Module 1 Mens en Gezondheid (MMEG)

Human and Health

Coördinator:	Eva Lems	Studiebelasting: 420 uur	Semester 1 (studiejaar 23-24)

Module onderdeel	Studie belasting	Naam	Literatuur*
MMEG01	56 uur	Meesterproef 1	
MMEG02	84 uur	Humane Biologie	Human Physiology – An integrated approach - Silverthorn
MMEG03	84 uur	Gedragspsychologie	
MMEG04	140 uur	Onderzoeksvaardigheden	Doing research in the real World, Gray
MMEG05	56 uur	Meesterschap 1	

Professionele rol:	Transdisciplinair onderzoeker gedrag en leefomgeving	
Meesterproef:	Brede beschouwing van de vraag en vraag achter de vraag (*Focus the problem*) van het eigen praktijkonderzoek. En verder specificatie van deze analyse door onderzoek met de eindgebruiker (*Understand the problem*).	
Ingangsvereisten:	Zie eisen toelating tot de master GGL en eisen aan de eigen ingebrachte casus	
Extra kosten	150 € voor bijdrage aan verblijfskosten Bootcamp	
Werkvormen:	Bootcamp, werkcolleges, (gast)colleges, (groeps)opdrachten, persoonlijke coaching, leerkringen	
Leeruitkomsten:	1A, 1B, 1C, 2A, 2B, 2C, 5A, 5B, 5C	
Thema's/ Kennisgebieden	**Doelstellingen, de student kan :**	
Humane biologie	• Kennis met betrekking tot de evolutionaire ontwikkeling van de mens toepassen bij het analyseren van een gezondheidsvraagstuk • Kennis met betrekking tot de humane levenscyclus toepassen bij het analyseren van een gezondheidsvraagstuk • Kennis met betrekking tot de fysiologische grondslagen van gedrag van de mens toepassen bij het analyseren van een gezondheidsvraagstuk	
Gedragspsychologie	• Kennis van theorieën en concepten uit de sociale, levensloop en gezondheidspsychologie toepassen op een gezondheidsvraagstuk • Een analyse van gedrag maken met behulp van theorieën en concepten uit de gedragspsychologie	
Onderzoek	• Met de principes van Design Based Research gezondheidsonderzoek op zetten • Kwantitatieve en kwalitatieve onderzoeksmethoden juist toe passen op een gezondheidsvraagstuk • Het krachtenveld omtrent een gezondheidsvraagstuk analyseren • Wetenschappelijke en praktijkkennis uit verschillende vakgebieden integreren t.b.v. een gezondheidsvraagstuk	
Ethiek	• Reflecteren op (bio)ethische vraagstukken in relatie tot het bevorderen van gezond leven • Diverse ethische perspectieven toepassen op de eigen beroepspraktijk	
Persoonlijk leiderschap:	• Persoonlijke invulling van de eigen leerdoelen t.b.v. LU 6A, 6B, 6C	
Datapunt**	**Inhoud**	**Leeruitkomsten**

1a	Transdisciplinaire gedragsanalyse. Deel A	1A, 1B, 2A, 2B
1b	Transdisciplinaire gedragsanalyse opdracht. Deel B	1A, 1B, 2A, 2B
2	Kennistoets Humane biologie	1A
3	Meesterproef 1: Probleemanalyse	1A, 1B, 1C, 2A, 5A
4	Meesterschap 1: Portfolio in zelf gekozen vorm over persoonlijk ontwikkeling	6A, 6B, 6C

* Zie de MGGL boekenlijst en Canvas voor informatie over benodigde en aanbevolen literatuur

** Voor verdere duiding en details zie Canvas

Module 2 Mens en Omgeving (MMEO)

Human ecology

Coördinator: Eva Lems		Studiebelasting: 420 uur	Semester 2 (Jaar 1, studiejaar 23-24)

Module onderdeel	Studie belasting	Naam	Literatuur*
MMEO01	56 uur	Meesterproef 2	
MMEO02	168 uur	De Gezonde leefomgeving	
MMEO03	140 uur	Samenwerken en participatie	
MMEO04	56 uur	Meesterschap 2	

Professionele rol:	Transdisciplinair onderzoeker
Meesterproef:	Transdisciplinair actieplan opstellen, d.w.z. een probleemdefinitie (D*efine*) en een brede verkenning van mogelijke, creatieve en innovatieve oplossingen (*Conceive the outline*)
Ingangsvereisten	n.v.t.
Extra kosten	Eigen vervoer excursies
Werkvormen	Werkcolleges, (gast)colleges, excursies, gastcolleges
Leeruitkomsten:	1A, 1B, 1C, 2A, 2B, 2C, 5A, 5B, 5C, 6A, 6B, 6C
Thema's/ Kennisgebieden	**Doelstellingen, de student kan :**
De fysieke leefomgeving	• De fysieke leefomgeving analyseren in relatie tot gezond leven • Verklaren hoe een groene leefomgeving bijdraagt aan gezond leven • Met behulp van theorieën uit de omgevingspsychologie gezond gedrag verklaren en aanknopingspunten bieden voor verandering
De sociale leefomgeving	• de sociale leefomgeving analyseren in relatie tot gezond leven • met behulp van theorieën en concepten uit de sociologie gezond gedrag verklaren en aanknopingspunten bieden voor verandering • De digitale leefomgeving analyseren in relatie tot gezond leven
Gezondheidsverschillen	• Gezondheidsverschillen veroorzaakt door o.a. inkomen, afkomst, gender, leeftijd, cultuur, digitale vaardigheden, leefstijl en leefomgeving evalueren en deze kennis integreren in praktijkonderzoek • Verklaren hoe de sociale en fysieke leefomgeving gezond leven beïnvloeden en aanknopingspunten bieden voor verandering
Transdisciplinair onderzoek	• Wetenschappelijke-,vak-en praktijkkennis op het gebied van gezond leven en de leefomgeving analyseren en integreren in een gezondheidsonderzoek • Met alle betrokkenen komen tot een gedeelde probleemdefinitie van een gezondheidsonderzoek • De interactie tussen de verschillende betrokkenen, context en systemen inzichtelijk maken bij een gezondheidsvraagstuk • Randvoorwaarden en verschillende scenario's voor oplossingen van een gezondheidsvraagstuk construeren
Participatie	• De eindgebruiker(s) op een passende manier betrekken bij gezondheidsonderzoek waarbij de eindgebruikers invloed hebben op het (onderzoeks)proces • Verschillende methodieken toepassen om op een gelijkwaardige manier samen te werken met alle betrokken, inclusief de eindgebruiker(s) in een onderzoeksproces. • Verschillende belangen, talen, normen, waarden, culturen en perspectieven van de verschillende stakeholders integreren

Ethiek	• Reflecteren op diens eigen normen en waarden, rol, overtuigingen, oordeelsvorming en gedrag – en dat van anderen.	
Persoonlijk leiderschap	• Persoonlijke invulling van de eigen leerdoelen t.b.v. LU 6A, 6B, 6C	
Datapunt**	**Inhoud**	**Leeruitkomsten**
5	Analyse van de fysieke leefomgeving i.r.t een vraagstuk omtrent de omgeving en gezondheid in kwetsbare wijken	1A, 1B, 1C, 2A
6	Transdisciplinaire casus Gezonde leefomgeving	1B, 2C, 5A, 5B, 5C
7	Meesterproef 2: Transdisciplinair actieplan	1B, 2A, 2B, 2C, 5A, 5B, 5C
8	Meesterschap 2: Portfolio in zelf gekozen vorm over de persoonlijke ontwikkeling	6A, 6B, 6C

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** Voor verdere duiding en details zie Canvas

Module 3 Gezond leven bevorderen (MGLB)

Promoting healthy living

Coördinator: Eva Lems		Studiebelasting	420 uur	Semester 3 (jaar 2, studiejaar 24-25)

Module onderdeel	Studie belasting	Naam	Literatuur*
MGLB01	112 uur	Meesterproef 3	
MGLB02	84 uur	Gezondheidsbevordering in de leefomgeving	
MGLB03	84 uur	Organisatie van gezondheid	
MGLB04	42 uur	Ontwerpen	
MGLB05	42 uur	Veranderen en systemen	
MGLB06	56 uur	Meesterschap 3	

Professionele rol:	Ontwerper
Meesterproef:	Ontwerpen en testen van oplossingen inclusief evaluatie en plan voor implementatie (*Building en Test the solution*).
Werkvormen:	Werkcolleges, buitenlandexcursie, gastcolleges, symposium
Ingangsvereisten	n.v.t.
Extra kosten	Bijdrage aan reis en verblijfkosten buitenlandexcursie (circa 350 euro)
Leeruitkomsten:	1B, 2A, 2C, 3A, 3B, 4A, 4B, 5C, 6A, 6B, 6C
Thema's/ Kennisgebieden	**Doelstellingen, de student kan :**
Gedragsverandering	• Bestaande nationale en internationale gezondheidsinterventies in de leefomgeving kritisch beschouwen • Kennis van gedragsveranderingstechnieken toepassen op gezondheidsvraagstukken
Organisatie van gezondheid en zorg	• Kennis over organisatie van gezondheid en zorg toepassen op een actueel gezondheidsvraagstuk. • Kennis over organisatie van gezondheid integreren in een duurzaam implementatieplan.
Ontwerpen	• Volgens de principes van design thinking een oplossing ontwerpen voor een gezondheidsvraagstuk • Co-creatiemethoden toe te passen t.b.v. het ontwerpen van oplossingen t.b.v. het bevorderen van gezond leven • Randvoorwaarden en verschillende scenario's voor een gezondheidsinterventie construeren op basis van uitkomsten van onderzoekactiviteiten
Systeemdenken	• Systeemdenken toepassen m.b.t het bevorderen van gezond leven • Een duurzame betrokkenheid van (vertegenwoordigers van) eindgebruikers organiseren gedurende het gehele gezondheidsonderzoek als onderdeel van de implementatie op korte en lange termijn

Ethiek	• Ethische afwegingen maken en verantwoorden bij het nemen van beslissingen i.r.t. gezondheidsvraagstukken	
Persoonlijk leiderschap	• Persoonlijke invulling van de eigen leerdoelen t.b.v. LU 6A, 6B, 6C	
Datapunt**	**Inhoud**	**Leeruitkomsten**
9	Design thinking tweedaagse	2C, 3A, 3B, 4A
10	Meesterproef 3 Ontwerp en implementatieplan	2A, 2B, 2C, 3A, 3B, 4A, 4B, 5B, 5C
11	De MGGL 'FuckUp Night'/ : leren van fouten	3B, 4C
12	Meesterschap 3: Portfolio in zelf gekozen vorm over de persoonlijke ontwikkeling	6A, 6B, 6C

* Zie de MGGL boekenlijst en Canvas voor informatie over benodigde en aanbevolen literatuur

** Voor verdere duiding en details zie Canvas

Module 4 - Thematische specialisatie (MTSP)

Specialisation

Coördinator: Eva Lems	Studiebelasting	420 uur	Semester 4 (jaar 2, studiejaar 24-25)

Module onderdeel	Studie belasting	Naam	Literatuur*
MTSP01	140 uur	Meesterproef 4	
MTSP02	112 uur	Thematische Specialisatie	
MTSP03	112 uur	Adviseren en communiceren	
MTSP04	84 uur	Meesterschap 4	

Professionele rol:	Veranderaar gezonde leefomgeving
Meesterproef:	Evaluatie, iteratie, disseminatie van bevindingen (*Present)*
Ingangsvereisten	n.v.t.
Leeruitkomsten:	1A, 1B, 1C, 4A, 4C, 6A, 6B, 6C
Thema's/ Kennisgebieden	**Doelstellingen, de student kan :**
Thematische Specialisatie	• Regie tonen op diens eigen kennisontwikkeling en is in staat om zijn behoefte in kennis (t.b.v. het uitvoeren van de meesterproef) te identificeren, op te doen en dit vervolgens te analyseren, integreren en toe te passen op de meesterproef. • diens thematische specialisatie onderbouwd toe te passen op een complex gezondheidsvraagstuk.
Communicatie	• Bevindingen uit eigen onderzoek onderbouwd en ondubbelzinnig overbrengen op een publiek
Ethiek	• Ethische en maatschappelijke reflectie tonen op de eigen plaats in samenleving en professionele positie
Persoonlijk leiderschap	• Persoonlijke invulling van de eigen leerdoelen t.b.v. LU 6A, 6B, 6C

Datapunt**	Inhoud	Leeruitkomsten
13	Vormvrij product over eigen kennisspecialisatie	1A, 1B, 1C, 4C, 6B
14	Organisatie van de MGGL Veranderaars Expo. Presentatie Meesterproef	4B, 4C, 5C
15	Meesterproef 4 Iteratie en communicatie	2A, 2B, 2C, 3A, 3B, 4A, 4B, 4C, 5B, 5C
16	Meesterschap 4: Portfolio in zelf gekozen vorm over de persoonlijke ontwikkeling	6A, 6B, 6C
High stakes beoordeling	Gehele portfolio en eindpresentatie	Alle leeruitkomsten

* Zie de MGGL boekenlijst en Canvas voor informatie over benodigde en aanbevolen literatuur

** Voor verdere duiding en details zie Canvas

Module 1: Introducing Food Systems

MINT

Coordinator:	Marieke Creemers	**Total study load (h):**	278

Module element	**Study load (h)**	**Name**
MINT01	30	Boot camp
MINT02	110	Theories of transition in food systems
MINT03	110	Science-based innovation
MINT04	28	Tutorship

Entry requirements	A Bachelor degree in a study related to Food	
Methods	Boot camp, lectures, field visits, case study work	
Professional role	Interdisciplinary researcher	
Theme's		
Theories of transition and innovation	• Theories of system thinking and innovation • Transition theories • Power and stakeholder roles in innovation networks	
Food systems	• Historical perspectives on agri-food systems • Food system approaches • Urban and City-region food systems	
Science Based Innovation	• Design-based research approaches • Quantitative research methods • Qualitative research methods	
Data points	**Learning activity or assignment**	**Learning outcomes**
Personal reflection	• Selecting and attending a MOOC of choice that targets a knowledge or skill need or void.	5B
Results and own analysis of knowledge exam	• Knowledge exam on theories of system thinking and urban food systems	1A 1B
Expert teacher and test respondents feedback on product	• Professional product: Worked out proposal of a mixed method approach with tested examples of diverse methods	1B 5A
Low stake	**Learning activity**	**Learning outcomes**
Evaluation moment with tutor about student progress	Preparation of evaluation moment, based on portfolio input and personal action plan	All above mentioned
Final qualification(s) *The student…*		
FQ1. thinks systemically in complex situations in food systems. FQ5. applies relevant skills to contribute to science-based innovation in the food system as a professional and creative change maker.		
Costs: € 200 (Boot Camp)		

Module 2: Experiencing

MXPR

Coordinator:	Henk Renting	Total study load (h):	228

Module element	Study load (h)	Name
MEXP01	105	Transdisciplinary approach
MEXP02	65	City Study Stour
MEXP03	30	MOOC
MEXP04	28	Tutorship

Entry requirements	None	
Methods	Lectures; trainings; workshops; case study work; excursions; tutorship	
Professional role	Agile Project Leader	
Theme's		
Stakeholders & the food system	• Students learn how to communicate meaningfully with stakeholders of all backgrounds • Students learn to collaborate with stakeholders of all backgrounds • Students learn to involve relevant stakeholders into project goals	
Contexts & the food system	• Students learn to analyse the impact of cultural, geographical and historical contextual factors • Students learn to integrate context factors in an action plan towards project goals	
Professional skills	• Students learn to demonstrate project management skills • Students learn to demonstrate entrepreneurial skills • Student learn to apply methods of intercultural communication • Students learn to apply methods of change management • Students learn to develop areas of interest / skill & knowledge gaps	
Data points	**Learning activity or assignment**	**Learning outcomes**
360° feedback	An action plan for a real-life challenge, with demonstrable use of a set of professional skills, that integrates and involves stakeholders and contexts.	2A 2B 5B
Feedback of expert, peers, participants	A transition pathway for solutions based on an analysis food system challenges, contexts and stakeholders in a specific urban context.	1B 2A 2B
Personal reflection	Selecting and attending a MOOC of choice that targets a knowledge or skill need or void.	5B
Low stake	**Learning activity**	**Learning outcomes**
Evaluation moment with tutor about student progress	Preparation of evaluation moment, based on portfolio input and personal action plan	All above mentioned
Final qualification(s) *The student…*		
FQ1. thinks systemically in complex situations in food systems. FQ2. approaches a complex food system challenge from different perspectives involving all stakeholders. FQ5. applies relevant skills to contribute to science based innovation in the food system as a professional and creative change maker.		
Costs: € 600 (City Study Tour)		

Module 3: Exploring			
MLOR			
Coordinator:	Henk Renting	**Total study load (h):**	248

Module element	Study load (h)	Name
MLOR01	110	Food System Challenges
MLOR02	110	Cross-Over Internship
MLOR04	28	Tutorship

Entry requirements	None	
Methods	Lectures, case study work, training, workshops, workvisits and internship	
Professional role	Strategic Advisor	
Theme's		
Food System Challenges	• Normative frameworks • The SDG framework in practice	
Cross-Over Internship	• Experience different areas of expertise • Experience different working environments	
Data points	**Learning activity or assignment**	**Learning outcomes**
Feedback of expert teacher and peers	• Professional product: Strategic advice in a self chosen (multimedia) form related to the cross-over internship	1C 2A 3B 3C 5B
360 Degree Feedback	• During the internship, the student gains experience in the practical field of an unfamiliar, domain and learns to translate knowledge from previous programmes to a new environment.	1C 3A 3B 3C 5B
Feedback of invited representatives, expert teacher and peers	• Organisation of a minisymposium with presentations of results and insights from work visits and a panel discussion with representatives from the visited organisations.	3A 3B 3C 5B
Low stake	**Learning activity**	**Learning outcomes**
Evaluation moment with tutor about student progress	Preparation of evaluation moment, based on portfolio input and personal action plan	All above mentioned
Final qualification(s) *The student…*		
FQ1. thinks systemically in complex situations in food systems. FQ2. approaches a complex food system challenge from different perspectives involving all stakeholders. FQ3. distils the challenges in the food system from different perspectives and at different scale levels. FQ5. applies relevant skills to contribute to science based innovation in the food system as a professional and creative change maker.		
Costs: € 50 (travel costs)		

Module 4: Creating

MCRE

Coordinator:	Marjan de Boer	Total study load (h):	248

Module element	Study load (h)	Name
MCRE01	130	Interventions & Solutions
MCRE02	90	Creative Intervention Design
MCRE03	28	Tutorship

Entry requirements	None	
Methods	Lectures, case study work, training, workshops	
Professional role	Creative Innovator	
Theme's		
Interventions & Solutions	• The problems the food system is facing are diverse and include many themes. In this course, four main themes are distilled; health, ecology, food security and sustainable business models. • Students become familiar with the themes and their underlying problems, learn how to think in solutions and analyse interventions. Every problem needs its own approach. In this course, intervention in the system is made specific and practical.	
Creative Intervention Design	• The steps of Design thinking for intervention design; Empathize, Define, Ideate, Prototype, Test are introduced and applied • Marketing for transition: basic knowledge of (consumer) buying and behaviour and influential techniques in marketing. • Innovation Tools; different tools to bring about innovation in the food system will be demonstrated and discussed	
Data points	**Learning activity or assignment**	**Learning outcomes**
Feedback of expert	• Development of a well-grounded, modified intervention.	1A 1B 3B 3C 4B
360 Degree Feedback	• Professional product: A creative intervention designed by couples of students with different bachelor backgrounds	1A 1B 3B 3C 4A 4B 4C 5A
Low stake	**Learning activity**	**Learning outcomes**
Evaluation moment with tutor about student progress	Preparation of evaluation moment, based on portfolio input and personal action plan	All above mentioned
Final qualification(s) *The student…*		
FQ1. thinks systemically in complex situations in food systems. FQ3. distils the challenges in the food system from different perspectives and at different scale levels. FQ4. develops and implements solutions that contribute to fundamental food system change towards sustainability. FQ5. applies relevant skills to contribute to science based innovation in the food system as a professional and creative change maker.		
Costs: None		

Module 5: Internship

MINS

Coordinator:	Marieke Creemers	Total study load (h):	326

Module element	Study load (h)	Name
MINS01	298	Internship
MINS02	28	Tutorship

Entry requirements	None	
Methods	Internship; tutorship meetings	
Professional role	Intrapreneur	
Theme's		
Challenges and solutions	• Students learn to recognize and analyze relevant food system challenges for a specific organization • Students apply tools to develop a solution, fitting the challenges • Students learn to integrate different perspectives and to weigh trade-offs to optimize the chosen solution	
Different perspectives & the food system	• Students learn to analyze relevant visions and perspectives • Students learn to weigh the importance of different stakeholders and perspectives in the choice for an approach • Students learn to involve relevant stakeholders and perspectives into project goals	
Professional skills	• Students learn to apply skills gained during the master in a real-life organization • Students learn to reflect on professional skills, talents and potential gaps	
Data points	**Learning activity or assignment**	**Learning outcomes**
360 Degree Feedback	Performance of the student during the internship on the relevant learning outcomes	2A 2B 3C 4B 4C 5B
Personal reflection	Personal transitional leadership development strategy in a self-chosen format.	5B
Low stake	**Learning activity**	**Learning outcomes**
Evaluation moment with tutor about student progress	Preparation of evaluation moment, based on portfolio input and personal action plan	All above mentioned
Final qualification(s) *The student…*		
FQ2. approaches complex food system challenges in different contexts and at different scale levels, involving all stakeholders. FQ3. distil the challenges in the food system from different perspectives and at different scale levels. FQ4. develops and implements solutions that contribute to food system change towards sustainability innovation and transition. FQ5. applies relevant skills to contribute to science-based innovation in the food system as a professional and creative change maker.		
Costs: n/a		

Module 6 - Master Proof			
MMPR			
Coordinator:	Marjan de Boer	**Total study load (h):**	352

Module element	Study load (h)	Name
MMPR01	299	Master proof
MMPR02	25	Food System Innovator Festival
MMPR03	28	Tutorship

Entry requirements	None	
Methods	Self-study, group work, learning circles	
Professional role	Change maker	
Theme's		
Practical research	• All research skills previously learned can be applied during this module	
Professional skills	• All professional skills previously learned can be applied during this module	
Food System Innovation	• All food systems innovation knowledge and skills previously learned can be applied during this module	
Data points	**Learning activity**	**Learning outcomes**
Internal and external expert feedback	Professional product: Masterproof	1C 2A 2B 3A 3B 3C 4A 4B 4C 5A 5B
Peer- and visitor feedback	Food systems innovator festival organisation	5B
Low stake	**Learning activity**	
Evaluation moment with tutor about student progress	Preparation of evaluation moment, based on portfolio input and personal action plan	All above mentioned
High stake	**Learning activity**	
Summative evaluation of student: decision on awarding the MSc diploma Food Systems Innovation	Handing in of student portfolio to evaluation committee	All 1-5
Final qualification(s) *The student…*		
FQ1: thinks systemically in complex situations in food systems FQ2: applies relevant skills to contribute to science based innovation in the food system as a professional and creative change maker FQ3: distils the challenges in the food system from different perspectives and at different scale levels FQ4: develops and implements solutions that contribute to food system change towards sustainability innovation and transition FQ5: applies relevant skills to contribute to science based innovation in the food system as a professional and creative change maker		
Costs: n/a		

Final Qualification 1 Think systemically in complex situations in food systems
LO 1A demonstrates knowledge about theories of systems thinking
LO 1B applies systems thinking to understand transitions in the food system
LO 1C analyses a complex food system challenge from a transition perspective
Final Qualification 2 Approach complex food system challenges in different contexts, involving all stakeholders
LO 2A analyses the stakeholders and makes an adequate approach to involve relevant stakeholders
LO 2B acts upon various cultural, geographical and historical contextual factors influencing food system challenges
Final Qualification 3 Distil the challenges in the food system from different perspectives and at different scale levels
LO 3A evaluates food system challenges as defined by different normative frameworks
LO 3B compares the impact of food system challenges at different scale levels
LO 3C values food system challenges as defined by different visions and thematic perspectives
Final Qualification 4 Develop and implement solutions that contribute to fundamental food system change towards sustainability
LO 4A identifies different transition pathways as an answer to current food system challenges
LO 4B weighs the trade-offs and ethical consequences of solutions
LO 4C creates innovative solutions contributing to food system transition
Final Qualification 5 Apply relevant skills to contribute to science based innovation in the food system as a professional and creative change maker
LO 5A applies design based and science driven research skills
LO 5B demonstrates and reflects upon professional skills

Professional Development Year 1(D1MAPD)			
Coordinator	HOP	**Credits**	**3**

Module elements	**EC**	**Name**	**Exam**	**Exam Period**	**Literature**
MAPD30	3	Professional Skills	Portfolio	1 & 2	The 7 Habits of Highly Effective People, Stephen R. Covey, 2020, ISBN: 9781471195204

Professional task:	Enhancement of skills and competences to increase impact in (inter)national businesses by knowing theories and knowing themselves.
Role:	Manager, professional developed employer, (communication) influencer
Methods:	Trainings, self-study and self-reflections
Fields of expertise:	**Learning objectives** *The student*:
Professional skills	• familiarises himself with the application of culture in a business environment, on leadership, on team building and how to motivate people. • develops soft skills needed to operate in an international business. • develops the skills necessary to deliver an effective presentation with clarity and impact
Professional Master standard:	
• Interprofessional Practice	
Final qualifications:	
• The Master in Agribusiness can effectively communicate results in a concise manner and engage stakeholders, thereby taking into account the target group and (inter)cultural differences. • The Master in Agribusiness Development can critically reflect on the process and personal acting, both in retro- as in prospect.	

Professional Development Year 2 (D2MAPD)			
Coordinator	HOP	**Credits**	**3**

Module elements	**EC**	**Name**	**Exam**	**Exam Period**	**Literature**
MAPD10	2	Intercultural communication	Portfolio	2	TBD.
MAPD20	1	Business Ethics	Essay	1	Ethics and Business – Bart Wernaart – 1st edition – ISBN 9789001865184

Professional task:	Enhancement of skills and competences to increase impact in (inter)national businesses by knowing theories and knowing themselves.
Role:	Manager, professional developed employer, (communication) influencer
Methods:	Lectures, self-study and self-reflections
Fields of expertise:	**Learning objectives** *The student*:
Intercultural communication	• Can apply theory and practical insides of cultural differences. • Can communicate and act within different (international) cultures. • Can see interculture differences as a strength, rather than a weakness within an international business setting.
Business ethics	• Is able to reflect with regards to a problem with regards to business ethics
Professional Master standard:	
• Interprofessional Practice	
Final qualifications:	
• The Master in Agribusiness can effectively communicate results in a concise manner and engage stakeholders, thereby taking into account the target group and (inter)cultural differences. • The Master in Agribusiness Development can critically reflect on the process and personal acting, both in retro- as in prospect.	

Business, Finance and Change (MAFC)			
Coordinator	LOE	**credits**	**6**

Module elements	EC	Name	Exam	Period	Literature
MAFC10	2	Financial Management	Assignments	1	*Financial Accounting,* M.J. Jones. Wiley Publishers
MAFC20	2	Change Management	Assignments	1	*The Theory and Practice of Change Management,* J.Hayes, Palgrave
MAFC30	2	International Business & Policy	Exam	1	*International Law and Business*, A global Introduction , Mr. Dr. B.F.W. Wernaart. Noordhoff

Professional task:	Understand and analyse an (agri)business organisation from a financial and legal perspective Analyse and implement processes of change within the firm
Role:	Advisor, manager
Methods:	Lectures, practical trainings, tutorials
Fields of expertise:	**Learning objectives** *The student*:
Financial Management	• Is able to read, analyse and evaluate the financial annual report of agribusiness companies. • Understands risks and uncertainty in the environment of the firm, and is able to understand and apply various risk management techniques. • Can design budgets and various tools for analysing and controlling the production process of agribusiness companies. • is able to evaluate investments plans by using techniques for capital investment appraisal and new opportunities to finance the business.
Change Management	• Defines process models of change and recognises the need for a change process. • Diagnoses what needs to be changed and identifies power and politics in a change process. • Understands the importance of stakeholder management and knows how to handle stakeholders who are resistant to change and how to involve company stakeholders favourably to policy implementation.
International Business & Policy	• Can discuss issues about contractual and non-contractual liability, also in an international context • Can assess intellectual property rights in business and knows which court is needed in case of international disputes in business • Is able to assess the risks of doing business in countries with weak law protection • Is able to understand the impact of (international) policies on businesses in the agrifood domain
Professional Master standard:	
• Mastery • Interprofessional Practice	
Final qualifications:	
• The Master in Agribusiness Development can <u>design</u> solutions aimed at innovation and improvement, thereby judging the impact of those solutions on related business, social and environmental aspects thereby supporting the business strategy. • The Master in Agribusiness Development is capable of <u>implementing</u> (complex) <u>changes</u> within a company or sector, thereby creating added value for the business.	

Master Internship (MAIN)			
Coordinator	BUP	**credits**	**15**

Module elements	EC	Name	Exam	Period	Literature
MAIN10	15	Internship	Portfolio	3 & 4	*TBD.*

Professional task:	Professional development and social education; gain experience working in a organisation; learning to think on a professional level and building communication skills.
Role:	Young Professional
Methods:	Internship; tutorship meetings; professional coaching
Fields of expertise:	**Learning objectives** *The student*:
	• can apply skills gained during the master in a real-life organization • can reflect on professional skills, talents and potential gaps • can work independently and responsibly at academic-level on a professional project within a company setting.
Professional Master standard:	
• Interprofessional practice • Effect	
Final qualifications:	
• The Master in Agribusiness Development can design solutions aimed at innovation and improvement, thereby judging the impact of those solutions on related business, social and environmental aspects thereby supporting the business strategy. • The Master in Agribusiness Development is capable of implementing (complex) changes within a company or sector, thereby creating added value for the business. • The Master in Agribusiness can effectively communicate results in a concise manner and engage stakeholders, thereby taking into account the target group and (inter)cultural differences. • The Master in Agribusiness Development can critically reflect on the process and personal acting, both in retro- as in prospect.	

Professional Development (MAPD)			
Coordinator	HOP	**Credits**	**6**

Module elements	**EC**	**Name**	**Exam**	**Exam Period**	**Literature**
MAPD10	2	Intercultural communication	Portfolio	2	TBD.
MAPD20	1	Business Ethics	Essay	1	Ethics and Business – Bart Wernaart – 1st edition – ISBN 9789001865184
MAPD30	3	Professional Skills	Portfolio	1 & 2	The 7 Habits of Highly Effective People, Stephen R. Covey, 2020, ISBN: 9781471195204

Professional task:	Enhancement of skills and competences to increase impact in (inter)national businesses by knowing theories and knowing themselves.
Role:	Manager, professional developed employer, (communication) influencer
Methods:	Lectures, trainings, self-study and self-reflections
Fields of expertise:	**Learning objectives** *The student*:
Intercultural communication	• Can apply theory and practical insides of cultural differences. • Can communicate and act within different (international) cultures. • Can see interculture differences as a strength, rather than a weakness within an international business setting.
Business ethics	• Is able to reflect with regards to a problem with regards to business ethics
Professional skills	• familiarises himself with the application of culture in a business environment, on leadership, on team building and how to motivate people. • develops soft skills needed to operate in an international business. • develops the skills necessary to deliver an effective presentation with clarity and impact
Professional Master standard:	
• Interprofessional Practice	
Final qualifications:	
• The Master in Agribusiness can <u>effectively communicate</u> results in a concise manner and engage stakeholders, thereby taking into account the target group and (inter)cultural differences. • The Master in Agribusiness Development can critically <u>reflect</u> on the process and personal acting, both in retro- as in prospect.	

Research Methods & Data Analyses (MARD)			
Coordinator	HOP	**Credits**	**6**

Module elements	**EC**	**Name**	**Exam**	**Exam Period**	**Literature**
MARD10	6	Research Methods & Data Analyses	Written exam	2	Marketing Research, An Applied Orientation, Malhotra, Seventh Edition, 2020, Pearson. Print: ISBN 1651732644, Ebook: ISBN 1651732927 Statistics in steps, Nel Verhoeven, August 2020, ISBN 9789024434510

Professional task:	Understanding and applying of different approaches to process research, allowing to make and justify choices in the design of research, and to apply qualitative and quantitative methods.
Role:	Researcher
Methods:	Lectures, classes, computer practical
Fields of expertise:	**Learning objectives** *The student*:
	• can embed the research problem into a valid and state-of-the-art theoretical framework • can approach a problem systematically using a research design • is familiar with different research methodologies and is capable of selecting the best methodology for a given problem • is familiar with conceptual models and capable of applying them critically to existing and new research • can collect, organise, synthesise and analyse qualitative and quantitative research data • can evaluate quantitative and qualitative research studies in terms of their approach, analyses, conclusions and limitations • can use a principal component analysis (PCA) for dimensionality-reduction of large data sets, by transforming a large set of variables into a smaller one and interpreted the results
Professional Master standard:	
• Mastery • Research • Effect	
Final qualifications:	
• The Master in Agribusiness Development uses a multidisciplinary and innovative approach in researching the problem/challenge at hand. Thereby applying and connecting both qualitative as quantitative state-of-the-art scientific and applied knowledge obtained throughout and beyond the international agri-food business.	

Supply Chain & Operations Management (MASC)			
Coordinator	BUP	**credits**	**6**

Module elements	**EC**	**Name**	**Exam**	**Period**	**Literature**
MASC10	6	Operations and Supply Chain Management	Assignment	1	Heizer, J., Render, B., Munson, C., & Sachan, A. (2022). Operations management: sustainability and supply chain management, 14/e. ISBN-13: 9780137649136

Professional task:	Analyse and redesign the current supply chain of an agribusiness company by proposing strategies which integrate resource requirements and marketing functions for strategic, operational, and tactical level decisions
Role:	Consultant, Supply Chain Manager, Supply Chain Analyst, Operations Manager,
Methods:	Workshops, Classes, Case Studies, Excursions, Guest Lectures
Fields of expertise:	**Learning objectives** *The student*:
	• Can align supply chain design to strategic level strategy • Can design, operate, and improve the systems that create and deliver a company's primary products and services in the supply chain • Understands how developments in areas such as globalisation, digitisation and sustainability are creating new supply chain challenges and opportunities • Can understand and evaluate performance data to make appropriate decisions regarding productivity, cost control, and improvements • Can analyse complex real-life situations using appropriate operations and supply chain management techniques to make recommendations and assess the consequences of proposed solutions
Professional Master standard:	
• Mastery • Interprofessional Practice • Effect	
Final qualifications:	
• The Master in Agribusiness Development is capable of identifying and articulating current and future problems and challenges in the agribusiness sector. • The Master in Agribusiness Development is capable of implementing (complex) changes within a company or sector, thereby creating added value for the business.	

Strategy & Innovation (MASI)			
Coordinator	MEA	**Credits**	**6**

Module elements	EC	Name	Exam	Exam Period	Literature
MASI10	3	Strategy	Written exam	2	Strategic Management and Business Policy – Thomas Wheelen a.o. - 15th edition – ISBN 9781292215488
MASI20	3	Innovation	Assignment	2	Innovation management and new product development – Paul Trott – 7th edition – ISBN 9781292251523

Professional task:	Assess a current strategy and give recommendations for a new strategy Create an innovation and elaborate on the whole innovation chain and ask for a reflection of an expert in the field of innovation
Role:	Middle Manager, Policy advisor, Assistant to the manager
Methods:	Classes about theory, class assignments, creating an innovation
Fields of expertise:	**Learning objectives** *The student*:
	• Is able to describe many strategy and innovation concepts • Is able to evaluate a current company strategy • Is able to create an innovation, including a fitting business model
Professional Master standard:	
• Mastery • Effect	
Final qualifications:	
• The Master in Agribusiness Development can <u>design</u> solutions aimed at innovation and improvement, thereby judging the impact of those solutions on related business, social and environmental aspects thereby supporting the business strategy.	

Master Thesis (MATH)			
Coordinator	HOP	**Credits**	**15**

Module elements	EC	Name	Exam	Period	Literature
MATH10	15	Thesis	Thesis	3 & 4	*TBD.*

Professional task:	Conducting proposed research and communicating results both written and by oral presentation.
Role:	Researcher
Methods:	Classes, intern vision and coaching moments
Fields of expertise:	**Learning objectives** *The student*:
	• can apply more in-depth knowledge of the major subject/field of study, including deeper insight into current research and development work. • can use a holistic view to critically, independently and creatively identify, formulate and deal with complex issues. • can plan and use adequate methods to conduct qualified tasks in given frameworks and to evaluate this work. • can present and discuss the conclusions as well as the knowledge and arguments that form the basis for these findings

Professional Master standard:

- Research
- Effect

Final qualifications:

- The Master in Agribusiness Development is capable of identifying and articulating current and future problems and challenges in the agribusiness sector.
- The Master in Agribusiness Development uses a multidisciplinary and innovative approach in researching the problem/challenge at hand. Thereby applying and connecting both qualitative as quantitative state-of-the-art scientific and applied knowledge obtained throughout and beyond the international agri-food business.
- The Master in Agribusiness Development can design solutions aimed at innovation and improvement, thereby judging the impact of those solutions on related business, social and environmental aspects thereby supporting the business strategy.
- is familiar with the fundamental principles of academic writing in English and is capable of applying these principles when writing a research paper/report/article.