

MAD Phase 2: Manager (D1MMNR)					
Coordinator:		HOP		Number of Credits:	
				8	
Elements	ECTS	Name	Mode of Exam	Exam in Period	Literature
MMNR10	2	Agri & Food Supply Chains	Assignment	2	See below
MMNR20	2	Strategy & Innovation	Exam	2	See below
MMNR40	3	Research & Analysis	Exam	2	See below
MMNR55	1	English Writing	Assignment	2	See below
Entrance requirements:		A Bachelor degree in a field related to agribusiness.			
Professional task:		Based on the exploration results of the first phase, a detailed project plan is designed that is capable of providing answers the questions and needs of the company.			
Role:		Project manager responsible for the design of the detailed project plan and to gain support for the project within the company			
Methods:		Time spent in Master Company, classes, company visits, communities of practice			
Presence		Presence is obliged during company visits			
Learning outcomes:					
Theme 10: Agri- & Food Supply Chains		<ul style="list-style-type: none"> The student is able to analyse, evaluate and to explain relevant innovations and future developments in the field of Agri & Food Business. The student must know aspects of the sustainable economy, essential public and private food safety and food standards including EU Food law. The student uses knowledge about information systems (such as databases, big data, blockchain and ERP-systems) to improve the information management of an Agri & Food Supply Chain. The student is able to reflect and to conclude over relevant experiences in company visits or guest lectures. 			
Theme 20: Strategy & Innovation		<ul style="list-style-type: none"> 20: The student realises that he will have to explore and assess business opportunities within the Master Company and also at the outside of the Company and that he can come up with an idea for a new product and/or service for the company 20: The student can formulate a strategy for the Master company 20: The student knows how to search and select potential innovations 			
Theme 40: Research & Analysis		<ul style="list-style-type: none"> 40: The student can collect, organize, synthesize and analyse quantitative research data 40: The student is familiar with quantitative research methodologies and analyses 40: The student can select the correct data collection methodology and parametric statistical tests to a given research problem 40: The student can collect, organize, synthesize and analyse qualitative research data 40: The student is familiar with qualitative research methodologies and analyses 40: The student can apply the correct data collection methodology and qualitative analysis to a given research problem 40: The student is familiar with qualitative analysis using MAXQDA 			
Theme 50: Professional Identity		<ul style="list-style-type: none"> The student develops the skills needed to operate in an international business organisation: English language skills, presentation skills and personal development. 			
Professional Master Standard					
See Curriculum overview					
Final qualifications:					
<ul style="list-style-type: none"> The student is able to choose a relevant business opportunity from many possible identified opportunities The student is able to formulate an innovative process, product or service for his Master Company The student can describe the role of different participants in the agri-supply chain and their responsibilities towards food safety issues The student can mention the supply chain partners for his own Master Company and also indicate them in a supply chain study The student can build a theory from a given database The student can select the appropriate research method for his own research The student can write a thesis plan 					
Literature:					
<p>10. Agri- & Food Supply Chains <u>Contemporary issues in food supply chain management</u>, Jane Eastham, Luis Kluwe Aguiar, Simon Thelwell, Goodfellow Publishers Ltd, 2017, ISBN 978-1-911396-09-3 - New Economy Business: Seven windows of opportunity; Marga Hoek; New Economy Publications; ISBN: 9789092378528</p>					

MAD Phase 3: Researcher (D1MRSR)					
Coördinator:		HOP	Number of credits:		8
Elements	ECTS	Name	Mode of Exam	Period	Literature
MRSR20	2	Strategy & Innovation	Case study Exam	3	See below
MRSR38	2	Business & Organization	Assignment	3	See below
MRSR51	1	Personal Development	Assignment	3	See below
MRSR55	1	English Writing	Assignment	3	See below
MRSR60	2	Thesis	Assignment	3	See below
Entrance requirements:		A Bachelor degree in a field related to agribusiness.			
Professional task:		Implementation of project			
Role:		Project leader responsible to execute the project plan and the intervention aimed for, to evaluate while progressing and make adjustments when needed, anchor the change in the practice of the company			
Methods:		Time spent in Master Company, classes, company visits, communities of practice			
Presence		Presence is obliged during company visits			
Learning outcomes:					
Theme 20: Strategy & Innovation		<ul style="list-style-type: none"> The student focuses on strategy implementation and control The student knows how to implement and capture value with an innovation 			
Theme 30: Business & Organisation		<ul style="list-style-type: none"> In order to deal with implementation of a new strategy, the student has to know how to handle stakeholders who are resistant to change and how to involve company stakeholders favourably to policy implementation. The student will learn techniques for capital investment appraisal and new opportunities to finance the business 			
Theme 50: Professional Identity		<ul style="list-style-type: none"> Students are able to maneuver and position themselves as entrepreneur within a professional organization. Group dynamic will be studied. Student can inform and convince in English on academic level. 			
Theme 60: Thesis		<ul style="list-style-type: none"> The student can contextualize and reify his/her own research into a theoretical framework and the professional context. The student can communicate his/her own research proposal using logical reasoning and in accordance with the APA-guidelines 			
Professional Master Standard					
See Curriculum overview					
Final qualifications:					
<ul style="list-style-type: none"> The student can describe which ways exist to deal with resistance and make a reasoned approach in a specific business situation. The student can apply the participative strategy formulation process (in a management simulation). The student makes a well-reasoned choice of the best way to include stakeholders in the processes of change. The student can describe the three most important organisational effects of the implemented change in a specific business situation. The student can describe a vital effect of an implemented change on the supply chain, the financial department, HR management and quality control. 					
Literature:					
As previous phase					

MAD Phase 1: Explorer (D1MXPL)					
Coordinator:		HOP	Number of credits:		8
Elements	ECTS	Name	Mode of Exam	Period	Literature
MXPL20	2	Strategy & Innovation	Exam	1	See below
MXPL38	2	Business & Organization	Assignment	1	See below
MXPL40	2	Research & Analysis	Assignment	1	See below
MXPL55	1	English Writing	Assignment	1	See below
MXPL60	1	Thesis	Assignment	1	See below
Entrance requirements:		A Bachelor degree in a field related to agribusiness			
Professional task:		Exploring a challenging management problem with the aim to develop a project that answers specific questions and needs of the company.			
Role:		Project member responsible to create a shared understanding of the questions and needs in line with the management problem of the company. The emphasis is on exploring innovative approaches.			
Methods:		Time spent in Master Company, classes, company visits, communities of practice			
Presence		Presence is obliged for the Introduction week and company visits			
Learning outcomes:					
Theme 20: Strategy & Innovation		<ul style="list-style-type: none"> • The student starts to understand the influence of strategy on a company • The student is able to assess the impact of innovation on the performance of a company • The student is capable of executing an external and internal factor analysis summary • The student can describe a typical innovation model 			
Theme 30: Business & Organisation		<ul style="list-style-type: none"> • 31: The student can assess the financial position and performance for the (master)company • 32: To define the company, the student learns why on a cost and contractual perspective entrepreneurial behaviour is organized in the form of a firm • 32: The student can assess how processes of change are approached in the master company 			
Theme 40: Research & Analysis		<ul style="list-style-type: none"> • 40: The student can distinguish between management- and research problems • 40: The student can embed the management problem into a valid and reliable context • 40: The student can embed the research problem into a valid and state-of-the-art theoretical framework • 40: Student can approach a (management) problem systematically using a research design • 40: The student is familiar with different research methodologies and is capable of selecting the best methodology for a given problem • 40: The student is familiar with conceptual models and capable of applying them critically to existing and new research 			
Theme 50: Professional Identity		<ul style="list-style-type: none"> • The student develops English language skills 			
Theme 60: Thesis		<ul style="list-style-type: none"> • The student is capable of identifying his/her own research in the context of the company • The student can make an estimated guess on the knowledge and support needed to come to an answer to their managerial problem • The student is capable of reflecting on own and others management- and research problem descriptions 			
Professional Master Standard					
See Curriculum overview					
Final qualifications:					
<ul style="list-style-type: none"> • The student knows about the setup of research on entrepreneurship in such a way that he can start determining his own course in this field. • The student can write a project plan, using applicable literature • The student can assess the risks of his project plan, as regards to the project length • The student can evaluate the position of the company in the global field of the Agribusiness supply Chain. 					
Literature:					
20. Strategy & Innovation					

Managing innovation, Integrating Technological, Market and Organizational Change, Joe Tidd and John Bessant, 6th edition, Wiley, ISBN 978-1-119-37945-4

Strategic Management and Business Policy: Globalization, Innovation and Sustainability, Thomas L. Wheelen a.o., 15th edition, Pearson, ISBN 978-1292-21548-8

30. Business & Organisation

The theory and practice of Change Management. John Hayes, Palgrave, 2017
ISBN 978 1 137 27534 9

Accounting and Finance. Michael Jones, Wiley, 2014. ISBN 978 1 118 93207 0

Contemporary Issues in Food Supply Chain Management. Jane Eastham, Luis Kluwe Aguiar, Simon Thelwell. Goodfellow Publishers LTD, 2017
ISBN 978 1 911396 10 9

Most recent annual report of business company. If not available, an annual report of a company in the agri- or food sector.

40. Research & Analysis

Doing research: the hows and whys of applied research, Nel Verhoeven, 5th edition, ISBN 9789024424757

Statistics in steps, Nel Verhoeven, August 2020, ISBN 9789024434510

Publication Manual of the American Psychological Association, 7th Edition. American Psychological Association, ISBN 9781433832161

Recommended literature:

A. Groenland, (2014) The problem analysis for empirical studies. Int. J. Business and Globalisation, Vol. 12, No. 3, pg 249-263.

Designing a Research Project, Verschuren and Doorewaard, Eleven International Publishing 2010 ISBN 978-90-5931-572-3

Effective Strategies for Academic Writing, De Jong. Uitgeverij Coutinho, 2017. ISBN 978-90-469-0505-0

50. Professional Identity

Recommended literature

When cultures collide, leading across cultures, Richard D. Lewis, Hodder & Stoughton, 3rd edition
ISBN 978-1-90483802-9

MAD Phase 4: Young Professional (D1MYPF)					
Coordinator:		HOP		Number of credits: 6	
Elements	ECTS	Name	Mode of Exam	Period	Literature
MYPF10	2	Agri- & Food Supply Chains	Assignment	4	See below
D1MYPF60	4	Thesis	Assignment	5	See below
Entrance requirements:		A Bachelor degree in a field related to agribusiness.			
Professional task:		Conducting proposed research and communicate results both written and by oral presentation.			
Role:		Reflect on own development trajectory, conduct proposed research, write master thesis, present at the Master company / Aeres Hogeschool			
Methods:		Time spent in Master Company, classes, company visits, communities of practice			
Presence		Presence is obliged during company visits			
Learning outcomes:					
Theme 10: Agri- & Food Supply Chains		<ul style="list-style-type: none"> The student must be able to set up a plan for conducting a Life Cycle Analysis plan (LCA) of an Agri & Food company. The student must be able to develop a project plan in an Agri & Food company ready for decision making by a Management Team or Managing Director. The student is able to reflect and to conclude relevant experiences in company visits or guest lectures. 			
Theme 60: Thesis		<p>Upon completion of this course the student can :</p> <ul style="list-style-type: none"> plan and manage a substantial project work independently and efficiently identify where and when to acquire knowledge and help from others build a sound theoretical framework and discuss research results in that framework collect data in a systematic and verifiable manner analyse data critically and correctly integrate the theoretical framework and research outcomes into a professional and practical context formulate sound conclusions based on a comprehensive discussion of the results communicate the research and its results in a comprehensive, consistent and concise report and presentation, both scientifically sound and integrated in practice. 			
Professional Master Standard					
See Curriculum overview					
Final qualifications:					
<ul style="list-style-type: none"> The student can reflect on the aspects which are important for sustainable company management. The student can assess his own strength and weaknesses. The student can plan and implement improvements to his weaknesses. The student can apply his acquired knowledge and competences to real life business cases The student can find ways to acquire new knowledge, new insights, new abstractions for himself. As he pushes towards and beyond the current boundaries of what is known, the student shares new knowledge with others. The student presents in an oral defence (a concept of) his work and will have his ideas tested. The student can reflect on, present and defend the decisions made in a management simulation. 					
Literature:					
<p>10. Agri- & Food Supply Chains <u>Rethinking the European Union</u>, Nathaniel Copsey, Palgrave, 2015 ISBN 978-1-137-34166-2</p>					
All else as previous phase					

MAD Phase 2: Manager (D2MMNR)					
Coordinator:		HOP	Number of Credits:		8
Elements	ECTS	Name	Mode of Exam	Exam in Period	Literature
MMNR38	2	Business & Organization	Assignment	2	See below
MMNR45	1	Journal Club	Assignment	2	See below
MMNR51	1	Personal Development	Assignment	2	See below
MMNR52	1	Presentation skills	Assignment	2	See below
MMNR53	1	Business ethics	Assignment	2	See below
MMNR60	2	Thesis	Assignment	2	See below
Entrance requirements:		A Bachelor degree in a field related to agribusiness.			
Professional task:		Based on the exploration results of the first phase, a detailed project plan is designed that is capable of providing answers the questions and needs of the company.			
Role:		Project manager responsible for the design of the detailed project plan and to gain support for the project within the company			
Methods:		Time spent in Master Company, classes, company visits, communities of practice			
Presence		Presence is obliged during company visits			
Learning outcomes:					
Theme 30: Business & Organisation		<ul style="list-style-type: none"> 31: The student will prepare management accounting information for decision taking for the master company 32: The student will learn the characteristics of real leadership and will learn strategies to motivate stakeholders to change 			
Theme 40: Research & Analysis		<ul style="list-style-type: none"> 45: The student can evaluate quantitative and qualitative research studies in terms of their approach, analyses, conclusions and limitations 			
Theme 50: Professional Identity		<ul style="list-style-type: none"> 51: The student familiarizes himself with the application of culture in a business environment, on leadership, on team building and how to motivate people. 52: The student develops the skills needed to convincingly present his/her plans in an oral presentation. 53: The student writes and orally presents an ethical problem for his/her Master Company 			
Theme 60: Thesis		<ul style="list-style-type: none"> The student is capable of embedding his/her own research within a macro perspective The student is capable of embedding his/her own research in a valid and state-of-the-art theoretical framework The student is capable of critical reflection on his/her own research and others and provide constructive feedback 			
Professional Master Standard					
See Curriculum overview					
Final qualifications:					
<ul style="list-style-type: none"> The student is able to choose a relevant business opportunity from many possible identified opportunities The student is able to formulate an innovative process, product or service for his Master Company The student knows different types of leadership and its origins The student knows how to motivate people, depending on their cultural background and how to build trust in an intercultural team The student can describe the role of different participants in the agri-supply chain and their responsibilities towards food safety issues The student can mention the supply chain partners for his own Master Company and also indicate them in a supply chain study The student can identify the most important CSR elements The student can develop an implementation plan for a CSR strategy for his Master Company (or part of MC) The student can build a theory from a given database The student can select the appropriate research method for his own research The student can write a thesis plan 					
Literature:					
As previous phase, plus:					
53 Ethics and Business, Bart Wernaart, 1 st edition, Noordhoff uitgevers, ISBN 978-90-01-86518-4					

MAD Phase 3: Researcher (D2MRSR)					
Coördinator:		HOP	Number of credits:		7
Elements	ECTS	Name	Mode of Exam	Period	Literature
MRSR10	2	Agri- & Food Supply Chains	Assignment	3	See below
MRSR41	3	Research & Analysis	Exam	3	See below
MRSR60	2	Thesis	Assignment	3	See below
Entrance requirements:		A Bachelor degree in a field related to agribusiness.			
Professional task:		Implementation of project			
Role:		Project leader responsible to execute the project plan and the intervention aimed for, to evaluate while progressing and make adjustments when needed, anchor the change in the practice of the company			
Methods:		Time spent in Master Company, classes, company visits, communities of practice			
Presence		Presence is obliged during company visits			
Learning outcomes:					
Theme 10: Agri- & Food Supply Chains		<ul style="list-style-type: none"> The student uses logistic concepts in order to evaluate and to conduct a logistical quick scan of logistic management of an Agri & Food Supply Chain The student is able to develop suggestions for improvement (such as 7-wastes, or business/sustainability KPI's) including basic research instruments (an interview, survey or data-analysis) in a Agri & Food Supply Chain. The student understands relevant aspects and issues and developments in circular economy and/or evaluate circular business models in an Agri & Food Business. The student is able to reflect and to conclude relevant experiences in company visits or guest lectures. 			
Theme 40: Research & Analysis		<ul style="list-style-type: none"> 40: The student can collect, organize, synthesize and analyse quantitative research data using the appropriate statistical test 40: The student is familiar with quantitative research methodologies and non-parametric analyses 40: The student can apply the correct data collection methodology and (non-)parametric statistical tests to a given research problem 40: The student can evaluate quantitative and qualitative research studies in terms of their approach, analyses, conclusions and limitations 			
Theme 60: Thesis		<ul style="list-style-type: none"> The student can contextualize and reify his/her own research into a theoretical framework and the professional context. The student can communicate his/her own research proposal using logical reasoning and in accordance with the APA-guidelines 			
Professional Master Standard					
See Curriculum overview					
Final qualifications:					
<ul style="list-style-type: none"> The student can describe which ways exist to deal with resistance and make a reasoned approach in a specific business situation. The student can apply the participative strategy formulation process (in a management simulation). The student makes a well-reasoned choice of the best way to include stakeholders in the processes of change. The student can describe the three most important organisational effects of the implemented change in a specific business situation. The student can describe a vital effect of an implemented change on the supply chain, the financial department, HR management and quality control. The student can write a thesis plan. The student is aware of the most challenging issues in the food sector The student knows aspects of the EU Food law. 					
Literature:					
As previous phase					

MAD Phase 1: Explorer (D2MXPL)					
Coordinator:		HOP	Number of credits:		8
Elements	ECTS	Name	Mode of Exam	Period	Literature
MXPL10	3	Agri & Food Supply Chains	Assignment	1	See below
MXPL33	2	International business law	Exam	1	See below
MXPL51	1	Personal Development	Assignment	1	See below
MXPL56	1	Intercultural communication	Assignment	1	See below
MXPL60	1	Thesis	Assignment	1	See below
Entrance requirements:		A Bachelor degree in a field related to agribusiness			
Professional task:		Exploring a challenging management problem with the aim to develop a project that answers specific questions and needs of the company.			
Role:		Project member responsible to create a shared understanding of the questions and needs in line with the management problem of the company. The emphasis is on exploring innovative approaches.			
Methods:		Time spent in Master Company, classes, company visits, communities of practice			
Presence		Presence is obliged for the Introduction week and company visits			
Learning outcomes:					
Theme 10: Agri- & Food Supply Chains		<ul style="list-style-type: none"> The student understands the major underlying factors in the Agri & Food business and their impact on the Agri & Food companies The student analyses and evaluates an Agri & Food supply Chain The student becomes aware and gets acquainted with the sustainable economy in Agri & Food Business The student analyses and evaluates a business model of an Agri & Food company. The student is able to reflect and to conclude relevant experiences in company visits or guest lectures. 			
Theme 30: Business & Organisation		<ul style="list-style-type: none"> 32: To define the company, the student learns why on a cost and contractual perspective entrepreneurial behaviour is organized in the form of a firm 33: The student can assess the company in the world in terms of business, international law, compliance and risk management. 			
Theme 50: Professional Identity		<ul style="list-style-type: none"> The student develops the skills needed to operate in an international business organisation. The student can reflect on personal behaviour. 			
Theme 60: Thesis		<ul style="list-style-type: none"> The student is capable of identifying his/her own research in the context of the company The student can make an estimated guess on the knowledge and support needed to come to an answer to their managerial problem The student is capable of reflecting on own and others management- and research problem descriptions 			
Professional Master Standard					
See Curriculum overview					
Final qualifications:					
<ul style="list-style-type: none"> The student can explain the choices a company has made to arrive in its present form in such a way that it is clear which options are open for its future strategy. The student can discern various learning styles in a company and in himself and draw consequences for the implementation. The student can determine the position of the company in the global field of the Agribusiness supply Chain. The student can assess the position of the company in the global environment in terms of marketing, law and the cultural context it faces. The student can describe the various concerns, which exist in a sustainable society The student knows about the setup of research on entrepreneurship in such a way that he can start determining his own course in this field. The student can write a project plan, using applicable literature The student can assess the risks of his project plan, as regards to the project length The student can evaluate the position of the company in the global field of the Agribusiness supply Chain. The student can evaluate the business model of an Agri & Food Business company. 					
Literature:					
10. Agri- & Food Supply Chains <u>Contemporary issues in food supply chain management</u> , Jane Eastham, Luis Kluwe Aguiar, Simon Thelwell, Goodfellow Publishers Ltd, 2017, ISBN 978-1-911396-09-3					

New Economy Business: Seven windows of opportunity; Marga Hoek; New Economy Publications; ISBN: 9789092378528

Business Model Generation; Alexander Osterwalder, Yves Pigneur; John Wiley; ISBN: 9780470876411

30. Business & Organisation

The theory and practice of Change Management. John Hayes, Palgrave, 2017
ISBN 978 1 137 27534 9

Accounting and Finance. Michael Jones, Wiley, 2014. ISBN 978 1 118 93207 0

Contemporary Issues in Food Supply Chain Management. Jane Eastham, Luis Kluwe Aguiar, Simon Thelwell.
Goodfellow Publishers LTD, 2017
ISBN 978 1 911396 10 9

Most recent annual report of business company. If not available, an annual report of a company in the agri- or food sector.

50. Professional Identity

Intercultural Management, a case-based approach, Christoph Barmeyer and Peter Franklin, Palgrave, 2016, ISBN 9781137027375

Recommended literature

When cultures collide, leading across cultures, Richard D. Lewis, Hodder & Stoughton, 3rd edition
ISBN 978-1-90483802-9

MAD Phase 4: Young Professional (D2MYPF)					
Coördinator:		HOP		Number of credits: 7	
Elements	ECTS	Name	Mode of Exam	Period	Literature
MYPF51	1	Personal Development	Assignment	5	See below
MYPF60	6	Thesis	Assignment	5	See below
Entrance requirements:		A Bachelor degree in a field related to agribusiness.			
Professional task:		Conducting proposed research and communicate results both written and by oral presentation.			
Role:		Reflect on own development trajectory, conduct proposed research, write master thesis, present at the Master company / Aeres Hogeschool			
Methods:		Time spent in Master Company, classes, company visits, communities of practice			
Presence		Presence is obliged during company visits			
Learning outcomes:					
Theme 50: Professional Identity		<ul style="list-style-type: none"> • Reflection on product, process and decisions made • Professional attitude towards their personal development 			
Theme 60: Thesis		<p>Upon completion of this course the student can :</p> <ul style="list-style-type: none"> • plan and manage a substantial project • work independently and efficiently • identify where and when to acquire knowledge and help from others • build a sound theoretical framework and discuss research results in that framework • collect data in a systematic and verifiable manner • analyse data critically and correctly • integrate the theoretical framework and research outcomes into a professional and practical context • formulate sound conclusions based on a comprehensive discussion of the results • communicate the research and its results in a comprehensive, consistent and concise report and presentation, both scientifically sound and integrated in practice. 			
Professional Master Standard					
See Curriculum overview					
Final qualifications:					
<ul style="list-style-type: none"> • The student can reflect on the aspects which are important for sustainable company management. • The student can assess his own strength and weaknesses. • The student can plan and implement improvements to his weaknesses. • The student can apply his acquired knowledge and competences to real life business cases • The student can find ways to acquire new knowledge, new insights, new abstractions for himself. As he pushes towards and beyond the current boundaries of what is known, the student shares new knowledge with others. • The student presents in an oral defence (a concept of) his work and will have his ideas tested. • The student can reflect on, present and defend the decisions made in a management simulation. 					
Literature:					
As previous phase					

MAD Phase 2: Manager (MMNR)

Coordinator:		HOP	Number of Credits:		16
Elements	ECTS	Name	Mode of Exam	Exam in Period	Literature
MMNR10	2	Agri & Food Supply Chains	Assignment	2	See below
MMNR20	2	Strategy & Innovation	Exam	2	See below
MMNR38	2	Business & Organization	Assignment	2	See below
MMNR40	3	Research & Analysis	Exam	2	See below
MMNR45	1	Journal Club	Assignment	2	See below
MMNR51	1	Personal Development	Assignment	2	See below
MMNR52	1	Presentation skills	Assignment	2	See below
MMNR53	1	Business ethics	Assignment	2	See below
MMNR55	1	English Writing	Assignment	2	See below
MMNR60	2	Thesis	Assignment	2	See below
Entrance requirements:		A Bachelor degree in a field related to agribusiness.			
Professional task:		Based on the exploration results of the first phase, a detailed project plan is designed that is capable of providing answers the questions and needs of the company.			
Role:		Project manager responsible for the design of the detailed project plan and to gain support for the project within the company			
Methods:		Time spent in Master Company, classes, company visits, communities of practice			
Presence		Presence is obliged during company visits			
Learning outcomes:					
Theme 10: Agri- & Food Supply Chains		<ul style="list-style-type: none"> The student is able to analyse, evaluate and to explain relevant innovations and future developments in the field of Agri & Food Business. The student must know aspects of the sustainable economy, essential public and private food safety and food standards including EU Food law. The student uses knowledge about information systems (such as databases, big data, blockchain and ERP-systems) to improve the information management of an Agri & Food Supply Chain. The student is able to reflect and to conclude relevant experiences in company visits or guest lectures. 			
Theme 20: Strategy & Innovation		<ul style="list-style-type: none"> 20: The student realises that he will have to explore and assess business opportunities within the Master Company and also at the outside of the Company and that he can come up with an idea for a new product and/or service for the company 20: The student can formulate a strategy for the Master company 20: The student knows how to search and select potential innovations 			
Theme 30: Business & Organisation		<ul style="list-style-type: none"> The student will learn the characteristics of real leadership and will learn strategies to motivate people to change The student will learn how to prepare information for management accounting decisions 			
Theme 40: Research & Analysis		<ul style="list-style-type: none"> 40: The student can collect, organize, synthesize and analyse quantitative research data 40: The student is familiar with quantitative research methodologies and analyses 40: The student can select the correct data collection methodology and parametric statistical tests to a given research problem 40: The student can collect, organize, synthesize and analyse qualitative research data 40: The student is familiar with qualitative research methodologies and analyses 40: The student can apply the correct data collection methodology and qualitative analysis to a given research problem 40: The student is familiar with qualitative analysis using MAXQDA 45: The student can evaluate quantitative and qualitative research studies in terms of their approach, analyses, conclusions and limitations 			
Theme 50: Professional Identity		<ul style="list-style-type: none"> The student familiarizes himself with the application of culture in a business environment, on leadership, on team building and how to motivate people. The student develops the skills needed to operate in an international business organisation: English language skills, presentation skills and personal development. 53: The student writes and orally presents an ethical problem for his/her Master Company 			

Theme 60: Thesis	<ul style="list-style-type: none"> • The student is capable of embedding his/her own research within a macro perspective • The student is capable of embedding his/her own research in a valid and state-of-the-art theoretical framework • The student is capable of critical reflection on his/her own research and others and provide constructive feedback
Professional Master Standard	
See Curriculum overview	
Final qualifications:	
<ul style="list-style-type: none"> • The student is able to choose a relevant business opportunity from many possible identified opportunities • The student is able to formulate an innovative process, product or service for his Master Company • The student knows different types of leadership and its origins • The student knows how to motivate people, depending on their cultural background and how to build trust in an intercultural team • The student can describe the role of different participants in the agri-supply chain and their responsibilities towards food safety issues • The student can mention the supply chain partners for his own Master Company and also indicate them in a supply chain study • The student can identify the most important CSR elements • The student can develop an implementation plan for a CSR strategy for his Master Company (or part of MC) • The student can build a theory from a given database • The student can select the appropriate research method for his own research • The student can write a thesis plan 	
Literature:	
As previous phase, plus:	
53 Ethics and Business, Bart Wernaart, 1 st edition, Noordhoff uitgevers, ISBN 978-90-01-86518-4	

MAD Phase 3: Researcher (MRSR)					
Coördinator:		HOP		Number of credits:	
				13	
Elements	ECTS	Name	Mode of Exam	Period	Literature
MRSR10	2	Agri- & Food Supply Chains	Assignment	3	See below
MRSR20	2	Strategy & Innovation	Case study Exam	3	See below
MRSR38	2	Business & Organization	Assignment	3	See below
MRSR41	3	Research & Analysis	Exam	3	See below
MRSR51	1	Personal Development	Assignment	3	See below
MRSR55	1	English Writing	Assignment	3	See below
MRSR60	2	Thesis	Assignment	3	See below
Entrance requirements:	A Bachelor degree in a field related to agribusiness.				
Professional task:	Implementation of project				
Role:	Project leader responsible to execute the project plan and the intervention aimed for, to evaluate while progressing and make adjustments when needed, anchor the change in the practice of the company				
Methods:	Time spent in Master Company, classes, company visits, communities of practice				
Presence	Presence is obliged during company visits				
Learning outcomes:					
Theme 10: Agri- & Food Supply Chains	<ul style="list-style-type: none"> The student uses logistic concepts in order to evaluate and to improve the logistic management of an Agri & Food Supply Chain The student uses knowledge about information systems, in particular databases, big data, blockchain and ERP-systems, to improve the information management of an Agri & Food Supply Chain The student is able to conduct a logistical quick scan and to develop suggestions for improvement including basic research instruments (an interview, survey or data-analysis) in a Agri & Food Supply Chain. The student is able to reflect and to conclude over relevant experiences in company visits or guest lectures. 				
Theme 20: Strategy & Innovation	<ul style="list-style-type: none"> The student focuses on strategy implementation and control The student knows how to implement and capture value with an innovation 				
Theme 30: Business & Organisation	<ul style="list-style-type: none"> In order to deal with implementation of a new strategy, the student has to know how to handle stakeholders who are resistant to change and how to involve company stakeholders favourably to policy implementation. The student will learn techniques for capital investment appraisal and new opportunities to finance the business 				
Theme 40: Research & Analysis	<ul style="list-style-type: none"> 40: The student can collect, organize, synthesize and analyse quantitative research data using the appropriate statistical test 40: The student is familiar with quantitative research methodologies and non-parametric analyses 40: The student can apply the correct data collection methodology and (non-)parametric statistical tests to a given research problem 45: The student can evaluate quantitative and qualitative research studies in terms of their approach, analyses, conclusions and limitations 				
Theme 50: Professional Identity	<ul style="list-style-type: none"> Students are able to manoeuvre and position themselves as entrepreneur within a professional organization. Group dynamic will be studied. Student can inform and convince in English on academic level. 				
Theme 60: Thesis	<ul style="list-style-type: none"> The student can contextualize and reify his/her own research into a theoretical framework and the professional context. The student can communicate his/her own research proposal using logical reasoning and in accordance with the APA-guidelines 				
Professional Master Standard					
See Curriculum overview					
Final qualifications:					
<ul style="list-style-type: none"> The student can describe which ways exist to deal with resistance and make a reasoned approach in a specific business situation. The student can apply the participative strategy formulation process (in a management simulation). The student makes a well-reasoned choice of the best way to include stakeholders in the processes of change. The student can describe the three most important organisational effects of the implemented change in a specific business situation. The student can describe a vital effect of an implemented change on the supply chain, the financial department, HR management and quality control. 					

- The student can write a thesis plan.
- The student is aware of the most challenging issues in the food sector
- The student knows aspects of the EU Food law.

Literature:

As previous phase

MAD Phase 1: Explorer (MXPL)					
Coordinator:		HOP	Number of credits:		15
Elements	ECTS	Name	Mode of Exam	Period	Literature
MXPL10	3	Agri & Food Supply Chains	Assignment	1	See below
MXPL20	2	Strategy & Innovation	Exam	1	See below
MXPL33	2	International business law	Exam	1	See below
MXPL38	2	Business & Organization	Assignments	1	See below
MXPL40	2	Research & Analysis	Assignment	1	See below
MXPL51	1	Personal Development	Assignment	1	See below
MXPL55	1	English Writing	Assignment	1	See below
MXPL56	1	Intercultural communication	Assignment	1	See below
MXPL60	1	Thesis	Assignment	1	See below
Entrance requirements:		A Bachelor degree in a field related to agribusiness			
Professional task:		Exploring a challenging management problem with the aim to develop a project that answers specific questions and needs of the company.			
Role:		Project member responsible to create a shared understanding of the questions and needs in line with the management problem of the company. The emphasis is on exploring innovative approaches.			
Methods:		Time spent in Master Company, classes, company visits, communities of practice			
Presence		Presence is obliged for the Introduction week and company visits			
Learning outcomes:					
Theme 10: Agri- & Food Supply Chains		<ul style="list-style-type: none"> The student understands the major underlying factors in the Agri & Food business and their impact on the Agri & Food companies. The student analyses and evaluates an Agri & Food supply Chain. The student becomes aware and gets acquainted with the sustainable economy in Agri & Food Business. The student analyses and evaluates a business model of an Agri & Food company. The student is able to reflect and to conclude relevant experiences in company visits or guest lectures. 			
Theme 20: Strategy & Innovation		<ul style="list-style-type: none"> The student starts to understand the influence of strategy on a company The student is able to assess the impact of innovation on the performance of a company The student is capable of executing an external and internal factor analysis summary The student can describe a typical innovation model 			
Theme 30: Business & Organisation		<ul style="list-style-type: none"> 32: To define the company, the student learns why on a cost and contractual perspective entrepreneurial behaviour is organized in the form of a firm 33: The student can assess the company in the world in terms of business, international law, compliance and risk management. 			
Theme 40: Research & Analysis		<ul style="list-style-type: none"> 40: The student can distinguish between management- and research problems 40: The student can embed the management problem into a valid and reliable context 40: The student can embed the research problem into a valid and state-of-the-art theoretical framework 40: Student can approach a (management) problem systematically using a research design 40: The student is familiar with different research methodologies and is capable of selecting the best methodology for a given problem 40: The student is familiar with conceptual models and capable of applying them critically to existing and new research 			
Theme 50: Professional Identity		<ul style="list-style-type: none"> The student develops the skills needed to operate in an international business organisation: English language skills, intercultural communication skills and personal development. The student can reflect on personal behaviour. 			
Theme 60: Thesis		<ul style="list-style-type: none"> The student is capable of identifying his/her own research in the context of the company The student can make an estimated guess on the knowledge and support needed to come to an answer to their managerial problem The student is capable of reflecting on own and others management- and research problem descriptions 			
Professional Master Standard					
See Curriculum overview					

Final qualifications:

- The student can explain the choices a company has made to arrive in its present form in such a way that it is clear which options are open for its future strategy.
- The student can discern various learning styles in a company and in himself and draw consequences for the implementation.
- The student can determine the position of the company in the global field of the Agribusiness supply Chain.
- The student can assess the position of the company in the global environment in terms of marketing, law and the cultural context it faces.
- The student can describe the various concerns, which exist in a sustainable society
- The student knows about the setup of research on entrepreneurship in such a way that he can start determining his own course in this field.
- The student can write a project plan, using applicable literature
- The student can assess the risks of his project plan, as regards to the project length
- The student can evaluate the position of the company in the global field of the Agribusiness supply Chain.
- The student can evaluate the business model of an Agri & Food Business company.

Literature:**10. Agri- & Food Supply Chains**

Contemporary issues in food supply chain management, Jane Eastham, Luis Kluwe Aguiar, Simon Thelwell, Goodfellow Publishers Ltd, 2017, ISBN 978-1-911396-09-3

New Economy Business: Seven windows of opportunity; Marga Hoek; New Economy Publications; ISBN: 9789092378528

Business Model Generation; Alexander Osterwalder, Yves Pigneur; John Wiley; ISBN: 9780470876411

20. Strategy & Innovation

Managing innovation, Integrating Technological, Market and Organizational Change, Joe Tidd and John Bessant, 6th edition, Wiley, ISBN 978-1-119-37945-4

Strategic Management and Business Policy: Globalization, Innovation and Sustainability, Thomas L. Wheelen a.o., 15th edition, Pearson, ISBN 978-1292-21548-8

30. Business & Organisation

The theory and practice of Change Management. John Hayes, Palgrave, 2017
ISBN 978 1 137 27534 9

Accounting and Finance. Michael Jones, Wiley, 2014. ISBN 978 1 118 93207 0

Contemporary Issues in Food Supply Chain Management. Jane Eastham, Luis Kluwe Aguiar, Simon Thelwell. Goodfellow Publishers LTD, 2017
ISBN 978 1 911396 10 9

Most recent annual report of business company. If not available, an annual report of a company in the agri- or food sector.

40. Research & Analysis

Doing research: the hows and whys of applied research, Nel Verhoeven, 5th edition, ISBN 9789024424757

Statistics in steps, Nel Verhoeven, August 2020, ISBN 9789024434510

Publication Manual of the American Psychological Association, 7th Edition. American Psychological Association, ISBN 9781433832161

Recommended literature:

A. Groenland, (2014) The problem analysis for empirical studies. Int. J. Business and Globalisation, Vol. 12, No. 3, pg 249-263.

Designing a Research Project, Verschuren and Doorewaard, Eleven International Publishing 2010 ISBN 978-90-5931-572-3

Effective Strategies for Academic Writing, De Jong. Uitgeverij Coutinho, 2017. ISBN 978-90-469-0505-0

50. Professional Identity

Intercultural Management, a case-based approach, Christoph Barmeyer and Peter Franklin, Palgrave, 2016, ISBN 9781137027375

Recommended literature

When cultures collide, leading across cultures, Richard D. Lewis, Hodder & Stoughton, 3rd edition
ISBN 978-1-90483802-9

MAD Phase 4: Young Professional (MYPF)					
Coördinator:		HOP		Number of credits:	
				16	
Elements	ECTS	Name	Mode of Exam	Period	Literature
MYPF10	2	Agri- & Food Supply Chains	Assignment	4	See below
MYPF51	1	Personal Development	Assignment	5	See below
MYPF60	13	Thesis	Assignment	5	See below
Entrance requirements:		A Bachelor degree in a field related to agribusiness.			
Professional task:		Conducting proposed research and communicate results both written and by oral presentation.			
Role:		Reflect on own development trajectory, conduct proposed research, write master thesis, present at the Master company / Aeres Hogeschool			
Methods:		Time spent in Master Company, classes, company visits, communities of practice			
Presence		Presence is obliged during company visits			
Learning outcomes:					
Theme 10: Agri- & Food Supply Chains		<ul style="list-style-type: none"> • The student must be able to set up a plan for conducting a Life Cycle Analysis plan (LCA) of an Agri & Food company. • The student must be able to develop a project plan in an Agri & Food company ready for decision making by a Management Team or Managing Director. • The student is able to reflect and to conclude relevant experiences in company visits or guest lectures. 			
Theme 50: Professional Identity		<ul style="list-style-type: none"> • Reflection on product, process and decisions made • Professional attitude towards their personal development 			
Theme 60: Thesis		<p>Upon completion of this course the student can :</p> <ul style="list-style-type: none"> • plan and manage a substantial project • work independently and efficiently • identify where and when to acquire knowledge and help from others • build a sound theoretical framework and discuss research results in that framework • collect data in a systematic and verifiable manner • analyse data critically and correctly • integrate the theoretical framework and research outcomes into a professional and practical context • formulate sound conclusions based on a comprehensive discussion of the results • communicate the research and its results in a comprehensive, consistent and concise report and presentation, both scientifically sound and integrated in practice. 			
Professional Master Standard					
See Curriculum overview					
Final qualifications:					
<ul style="list-style-type: none"> • The student can reflect on the aspects which are important for sustainable company management. • The student can assess his own strength and weaknesses. • The student can plan and implement improvements to his weaknesses. • The student can apply his acquired knowledge and competences to real life business cases • The student can find ways to acquire new knowledge, new insights, new abstractions for himself. As he pushes towards and beyond the current boundaries of what is known, the student shares new knowledge with others. • The student presents in an oral defence (a concept of) his work and will have his ideas tested. • The student can reflect on, present and defend the decisions made in a management simulation. 					
Literature:					
<p>10. Agri- & Food Supply Chains <u>Rethinking the European Union</u>, Nathaniel Copsey, Palgrave, 2015 ISBN 978-1-137-34166-2</p>					
All else as previous phase					

Module 1: Introducing Food Systems

MINT

Coordinator:	REH	Total study load (h):	255
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Module element	Study load (h)	Name
MINT01	30	Boot camp
MINT02	110	Theories of transition in food systems
MINT03	110	Science-based innovation
MINT04	15	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	<ul style="list-style-type: none"> • Theories of system thinking and innovation • Transition theories • Power and stakeholder roles in innovation networks 	
Food systems	<ul style="list-style-type: none"> • Historical perspectives on agri-food systems • Food sytem approaches • Urban and City-region food systems 	
Science Based Innovation	<ul style="list-style-type: none"> • Design-based research approaches • Quantitative research methods • Qualitative research methods 	
Data points	Learning activity or assignment	Learning outcomes
Personal reflection	<ul style="list-style-type: none"> • Selecting and attending a MOOC of choice that targets a knowledge or skill need or void. 	5B
Results and own analysis of knowledge exam	<ul style="list-style-type: none"> • Knowledge exam on theories of system thinking and urban food systems 	1A 1B
Expert teacher and test respondents feedback on product	<ul style="list-style-type: none"> • 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)		
<i>The student...</i>		
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:	CRM	Total study load (h):	215
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Module element	Study load (h)	Name
MXPR01	105	Multidisciplinary Assignment
MXPR02	65	City Study Stour
MXPR03	30	MOOC
MXPRXPR04	15	Tutorship

Entry requirements	None
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Methods	Lectures; trainings; workshops; case study work; excursions; tutorship
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Professional role	Agile Project Leader
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Theme's	
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Stakeholders & the food system	<ul style="list-style-type: none"> • 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
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Contexts & the food system	<ul style="list-style-type: none"> • 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
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Professional skills	<ul style="list-style-type: none"> • 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
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Data points	Learning activity or assignment	Learning outcomes
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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 2C 5B
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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.	2A 2B
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Personal reflection	Selecting and attending a MOOC of choice that targets a knowledge or skill need or void.	5B
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Personal Reflection	Personal transitional leadership development strategy in a self-chosen format.	5B
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Low stake	Learning activity	Learning outcomes
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Evaluation moment with tutor about student progress	Preparation of evaluation moment, based on portfolio input and personal action plan	All above mentioned
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Final qualification(s)	
	<i>The student...</i>

	<p>FQ2. approaches a complex food system challenge from different perspectives involving all stakeholders.</p> <p>FQ5. applies relevant skills to contribute to science based innovation in the food system as a professional and creative change maker.</p>
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	Costs: € 600 (City Study Tour)
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Module 3: Exploring			
MLOR			
Coordinator:	BMA	Total study load (h):	315

Module element	Study load (h)	Name
MLOR01	110	Food System Challenges
MLOR02	110	Cross-Over Internship
MLOR03	80	Reflexive Professional
MLOR04	15	Tutorship

Entry requirements	None	
Methods	Lectures, case study work, training, workshops, workvisits and internship	
Professional role	Strategic Advisor	
Theme's		
Food System Challenges	<ul style="list-style-type: none"> • Normative frameworks • The SDG framework in practice 	
Cross-Over Internship	<ul style="list-style-type: none"> • Experience different areas of expertise • Experience different working environments 	
Reflexive Professional	<ul style="list-style-type: none"> • Transitional leadership • Strategic advice 	
Data points	Learning activity or assignment	Learning outcomes
Feedback of expert teacher and peers	<ul style="list-style-type: none"> • Professional product: Strategic advice in a self chosen (multimedia) form related to the cross-over internship 	1C 3B 3C 5B
360 Degree Feedback	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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)		
<i>The student...</i>		
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.		
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:

BMA

Total study load (h):

235

Module element	Study load (h)	Name
MCRE01	110	Interventions & Solutions
MCRE02	110	Creative Intervention Design
MCRE03	15	Tutorship

Entry requirements	None	
Methods	Lectures, case study work, training, workshops	
Professional role	Creative Innovator	
Theme's		
Interventions & Solutions	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> The steps of Design thinking for intervention design; Empathize, Define, Ideate, Prototype, Test are introduced and applied Marketing 2.0: 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	<ul style="list-style-type: none"> Development of a well-grounded, modified intervention. 	1A 1B 3B 4B
360 Degree Feedback	<ul style="list-style-type: none"> Professional product: A creative intervention designed by couples of students with different bachelor backgrounds 	1A 1B 3B 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)		
<i>The student...</i>		
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:	CRM	Total study load (h):	300
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Module element	Study load (h)	Name
MINS01	285	Internship
MINS02	15	Tutorship

Entry requirements	None	
Methods	Internship; tutorship meetings	
Professional role	Intrapreneur	
Theme's		
Challenges and solutions	<ul style="list-style-type: none"> Students learn to recognize and analyze relevant food system challenges for a specific organization Students learn to techniques and formats to develop a solution, fitting the challenges Students learn to integrate different perspectives to optimize the chosen solution 	
Different perspectives & the food system	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	A worked out intervention aimed at organizational challenges and opportunities, and the transition of the food system, developed in a real-life situation during a 2-month internship in a company or other organisation	2C 3C 4B 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)		
<i>The student...</i>		
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:	CRM	Total study load (h):	360

Module element	Study load (h)	Name
MMPR01	320	Master proof
MMPR02	25	Food System Innovator Festival
MMPR03	15	Tutorship

Entry requirements	None	
Methods	Self-study, group work, learning circles	
Professional role	Change maker	
Theme's		
Practical research	<ul style="list-style-type: none"> All research skills previously learned can be applied during this module 	
Professional skills	<ul style="list-style-type: none"> All professional skills previously learned can be applied during this module 	
Food System Innovation	<ul style="list-style-type: none"> 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 2C 3C 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)		
<i>The student...</i>		
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		