

Master Programme

Innovative Dairy Chain Management (IDCM)

CONCEPT Education and Examination Regulations

2017-2018

Version: November 2017-02-24

The Master IDCM is being developed through the Education Programme of the Dairy Campus which is subsidised by the SSN (Samenwerkingsverband Noord Nederland)



**CONCEPT Education and Examination Regulations 2017 – 2018,
study programme Master Innovative Dairy Chain Management**

Van toepassing op studiejaar 2017-2018; concept nog in overeenstemming te brengen met het casco-EER zodra dat Van Hall Larenstein-breed is vastgesteld (september oktober 2016)

Decosnumber:

Official title	VHL Education and Examination Regulations 2017-2018 study programme Master Innovative Dairy Chain Management
Effective date	1 September 2017
Participation council's advice	
Enacted by Executive Board	
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	draft version 0.1
Location	Studentnet -> regulations -> major specific

Table of contents

CHAPTER 1	GENERAL PROVISIONS	5
Article 1.1	The Education and Examination Regulations	5
Article 1.2	Applicability	5
Article 1.3	Definitions	5
CHAPTER 2	ADMISSION	9
Article 2.1	Entry requirements to the programme	9
Article 2.2	Conditions of enrolment	9
CHAPTER 3	CONTENT AND CURRICULUM	10
Article 3.1	Aim	10
Article 3.2	Type of study and location(s)	10
Article 3.3	Language of instruction	10
Article 3.4	Learning outcomes of the Professional Master programme	10
Article 3.5	Student workload of the study programme	10
Article 3.6	Curriculum of the full-time variant	10
CHAPTER 4	FINAL EXAMINATIONS AND ASSESSMENTS	11
Article 4.1	Final examinations	11
Article 4.2	Determining, announcing and keeping records of examination results	11
Article 4.3	Designation 'cum laude'	11
Article 4.4	Degree certificates, diploma supplement and degree	11
Article 4.5	Assessment	11
Article 4.6	Retention Periods for Exam Questions and Assessed Work	12
Article 4.7	Awarding credits	12
Article 4.8	Assessment formats	12
Article 4.9	Disclosure of Exam Material	12
Article 4.10	Assessment criteria	12
Article 4.11	Opportunity to take assessments	13
Article 4.12	Taking assessments for students with a disability	13
Article 4.13	Resitting an assessment due to exceptional circumstances	13
Article 4.14	Right to participation in assessments	13
Article 4.15	Determining the assessment results	13
Article 4.16	Assessing the assessment results	13
Article 4.17	Announcing and registering the results	14
Article 4.18	Post-inspection and discussion of the assessment, publishing the assessment standards	14
Article 4.19	Duration of validity of passed assessments	14
Article 4.20	Exemptions for assessments	14
Article 4.21	Assessors	15
Article 4.22	Organisation examinations	15
Article 4.23	(Serious) Fraud	15
Article 4.24	Assessments and resits	16
Article 4.25	Thesis	16
Article 4.26	Certificates	16
CHAPTER 5	STUDY PROGRESS, STUDY SUPERVISION AND STUDY RECOMMENDATION	17
Article 5.1	Study progress	17
Article 5.2	Study mentoring	17
Article 5.3	Special provisions for students with disabilities	17
CHAPTER 6	EXAMINATION BOARDS	18
Article 6.1	Establishment and appointment	18
Article 6.2	Duties and powers	18
Article 6.3	General regulations	19
CHAPTER 7	FINAL PROVISIONS	20
Article 7.1	Additional regulations	20
Article 7.2	Right of appeal	20

Article 7.3	Unforeseen circumstances	20
Article 7.4	Interim provisions	20
Article 7.5	Entry into force and official title	20
APPENDICES		21
Appendix 1	Provisions for special groups of students	22
Appendix 2	Vision and Mission Master IDCM	23
Appendix 3	Job profiles and competences	24
Appendix 4	Competences and learning outcomes, linked to Dublin descriptors, modules and assessments	25
Appendix 5	Study units (modules)	28
Appendix 6	Competence cards with Body of Knowledge, Skills (BoKS) and Attitude	48
Appendix 7	Additional information	56

CHAPTER 1 GENERAL PROVISIONS

Article 1.1 The Education and Examination Regulations

1. Each study programme at Van Hall Larenstein University of Applied Sciences (VHL) has a set of Education and Examination Regulations (EER), accessible from the start of the study, as referred to in Article 7.13 of the Act (hereinafter: these Regulations). The EER can be found on Studentnet and the internet site of VHL.
2. These Regulations were enacted by the Executive Board on the date shown on the cover sheet. These Regulations come into force as of the date shown on the cover sheet.
3. Five appendixes 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 Innovative Dairy Chain Management of VHL.
2. These Regulations also apply to prospective students who have requested admission to the *Professional Master* programme referred to in Clause 1 above.

Article 1.3 Definitions

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

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

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

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

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

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

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

Competences: (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 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 VHL. 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;

Degree 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);

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

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

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

Examination: an interim examination as referred to in Article 7.10 clause 1 WHW. An examination of the 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 ff 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. In SIS this is translated as *Vrijstelling* (VRS);

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

Executive Board: the Executive Board of VHL;

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 VHL 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 assessment. 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;

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

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

WHW: the Higher Education and Research Act.

CHAPTER 2 ADMISSION

Article 2.1 Entry requirements to the programme

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

- a first degree in life sciences or related fields,
- at least 2 years of relevant working experience on middle or higher management positions,
- a certificate for fluency in English: TOEFL 550 points/ IELTS 6.0 or other certificates equivalent to these.
Students who had their education in the English language, can provide a letter which indicates the English mode of instruction from the university concerned.

Prospective students have to submit: CV, confirmation of employer if applicable, confirmation of funding, and a comprehensive letter of motivation. The letter should show that the student has a clear idea about current situation, of the educational programme and of its future.

Article 2.2 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 Enrolment Decree (*inschrijvingsbesluit*).

CHAPTER 3 CONTENT AND CURRICULUM

Article 3.1 Aim

Graduates of the Master programme Innovative Dairy Chain Management contribute to the renewal of professional practice in the dairy chain and bridge the gap between theory and practice. They are dedicated to high quality dairy products that are available and affordable for all and made with a fair share for all chain stakeholders from field to table. Graduates will be capable of mainstreaming, stimulating and implementing changes that lead to increased governance, efficiency and sustainability of the entire chain. They work with people.

Article 3.2 Type of study and location(s)

The Professional Master programme Innovative Dairy Chain Management is offered in a full-time variant at the location Leeuwarden.

Article 3.3 Language of instruction

1. The education and the examinations are given in English.
2. *(vervallen, niet van toepassing: code of conduct bij gebruik van andere talen wanneer NL voertaal is)*

Article 3.4 Learning outcomes of the Professional Master programme

The quality of knowledge, understanding and skills that students are required to possess at the end of the study are described in the learning outcomes of the competences. These are included in appendices 2 and 3.

Article 3.5 Student workload of the study programme

The full-time variant is a one-year Professional Master programme with a student workload of 60 credits.

Article 3.6 Curriculum of the full-time variant

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

Term 1	Dairy Chain Innovations 7 credits	Dairy Business Development 7 credits	Professional development 4 credits
Term 2	Dairy Chain Governance 7 credits	Quality Assurance 7 credits	
Term 3	Research Design and Implementation 7 credits	Thesis 21 credits	
Term 4			

CHAPTER 4 FINAL EXAMINATIONS AND ASSESSMENTS

Article 4.1 Final examinations

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

Article 4.2 Determining, announcing and keeping records of examination results

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

Article 4.3 Designation 'cum laude'

1. 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 VHL Executive Board. This report contains an explanation for deviating from the requirements listed in clause 1.

Article 4.4 Degree certificates, diploma supplement and degree

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

Article 4.5 Assessment

1. An assessment is linked to every study unit.

2. An assessment can consist of partial assessments. 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 4 specifies of each study unit whether there are partial assessments.

Article 4.6 Retention Periods for Exam Questions and Assessed Work

1. The assessor is responsible 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 Paragraph 2 of this article, 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 4.7 Awarding credits

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

Article 4.8 Assessment formats

1. The description of each study unit in Appendix 4 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 4.9 Disclosure of Exam Material

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

Article 4.10 Assessment criteria

1. 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 4.11 Opportunity to take assessments

1. Each assessment is offered at least twice per year.
2. The day and time of each 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 4.12 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 4.13 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 4.14 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 4.15 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 4.16 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 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 4.17 Announcing and registering the results

1. The result of an assessment or partial assessment 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 4.4, can request a written declaration from the Examination Board that lists the assessments that have been passed.

Article 4.18 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 assessor 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 assessor 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 4.19 Duration of validity of passed assessments

The duration of validity of a passed assessment is unlimited.

Article 4.20 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 VHL.
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 4.20.3) and a written record of the Board's decision.

Article 4.21 Assessors

The Examination Board appoints assessors.

Article 4.22 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 and 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 4.23 (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 VHL.
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 VHL 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 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 4.24 to 4.26: Additional regulations for VHL Professional Masters Innovative Dairy Chain Management

Article 4.24 Assessments and resits

1. The assessments of modules of terms 1 and 2 will take place at the end of the respective term. In case a resit is needed, the resits will take place in the sixth week of the next term. In case a second resit is needed, the moment of assessment will be decided in consultation with the lecturer.
2. The assessments of modules of terms 3 and 4 will take place during or at the end of the term. In case a resit is needed, the moment of assessment will be decided in consultation with the lecturer.
3. Resits are only allowed when the mark of a partial assessment is less than 5.5. The last mark rewarded is final.

Article 4.25 Thesis

1. The formal start of the thesis trajectory can only take place if the modules of terms 1, 2 and 3 have been completed.
2. The subject for research is chosen by each individual candidate, in consultation with the programme coordinator and, when applicable, with a commissioner.
3. The thesis assessment in which the thesis is presented and defended is, at minimum, to be attended by the VHL supervisor, a second VHL assessment and an external assessor.
4. If during the thesis assessment no agreement is reached between the supervisor, the VHL assessor and the external assessor, the VHL supervisor is responsible for the final mark.

Article 4.26 Certificates

1. The Master IDCM is offered in one-year and has 60 EC, for which a Master degree is issued, when successfully completed.
2. It is possible to conduct the Master in two blocks of 15 EC (applying to combinations of modules in terms 1 and 2) and one block of 30 EC (applying to terms 3 and 4). For each completed block in terms 1 and 2 a certificate is issued. A Master degree is issued when all modules have been completed successfully within a period of 4 years.

CHAPTER 5 STUDY PROGRESS, STUDY SUPERVISION AND STUDY RECOMMENDATION

Article 5.1 Study progress

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

Article 5.2 Study mentoring

1. The VHL Executive Board provides students with adequate facilities to ensure proper study progress.
2. The VHL 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 5.3 Special provisions for students with disabilities

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

CHAPTER 6 EXAMINATION BOARDS

Article 6.1 Establishment and appointment

1. The Examination Board is the body that, in an objective and expert fashion, determines whether students comply with the conditions in the Education and Assessment Regulations with respect to the competences that are necessary for obtaining a degree.
2. An Examination Board is established by the VHL Executive Board for each study programme or group of study programmes.
3. The members of the Examination Board are appointed annually by the VHL Executive Board based on their expertise in the field of the corresponding study programme or group of study programmes. 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 VHL Executive Board.
4. The study programme publishes the composition of the Examination Board on Studentnet.

Article 6.2 Duties and powers

1. The Examination Board performs all duties assigned to it by or pursuant to the Act or the regulations of VHL, which include at least the following duties, as referred to in the Act:
 - a. assuring the quality of the assessments and evaluations (Article 7.12b clause 1 sub a WHW);
 - b. granting exemptions (Article 7.12b clause 1 sub d WHW);
 - c. in case of fraud, revoking the right of students to take certain assessments or evaluations (Article 7.12b clause 1 sub d WHW);
 - d. in 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. assessing the proof of competency in Dutch, as referred to in Articles 2.6 and 2.7 of these Regulations;
 - b. on behalf of the VHL Executive Board, issuing a preliminary report and a study recommendation;
 - c. approving requests from students to take an assessment in a different format, as defined in Article 4.8 clause 3 of this regulation;

- d. establishing a list with approved electives, establishing a list with *a priori* approved minors and granting written permission for taking different minors or electives, as defined in Chapter 3 of this regulation;
 - e. granting approval for taking study units from a different study programme at VHL, at a different university or equivalent institution;
 - f. awarding the 'cum laude' distinction upon graduation, as defined in Article 4.3 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 VHL.
 4. The Examination Board establishes rules about the execution of duties and powers granted to them by either the Act (WHW) or the regulations of VHL, and about any measure that they can take in this context.
 5. The Examination Board provides advice to the Executive Board on the enactment, amendment or periodic assessment of the Education and Examination Regulations for the study programme or group of study programmes for which the Examination Board has been established.

Article 6.3 General regulations

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

CHAPTER 7 FINAL PROVISIONS

Article 7.1 Additional regulations

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

Article 7.2 Right of appeal

Students have the right to submit an appeal to the Appeals Board for VHL Students against their treatment while taking an assessment or participating in an evaluation and against decisions of the Examination Board, assessor or invigilator. The term for submitting the notification of appeal is 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 VHL Students (*Reglement van het College van Beroep voor Studenten VHL*), which is published on Studentnet.

Article 7.3 Unforeseen circumstances

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

Article 7.4 Interim provisions

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

Article 7.5 Entry into force and official title

1. These Regulations go into force on 1 September 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 Participation Council and are published on Studentnet.
3. These Regulations are officially cited as: VHL Education and Examination Regulations 2017-2018 Study programme Master Innovative Dairy Chain Management.

APPENDICES

1. Provisions for special groups of students
2. Job profiles and competences
3. Competences and learning outcomes, linked to Dublin descriptors, modules and assessments
4. Study units (modules)
5. Competence cards
6. Additional information



Picture: Klaas Bolding

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 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 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 (see Article 3 below).
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 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 Vision and Mission Master IDCM

Through excellent education and applied research, IDCM delivers innovative professionals dedicated to high quality dairy products that are available and affordable for all and made with a fair share for all chain stakeholders from field to table. Graduates will be capable of mainstreaming, stimulating and implementing technical and organisational changes that lead to increased governance, efficiency and sustainability of the entire chain. They work with people! Graduates of IDCM contribute to the renewal of professional practice and bridge the gap between theory and practice. In professional Master programmes, education and research are always based on questions from the world of work.

Challenges in the dairy industry (national and international).

Changing market conditions such as fluctuating milk prices, supply and demand, changing milk quality standards, critical awareness of the society and new technologies are some of the challenges the sector is facing. The Dutch standards and reputation to produce and process milk as well as the level of educating are high. The industry has in the past successfully demonstrated that the Dutch are well able to apply this knowledge and experience, both in the Netherlands and abroad. Because the work situation and local industry of the individual participants of the Master IDCM are the focal point within the programme and modules, there is a continuous reconciliation of Dutch proven solutions to the participant's own context.

Focus of the program

IDCM focuses on farms delivering milk of sufficient quantity and excellent quality in a profitable manner while adhering to quality and safety requirements of the chain. It also focuses on milk processing from the perspective of the chain facilitator working for processing companies, collaborating with stakeholders in the chain or supporting the chain. The educational programme will make use of cases from dairy countries with a high reputation (e.g. the Netherlands and New Zealand) as well as from countries in transition (e.g. China and India). It is all about the international dairy industry and providing a reliable and sufficient volume of quality milk.

The programme is divided into three blocks. In block (term 1) the focus of the modules “Innovation” and “Entrepreneurship” lies on the early part of the chain, from grass to the factory. In the second block (term 2) the modules “Governance” and “Quality” focus on the entire dairy chain from grass to consumer. In block three (terms 3 and 4), the students select a specific topic for the thesis which can be the entire chain or a specific part of the chain. Within each module (each with its own theme) students are working on a case study from one of the 3 phases within the chain. Substantive focus is on collecting of knowledge, interpreting and developing improvement proposals at every stage of the chain. Using cases from their own country, as well as leading dairy countries and by using own case material, students are trained in an international context. They contribute to the own business and the chain now and in the future.

Facilitator of change, 'Soft skills'/' 21st century skills'

The programme is based on two pillars. The first one is related to the dairy chain, the second related to facilitation of the process of change. The facilitation of change focus on the individual professional profiles and competences of the participants which are working in the milk value chain. Because the conditions in the different steps of the chain, and also beyond, will change the employee have to constantly work on his/her knowledge and personality development.

In response to the changing circumstances the promotion of agility and efficacy (together also called flexibility) of the participants is of great importance. An example of improving a soft skill is that students learn their own leadership style using a digital test.

Using the available (and self-selected) theory the student analysis how management should be handled in a particular situation.

Appendix 3 Job profiles and competences

The programme has been designed for the following professional profiles:

- Dairy farm manager
- Dairy farm advisor to large or family owned dairy farms
- Dairy chain facilitator.

Dairy farm manager

The farm manager manages a large dairy farm or oversees the management of a number of dairy farms. Milk is produced for the domestic and international market. The manager is responsible for overall management and supervises employees and communicates with experts in breeding, nutrition, roughage production, herd health, reproduction, milk quality standards, finances and administration.

Dairy farm advisor to large or family owned dairy farms

The advisor has a broad perspective of the farm and chain but usually is specialist in specific aspects. He/she advises on innovations that lead to increased governance, efficiency and sustainability of a company in the chain or of the entire chain. The advisor is either private consultant or employee of a large dairy processing company or employee of a chain supportive company such as banks, feed industry, or certifications companies.

Dairy chain facilitator

The facilitator is employee of a large dairy processing company or cooperative. The chain facilitator works for a processing enterprise. The enterprise is huge and in control of collecting quality milk from farmers and process milk for the market.

The chain facilitator is employee of a public organisation involved in supporting chain processes. The public sector is involved in making regulations or lobbying for a safe and compatible dairy sector or in monitoring and evaluation. This person is employee at a Ministry of Agriculture, an NGO, or alike of any country.

The IDCM student is trained in the following eight competences:

- A. To identify innovative needs in (inter)national dairy chain projects and processes
- B. To advise on dairy business development
- C. To facilitate dairy chain governance towards sustainability and efficiency
- D. To mainstream policy development for inclusive dairy value chains
- E. To manage quality assurance in the dairy chain
- F. To conduct applied research in a dairy value chain
- G. To communicate effectively and convincingly in a varying multicultural sector
- H. To apply an independent and creative learning attitude in a continuously changing international business environment.

Appendix 4 Competences and learning outcomes, linked to Dublin descriptors, modules and assessments

The 'Dublin descriptors' are internationally accepted descriptors which have been developed jointly by stakeholders across Europe. The generic Dublin descriptors describe per cycle (Bachelor, Master, Doctorate) the learning outcomes in terms of knowledge, skills and competences in order to increase understanding of the higher education system at home and abroad.

Dublin descriptors for the level of Master are:

- 1 Knowledge and understanding
Provides a basis or opportunity for originality in developing or applying ideas often in a research context
- 2 Applying knowledge and understanding
Problem solving abilities applied in new or unfamiliar environments within broader or multidisciplinary contexts
- 3 Making judgments
Ability to integrate knowledge and handle complexity, and formulate judgments with incomplete data
- 4 Communication
Communicate the conclusions, the underpinning knowledge and rationale (restricted scope) to specialist and non-specialist audiences (monologue)
- 5 Learning skills
Study in a manner that may be largely self-directed or autonomous. ¹

In the table on the following page the competences are presented, with their learning outcomes in combination with:

- Dublin descriptors (1 - 5)
- During which module in the programme they are addressed
- At what point in the programme they are assessed (see numbers below).

Term 1	1 Dairy Chain Innovations 7 credits	2 Dairy Business Development 7 credits	7 Professional development 4 credits
Term 2	3 Dairy Chain Governance 7 credits	4 Quality Assurance 7 credits	
Term 3	5 Research Design and Implementation 7 credits	6 Thesis 21 credits	
Term 4			

¹ See: http://nvaio.com/page/downloads/Dublin_descriptors.pdf

	Learning outcomes of competences IDCM	Dublin descriptors					Addressed in module							Assessed in module						
		1	2	3	4	5	1	2	3	4	5	6	7	1	2	3	4	5	6	7
<i>To identify innovative needs in (inter)national dairy chain projects and processes</i>																				
A.1	Is able to recognise innovation opportunities (herkennen)	X				X	X								X					
A.2	Is able to explore chain innovation opportunities (verkennen)		X			X	X								X					
A.3	Is able to acknowledge chain innovation opportunities (erkennen)			X	X		X								X					
A.4	Is able to assess dairy farms for risks related to milk production and quality	X	X				X								X					
<i>To advise on dairy business development</i>																				
B.1	Is able to identify business opportunities	X				X		X								X				
B.2	Is able to develop a business strategy for a dairy chain		X	X				X								X				
B.3	Is able to demonstrate entrepreneurship and leadership in chain development			X	X			X								X				
<i>To facilitate dairy chain governance towards sustainability and efficiency</i>																				
C.1	Is able to recognise quantitative and qualitative chain improvements	X				X			X							X				
C.2	Is able to develop a coherent governance strategy for a dairy chain		X	X					X							X				
C.3	Is able to develop scenarios for different dairy chain stakeholders		X	X					X							X				
C.4	Is able to facilitate change processes		X		X				X							X				
<i>To mainstream policy development for inclusive dairy value chains</i>																				
D.1	Is able to translate the impact of dairy chain innovations for (inter)national legislation	X	X	X		X			X							X				
D.2	Is able to lobby for and advocate chain development policies		X	X	X				X							X				
D.3	Is able to manage conflicting situations		X	X	X				X							X				
<i>To manage quality assurance in the dairy chain</i>																				
E.1	Is able to design quality control systems	X	X			X			X								X			
E.2	Is able to develop protocols for crisis management		X			X			X								X			
E.3	Is able to conduct quality control audits		X	X					X								X			
<i>To conduct applied research in a dairy value chain</i>																				
F.1	Is able to analyse and interpret complex research issues	X		X		X					X	X						X	X	
F.2	Is able to design appropriate applied research proposals		X			X					X	X						X	X	

	Learning outcomes of competences IDCM	Dublin descriptors					Addressed in module							Assessed in module						
		1	2	3	4	5	1	2	3	4	5	6	7	1	2	3	4	5	6	7
F.3	Is able to collect and report data/information adequately		X		X	X					X	X						X	X	
F.4	Is able to draw logical conclusions and formulate realistic recommendations			X							X	X							X	X
<i>To communicate effectively and convincingly in a varying multicultural sector</i>																				
G.1	Is able to present effectively and convincingly			X	X		X	X			X	X	X	X				X	X	
G.2	Is able to produce professional reports			X	X		X	X	X	X	X	X		X			X	X	X	
G.3	Is able to promote innovative projects and processes			X	X		X	X	X		X	X	X	X				X	X	
G.4	Is able to defend projects and proposals			X	X		X	X			X	X	X		X			X	X	
<i>To apply an independent and creative learning attitude in a continuously changing international business environment</i>																				
H.1	Is able to work as an independent chain development professional	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
H.2	Is able to demonstrate a learning attitude	X				X	X	X			X	X	X							X
H.3	Is able to demonstrate a creative attitude	X	X	X		X	X	X			X	X	X	X						X

Appendix 5 Study units (modules)

Overview modules

Term 1	<p>LICOCIVE – 1. Dairy Chain Innovations</p> <p>Topics:</p> <ul style="list-style-type: none"> - Innovation - Dairy value chain and networks - Dairy husbandry and production - Communication skills - Teamwork and collaboration <p>7 credits</p>	<p>LICOBDE – 2. Dairy Business Development</p> <p>Topics:</p> <ul style="list-style-type: none"> - Project management skills - Management and leadership skills - Farm management - Business development <p>7 credits</p>	<p>LICOPDVE – 7. Professional Development</p> <p>Topics:</p> <ul style="list-style-type: none"> - Studying and ICT at VHL - Personal and professional development - Excursion(s) <p>4 credits</p>
Term 2	<p>LICOGVE – 3. Dairy Chain Governance</p> <p>Topics:</p> <ul style="list-style-type: none"> - Dairy value chain and networks - Chain governance and facilitation - Mainstream policy development - Organisations and change <p>7 credits</p>	<p>LICOQAVE – 4. Quality Assurance</p> <p>Topics:</p> <ul style="list-style-type: none"> - Dairy production - Herd health - Milk safety - Milk quality and composition - Crisis management - Networking <p>7 credits</p>	
Terms 3 and 4	<p>LICORDVE – 5. Research Design and implementation</p> <p>Topics:</p> <ul style="list-style-type: none"> - Conceptual design - Implementation and reporting - Data analysis - Proposal development <p>7 credits</p>	<p>LICOTHVE – 6. Thesis</p> <p>Topics:</p> <ul style="list-style-type: none"> - Research implementation - Thesis defence <p>21 credits</p>	

Unit of study	LICOCIVE – 1. Dairy Chain Innovations
Competences	<p>Competence A. To identify innovative needs in (inter)national dairy chain projects and processes</p> <p>Competence G. To communicate effectively and convincingly in varying multicultural sector</p> <p>Competence H. To apply an independent and creative learning attitude in a continuously changing international business environment</p>
Learning outcomes	<p>A:</p> <ul style="list-style-type: none"> - Is able to recognise innovation opportunities (herkennen) - Is able to explore chain innovation opportunities (verkennen) - Is able to acknowledge chain innovation opportunities (erkennen) - Is able to assess dairy farms for risks related to milk production and quality <p>G:</p> <ul style="list-style-type: none"> - Is able to present effectively and convincingly - Is able to produce professional reports - Is able to promote innovative projects and processes <p>H:</p> <ul style="list-style-type: none"> - Is able to work as an independent chain development professional - Is able to demonstrate a learning attitude - Is able to demonstrate a creative attitude
Entry requirements/prerequisites	
Content	<p>Innovation</p> <ul style="list-style-type: none"> - Innovation theory - Recognise innovative needs, situation assessment - Innovation process, cycle - Difference innovation vs renewal/improvements - Non-cattle milk (goats, sheep, horse, camels) as alternative for allergic reactions of dairy milk - ICT decision support, expectations ICT and data revolution - Countries comparison - Relationship innovation and sustainability - Relationship innovation and economics <p>Dairy value chains and networks</p> <ul style="list-style-type: none"> - Value chains and networks (theory and models) - Chain actors vs supporters - Value addition in chain - Communication flows - Sustainability <p>Dairy husbandry and production</p> <ul style="list-style-type: none"> - Herd management - Cattle housing systems - Pasture production - Feeding management (innovations in ...) - Farm level feeding advice, international differences in ... - Dairy breeds - Interaction animal environment (GxE) - Environmental issues (CO2 reduction, processing manure/dung) - Relationship farm processes and chain structure - Mineral cycle (local and international) <p>Farm management</p> <ul style="list-style-type: none"> - Production systems (farm level) - Organisation, institutional analysis - Large scale systems - Farm economic aspects

	<ul style="list-style-type: none"> - Types of consultants 1) expert, 2) extra pair of hands (ICT-specialist), 3) collaborator control, 4) general back stopper <p>Communication skills</p> <ul style="list-style-type: none"> - Express yourself in writing (coherent memo) - Express yourself in presenting (persuading others) <p>Team work and collaboration</p> <ul style="list-style-type: none"> - Meetings
Student workload	7 credits
Language	English
Teaching method(s)	<p>Lectures, excursion</p> <p>As the entrance level of the study is B.Sc. in a relevant field, in a quick tempo basic knowledge will be provided and used as a starting point. Each student prepares and presents a technical dairy production topic as capita selecta.</p> <p>Possible form teaching and assessments: Visit farm and give the task to recognise and observe innovations, e.g. at farm Heteren, but also processing company or chain facilitator or advisor (3x field trip to apply or assess theory).</p>
Professional product	Innovation project plan
Professional role	Project manager, advisor
Assessment	<p>LICOCIVE-01. Innovation and dairy theory exam <i>Type of assessment: written exam</i> <i>Bottom mark: 5.5</i> <i>Weighing: 40%</i> Topics:</p> <ul style="list-style-type: none"> - Analyse problems, develop solutions or improvement - Dairy husbandry - Dairy value chain <p>LICOCIVE-02. Innovation report <i>Type of assessment: portfolio (written report, meetings and presentation)</i> <i>Bottom mark: 5.5</i> <i>Weighing: 60%</i> Topics:</p> <ul style="list-style-type: none"> - Innovative ideas - Application models - Commercial application of innovation - Develop criteria to check innovation - Creative solutions (literature, research, stakeholder sessions) - Implement, incorporation in practice - Cooperation stakeholders - Chairing meetings - Communication skills
Term	1
Mandatory literature	<ul style="list-style-type: none"> - Anthony. (2012). <i>The Little Black Book of Innovation: How It Works, How to Do It</i>. Harvard Business. - Brand. (1996). <i>Herd Health and Production Management in Dairy Practice</i>. Wageningen: Wageningen Pers. - Campbell. (2016). <i>Dairy Production and Processing, the Science of Milk and Milk Products</i>. Waveland Press. - FAO. (2011). <i>Guide to Good Dairy Farming Practice</i>. Retrieved from http://www.fao.org/docrep/014/ba0027e/ba0027e00.htm - Vullings. (2015). <i>Not invented here; Cross-Industry Innovation</i>. BIS Publishers.
Contact person	Jitty Oosterga Jitty.oosterga@hvhl.nl
Remarks	

Exams

Name and code* of the exam	Weight	Rating scale exam	Individual(s) entering grade+ username(s)	Enrolment exam in SIS?	To schedule	Exam type	Exam duration (in minutes)	Exam policy	Exam period(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
LICOCIVE-01 Innovation and dairy theory exam	4	0-10 (0,1 Into - 5,5 pass)	Jitty Oosterga Jitty.oosterga@hvhl.nl	X	X	written	120	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LICOCIVE-02 Innovation report	6	0-10 (0,1 Into - 5,5 pass)	Jitty Oosterga Jitty.oosterga@hvhl.nl	<input type="checkbox"/>	<input type="checkbox"/>		-	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Unit of study	LICOCBDVE – 2. Dairy Business Development
Competences	Competence B. To advise on dairy business development Competence G. To communicate effectively and convincingly in varying multicultural sector Competence H. To apply an independent and creative learning attitude in a continuously changing international business environment
Learning outcomes	<p>B:</p> <ul style="list-style-type: none"> - Is able to identify business opportunities - Is able to develop a business strategy for a dairy chain - Is able to demonstrate entrepreneurship and leadership in chain development <p>G:</p> <ul style="list-style-type: none"> - Is able to present effectively and convincingly - Is able to produce professional reports - Is able to promote innovative projects and processes - Is able to defend projects and proposals <p>H:</p> <ul style="list-style-type: none"> - Is able to work as an independent chain development professional - Is able to demonstrate a learning attitude - Is able to demonstrate a creative attitude
Entry requirements/prerequisites	
Content	<p>Project management skills</p> <ul style="list-style-type: none"> - How to write or make a project, project proposal - Organising projects - Planning projects - Implementing projects <p>Management and leadership skills</p> <ul style="list-style-type: none"> - Leading a meeting - Motivating a team - Vision development - Quinn management roles - Management principles of Steven Covey - Human Resource Management - Sensitivity leadership farm manager <p>Business development</p> <ul style="list-style-type: none"> - International dairy markets - Economic prospects of dairy innovation - Profitability, value creation - Fair trade, organic - Comparison international economic indicators - Unique selling points in chain - Level player field
Canvas:	
Student workload	7 credits
Language	English
Teaching method(s)	Lectures, excursion, workshops
Professional product	<ul style="list-style-type: none"> - Business plan - Unit operations plan
Professional role	<p>Manager</p> <p>Advisor dairy business development, from external to internal</p>

Assessment	<p>LICOCBDVE-01. Leadership and organisation theory exam <i>Type of assessment: written exam</i> <i>Bottom mark: 5.5</i> Weighing: 40% Topics: - Organisation - Legal aspects</p> <p>LICOCBDVE-02. Strategy and change plan <i>Type of assessment: portfolio</i> <i>Bottom mark: 5.5</i> Weighing: 60% Topics: - Organisation - Budget - CANVAS and other models - Feasibility, Risk analysis - Business plan pitch - PPT for investor</p>
Term	1
Mandatory literature	<ul style="list-style-type: none"> - FAO. (2011). <i>Guide to Good Dairy Farming Practice</i>. Retrieved from http://www.fao.org/docrep/014/ba0027e/ba0027e00.htm - Horwath, R. 2014. <i>The 3 disciplines of advanced strategic thinking</i>. Elevate. ISBN 9781118596463 - Change management need to change, https://hbr.org/2013/04/change-management-needs-to-cha - Duncan R.D. 2012, <i>Change Friendly Leadership</i>. Midpoint Trade Books. ISBN 978-0-9852135-0-3
Contact person	Jacob Duinstra jacob.duinstra@hvhl.nl
Remarks	

Exams

Name and code* of the exam	Weight	Rating scale exam	Individual(s) entering grade+ username(s)	Enrolment exam in SIS?	To schedule	Exam type	Exam duration (in minutes)	Exam policy	Exam period(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
LICOCBDVE-01 Leadership and organisation theory exam	4	0-10 (0,1 Into - 5,5 pass)	Jacob Duinstra jacob.duinstra@hvhl.nl	X	X	written	120	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LICOCBDVE-02 Strategy and change plan	6	0-10 (0,1 Into - 5,5 pass)	Jacob Duinstra jacob.duinstra@hvhl.nl	<input type="checkbox"/>	<input type="checkbox"/>		-	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Unit of study	LICOGVE – 3. Dairy Chain Governance
Competences	<p>Competence C. To facilitate dairy chain governance towards sustainability and efficiency</p> <p>Competence D. To mainstream policy development for inclusive dairy value chains</p> <p>Competence G. To communicate effectively and convincingly in a varying multicultural sector</p> <p>Competence H. To apply an independent and creative learning attitude in a continuously changing international business environment</p>
Learning outcomes	<p>C:</p> <ul style="list-style-type: none"> - Is able to recognise quantitative and qualitative chain improvements - Is able to develop a coherent governance strategy for a dairy chain - Is able to develop scenarios for different dairy chain stakeholders - Is able to facilitate change processes <p>D:</p> <ul style="list-style-type: none"> - Is able to translate the impact of dairy chain innovations for (inter)national legislation - Is able to lobby for and advocate chain development policies - Is able to manage conflicting situations <p>G:</p> <ul style="list-style-type: none"> - Is able to produce professional reports - Is able to promote innovative projects and processes <p>H:</p> <ul style="list-style-type: none"> - Is able to work as an independent chain development professional - Is able to demonstrate a learning attitude - Is able to demonstrate a creative attitude
Entry requirements/prerequisites	Dairy chain modules of term 1
Content	<p>Dairy value chain and networks:</p> <ul style="list-style-type: none"> - Global vs local chains; Formal vs informal chains - Demand and supply chains; intern. markets - Differentiated milk flows - World dairy trade; fluctuations in production, markets and prices <p>Chain governance and facilitation:</p> <ul style="list-style-type: none"> - Chain stakeholders: facilitator; stakeholder analysis; service providers; supporters; influencers - Power analysis, inclusiveness - Dairy industry - Milk procurement - Marketing of milk and dairy products <p>Mainstream policy development:</p> <ul style="list-style-type: none"> - International and EU-policies, and legislation. E.g. TTIP and CETA - Risk-analyses and environment analysis - Lobbying and advocacy <p>Institutional change:</p> <ul style="list-style-type: none"> - Institutional change - Attitude to change - Change management
Student workload	7 credits
Language	English
Teaching method(s)	Lectures, excursion, workshop with stakeholders
Professional product	Policy and advocacy plan
Professional role	Change agent, facilitator

Assessment	<p>LICOCGVE-01. Chain governance and mainstreaming <i>Type of assessment: written exam</i> <i>Bottom mark: 5.5</i> <i>Weighing: 40%</i> Topics:</p> <ul style="list-style-type: none"> - Chains and networks - Chain governance and facilitation - Global developments (policies, trade) - The dairy industry - Institutional change <p>LICOCGVE-02. Policy and advocacy plan <i>Type of assessment: portfolio (report and oral exam of report)</i> <i>Bottom mark: 5.5</i> <i>Weighing: 60%</i> Topics:</p> <ul style="list-style-type: none"> - Visualisation dairy chains and networks - Chain organisation - Communication and facilitation in chain - External and internal political influences - Problems and improvements - Improvement trajectory - Policy plan, political analysis - Communication strategy
Term	2
Mandatory literature	<ul style="list-style-type: none"> - Camps, T., Diederens, P., Hofstede, G.J. and Vos, B. 2004. <i>The Emerging World of Chains and Networks. Bridging Theory and Practice</i>. Reed Business Information. - IDF. 2016. <i>The World Dairy Situation 2016</i>. Bulletin of the International Dairy Federation 485/2016. IDF, Brussels. - KIT and IIRR. 2010. <i>Value Chain Finance: Beyond Microfinance for Rural Entrepreneurs</i>. Royal Tropical Institute, Amsterdam; and International Institute of Rural Reconstruction, Nairobi. - Vermeulen, S., Woodhill, J., Proctor, F.J. and Delnoye, R. 2008. <i>Chain-wide learning for inclusive agrifood market development: a guide to multi-stakeholder processes for linking small-scale producers with modern markets</i>. International Institute for Environment and Development, London, UK, and Wageningen University and Research Centre, Wageningen, the Netherlands. - Zuivel NL. 2016. <i>Dutch Dairy in Figures 2015</i>. Zuivel NL.
Contact person	Pauline Drost Pauline.drost@hvhl.nl
Remarks	

Exams

Name and code* of the exam	Weight	Rating scale exam	Individual(s) entering grade+ username(s)	Enrolment exam in SIS?	To schedule	Exam type	Exam duration (in minutes)	Exam policy	Exam period(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
LICOCGVE-01 Chain governance and mainstreaming	4	0-10 (0,1 Into - 5,5 pass)	Pauline Drost Pauline.drost@hv hl.nl	X	X	written	120	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
LICOCGVE-02 Policy and advocacy plan	6	0-10 (0,1 Into - 5,5 pass)	Pauline Drost Pauline.drost@hv hl.nl	<input type="checkbox"/>	<input type="checkbox"/>		-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>

Unit of study	LICOQAVE – 4. Quality Assurance
Competences	Competence E. To manage quality assurance in dairy chains Competence G. To communicate effectively and convincingly in a varying multicultural sector Competence H. To apply an independent and creative learning attitude in a continuously changing international business environment
Learning outcomes	E: <ul style="list-style-type: none"> - Is able to design quality control systems - Is able to develop protocols for crisis management - Is able to conduct quality control audits G: <ul style="list-style-type: none"> - Is able to produce professional reports H: <ul style="list-style-type: none"> - Is able to work as an independent chain development professional
Entry requirements/prerequisites	Dairy chain modules of term 1
Content	<p>Herd health</p> <ul style="list-style-type: none"> - Microbiology, zoonosis - Animal health and welfare - 'A'-status diseases, - Diseases affecting milk quality - Regional aspects of diseases, - Prevention, control, eradication <p>Hygienic milk production</p> <p>Milk quality and safety</p> <ul style="list-style-type: none"> - Bacteriological product quality - Contaminants and pesticides - Control systems, measures and instruments for assurance (HACCP and others) - Implementation of control systems - Food safety at farm level and chain level - International differences in quality demands and experiences <p>Quality legislation and systems</p> <ul style="list-style-type: none"> - Local and international legislation - Legislative responses of stakeholders - Crisis management/problems solving techniques - International quality systems - System analysis/descriptor <p>Milk composition</p> <ul style="list-style-type: none"> - Effects business operations on milk composition, milk payment systems - Effect feeding and grazing systems on milk composition - Nutritive value vs consumer demands and preferences, changes in demand <p>Milk process technology</p> <ul style="list-style-type: none"> - Effect of processing on product quality - Milk technology <p>Milk product technology</p> <p>Consumer demand</p>

	<p>Networking</p> <ul style="list-style-type: none"> - Personal contacts - Institutional contacts - Training skills and strategy
Student workload	7 credits
Language	English
Teaching method(s)	<p>Lectures, excursion, games:</p> <ul style="list-style-type: none"> - Game by Frits Pluimers NHL developed for MBO, (cold chain management) - Game role play crisis management - With auditor on-duty on excursion - Quality control handbook is case of country of students' origin in which quality control and assurance from perspective of that country
Professional product	<ul style="list-style-type: none"> - Quality management handbook that satisfies the execution of internal audits and external certification. It includes a training protocol - Audit report
Professional role	Quality control manager
Assessment	<p>LICOQAVE-01. Quality assurance theory exam <i>Type of assessment: written exam</i> <i>Bottom mark: 5.5</i> <i>Weighing: 40%</i> Topics: PM</p> <p>LICOQAVE-02. Quality management handbook <i>Type of assessment: portfolio (report)</i> <i>Bottom mark: 5.5</i> <i>Weighing: 30%</i> Topics: <ul style="list-style-type: none"> - Quality control plan including protocols and systems - Demand milk processing - Logistical demands - Quality systems from perspective of marketing - Training protocol - Show your quality handbook on part of imaginary chain - Risk identification and action/handling/measures </p> <p>LICOQAVE-03. Farm audit <i>Type of assessment: portfolio</i> <i>Bottom mark: 5.5</i> <i>Weighing: 30%</i> Topics: <ul style="list-style-type: none"> - Audit report - Audit performance </p>
Term	2
Mandatory literature	<ul style="list-style-type: none"> - Agri-holland documents on quality systems - Luning, P.A. and Marcelis (2009). <i>Food Quality Management – a techno-managerial approach</i>. Wageningen Press, Wageningen. ISBN 9789086861163. - Noordhuizen, J., Cannas da Silva, J., Boersma, S.J. and Vieira, A. 2008. <i>Applying HACCP-based Quality Risk Management on Dairy Farms</i>. Wageningen Academic Publishers, NACQA International. - Code of Hygienic Practice for Milk and Milk Products. 2004, amended 2009. CAC/RCP 57-2004.
Contact person	Jitty Oosterga Jitty.oosterga@hvhl.nl
Remarks	

Exams

Name and code* of the exam	Weight	Rating scale exam	Individual(s) entering grade+ username(s)	Enrolment exam in SIS?	To schedule	Exam type	Exam duration (in minutes)	Exam policy	Exam period(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
LICOQAVE-01 Quality assurance theory exam	4	0-10 (0,1 Into - 5,5 pass)	Jitty Oosterga Jitty.oosterga@hv hl.nl	X	X	written	120	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
LICOQAVE-02 Quality management handbook	3	0-10 (0,1 Into - 5,5 pass)	Jitty Oosterga Jitty.oosterga@hv hl.nl	<input type="checkbox"/>	<input type="checkbox"/>		-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
LICOQAVE-03 Farm audit	3	0-10 (0,1 Into - 5,5 pass)	Jitty Oosterga Jitty.oosterga@hv hl.nl	<input type="checkbox"/>	<input type="checkbox"/>		-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>

Unit of study	LICORDVE – 5. Research Design and Implementation
Competences	Competence F. To conduct applied research in dairy chains Competence G. To communicate effectively and convincingly in a varying multicultural sector Competence H. To apply an independent and creative learning attitude in a continuously changing international business environment
Learning outcomes	F: <ul style="list-style-type: none"> - Is able to analyse and interpret complex research issues - Is able to design appropriate applied research proposals - Is able to collect and report data/information adequately - Is able to draw logical conclusions and formulate realistic recommendations G: <ul style="list-style-type: none"> - Is able to present effectively and convincingly - Is able to produce professional reports - Is able to promote innovative projects and processes - Is able to defend projects and proposals H: <ul style="list-style-type: none"> - Is able to work as an independent chain development professional - Is able to demonstrate a learning attitude - Is able to demonstrate a creative attitude
Entry requirements/ prerequisites	Dairy chain modules of terms 1 and 2
Content	The overall aim is to train the development and formulation of relevant research strategies contributing to operational interventions. Conceptual design (<i>this part early in the course, before term 3</i>) <ul style="list-style-type: none"> - Role of research in addressing needs - Justification of research needs or gap identification - Designing a research project – context, objectives and research questions - Literature searches - Conceptual framework of the dairy value chain Implementation and reporting <ul style="list-style-type: none"> - Research types and tools - Action research - On-farm research - Surveys and case studies - Data analysis - Interpretation of research output - Interviewing - Participatory Rural Appraisal - Addressing sustainability - Reporting skills Quantitative data analysis <ul style="list-style-type: none"> - SPSS skills - Descriptive statistics - Inferential statistics - Survey Mini research 25%. A Rubric will be used that corresponds to the one used for thesis examination. Groups of 2 or 3 students. Research proposal development

	The own proposal is already initiated as an individual case in part 1 of the module, but in the end the proposal is finalised and presented for approval.
Student workload	7 credits
Language	English
Teaching method(s)	Lectures, workshops, presentations, individual and group assignments. Individual assignments will be based the students own research proposal. Intervision of research proposals will take place (present, give feedback, receive feedback). Mini research: All theoretical aspects of the module will be put into practice. Topics of the mini research will be from the perspective of the IDCM.
Professional product	<ul style="list-style-type: none"> - Mini research report - Research proposal
Professional role	Researcher
Assessment	<p>LICORDVE-01. Research theory exam <i>Type of assessment: written exam</i> <i>Bottom mark: 5.5</i> <i>Weighing: 40%</i></p> <p>LICORDVE-02. Research proposal <i>Type of assessment: written report + oral</i> <i>Bottom mark: 5.5</i> <i>Weighing: 60%</i> Topics: <ul style="list-style-type: none"> - Justification - Research questions - Quality literature research - Proposed methodology - Proposed analysis - Referencing style </p>
Term	3
Mandatory literature	<ul style="list-style-type: none"> - Oliver P. (2015) <i>Writing Your Thesis</i>. Third edition. SAGE Study Skills. London. - Verschuren P. and Doorewaard H. (2010) <i>Designing a Research Project</i>. Second edition. Eleven International Publishing, The Hague. - University Library. (2016) <i>Guide to the Harvard Style of Referencing</i>. Anglia Ruskin University.
Contact person	Robert Baars Robert.baars@hvhl.nl
Remarks	

Exams

Name and code* of the exam	Weight	Rating scale exam	Individual(s) entering grade+ username(s)	Enrolment exam in SIS?	To schedule	Exam type	Exam duration (in minutes)	Exam policy	Exam period(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
LICORDVE-01 Research theory exam	4	0-10 (0,1 Into - 5,5 pass)	Robert Baars Robert.baars@hv hl	X	X	written	120	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
LICORDVE-02 Research proposal	6	0-10 (0,1 Into - 5,5 pass)	Robert Baars Robert.baars@hv hl	<input type="checkbox"/>	<input type="checkbox"/>		-	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				

Unit of study	LICOTHVE – 6. Thesis
Competences	<p>In the thesis several competences will be integrated and they will be jointly assessed. Depending on the choice of the topic, one or more of the competences A to E will be prominently present. In all thesis competences F, G and H will be present.</p> <p>Competence F. To conduct applied research in dairy chains</p> <p>Competence G. To communicate effectively and convincingly in a varying multicultural sector</p> <p>Competence H. To apply an independent and creative learning attitude in a continuously changing international business environment</p>
Learning outcomes	<p>Selection from competences A to E.</p> <p>F:</p> <ul style="list-style-type: none"> - Is able to analyse and interpret complex research issues - Is able to collect and report data/information adequately - Is able to draw logical conclusions and formulate realistic recommendations <p>G:</p> <ul style="list-style-type: none"> - Is able to present effectively and convincingly - Is able to produce professional reports - Is able to promote innovative projects and processes - Is able to defend projects and proposals <p>H:</p> <ul style="list-style-type: none"> - Is able to work as an independent chain development professional - Is able to demonstrate a learning attitude - Is able to demonstrate a creative attitude
Entry requirements/prerequisites	All modules (5) in the taught programme must have been successfully completed.
Content	<p>In the final thesis assignment the student explores a problem from the professional field. The research must be dairy chain related and –if possible- be relevant for the employer of the student.</p> <p>The student applies theories and concepts for preparation, collection and analyses of data and demonstrates the ability to integrate knowledge and formulate judgements.</p> <p>The thesis report should contain a description of the problem to be studied, a review of relevant literature, the research methodology including the justification of research strategy and tools for analysis, findings, conclusions and recommendations.</p> <p>The execution of the thesis is considered to be a project-based activity.</p>
Student workload	21 credits
Language	English
Teaching method(s)	<ul style="list-style-type: none"> - The student conducts the thesis research project independently and has full responsibility for planning and execution. - Self-study under supervision of a thesis supervisor.
Professional product	Thesis report or any other professional product approved in the proposal defence.
Professional role	Researcher, consultant
Assessment	<p>LICOTHVE-01. Thesis report <i>Type of assessment: report</i> <i>Bottom mark: 5.5</i> <i>Weighing: 80%</i></p> <p>LICOTHVE-02. Presentation and defence (colloquium) <i>Type of assessment: presentation and questioning</i> <i>Bottom mark: 5.5</i></p>

	<p><i>Weighing: 20%</i></p> <p>Three assessors will be present during the colloquium: the supervisor, one VHL assessor and one external assessor/advisor. For the thesis and defence a Rubric based on the Dublin Descriptors has been developed.</p>
Term	3 and 4
Mandatory literature	<ul style="list-style-type: none"> - Oliver P. (2015) <i>Writing Your Thesis</i>. Third edition. SAGE Study Skills. London. - Verschuren P. and Doorewaard H. (2010) <i>Designing a Research Project</i>. Second edition. Eleven International Publishing, The Hague. - University Library. (2016) Guide to the Harvard Style of Referencing. Anglia Ruskin University.
Contact person	Robert Baars robert.baars@hvhl.nl
Remarks	

Exams

Name and code* of the exam	Weight	Rating scale exam	Individual(s) entering grade+ username(s)	Enrolment exam in SIS?	To schedule	Exam type	Exam duration (in minutes)	Exam policy	Exam period(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
LICOTHVE-01 Thesis report	8	0-10 (0,1 Into - 5,5 pass)	Robert Baars robert.baars@hvhl.nl	X	X	written	120	<input type="checkbox"/>	X	X	<input type="checkbox"/>					
LICOTHVE-02 Presentation and defence (colloquium)	2	0-10 (0,1 Into - 5,5 pass)	Robert Baars robert.baars@hvhl.nl	<input type="checkbox"/>	<input type="checkbox"/>	oral	60	<input type="checkbox"/>	X	X	<input type="checkbox"/>					

Unit of study	LICOPDVE – 7. Professional Development
Competences	Competence G. To communicate effectively and convincingly in a varying multicultural sector Competence H. To apply an independent and creative learning attitude in a continuously changing international business environment
Learning outcomes	G: <ul style="list-style-type: none"> - Is able to present effectively and convincingly - Is able to produce professional reports - Is able to promote innovative projects and processes - Is able to defend projects and proposals H: <ul style="list-style-type: none"> - Is able to work as an independent chain development professional - Is able to demonstrate a learning attitude - Is able to demonstrate a creative attitude
Entry requirements/prerequisites	
Content	Studying and ICT at VHL <ul style="list-style-type: none"> - Educational philosophy - Essential study skills, learning processes - ICT at VHL - Studying in the Netherlands - Culture stress, intercultural communication Personal and professional development <ul style="list-style-type: none"> - Self-development - Portfolio development Excursion(s) <ul style="list-style-type: none"> - Each student organizes one dairy chain excursion for other students
Student workload	4 credits
Language	English
Teaching method(s)	Studying and ICT at VHL in classrooms, other approaches own initiative of student
Professional product	Digital portfolio: all student assignment reports, written products, exam results and other relevant products
Professional role	
Assessment	LICOPDVE-01. Portfolio assessment <i>Type of assessment: portfolio</i> <i>Bottom mark: 5.5</i> <i>Weighing: 100%</i> Topics: <ul style="list-style-type: none"> - Portfolio - Personal and professional development
Term	1-4
Mandatory literature	Recommended (not mandatory): Grit, R., Guit, R. and Sijde, van der, N. (2012) <i>Managing your competencies. The Personal Development Plan</i> . Third edition. Noordhoff, Groningen.
Contact person	Elsbeth Hugenholtz Elsbeth.hugenholtz@hvhl.nl
Remarks	

Exams

Name and code* of the exam	Weight	Rating scale exam	Individual(s) entering grade+ username(s)	Enrolment exam in SIS?	To schedule	Exam type	Exam duration (in minutes)	Exam policy	Exam period(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
LICOPDVE-01 Portfolio assessment	1	0-10 (0,1 Into - 5,5 pass)	Elsbeth Hugenholtz Elsbeth.hugenholtz@hvhl.nl	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	X	X	<input type="checkbox"/>					

Procedure final assessments modules Research Design and Implementation + Thesis + Professional development

Module Research Design and implementation

	Product	Assessment by	Result	Go / no go for	Resit
1	Research theory exam Type of assessment: written exam	Module coordinator	Bottom mark: 5.5 Weighing: 40%	Thesis	In consultation with module coordinator
2	Research proposal Type of assessment: written report + oral	Thesis coach + a second assessor	Bottom mark: 5.5 Weighing: 60%	Thesis	In consultation with module coordinator

Thesis

	Product	Assessment by	Assessment	Go / no go for	Resit
0	Research proposal (product of module Research Design and Implementation)	Thesis coach + a second assessor	Bottom mark: 5.5	Thesis	In consultation with module coordinator
1	Thesis report	Thesis coach + the same second assessors (see 0). A supervisor from the company fills out the same form; this is considered to be an advice. Plus: this advisor gives his opinion on process and attitude of the student.	Bottom mark: 5.5 Weighing: 80%	Presentation (colloquium)	In consultation with module coordinator
2	Process (Independent learning attitude and process)				
3	Presentation (colloquium; public thesis defence)		Bottom mark: 5.5 Weighing: 20%	Portfolio assessment	In consultation with module coordinator
	Total Thesis		Mark		

Professional development

The study programme IDCM is finalized with a portfolio assessment on the personal and professional development of the student. The student presents himself and his portfolio, which he has been working on the whole year. There are two assessors present, the result is a mark (bottom mark: 5.5, weighing: 100%). See further information in the module manual Professional Development.

Appendix 6 Competence cards with Body of Knowledge, Skills (BoKS) and Attitude

Competence A To identify innovative needs in (inter)national dairy chain projects and processes				
Role: - Project manager, who acts as a change facilitator through the implementation of innovative projects. - Advisor. An external party needs your advice related to an innovation project. For getting the assignment you are called in for an interview. The external party is very interested in your knowledge on innovation and how you can involve people in the innovation.				
Examples of professional products: - Innovation project plan - Innovation project - Innovative ideas.				
Learning outcomes: - Is able to recognise innovation opportunities (herkennen) - Is able to explore chain innovation opportunities (verkennen) - Is able to acknowledge chain innovation opportunities (erkennen) - Is able to assess dairy farms for risks related to milk production and quality.				
Control indicators per learning outcome: Weak / Just sufficient / Moderate / Critical understanding.				
	1 Recognise innovations	2 Explore innovations	3 Acknowledge innovations	Assessed in:
Knowledge				
Dairy chain theory	X			Innovation and dairy theory exam, innovation report
Ability to discover at least three innovations: 1) at farm level, 2) at processing level and 3) at chain organisation level	X			Innovation and dairy theory exam, innovation report
Innovation theory and concepts (types and phases)	X	X		Innovation and dairy theory exam, innovation report
Methods to develop new ideas	X	X		Innovation and dairy theory exam, innovation report
Vision development	X	X		Innovation report
Objective oriented project planning (OOPP)		X		Innovation and dairy theory exam, innovation report
Chain innovation analysis		X	X	Innovation and dairy theory exam, innovation report
Skills				
Observation skills	X	X		Innovation report
Be creative	X	X	X	Innovation report
Ability to use tools to enhance creativity	X		X	Innovation and dairy theory exam, innovation report
Attitude				
Curiosity	X			Innovation report
Own initiative	X	X	X	Innovation report
Open attitude for new ideas	X		X	Innovation report

Competence B To advise on dairy business development				
Role:				
- Dairy farm manager.				
- Business manager.				
Examples of professional product:				
- Strategy and change plan				
- Project plan.				
Learning outcomes:				
- Is able to identify business opportunities				
- Is able to develop a business strategy for a dairy chain				
- Is able to demonstrate entrepreneurship and leadership in chain development				
Control indicators per learning outcome: Weak / Just sufficient / Moderate / Critical understanding.				
	1 Identify business opportunities	2 Develop business strategy	3 Demonstrate entrepreneur ship and leadership	Assessed in:
Knowledge				
Business organisation and change theory	X	X		Leadership and organisation exam, strategy plan
Dairy business legal aspects theory	X	X		Leadership and organisation exam strategy plan
Dairy business adding value theory	X	X		Leadership and organisation exam, strategy plan
Business financial theory	X	X		Strategy and change plan
Leadership styles			X	Leadership and organisation exam, strategy plan
Skills				
Apply SWOT, CANVAS and other tools	X	X		Strategy and change plan
Implement small project or business		X	X	Strategy and change plan
Calculate economic efficiency		X	X	Strategy and change plan
Leadership preferences				Leadership and organisation exam, strategy plan
To select options for scenario thinking		X	X	Leadership and organisation exam, strategy plan,
Attitude				
Own initiative	X	X	X	Leadership assessment, business meeting
Assessment feasibility own small project or business			X	Leadership assessment

Competence C To facilitate dairy chain governance towards sustainability and efficiency					
Role:					
- Chain change agent.					
Examples of professional product:					
- Policy plan					
- Chain development implementation report.					
Learning outcomes:					
- Is able to recognise quantitative and qualitative chain improvements					
- Is able to develop a coherent governance strategy for a dairy chain					
- Is able to develop scenarios for different dairy chain stakeholders					
- Is able to facilitate change processes.					
Control indicators per learning outcome: Weak / Just sufficient / Moderate / Critical understanding.					
	1 Recognise improvements	2 Develop strategy	3 Scenarios stakeholders	4 Facilitate changes	Assessed in:
Knowledge					
Dairy chain and network analysis	X				Chain governance exam, policy and advocacy plan
Concepts sustainability; People planet prosperity	X				Chain governance exam, policy and advocacy plan
Laws and regulations	X				Chain governance exam, policy and advocacy plan
Chain logistics flow	X	X	X		Chain governance exam, policy and advocacy plan
Chain information flow	X	X	X		Chain governance exam, policy and advocacy plan
Skills					
Facilitation skills	X			X	Policy and advocacy plan
Identify and analyse stakeholder interest	X		X	X	Policy and advocacy plan
Translate scenarios into practical plan		X	X		Policy and advocacy plan
Develop monitoring and evaluation systems		X	X		Policy and advocacy plan
Policy development		X	X		Chain governance exam, policy and advocacy plan
Define options for sustainability		X	X	X	Policy and advocacy plan
Deal with resistance		X	X	X	Policy and advocacy plan
Attitude					
Show empathy				X	Policy and advocacy plan
Be convincing				X	Policy and advocacy plan

Competence D To mainstream policy development for inclusive dairy value chains				
Role:				
<ul style="list-style-type: none"> - Member steering committee - Policy Officer - Dairy chain facilitator - Farm manager/advisor. 				
Examples of professional product:				
<ul style="list-style-type: none"> - Communication plans - Policy plan - Lobby and advocacy action plan. 				
Learning outcomes:				
<ul style="list-style-type: none"> - Is able to translate the impact of dairy chain innovations for (inter)national legislation - Is able to lobby for and advocate chain development policies - Is able to manage conflicting situations. 				
Control indicators per learning outcome: Weak / Just sufficient / Moderate / Critical understanding.				
	1 Translate impact	2 Lobby & advocacy	3 Manage conflicts	Assessed in:
Knowledge				
Identify and analyse political, economic, social and technological aspects of dairy chains	X			Chain governance exam, policy and advocacy plan
Awareness political situation of a particular country	X			Chain governance exam, policy and advocacy plan
Define decision makers	X			Chain governance exam, policy and advocacy plan
Define stakeholders	X			Chain governance exam, policy and advocacy plan
Define sensitive ethical issues	X			Chain governance exam, policy and advocacy plan
Choose goals and objectives				Chain governance exam, policy and advocacy plan
Identifying a conflict of interest	X		X	Chain governance exam, policy and advocacy plan
Skills				
Mapping advocacy strategy		X		Policy and advocacy plan
Disclosing a conflict of interest			X	Policy and advocacy plan
Assess seriousness of conflict of interest			X	Policy and advocacy plan
Attitude				
Dealing with wicked problems		X	X	Policy and advocacy plan
Networker		X		Policy and advocacy plan
Be politically sensitive	X	X	X	Policy and advocacy plan
Have a long-term vision	X	X	X	Policy and advocacy plan

Competence E To manage quality assurance in the dairy chain				
Role: - Quality control manager.				
Examples of professional products: - Quality management handbook, including protocols and systems, that satisfies the execution of internal audits and external certification - Audit report - Training protocol.				
Learning outcomes: - Is able to design quality control systems - Is able to develop protocols for crisis management - Is able to conduct quality control audits.				
Control indicators per learning outcome: Weak / Just sufficient / Moderate / Critical understanding.				
	1 Control systems	2 Protocol crisis	3 Conduct audits	Assessed in:
Knowledge				
Definition and application of standards and procedures	X	X	X	Quality assurance exam, QMH
Quality assurance: development corrective measures			X	Quality assurance exam, QMH, audit report
Selection of data to be used in quality control and quality assurance	X			Quality assurance exam, QMH, audit report
Skills				
Apply the Plan Do Check Act cycle			X	QMH, audit report
Apply quality control standards (HACCP and others)	X	X	X	QMH, audit report
Audit preparation			X	QMH, audit report
Develop protocols for procedures	X	X	X	QMH, audit report
Design quality control measures determined by influencing factors	X	X	X	QMH, audit report
Train employees on quality control system		X		QMH
Number of network contacts, maintenance plan network		X		QMH, audit report
Attitude				
Own initiative		X	X	QMH, audit report
Relationship/contact interviewees		X	X	QMH, audit report
Relationship/contact commissioner		X	X	QMH, audit report
Reflection results		X	X	QMH, audit report
Accuracy		X	X	QMH, audit report

Competence F To conduct applied research in a dairy value chain					
Role:					
- Researcher.					
Examples of professional product:					
- Mini research report (in research design module)					
- Research proposal					
- Thesis report.					
Learning outcomes:					
- Is able to analyse and interpret complex research issues					
- Is able to design appropriate applied research proposals					
- Is able to collect and report data/information adequately					
- Is able to draw logical conclusions and formulate realistic recommendations.					
Control indicators per learning outcome: Weak / Just sufficient / Moderate / Critical understanding.					
	1 Complex research issues	2 Design proposals	3 Collect and report	4 Conclusions and recommend.	Assessed in:
Knowledge					
Theoretical concepts	X		X	X	Research theory exam, proposal, thesis
Theoretical concepts related to research problem or justification	X	X			Research theory exam, proposal, thesis
Sector description	X		X		Proposal, thesis
Data collection strategy		X			Research theory exam, proposal, thesis
Processing collected data		X	X		Thesis
Explanation of contrasting views	X		X	X	Thesis
Skills					
Literature searches	X	X	X		Proposal, thesis
Reference quotation		X	X		Research theory exam, proposal, thesis
Research questions	X	X		X	Research theory exam, proposal, thesis
Data collection process		X	X		Thesis
Structure and style of report		X	X		Thesis
Presentation of tables, figures, models		X	X	X	Research theory exam, thesis
Attitude					
Own initiative	X	X	X	X	Proposal, thesis
Relationship/contact thesis supervisor	X	X	X	X	Proposal, thesis
Relationship/contact commissioner	X	X		X	Proposal, thesis
Relationship/contact interviewees			X		Thesis
Curious and willingness to learn from research output			X	X	Thesis
Reflection results			X	X	Research theory exam, thesis

Competence G To communicate effectively and convincingly in a varying multicultural sector

Role: - Integrated in all other roles.					
Examples of professional product: - Presentations - Interviews - Meetings (chair, minutes, participation).					
Learning outcomes: - Is able to present effectively and convincingly - Is able to produce professional reports - Is able to promote innovative projects and processes - Is able to defend projects and proposals.					
Control indicators per learning outcome: Weak / Just sufficient / Moderate / Critical understanding.					
	1 Present convincingly	2 Professional reports	3 Promote innovations	4 Defend projects	Assessed in:
Knowledge					
Presentation theory	X			X	Innovation report, thesis proposal, thesis
Reporting theory		X		X	Innovation report, thesis proposal, thesis
Promotion theory			X	X	Innovation report, thesis proposal, thesis
Intercultural theory	X	X	X		Innovation report, thesis proposal, thesis
Skills					
Conduct a monologue	X		X	X	Innovation report, thesis proposal, thesis
Conduct a dialogue (incl. interviews)	X		X	X	Innovation report, thesis proposal, thesis
Prepare interviews or meetings		X	X		Innovation report, thesis proposal, thesis
Chair meetings			X		Innovation report
Write minutes of meetings			X		Innovation report
Participate in a group meeting			X		Innovation report
Operate in multicultural setting			X		Innovation report
Attitude					
To formulate opinion, assertiveness	X	X	X	X	Innovation report, thesis proposal, thesis
Discuss intercultural differences	X	X	X	X	Innovation report, thesis proposal, thesis
Discuss disciplinary differences	X	X	X	X	Innovation report, thesis proposal, thesis
Communicate in multicultural setting	X	X	X	X	Innovation report, thesis proposal, thesis

Competence H To apply an independent and creative learning attitude in a continuously changing international business environment

Role:
 - Professional in the dairy chain.

Examples of professional product:
 - Personal Development Plan
 - (Self-)reflection reports (on own performance, own role, learning style etc.).

Learning outcomes:
 - Is able to work as an independent chain development professional
 - Is able to demonstrate a learning attitude
 - Is able to demonstrate a creative attitude.

Control indicators per learning outcome: Weak / Just sufficient / Moderate / Critical understanding.

	1 Independent professional	2 Learning attitude	3 Creative attitude	Assessed in:
Knowledge				
To formulate personal learning objectives	X	X		Portfolio assessment
Know criteria for feedback	X			All written reports
Skills				
Directs own learning process		X		Portfolio assessment
Mention own + and – study habits	X	X	X	Portfolio assessment
Flexibility	X	X	X	Portfolio assessment
Work in a multi-disciplinary team	X	X	X	All written reports
Give feedback	X	X		All written reports
Different team roles	X			Portfolio assessment
Strategic interests in group processes	X			All written reports
Attitude				
Be curious and willing to learn	X	X	X	Portfolio assessment
Relationship colleague students and staff	X	X	X	Portfolio assessment
Reflection results	X	X	X	Portfolio assessment
Be creative and/or use tools to enhance creativity	X	X	X	Portfolio assessment, innovation report

Appendix 7 Additional information

Addresses

Van Hall-Larenstein, University of Applied Sciences
P.O. Box 9001, 6880 GB Velp, the Netherlands
Agora 1
8934 CJ Leeuwarden
Tel: +31 58 2846 100

Dairy Campus
Boksumerdijk 11
9084 AA Leeuwarden
+31 317 484 000

Management

Mr. P. van Dongen (Peter)	Board Van Hall Larenstein University of Applied Sciences (chair)
Mrs. A.C. Keizer-Masterbroek (Diane)	Board Van Hall Larenstein University of Applied Sciences
Mrs. W.M.A.A. Zuidema-Haans (Wendy)	Director Domain Food & Dairy and Life Sciences & Technology
Mr. B. Wezeman (Bart)	Vice-Director Domain Food & Dairy

Staff (Core team)

Dr. R. Baars (Robert)	Coordinator Master IDCM, module coordinator, lecturer
Mrs. E. Hugenholtz (Elsbeth)	Module coordinator, lecturer, quality monitoring
Mrs. J. Oosterga (Jitty)	Module coordinator, lecturer
Mr. J. Duinstra (Jacob)	Module coordinator, lecturer
Mr. P. Drost (Pauline)	Module coordinator, lecturer
Dr. M. Hoeke (Martijn)	Digitalization, lecturer
Mr. J. Hania (Jan)	Examination board, lecturer

*Op achterkant:
Daily class schedule*

hour	Time
1	8.30 – 9.15
2	9.15 – 10.00
	Break
3	10.15 – 11.00
4	11.00 – 11.45
5	11.45 – 12.30
6	12.30 – 13.15
7	13.15 – 14.00
8	14.00 – 14.45
	Break
9	15.00 - 15.45
10	15.45 – 16.30
11	16.30 – 17.15
12	17.15 – 18.00
	Break
13	18.30 – 19.15
14	19.15 – 20.00
	Break
15	20.15 – 21.00
16	21.00 – 21.45