in the home country;
2. A reflection report;
3. A presentation and oral defence of the applied research report during a colloquium via oral assessment.

The curriculum of the full-time APCM variant is compiled as follows:

1. Block 1: Value chain Analysis & Development (15 EC)

Code and Title module	EC	Method of Assessment
VMC5PDVE Personal Development and leadership	3	Individual Portfolio

Code and Title module	EC	Method of Assessment
VMC5VCVE Value Chain Analysis	6	
VMC5VC1 understanding business economics and value chain development concepts	3	Individual written exam
VMC5VC2 applying value chain analysis tools	3	Individual oral exam based on an individual paper and presentation

Code and Title module	EC	Method of Assessment
VMC5SAVE Sector Analysis	3	Oral exam based on a group report

Code and Title module	EC	Method of Assessment
VMC5OAVE Organisational Analysis	3	Individual paper

2. Block 2: Value Chain Governance (15EC)

Code and Title module	EC	Method of Assessment
VMC5CDVE Value Chain Development project	5	Group report + presentation (pitch)

Code and Title module	EC	Method of Assessment
VMC5CMVE Integrated Chain Management	5	Group report + audit

Specialisation specific: 5 EC

Horticultural Chains

Code and Title module	EC	Method of Assessment
VMC5HPVE Horticulture Production	5	Group report + presentation

Livestock chains

Code and Title module	EC	Method of Assessment
VMC5LPVE Livestock Production	5	Group report + presentation

Forest chains

Code and Title module	EC	Method of Assessment
VMC5FPVE Forest Production	5	Group report + presentation

3. Block 3 : Applied research Design (15 EC)

Code and Title module	EC	Method of Assessment
VMC5RMVE Research Methods	6	MC exam + group paper

Code and Title module	EC	Method of Assessment
VMC5PRVE Action research in practise	4	Group report + reflective journal

Code and Title module	EC	Method of Assessment
VMC5RDVE Research Design	5	Individual written research proposal

4. Block 4 : Applied Research project (15 EC)

Code and Title module	EC	Method of Assessment
VMC5ARVE Applied research project	15	Individual research report, presentation and defence, reflective report

CHAPTER 3 FINAL EXAMINATIONS AND ASSESSMENTS

Article 3.1 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 3.2 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 3.3 Designation ‘cum laude’

1. The Examination Board can award the designation ‘cum laude’ to a successfully completed final student evaluation of the Professional Master programme, in any case if the conditions referred to under a. through c. are met:
   a. the student has completed the study programme within the assigned duration, without retaking assessments or partial assessments;
   b. during the taught programme, when the weighted average final mark of the taught programme parts is 7.5 or more;
   c. the thesis has been evaluated with a mark of at least 8.0.

2. The Examination Board announces its decision about awarding the designation ‘cum laude’ when the degree certificate is presented (diploma ceremony).

3. In cases where the Examination Board awards the designation ‘cum laude’ even though students have not met all conditions listed under clause 1, they report this to the Van Hall Larenstein Executive Board. This report contains an explanation for deviating from the requirements listed in clause 1.

Article 3.4 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.

2. The Executive Board awards the degree Master of science to students who have passed the final student evaluation.

Article 3.5 Assessment

1. An assessment is linked to every study unit.

2. An assessment can consist of partial assessments. An assessment is passed when all partial assessments have been passed. Credits will only be awarded when the assessment for the study unit as a whole has been passed.

3. The description of the study units in Appendix 2 specifies of each study unit whether there are partial assessments.

Article 3.6 Retention Periods for Exam Questions and Assessed Work

1. The assessor is responsible for that an exam and all of the associated documents will be retained for a period of at least seven years from the moment the work was assessed. These associated documents include an outline of the answer key, passing mark criteria, attendance list, and exam questions.

2. The assessor is responsible for that the students' assessed work and associated assessment will be retained for a period of at least two years from the moment that the work was assessed.

3. In contrast to article 3.6.2, all documents associated with a test to demonstrate that a student meets the final competences, such as a graduation assignment will be retained for at least seven years. These documents include a summary of the thesis, the project outline, and the assessment.

Article 3.7 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 3.20 of these Regulations, students are awarded the number of credits that corresponds with the study unit referred to in the declaration.

Article 3.8 Assessment formats

1. The description of each study unit in Appendix 2 specifies the assessment format.

2. 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, skills and attitude).

3. In special cases the Examination Board, if requested by a student, can deviate from the format of the assessment.

4. Oral assessments are not public, unless the Examination Board decides otherwise.

5. 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 3.9 Disclosure of Exam Material

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

Article 3.10 Assessment criteria

1. At the start of a study unit, 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 3.11 Opportunity to take assessments

1. Each assessment is offered at least twice per year.

2. The day and time of each regular assessment is announced to the students at least 15 working days in advance.

3. The Examination Board has established specific rules about the assessment procedures.

Article 3.12 Taking assessments for students with a disability

A student with a disability will in appropriate cases be entitled to extra amenities during the taking of assessments, provided that the Examining Board grants approval. For more information, refer to Appendix 1 of this regulation.

Article 3.13 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 3.14 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 examination 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 3.15 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 3.16 Assessing the assessment results

1. The result of an assessment and partial 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 between 0 and 10 with a decimal fraction, or as pass or fail. This is specified for each study unit in the description of that unit.

3. If the assessment or partial assessment is expressed as a numeral, the grade is rounded down to a single decimal, for example: 5.49 becomes 5.4 and 5.59 becomes 5.5.

4. An assessment is passed if the score is 5.5 or higher, or if it is assessed as satisfactory or complete.

Article 3.17 Announcing and registering the results

1. The result of an assessment or partial assessment (including a report) is announced via the SIS within 15 working days after the assessment or partial assessment has been taken or the report has been submitted.

2. Due to exceptional circumstances, the Examination Board can extend the term referred to in this Article, and announce this extension to the students.

3. Students who have passed one or more assessments, but who do not qualify for a degree certificate as referred to in Article 3.4, can request a written declaration from the Examination Board that lists the assessments that have been passed.

Article 3.18 Post-inspection and discussion of the assessment, publishing the assessment standards

1. The Assessor (usually the first Assessor) organises a meeting during which an explanation of the assessment results is provided, and during which the examiner allows the students to inspect the assessment standards that were used.

2. In case no meeting is organised, the student can submit a request with the Examiner to receive an individual explanation of the assessment results and to inspect 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 3.19 Duration of validity of passed assessments

The duration of validity of a passed assessment is unlimited.

Article 3.20 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. competences acquired outside higher education;
   c. competences acquired while conducting administrative and organisational activities related to Van Hall Larenstein.

2. The Examination Board grants an exemption based on an objective study of the competences 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 article 3.20.3) and a written record of the Board's decision.

Article 3.21 Assessors

The Examination Board appoints Assessors.

Article 3.22 Organisation examinations

1. The Executive Board is responsible for the practical organization of examinations and appoints one or more invigilators for this purpose.

2. The Examination Board grants the quality of the organization en the procedures of the exams.

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 3.23 (Serious) Fraud

1. If a student commits 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 Van Hall Larenstein.

2. If the 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.

3. In case of serious fraud, the Examination Board can make a proposal to the Van Hall Larenstein Executive Board to definitively terminate the student's enrolment in the study programme.

4. 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 (plagiarism);
   e. acting contrary to oral or written assessment instructions.

5. Committing fraud as referred to in this Article includes committing, co-committing, provoking or attempting to commit.

6. If an Assessor or invigilator detects fraud, they immediately take measures that are necessary to ensure that the irregularity or fraud can be proven at a later time. The Assessor, or designated invigilator makes an official report of the fraud. This document is signed by the Assessor and/or the invigilator. The Assessor submits the official report immediately, or in any case no more than two working days later, to the Examination Board.

7. Before making a decision pursuant to clauses 1, 2 and/or 3 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.

8. 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.

9. 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 official report, the student’s notification, the student’s defence, and the disciplinary decisions.

Articles 3.24 to 3.28: Additional regulations for Van Hall Larenstein Professional Masters MOD / APCM

Article 3.24 Right to participation to assessments

1. A candidate is permitted to do resit assessments of each (partial) module of block 1, 2 and 3 with a maximum of 15 credits (EC).

2. Resits are only allowed when the mark of a partial assessment is less than 5.5. The last mark rewarded is final.

Article 3.25 Marking the assessment result

1. 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.

Article 3.26 Applied Research Project

1. The applied research project may only be undertaken when all modules have been completed, including a pass mark for the research proposal.

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 applied research assessment in which the research report and process reflection report is presented and defended is, at minimum, to be attended by the Van Hall Larenstein supervisor, a Van Hall Larenstein assessor and an external assessor. The external assessor has an advisory vote during the grading of the applied research assessment.

4. An external assessor will be present at the applied research assessment. Reports relating to this applied research are to be sent to the external assessor beforehand. The external assessor must have an academic degree and/or must have knowledge of the subject.

5. Two days before report submission, the Van Hall Larenstein supervisor together with the internal assessor (and/or specialisation coordinator), will determine and advise the Examination Board about the quality of the draft research report.
   In case it 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. The applied research 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.

7. If during the applied research assessment no agreement is reached between the supervisor, the internal assessor, the internal assessor is responsible for the final mark of the research report which has to be presented to the Examination Board for approval.

Article 3.27 Post Graduate Certificate

1. A candidate qualifies for a Post Graduate Certificate when: one of the following situations applies:
   a. The candidate has not been admitted to the thesis phase (block 4) of the programme by the Examination Board but has a weighted average final mark of 5.0 or higher and all assessments and partial assessments are above 4.0 .
   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 or an assessment or partial assessment mark less than 4.0 will be awarded neither a Professional Master Degree nor a Post Graduate Certificate, but only a Certificate of Attendance.

Article 3.28 Certificates

1. For students who attend the Master programme not in one but in a number of academic years, certificates per block will be provided, after successful completion of the block.
2. In case the assessments have not been successfully completed, Certificates of Attendance will be issued.

CHAPTER 4 STUDY PROGRESS, STUDY SUPERVISION AND STUDY RECOMMENDATION

Article 4.1 Study progress

The Van Hall Larenstein 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 4.2 Study mentoring

1. The Van Hall Larenstein Executive Board provides students with adequate facilities to ensure proper study progress.

2. The Van Hall Larenstein Executive Board is responsible for the individual study mentoring 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.

3. If students experience study delay due to personal circumstances, they can contact the student dean's office.

Article 4.3 Special provisions for students with disabilities

1. If requested by students, Van Hall Larenstein 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 1.

CHAPTER 5 EXAMINATION BOARDS

Article 5.1 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 competences that are necessary for obtaining a degree.

2. An Examination Board is established by the Van Hall Larenstein Executive Board for each study programme or group of study programmes.

3. The members of the Examination Board are appointed annually by the Van Hall Larenstein Executive Board based on their expertise in the field of the corresponding study programme or group of study programmes. Each Examining Board has at least one external member. Appointment is based on nomination by the Director. Before a new member is appointed, the current members of the Examination Board are given a hearing by or on behalf of the Van Hall Larenstein Executive Board.

4. The study programme publishes the composition of the Examination Board on *studentnet.*

Article 5.2 Duties and powers

1. The Examination Board performs all duties assigned to it by or pursuant to the Act or the regulations of Van Hall Larenstein, 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 case of fraud, revoking the right of students to participate in an optional course (Article 7.12b clause 1 sub d WHW);
   e. 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);
   f. 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);
   g. appoint Assessors (Article 7.12c clause 1 WHW);
   h. as the occasion arises, conduct a study to ascertain whether students have passed the final evaluation (Article 7.10 clause 2 WHW);
   i. 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);
   j. award degree certificates (Article 7.11 clause 2 WHW);
   k. 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
   l. deal with submitted complaints and requests (Article 7.12b clause 4 WHW);
   m. prepare an annual report on its activities, which is submitted to the Institutional Board (Article 7.12b clause 5 WHW);
   n. extend the validity of a successfully completed assessment at the request of the student (Article 7.13 clause 2 sub k 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. approving requests from students to take an assessment in a different format, as defined in Article 3.8 clause 3 of this regulation;
   b. granting approval for taking study units from a different study programme at Van Hall Larenstein, at a different university or equivalent institution;
   c. awarding the 'cum laude' distinction upon graduation, as defined in Article 3.3 of this regulation;

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 Van Hall Larenstein.

4. The Examination Board establishes rules about the execution of duties and powers granted by them by either the Act or the regulations of Van Hall Larenstein, 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 5.3 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.

CHAPTER 6 FINAL PROVISIONS

Article 6.1 Additional regulations

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

Article 6.2 Right of appeal

Students have the right to submit an appeal to the Appeals Board for Van Hall Larenstein 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 6 weeks following the date on the decision. The notification of appeal must be submitted to the Counter for complaints and disputes (loket-klachten-geschillen@hvhl.nl).The appeals procedure is described in more detail in the Regulations of the Appeals Board for Van Hall Larenstein Students (*Reglement van het College van Beroep voor Studenten Van Hall Larenstein*), which is published on *studentnet*.

Article 6.3 Unforeseen circumstances

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

Article 6.4 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 6.5 Entry into force and official title

1. These Regulations go into force on 1 October 2017.

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: Van Hall Larenstein Education and Examination Regulations 2017/2018 study programme 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 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 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 study units (modules)

Block 1 Value Chain Analysis and Development

Module - code	VMC5PDVE
Module – name	Personal Development and Leadership
Competences	D: To conduct applied research F: To communicate value chain developments in a multi-cultural setting to specialists and non-specialists G: To demonstrate and reflect on a professional attitude
Learning outcomes	D1a: To assess critically and summarise an article F1: To present a value chain analysis F2: To conduct a mini-lecture on a value chain development related topic F3: To conduct interactively a discussion on a value chain related topic G1: To reflect on work performances and leadership qualities G2: To demonstrate a critical analytical attitude
Content	*Introduction week, leadership trainings and mini-lecture* 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 master students at VHL University of Applied Sciences. 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 study programme, Realities back home and studying at VHL, Culture stress, Introduction to Dutch agriculture, Learning processes and essential study skills, Intercultural communication, Personal leadership skills and conducting a mini-lecture.
Teaching method(s) and student workload	*Introductory lectures, Instruction lectures, Trainings, Workshops,* *Mini-lectures; extra-curricular activities* Work load of 84 hours; of which • 60 hours attending trainings and workshops • 12 hours preparing, implementing and evaluating mini-lecture • 6 hours extra-curricular activities • 6 hours writing journals
Rating scale	*Complete or incomplete (pass or fail)*
Examination	Individual portfolio; the student has to upload the following documents: • CV • Poster individual presentation • Poster work environment • Motivation letter • Reflection journal VPA process • Reflection paper leadership trainings • Reflection paper mini-lectures The portfolio will be discussed with / assessed by a lecturer.
Mandatory literature	
Category of unit of study	*NOA – No assessment: no enrolment for the exams in SIS*
Contactperson	*M. Verschuur*
Language	*English*
Credits	*3 EC*
Period	*Block 1(throughout); academic year*
Entry requirements / prerequisites	*None*

Exams

VMC5PDVE Personal Development and Leadership	Weight	Rating scale exam	Individual(s) entering grade+ username(s)	Enrollment exam in SIS?	To schedule	Exam type	Exam duration (in minutes)	Exam policy	Examperiod(s)							
									Term 1 / exam week 1	Resit / exam week 1	Term 2 / exam week 2	Resit / exam week 2	Term 3 / exam week 3	Resit / exam week 3	term 4 / exam week 4	Resit / exam week 4
VMC5PD1 Demonstrating personal Development	1	Pass/fail	M. Verschuur A.Kijne	☐	☐	portfolio		☐	☐	☐	☐	☐	☐	☐	☐	☐

Study unit - code	VMC5VCVE
Study unit – name	Value chain analysis
Competences	A: To analyse the sustainability and resilience of value chains, stakeholders and production systems B: To initiate and manage innovative chain processes and projects
Learning outcomes	A1: To explain the concept of the value chain approach A2: To conduct a value chain analysis of a familiar chain A3: To conduct production system analysis A4: To conduct a financial analysis of agribusiness companies B1:To apply concepts of chain governance, producers' organisations and business development services. B2: To formulate proposals for innovations to upgrade agricultural value chains
Content	*Value Chain Concept* *Value Chain Analysis tools* *Value Chain Development strategies* *Business Economics* 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. Value chain analysis is vital to come up with improvements to increase income for producers and other actors in the chain. The focus of this module is on analysis and development of value chains. Support is given by lectures in business economics, quality management and information management. Finally participants conduct an analysis of a chain and a related sub-sector in the home country.
Teaching method(s) and student workload	*Interactive Lectures, small assignments and exercises, presentations, excursions and including mini-lectures* Workload of 168 hours, of which 40 hours value chain concept (lectures and exercises) 30 hours value chain development (lectures and mini-lectures) 40 hours business economics (lectures and exercises) 18 hours preparing written exam and presentation 40 hours writing paper spotlighting own chain

Rating scale	*The result of the written examination will be expressed as a numeral between 1 and 10 with a decimal fraction.*
Examinations	1.Individual written exam with multiple choise and open questions 50% 2.Individual oral exam presenting the paper of the own chain - 50%
Mandatory literature	Porter, Michael E., and Mark R. Kramer, 2011. Creating Shared Value. *Harvard Business Review* 89, nos. 1-2: 62–77. 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. KIT, Faida MaLi and IIRR, 2006. Chain Empowerment, supporting African farmers to develop markets. KIT, Amsterdam, Faida Market Link, Arusha & IIRR, Nairobi. ISBN 9966754-00-8. KIT and IIRR, 2008. Trading up: building co-operation between farmers and traders in Africa. KIT, Amsterdam & IIRR, Nairobi. ISBN 9789068326994 KIT and IIRR, 2010. Value Chain Finance. KIT, Amsterdam & IIRR, Nairobi. KIT, AgriProFocus and IIRR, 2012. Challenging chains for change. KIT, Amsterdam, APF, Arnhem & IIRR, Nairobi. ISBN 9789068326994 Maurits de Koning and Bart de Steenhuijsen Piters, 20xx. Farmers as Shareholders: A close look at recent experience. KIT, A'dam. Bulletin 390, Development Policy & Practice Wongtschowski, M., J. Belt, W. Heemskerk, and D. Kahan (eds). 2013. The business of agricultural business services: Working with smallholders in Africa. Royal Tropical Institute, Amsterdam; Food and Agriculture Organization of the United Nations, Rome; and Agri-ProFocus, Arnhem. KIT and AGRA. 2013. Do all roads lead to market? Learning from AGRA's Market Access Programme. Royal Tropical Institute, Amsterdam, and Alliance for a Green Revolution in Africa, Nairobi. Gereffi et al; 2005; The governance of global value chains. In: Review of Political Economy 12:1 Tilburg et al; 2007; Governance for quality management in smallholder based tropical food chains. Ruben R., van Boekel M., van Tilburg A. and Trienekens J (eds.); 2007. Tropical Food Chains. Governance regimes for quality management.
Category of unit of study	*NOA – No assessment: no enrolment for the exams in SIS*
Contactperson	*M. Verschuur*
Language	*English*
Credits	*6 EC*
Period	*Block 1, academic year*
Entry requirements / prerequisites	*None*
Capacity / waiting list	

Exams

VMC5VCVE Value chain Analysis	*Weight*	*Rating scale exam*	*Individual(s) entering grade+ username(s)*	*Enrollment exam in SIS?*	*To schedule*	*Exam type*	*Exam duration (in minutes)*	*Exam policy*	*Examperiod(s)*							
									Term 1 / exam week 1	*Resit / exam week 1*	*Term 2 / exam week 2*	*Resit / exam week 2*	*Term 3 / exam week 3*	*Resit / exam week 3*	*term 4 / exam week 4*	*Resit / exam week 4*
VMC5VC1 applying tools of VCD and financial analysis	1	1-10	M. Verschuur; A.Kijne	☐	☐	Written	4	X	☐	☐	☐	☐	☐	☐	☐	☐
VMC5VC2 conducting a value chain analysis of a familiar chain	1	1-10	M. Verschuur; A.Kijne	☐	☐	Oral										

Study unit - code	VMC5SAVE
Study unit – name	Sector Analysis
Competences	A: To analyse the sustainability and resilience of value chains, stakeholders and production systems G: To demonstrate and reflect on a professional attitude
Learning outcomes	A2b: To conduct a value chain analysis of an international non-familiar chain G1a: To manage time and work with deadlines
Content	Visual Problem Appraisal (VPA): Students get a consultancy assignment to analyse the cocoa sector; they gather desk information and use dvd interviews to get a clear picture of the sector in a short time and to report accordingly.
Teaching method(s) and student workload	VPA using different methods: introduction lectures, individual scoping research, dvd interviews, group reporting Workload of 84hours, of which 12 hours lectures and class exercises 24 hours individual scoping 44 hours group research, including dvd interviews 4 hours presentation and feedback
Rating scale	*numeral between 1 and 10 with a decimal fraction.*
Examination	Formative test: individual scoping journals, group dvd interview journals Summative test: Group report and presentation – integrated mark
Mandatory literature	*VPA the flavour of cocoa and chocolate*
Category of unit of study	*NOA – No assessment: no enrolment for the exams in SIS*
Contactperson	*M. Verschuur*
Language	*English*
Credits	*3 EC*
Period	*Block 1: academic year*
Entry requirements/ prerequisites	*None*
Capacity/waiting list	

Exams

VMC5SAVE **Sector Analysis**	***Weight***	***Rating scale exam***	***Individual(s) entering grade+ username(s)***	***Enrollment exam in SIS?***	***To schedule***	***Exam type***	***Exam duration (in minutes)***	***Exam policy***	***Examperiod(s)***							
									Term 1/exam week 1	***Resit/exam week 1***	***Term 2/exam week 2***	***Resit/exam week 2***	***Term 3/exam week 3***	***Resit/exam week 3***	***term 4/exam week 4***	***Resit/exam week 4***
VMC5SAVE **Conducting a value chain analysis of a non-familiar chain**	1	1-10	M.Verschuur; A.Kijne	☐	☐	Oral based on a group report		☐	☐	☐	☐	☐	☐	☐	☐	☐

Study unit - code	VMC5OAVE
Study unit – name	Organisational Analysis
Competences	A: To analyse the sustainability and resilience of value chains, stakeholders and production systems B: To initiate and manage innovative chain processes and projects
Learning outcomes	A6: To apply tools for an organisational and institutional analysis B2b: To formulate proposals for innovations to mainstream value chain development in organisations
Content	*Organisational Analysis* *Institutional Analysis* *Change Management* *Students write an organisational and institutional analysis of the own organisation (ODIS paper). The interactive lectures and exercises will be supportive to the application of the tools on their own organisation.*
Teaching method(s) and student workload	*Interactive Lectures, small exercises* Workload of 84 hours, of which 24 hours attending lectures, including small exercises 20 studying literature 40 hours writing paper spotlighting own chain
Rating scale	*numeral between 1 and 10 with a decimal fraction.*
Examination	Individual paper
Mandatory literature	TACSO, 2011. CSO Management – Practical Tools for Organizational Development Management MDF, 2004. The Tango for Organisations. PSO, 2012. Action learning on assessing organisational capacities. PSO THEMATIC LEARNING PROGRAMME ON OA. PSO, The Hague.
Category of unit of study	*NOA – No assessment: no enrolment for the exams in SIS*
Contactperson	*A.Kijne*
Language	*English*
Credits	*3EC*
Period	*Block 1; academic year*
Entry requirements/ prerequisites	*None*
Capacity/waiting list	

Exams

VMC5OAVE Organisational Analysis	*Weight*	*Rating scale exam*	*Individual(s) entering grade+ username(s)*	*Enrollment exam in SIS?*	*To schedule*	*Exam type*	*Exam duration (in minutes)*	*Exam policy*	*Examperiod(s)*							
									Term 1/exam week 1	*Resit/exam week 1*	*Term 2/exam week 2*	*Resit/exam week 2*	*Term 3/exam week 3*	*Resit/exam week 3*	*term 4/exam week 4*	*Resit/exam week 4*
VMC5OAVE Applying tools for organizational analysis	1	1-10	A. Kijne; M.Verschuur	☐	☐	Individual paper		☐	☐	☐	☐	☐	☐	☐	☐	☐

Block 2 :

Study unit - code	VMC5CDVE
Study unit – name	Value Chain Development project
Competences	A: To analyse the sustainability and resilience of value chains, stakeholders and production systems B: To initiate and manage innovative chain processes and projects C: To design a business plan or new business models for business service entrepreneurs or chain actors E: To build sustainable relations with chain stakeholders F: To communicate global value chain developments in a multicultural setting to specialists and non-specialists G: To apply and reflect on a professional attitude in a changing international business environment
Learning outcomes	A6: To conduct an analysis of a complex forest, plantation, livestock or horticultural subsector in region or country B3: To formulate a project (tender) proposal for chain innovation B4: To design monitoring and evaluation indicators for chain projects C2a: To develop a budget for a chain development project C3: To negotiate with business partners C4: To develop policies and networks for integrated value chain management E1: To identify Public private partnerships E2: To influence chain related developments in a gender-sensitive way E3: To cooperate as a chain development professional in a multi-disciplinary team F4: To pitch a tender document in front of commissioners G3: To show the ability to think outside the box G4: To anticipate on different team roles and strategic interests in group processes
Content	*Specialisation specific Processor-led Value chain development* *Project Management* *Sustainable Business Development* *Public Private Partnerships* *Netwerk organisations* *Multi-stakeholder meeting* *Pitching* **Value Chain Development project** comprises the development of a sustainable value chain assignment combined with project management. The strategy is to link this module to a real-life assignment in the lectorate's project portfolio. **Project Management** As project managers and planners, students need to be able to apply project planning techniques and to analyse project proposals. In the project exercise project management tools are is used. The project exercise is an important part of the programme in which theoretical inputs and practical application alternate. Students develop a project proposal (tender proposal and project planning, including a budget) for a particular case in a public private partnership and chain network situation.
Teaching method(s) and student workload	*Large assignment, Interactive Lectures, guest lectures, excursion* Workload of 140 hours, of which 28 hours attending lectures project management 12 hours training 10 hours guest lectures and/or excursion 10 hours coaching, feedback and assessment 30 hours studying literature 50 hours group work on writing a project proposal
Rating scale	*numeral between 1 and 10 with a decimal fraction.*
Examination	Individual paper

Mandatory literature	Dijk, van, M.P. & J. Trienekens (eds), 2012. Global Value chains. Linking local producers from Developing Countries to International Markets. Amsterdam University Press.
Category of unit of study	*NOA – No assessment: no enrolment for the exams in SIS*
Contactperson	*M. Verschuur*
Language	*English*
Credits	*5EC*
Period	*Block 2; academic year*
Entry requirements / prerequisites	*Completed block 1*
Capacity / waiting list	-

Exams

VMC5CDVE Value Chain Development project	*Weight*	*Rating scale exam*	*Individual(s) entering grade + username(s)*	*Enrollment exam in SIS?*	*To schedule*	*Exam type*	*Exam duration (in minutes)*	*Exam policy*	*Examperiod(s)*							
									Term 1 / exam week 1	*Resit / exam week 1*	*Term 2 / exam week 2*	*Resit / exam week 2*	*Term 3 / exam week 3*	*Resit / exam week 3*	*term 4 / exam week 4*	*Resit / exam week 4*
VMC5CD1 presenting the tender proposal	3	1-10	M.Verschuur; A.Kijne	☐	☐	Oral based on group work	45/ gr	☐	☐	☐	☐	☐	☐	☐	☐	☐
VMC5CD2 Applying project management tools	2	1-10	H.Evers	☐	☐	Group report		☐	☐	☐	☐	☐	☐	☐	☐	☐

Study unit - code	VMC5CMVE
Study unit – name	Integrated Chain Management
Competences	A: To analyse the sustainability and resilience of value chains, stakeholders and production systems B: To initiate and manage innovative chain processes and projects E: To build sustainable relations with chain stakeholders F: To communicate global value chain developments in a multicultural setting to specialists and non-specialists G: To apply and reflect on a professional attitude in a changing international business environment
Learning outcomes	A7: To indicate critical control points at different levels of the chain B5: To design a quality management handbook for internal audits and certification B6: To manage a process towards a competitive, safe and environmental friendly agricultural production chain E3: To cooperate as a chain development professional in a multi-disciplinary team F5: To audit integrated chain development plans G3: To show the ability to think outside the box G4: To anticipate on different team roles and strategic interests in group processes
Content	This module comprises four major elements: logistics management, quality infrastructure and quality management systems, audit skills and a specialisation specific integrated chain management case. **Logistics Management:** 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. *Warehousing.* Warehouse management studies storage and handling decisions and systems, inventory and purchasing and supply policy decisions, facility location decisions. **Quality infrastructure and quality management systems :** The specific aim of this topic 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 background. Quality labels will become increasingly important in national and international trade, chain focus will be on issues like tracking & tracing, food safety, social aspects and environment. **Audit skills:** 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.
Teaching method(s) and student workload	*Large assignment, Interactive Lectures, guest lectures, excursions* Workload of 140 hours, of which 28 hours attending lectures project management 40 hours guest lectures and/or excursion 12 hours coaching, feedback and assessment 30 hours studying literature 40 hours group work on designing a quality handbook I
Rating scale	*numeral between 1 and 10 with a decimal fraction.*
Examination	Individual paper
Mandatory literature	Luning, P.A., Marcelis, W.J. and Jongen, W.M.F. (2009). Food Quality Management: A techno-managerial Approach. Wageningen Academic Publishers. Clemens Sanetra & Rocío M. Marbán, 2007. The answer to the global quality challenge: a national quality infrastructure. Visser, H.M. and van Goor, A.R. (2006). Logistics: Principles and Practice. Stenfert Kroese Publishers. Roesel, K. and D. Grace (eds), 2015. Food safety and informal markets. Animal products in Sub-Sahara Africa. ILRI / Earthscan / Routledge.
Category of unit of study	*NOA – No assessment: no enrolment for the exams in SIS*
Contactperson	*G.Houwers*
Language	*English*
Credits	*5EC*
Period	*Block 2; academic year*
Entry requirements / prerequisites	*Completed block 1*
Capacity / waiting list	-

Exams

VMC5CMVE Integrated Chain Management	Weight	Rating scale exam	Individual(s) entering grade+ username(s)	Enrollment exam in SIS?	To schedule	Exam type	Exam duration (in minutes)	Exam policy	Examperiod(s)							
									Term 1 / exam week 1	Resit / exam week 1	Term 2 / exam week 2	Resit / exam week 2	Term 3 / exam week 3	Resit / exam week 3	term 4 / exam week 4	Resit / exam week 4
VMC5CM1 Designing a quality manual	3	1-10	G.Houwers; R. Oude Luttikhuis	☐	☐	Group report		☐	☐	☐	☐	☐	☐	☐	☐	☐
VMC5CM2 Auditing an integrated chain management plan	2	1-10	G.Houwers; R. Oude Luttikhuis	☐	☐	Oral	45/ gr	☐	☐	☐	☐	☐	☐	☐	☐	☐

Study unit - code	VMC5HPVE – VMC5LPVE - VMCFPVE
Study unit – name	Horticulture Production – Livestock Production – Forest Production
Competences	A: To analyse the sustainability and resilience of value chains, stakeholders and production systems C: To design a business plan or new business models for business service entrepreneurs or chain actors E: To build sustainable relations with chain stakeholders
Learning outcomes	A3b: To conduct an environmental impact assessment A3c: To investigate climate smart production options A6: To conduct an analysis of a complex forest, plantation, livestock or horticultural subsector in region or country C1: To develop a production manual or business plan for a chain actor C2a: To set up an investment plan for agri-businesses E3: To cooperate as a chain development professional in a multi-disciplinary team
Content	The Agricultural and Forestry 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. 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 value chain, from production through to post harvest. The focal point will be on sustainable production methods (climate smart technologies) and post-harvest issues (related to perishable products) and environmental impact (e.g. forestry).
Teaching method(s) and student workload	*Large assignment, Interactive Lectures, guest lectures, excursions* Workload of 140 hours, of which (small difference per specialisation) 16 hours attending lectures strategic marketing / business planning 20 hours attending lectures on sustainable production 14 hours guest lectures and/or excursion(s) 10 hours coaching, feedback and assessment 30 hours studying literature 50 hours group work on designing a business plan or production manual
Rating scale	*numeral between 1 and 10 with a decimal fraction.*
Examination	Individual paper
Mandatory literature	*Horticulture:* Poincelot, R., 2004, Sustainable Horticulture, ISBN 0-13-618554-1 University of California, 2001. Integrated Pest Management for Floriculture and Nurseries, ISBN 1-879906-46-5 Kader, A., 2002, Postharvest Technology of Horticultural. Crops, ISBN 1-879906-51-1 *Livestock:*

	Wouters, A.P. and J. van der Lee, 2009. Smallholder dairy development, drivers, trends and opportunities. Wageningen UR Livestock Research. Heifer Nederland Lee , Jan van der, Jelle Zijlstra, Bram Wouters and Simone van Vugt, 2014. Milking to potential. Strategic framework for dairy sector development in emerging economies. Discussion paper. WUR/LR & CDI, Wageningen
Category of unit of study	*NOA – No assessment: no enrolment for the exams in SIS*
Contactperson	*A.Kijne, J.Meinderts and P.vd Meer resp.*
Language	*English*
Credits	*5EC*
Period	*Block 2; academic year*
Entry requirements/ prerequisites	*Completed block 1*
Capacity/ waiting list	☐ *If 'yes' please contact Functioneel Beheer*

Exams

VMC5HPVE Horticulture Production	Weight	Rating scale exam	Individual(s) entering grade+ username(s)	Enrollment exam in SIS?	To schedule	Exam type	Exam duration (in minutes)	Exam policy	Examperiod(s)							
									Term 1/exam week 1	Resit/exam week 1	Term 2/exam week 2	Resit/exam week 2	Term 3/exam week 3	Resit/exam week 3	term 4/exam week 4	Resit/exam week 4
VMC5HPVE-01 Designing a production manual or business plan	1	1-10	A.Kijne; M.Verschuur	☐	☐	Oral based on Group report		☐	☐	☐	☐	☐	☐	☐	☐	☐

Exams

VMC5LPVE livestock Production	Weight	Rating scale exam	Individual(s) entering grade+ username(s)	Enrollment exam in SIS?	To schedule	Exam type	Exam duration (in minutes)	Exam policy	Examperiod(s)							
									Term 1/exam week 1	Resit/exam week 1	Term 2/exam week 2	Resit/exam week 2	Term 3/exam week 3	Resit/exam week 3	term 4/exam week 4	Resit/exam week 4
VMC5LPVE-01 Designing a production manual or business plan	1	1-10	J.Meinderts; M.Verschuur	☐	☐	Oral based on Group report		☐	☐	☐	☐	☐	☐	☐	☐	☐

Exams

VMC5FPVE Forest Production	Weight	Rating scale exam	Individual(s) entering grade+ username(s)	Enrollment exam in SIS?	To schedule	Exam type	Exam duration (in minutes)	Exam policy	Examperiod(s)							
									Term 1/exam week 1	Resit/exam week 1	Term 2/exam week 2	Resit/exam week 2	Term 3/exam week 3	Resit/exam week 3	term 4/exam week 4	Resit/exam week 4
VMC5FPVE-01 Designing a production manual or business plan	1	1-10	P vd Meer; M.Verschuur	☐	☐	Oral based on Group report		☐	☐	☐	☐	☐	☐	☐	☐	☐

Block 3 :

Study unit - code	VMC5RMVE
Study unit – name	Research Methods
Competences	D: To conduct applied research
Learning outcomes	D2: To design applied research projects and proposals D3: To collect, process and report simple research information systematically D4: To conduct structured interviews D5: To process and analyses quantitative research data with SPSS
Content	The module has four sections: *Applied Research design, Action Research, Statistics (SPSS) and a Short Survey (mini-research)* Part 1 Applied research design. 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 types and tools are discussed. Part 1 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. Part 2 Action Research. In value chain facilitation, action research is becoming a common research tool. Several action research methods will be discussed. Part 3 SPSS. Students will focus on quantitative data analysis using the software programme SPSS. Part 4 Mini research. A short survey is conducted in which all element of research (design, data collection, data analysis, interviewing, and write-up) are considered and practised.
Teaching method(s) and student workload	*Large assignment, Interactive Lectures, guest lectures, excursion* Workload of 168 hours, of which 40 hours attending lectures research design, action research 20 hours attending lectures statistics 8 hours guest lectures 12 hours assessment, presentations 40 hours studying literature 16 hours individual research proposal 32 hours group work on implementing a short survey
Rating scale	*numeral between 1 and 10 with a decimal fraction.*
Examination	Individual written exam (67%) Group paper (33%)
Mandatory literature	Oliver P. 2015. *Writing Your Thesis*. Third edition. SAGE Study Skills. London. Verschuren P. and Doorewaard H. 2010. *Designing a Research Project*. Second edition. Eleven International Publishing, The Hague. Baarda, B., 2010. Research, this is it! Wolters-Noordhoff, Groningen
Category of unit of study	*NOA – No assessment: no enrolment for the exams in SIS*
Contactperson	*M. Verschuur*
Language	*English*
Credits	*6EC*
Period	*Block 3; academic year*
Entry requirements / prerequisites	*Completed block 2*
Capacity / waiting list	-

Exams

VMC5RMVE Research Methods	Weight	Rating scale exam	Individual(s) entering grade+ username(s)	Enrollment exam in SIS?	To schedule	Exam type	Exam duration (in minutes)	Exam policy	Examperiod(s)							
									Term 1 / exam week 1	Resit / exam week 1	Term 2 / exam week 2	Resit / exam week 2	Term 3 / exam week 3	Resit / exam week 3	term 4 / exam week 4	Resit / exam week 4
VMC5RM1 designing applied research proposal	4	1-10	M.Verschuur	☐	☐	MC exam	135	☐	☐	☐	☐	☐	☐	☐	☐	☐
VMC5RM2 Applying survey	2	1-10	K. Janssen	☐	☐	Group report		☐	☐	☐	☐	☐	☐	☐	☐	☐

Study unit - code	VMC5PRVE
Study unit – name	Action research in practise
Competences	D: To conduct applied research E: To build sustainable relations with chain stakeholders G: To apply and reflect on a professional attitude in a changing international business environment
Learning outcomes	(D2: To design applied research projects and proposals) D3: To collect, process and report simple research information systematically D4: To conduct structured or semi-structured interviews and focus group discussions D6: To process and analyses qualitative research data E4: To anticipate different practical needs and strategic interests of relevant stakeholders E5: To develop a simple chain network G5: To show flexibility in a continuously changing international business environment
Content	*Field assignment as mini-thesis* *Assignment based on a project from the Applied Research Centres*
Teaching method(s) and student workload	*Real life assignment, group work* Workload of 112 hours, of which 32 hours preparation field work 40 hours field work 40 hours reporting, presenting and assessment
Rating scale	*numeral between 1 and 10 with a decimal fraction.*
Examination	Individual oral exam based on an individual reflection of own performances in the group process
Mandatory literature	
Category of unit of study	*NOA – No assessment: no enrolment for the exams in SIS*
Contactperson	*M. Verschuur*
Language	*English*
Credits	*4EC*
Period	*Block 3; academic year*
Entry requirements / prerequisites	*Completing block 2*
Capacity / waiting list	-

Exams

VMC5PRVE Action research in practise	Weight	Rating scale exam	Individual(s) entering grade+ username(s)	Enrollment exam in SIS?	To schedule	Exam type	Exam duration (in minutes)	Exam policy	Examperiod(s)							
									Term 1/exam week 1	Resit/exam week 1	Term 2/exam week 2	Resit/exam week 2	Term 3/exam week 3	Resit/exam week 3	term 4/exam week 4	Resit/exam week 4
VMC5PRVE Action research in practise	1	1-10	M. Verschuur	☐	☐	Oral based on reflective journal	30 pp	☐	☐	☐	☐	☐	☐	☐	☐	☐

Study unit - code	VMC5RDVE
Study unit – name	Research Design
Competences	D: To conduct applied research F: To communicate global value chain developments in a multicultural setting to specialists and non-specialists
Learning outcomes	D2: To design applied research projects and proposals F6: To defend appropriately applied research projects and proposals
Content	*Applied Research proposal*
Teaching method(s) and student workload	*Pitching and final presenting research proposal, coaching* Workload of 168 hours, of which Self-study and coaching
Rating scale	*numeral between 1 and 10 with a decimal fraction.*
Examination	Research Proposal + presentation
Mandatory literature	
Category of unit of study	*NOA – No assessment: no enrolment for the exams in SIS*
Contactperson	*A.Kijne*
Language	*English*
Credits	*5 EC*
Period	*Block 3; academic year*
Entry requirements/ prerequisites	*Completed block 2*
Capacity/waiting list	-

Exams

VMC5RDVE Research Design	Weight	Rating scale exam	Individual(s) entering grade+ username(s)	Enrollment exam in SIS?	To schedule	Exam type	Exam duration (in minutes)	Exam policy	Examperiod(s)							
									Term 1/exam week 1	Resit/exam week 1	Term 2/exam week 2	Resit/exam week 2	Term 3/exam week 3	Resit/exam week 3	term 4/exam week 4	Resit/exam week 4
VMC5RD1 Research proposal	4	1-10	A.Kijne; P vd Meer; M.Verschuur	☐	☐	Proposal		☐	☐	☐	☐	☐	☐	☐	☐	☐
VMC5RD1 Presentation research proposal	1	1-10	A.Kijne; P vd Meer; M.Verschuur	☐	☐	presentation	30 pp	☐	☐	☐	☐	☐	☐	☐	☐	☐

Block 4:

Study unit - code	VMC5ARVE
Study unit – name	Applied research project
Competences	A. To analyse the sustainability and resilience of value chains, stakeholders and production systems B. To initiate and manage innovative chain processes and projects C. To design a business plan or new business models for business service entrepreneurs or chain actors D. To conduct applied research contributing towards an efficient and resilient value chain development E. To build sustainable relations with chain stakeholders F. To communicate global value chain developments in a multicultural setting to specialists and non-specialists G. To apply and reflect on a professional attitude in a changing international business environment
Learning outcomes	A8: To conduct an in-depth analysis of a chosen agri-food or forest chain B8: To innovate services and processes in existing agricultural production chains C5: To advise in a continuously changing international business environment C6: To design a new business model for chain entrepreneurs; or C7: To design a new chain for chain actors or design an intervention in an existing chain to enhance sustainable and inclusive value chain development C8: To analyse risks C9: To demonstrate an innovative spirit and willingness to take risks D7: To manage an applied research project towards resilient value chain development E7: To influence chain related developments in a gender-sensitive way F7: To explain consequences for sustainability (3P) of various scenarios F8: To present interactively to an intercultural audience developments of current value chains; and / or F9: To communicates research conclusions to audiences of specialists and non-specialists G7: To reflect on the autonomous manner of the study in his/her own method or style
Content	*Applied research project of a self-chosen chain, most students will do the research in their own field of work of are involved in an applied professorship project.*
Teaching method(s) and student workload	Workload of 420 hours, Including data collection, data processing, design process, research report writing, reflective report writing, colloquium and oral defence.
Rating scale	*numeral between 1 and 10 with a decimal fraction.*
Examination	Individual oral exam (colloquium) based on an individual research report, presentation and reflectivity of the research process
Mandatory literature	
Category of unit of study	*NOA – No assessment: no enrolment for the exams in SIS*
Contactperson	*M. Verschuur*
Language	*English*
Credits	*15 EC*
Period	*Block 4; academic year*
Entry requirements/ prerequisites	*Completing block 3; if a student has not completed the previous blocks, he will get a NO GO for the thesis trajectory*
Capacity/waiting list	-

Exams

VMC5ARVE Applied research project	Weight	Rating scale exam	Individual(s) entering grade+ username(s)	Enrollment exam in SIS?	To schedule	Exam type	Exam duration (in minutes)	Exam policy	Examperiod(s)							
									Term 1 / exam week 1	Resit / exam week 1	Term 2 / exam week 2	Resit / exam week 2	Term 3 / exam week 3	Resit / exam week 3	term 4 / exam week 4	Resit / exam week 4
VMC5AR1 Applied research report	9	1-10	M. Verschuur M. Put	☐	☐	research report		☐	☐	☐	☐	☐	☐	☐	☐	☐
VMC5AR2 Presentation and Oral defence	3	1-10	M. Verschuur M.Put	☐	☐	Oral based on research report	100									
VMC5AR3 Reflection	3	1-10	M. Verschuur M.Put	☐	☐	Reflective journal										

Appendix 3 ADMISSION

Article 1 Entry requirements to the programme

Prospective students who wish to be admitted to the Master's degree programme 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,
- English: a certificate for fluency in English: TOEFL 550 points/ IELTS 6.0 or other certificates equivalent to these.

  The following students are exempt from providing proof of their English language proficiency:

  - Native English speakers (USA, UK, Australia, New Zealand, Ireland, South-Africa, Kenya, Zimbabwe and Canada (English-speaking areas).
  - Applicants with a Dutch VWO diploma
  - Applicants with a Dutch HAVO diploma, with final grade 6 or higher for English
  - Applicants from Austria, Belgium (Flanders), Denmark, Germany, Estonia, Finland, Hungary, Latvia, Lithuania, Luxemburg, Norway, Romania, Slovakia and Sweden who have obtained one of the following diplomas, including a final examination in English.

Article 2 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 Regulations).

Attachment 4 Module evaluations

On the 15th of June 2016 an admendment of the Higher Education and Research Act 'the Enhanced Governance Powers Act' was published and states that the Programme Committee has the approval right on topics in the Education and examination Regulations (EER). Also a new topic is added to the EER: the way the education of the concerning study programme is evaluated. The amendment is published in the Bulletin of Acts and Decrees of the Kingdom of the Netherlands 273.

In this attachment the study programme announces how the education of the concerning study programme is evaluated.

1. Planning of evaluations, including panel evaluations.

Name of module	Kind of evaluation: questionnaire or / and panel evaluation	When (which week)
Block 1	Both	22 Dec 2017
Block 2	Both	23 March 2018
Block 3	Both	8 June 2018
Block 4	Both	27 Sept 2018
Programme	both	27 Sept 2018
Nuffic evaluation – if needed	questionnaire	27 Sept 2018

2. Process of publishing the results and improvements

Elements of the process	Fill in per study programme
1. The way the results of the evaluation and the plans for improvement are made known to the current student.	Yes
2. The planning for making known the results of evaluations and improvement plans among current students.	Yes
3. The way the results of the evaluation and the plans for improvement are made known to the new student.	No
4. The planning for making known the results of evaluations and improvement plans among new students.	Yes, mostly the programme evaluation
Name contact person	Marcel Put / (Marco Verschuur)