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## Education and Examination Regulations 2020 – 2021, Study Programme part Agricultural Production Chain Management (Master)

Official title	Van Hall Larenstein Education and Examination Regulations 2020 – 2021, Study Programme Agricultural Production Chain Management 2020-2021
Effective date	1 October 2020
Participation council's advice	23 juni 2020
Enacted by Executive Board	30 juni 2020
Legal basis	Article 7.13 WHW
Brief description	This study programme part of the Education and Examination Regulations is together with the general part the Education and Examination Regulations (EER) as referred to in Article 7.13 of the WHW (Higher Education and Research Act). These regulations contain the applicable procedures and rights concerning the education and examinations for the academic year 2020-2021 for all students and extranei of the corresponding study programme of Van Hall Larenstein University of Applied Sciences.
Special circumstances	
Location	My.hvhl.nl





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# Chapter 1:

## GENERAL PROVISIONS

### Article 1.1 The Education and Examination Regulations

1. Each study programme at Van Hall Larenstein University of Applied Sciences (Van Hall Larenstein) has a set of Education and Examination Regulations (EER), as referred to in Article 7.13 of the Act (hereinafter: these Regulations). The EER can be found on *the portal* and the internet site of Van Hall Larenstein.
2. The Regulations of a study programme consists of two parts: a general part and a study programme part. The Regulations are published on the portal and the webpage of Van Hall Larenstein.
3. These Regulations were enacted by the Executive Board on the date shown on the cover sheet. These Regulations come into force as of the date shown on the cover sheet.
4. Appendixes 1 to 5 are an integral part of these Regulations.
5. In these Regulations, the masculine form of address used for ease of reading.

### Article 1.2 Applicability

1. These Regulations apply to the education and examinations of the *Master* programme Agricultural Production Chain Management (APCM) as listed in the CROHO of Van Hall Larenstein. [CROHO = Central Register of Higher Education]
2. These Regulations apply to all students and external students enrolled at Van Hall Larenstein in the *Master* programme referred to in clause 1.
3. These Regulations also apply to prospective students who have requested admission to the *Master* programme referred to in Clause 1 above.



# Chapter 2:

# CURRICULUM: GENERAL

# EDUCATION AND EXAMINATION

# PROGRAMME

## Article 2.1 Aim

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

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

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

APCM has four specialisations:

- Horticultural Chains;
- Livestock Chains;
- Forest Chains;
- Agroforestry chains.

### ***Horticulture chains***

The horticultural production chain ensures that all vegetables, fruits and flowers reach domestic and international markets, in dynamic systems of constantly changing channels and stakeholders. Stakeholders in the horticultural sector are in constant need of optimization in order to adapt to constantly changing circumstances, like consumer demands, quality requirements, market regulations, technological advancements and national and international laws and regulations. Horticulture Chains Management specialists are equipped to facilitate the different stakeholders of horticultural value chains in their ability to adapt to these dynamic business contexts. Horticultural Chain management specialists are trained in anticipating and exploiting



developments in the horticultural sector, in managing optimization of horticulture value chains and processes, and in empowering stakeholders to facilitate, govern and innovate horticultural chains.

### ***Livestock chains***

Livestock produce such as milk, meat, eggs and their various by-products travel through a series of stakeholders and channels before making their way to domestic and international markets. Stakeholders within these livestock production chains work in a dynamic environment, experiencing rapid technological development and an ever-increasing number of national and international regulations and quality standards.

Livestock Chain Management specialists are equipped to evaluate each actor in the chain (suppliers, farmers, collectors, processors, traders, retailers and consumers) from various perspectives. They become competent in introducing climate-smart agricultural practices and in facilitating vertical and horizontal linkages from grass to glass or from pork to fork. They will thus enhance their ability to manage, facilitate and innovate within the livestock value chains.

### ***Forest chains***

Commodities produced in forested landscapes such as timber, palm-oil, shea-butter, cocoa and coffee go through a complex series of stakeholders and channels before making their way to domestic and international markets. Stakeholders within these forest commodity chains have to work with ever-changing consumer demands, market and certification regulations, technological advancements, and an increasing number of national and international laws and regulations.

Forest Chain Management specialists are trained in the competences needed to analyse the different stages from harvest via processing to consumption from different angles. They become competent in developing sustainable innovations from forest to floor or from bean to bar. They will thus strengthen their ability to manage, facilitate and innovate these forest value chains.

### ***Agroforestry chains***

Agroforestry – growing annual crops with woody species (trees and shrubs) and/or livestock – is an agroecological practice that facilitates climate resilient agriculture. Transition to agroforestry can contribute to overcome clear downsides of conventional agriculture, for example decline in soil productivity, water pollution and depletion, plant pathogens resistant to pesticides, greenhouse gases, and massive loss of pollinators. This transition pushes stakeholders to think out-of-the-box and create new, profitable business alternatives.

Agroforestry Chain Management specialist are trained to be a transition manager across all levels of the agroforestry value chain. They have the competences to understand (inter)national value chain mechanisms and facilitate the process towards People, Planet, Profit sustainability in the value chain following concrete market demands. They are competent in addressing issues with an integrated approach and show excellent stakeholder management skills. They have thus a strong ability to manage, facilitate and innovate within the agroforestry value chains.

### **Programme philosophy and theoretical concept**

The philosophy of APCM is to appreciate all actors, supporters and influencers operating in domestic and international value chains and networks through the functions of value addition,



quality management, logistics, information exchange, food safety, finance, sustainability, gender and marketing (Figure 1). The emphasis is on the lower/earlier part of the chain as indicated by the square in the figure 1.

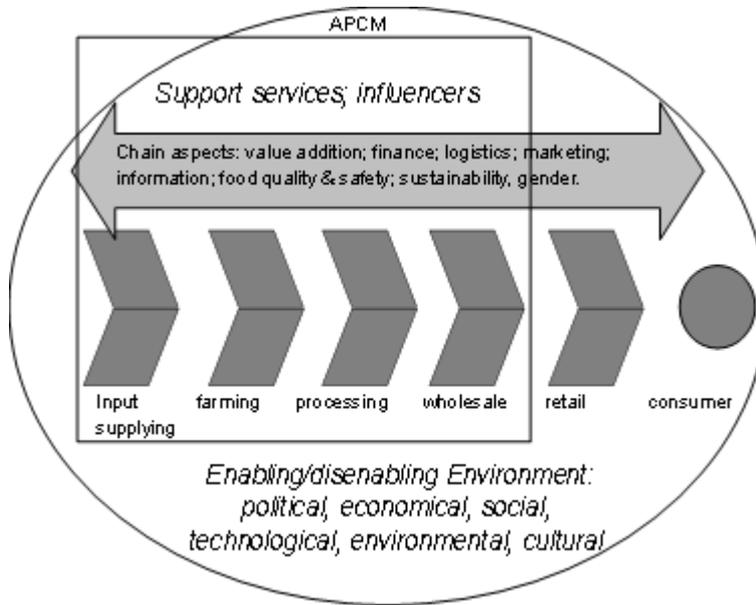


Figure 1: Overview of the agricultural value chain and its influencing factors. The focus of APCM is indicated by the square.

### Job profiles

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

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

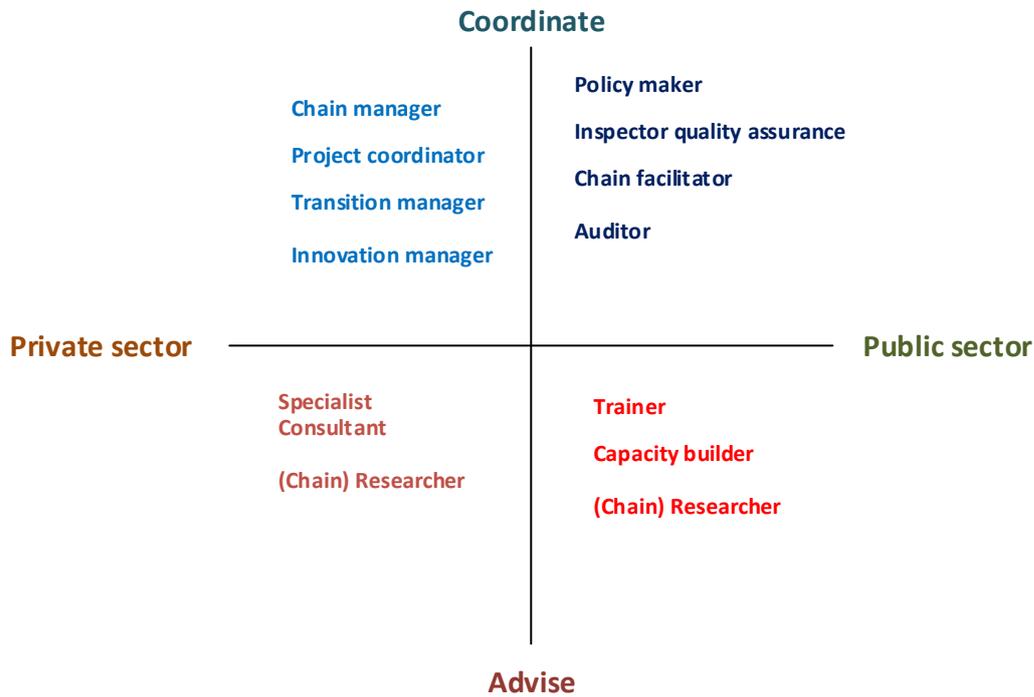


Figure 2: APCM job profiles

Below the job profiles in each quadrant will be explained:

*Project coordinator, programme manager or chain manager*

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



*Policy maker, inspector certification body or product board*

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

*Chain facilitator, trainer or capacity builder*

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

*Specialist or consultant*

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

**Article 2.2      Type of study and location(s)**

1. The professional Master programme Agricultural Production Chain Management is offered in fulltime variant at the location Velp.

**Article 2.3      Language of instruction**

1. The education and the examinations are given in English.
2. A Code of conduct for using languages other than Dutch in education is included as an Appendix 2 with the general part of the Regulations.



## Article 2.4 Learning outcomes of the professional Master's programme

### Educational concept

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

The APCM programme is in line with the mission and vision of VHL University of Applied Sciences, as stated in the VHL Institutional Plan 2018-2021.

The APCM specific vision is to internationally play a significant role as an educator in value chain management. And the mission of APCM is educating effective chain facilitators.

The APCM programme educates professionals in facilitating multi-stakeholder processes and in empowering actors and supporters on resilient and inclusive value chain governance. During the APCM programme, the professional qualities of the students are enhanced so they can strengthen the organisational performance of their organisations.

Based on these starting points, VHL has designed an educational vision, which provides a framework for how the education at VHL is conducted and organised. This concept is described in the memorandum 'Organisation of education at VHL' and gives the framework for the structure of education at VHL.

The educational vision states that our educational concept offers space to individual students for the development of their talents and professional competences in an inspiring environment based on the principles of Competence Based Learning (CBL).

In line with the VHL educational vision, APCM recognises that knowledge alone will not get students far in the real world, they have to be able to apply the knowledge they gained. During the APCM study, students learn how to work as a professional. By the end of the APCM study students are expected to be capable of applying the knowledge they have acquired in a professional way. The emphasis during the APCM study is on developing knowledge, skills and the right attitude, under conditions as far as possible similar to real-life work conditions.

Consequently, this is reflected in the following five characteristics for each VHL programme::

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

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<sup>1</sup> VHL - Kadernotitie Master – 14 April 2016



## Competences and learning outcomes of the Professional Master programme

### **Dublin Descriptors**

The Dublin Descriptors form the basis for the APCM Master programme. These Dublin descriptors are the cycle descriptors (or "level descriptors") presented in 2003 and adopted in 2005 as the Qualifications Framework of the European Higher Education Area. They offer generic statements of typical expectations of achievements and abilities associated with awards that represent the end of each of a (Bologna) cycle or level.<sup>2</sup>

#### *Box 1: Dublin Descriptors*

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

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

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

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

- have demonstrated knowledge and understanding that is founded upon and extends and/or enhances that typically associated with Bachelor's level, and
- that provides a basis or opportunity for originality in developing and/or applying
- can apply their knowledge and understanding, and problem solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study;
- have the ability to integrate knowledge and handle complexity, and
- formulate judgements with incomplete or limited information, but that include reflecting on social and ethical responsibilities linked to the application of their knowledge and judgements;

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



- can communicate their conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously;
- have the learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous.

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

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

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

Based on the above roles, the APCM programme trains the following **overall competence**:

- to manage units of organisations or companies or to facilitate multi-stakeholder processes on sustainable and inclusive international value chain development by empowering agri-food or green entrepreneurs in creating shared (3P) value, quality improvement and organisational change.

In the following table an overview is given of the specific competences that were derived from the general overall competence:

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



## **Article 2.5 Curriculum of the fulltime one-year professional Master programme Agricultural Production Chain Management**

1. The Master programme is compiled as recorded in Appendix 3.  
The type of examination per exam is mentioned in Appendix 5.
2. The second study unit of block 2 is an elective study unit: students follow the study unit of their own specialization.
  - horticulture chains;
  - livestock chains;
  - forest chains;
  - agroforestry chains.

The four specialisations educate for a specialists in the respective chains. Even though students of all four specialisations follow their classes together, with the exception of the second study unit of block 2, students often work with cases from their own specialization throughout the year. However, for the second study unit of block 2, students follow classes only with their fellow students of their own specialization.

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

Blocks 1 to 3 consist of several study modules, see appendix 3 for the examination programme.

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

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

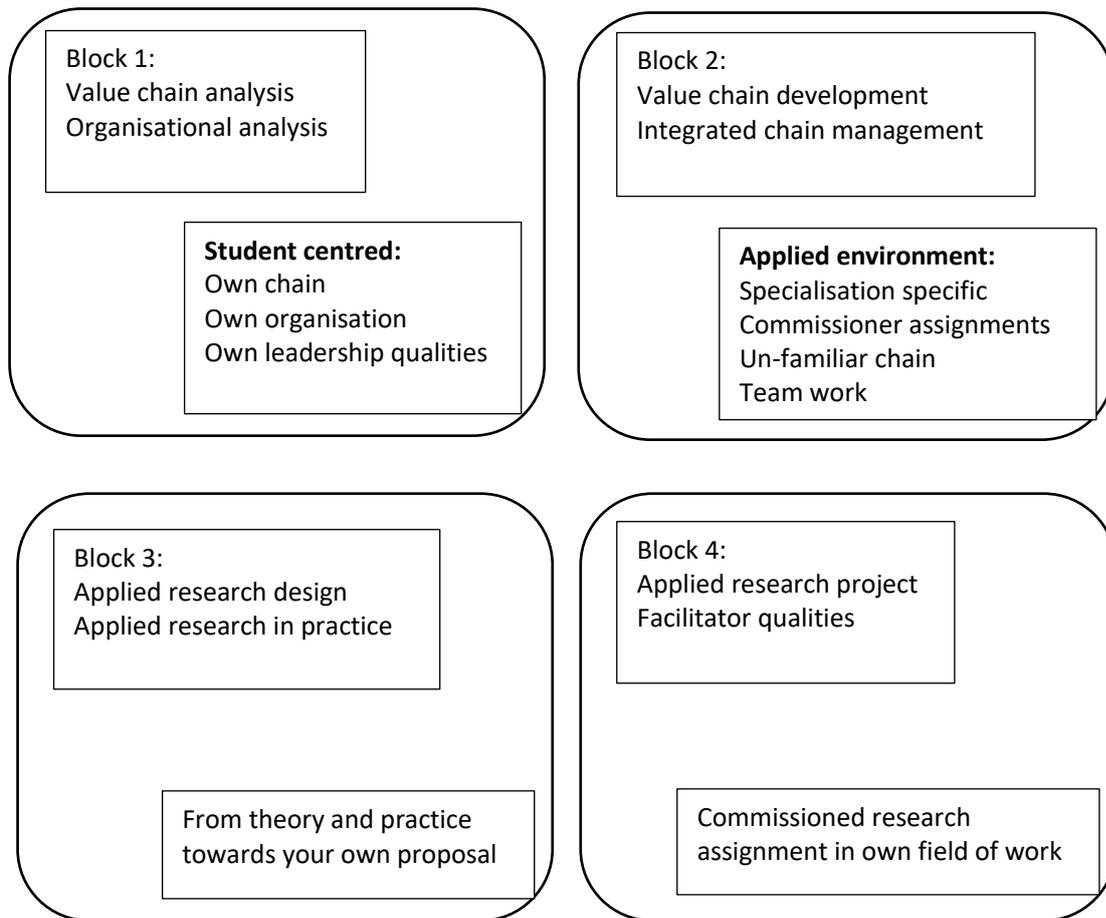


Figure 3: Main theoretical concept of the APCM programme.

**Block 1. Value Chain Analysis and Development**

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

**Block 2. Value Chain Governance**

This block follows block 1. In the first study unit of the second block, students are set in the role of a chain facilitator to Develop a sustainable Livestock, Horticulture, Forest or Agroforestry Chain. It focuses on situations where chains are absent or weak and where development coordination or facilitation is required. Project cycle management tools are an integral part of this study unit, in which students develop the skills needed to manage chain development projects and write and assess project proposals using the project planning approach. In the second study unit, students choose to specialise in Livestock or Horticulture, Forestry or Agroforestry Production Management. Students will elaborate on an innovation in a production manual or business plan for a production unit in which strategic marketing is also an important aspect. The third study unit focuses on the design of audit systems where chain aspects such as quality control, voluntary sustainable initiatives, logistics, and warehousing play an important role.

**Block 3. Applied Research design**

To qualify for the Master of Science degree, students have to prove that they have reached a Master level in cognitive and conceptual skills with respect to the central disciplinary themes of the programme. An important test for qualification is whether the student is capable of conducting and managing an individual applied research project resulting in a 'facilitation of change' trajectory. This should show that the student has the ability to apply, deepen and integrate the expertise and skills acquired during the programme autonomously and largely self-directed. Block 3 prepares for the implementation of the applied research project.

The applied research design block is comprised of the following 3 elements:

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

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

**Block 4. Applied Research project**

The research topic must be relevant to the domain of the APCM programme and be related to a professional problem of the organisation in which the student is employed or a problem of a commissioner. In special cases the student may have the opportunity to work for a recognised institute or commissioner/client with an interest in a defined research question.

The recommendations of the research are applied and relevant, suitable, efficient, effective and sustainable for commissioner and/or field of work.

The applied research project should have three elements:

7. An applied research report based on field research in the home country;
8. A reflection report;
9. A presentation and oral defence of the applied research report during a colloquium via oral assessment.



# Chapter 3:

## FINAL PROVISIONS

### Article 3.1 Additional regulations

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

### Article 3.2 Right of appeal

1. Students have the right to submit an appeal to the Appeals Board for Van Hall Larenstein Students against their treatment while taking an examination or while participating in an evaluation and against decisions of the Examination Board, Examiner or invigilator. The term for submitting the notification of appeal is 6 weeks following the date on the decision. The notification of appeal must be submitted to the counter for complaints and disputes ([loket-klachten-geschillen@hvhl.nl](mailto:loket-klachten-geschillen@hvhl.nl)). The appeals procedure is described in more detail in the Regulations of the Appeals Board for Van Hall Larenstein Students (Reglement van het College van Beroep voor Studenten Van Hall Larenstein), which is published on the portal.

### Article 3.3 Unforeseen circumstances

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

### Article 3.4 Interim provisions

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

### Article 3.5 Entry into force and official title

1. These Regulations go into force on 1 October 2020.



2. These Regulations can be amended during the academic year, if and to the extent that students are not disadvantaged as a result. Amendments, as the occasion arises, require approval of the Participational Council and are published on the portal.
3. These Regulations are officially cited as: Van Hall Larenstein Education and Examination Regulations 2020 – 2021 Agricultural Production Chain Management (Master).



# Appendix 1:

## ADMISSION

### Article 1 Entry requirements to the programme

1. Prospective students who wish to be admitted to the Master degree programme must have the following education qualifications:
  - a first degree in life sciences or related fields,
  - at least 2 years of relevant working experience on middle or higher management positions. In case a prospective student has less than two years of experience, a request for enrolment will be submitted to the programmecoordinator;
  - English: a certificate for fluency in English: TOEFL 550 points/ IELTS 6.0 or other certificates equivalent to these.
2. The following students are exempt from providing proof of their English language proficiency:
  - Native English speakers (USA, UK, Australia, New Zealand, Ireland, South-Africa, Kenya, Uganda, Zimbabwe and Canada (English-speaking areas).
  - Applicants with a Dutch VWO diploma
  - Applicants with a Dutch HAVO diploma, with final grade 6 or higher for English
  - Applicants from Austria, Belgium (Flanders), Denmark, Germany, Estonia, Finland, Hungary, Latvia, Lithuania, Luxemburg, Norway, Romania, Slovakia and Sweden who have obtained one of the [following diplomas](#), including a final examination in English.
3. Students from non-exempted countries who provide proof of their higher education studies in English can be offered an additional English test (OOPT/B2 level), instead of TOEFL 550 points/ IELTS 6.0.

### Article 2 Conditions of enrolment

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

### Article 3 Notice of objection

1. Decisions taken by the Executive Board pursuant to this annex may be objected to within six weeks after publication of the decision to the Advisory Board for Appeals (e-mailadres: [loket-klachten-geschillen@hvhl.nl](mailto:loket-klachten-geschillen@hvhl.nl)).



# Appendix 2:

## STUDY UNIT EVALUATIONS

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

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

### 1. Planning of evaluations, including panel evaluations.

*The study program can fill in the annual planning in the table below.*

Name of study unit	Kind of evaluation: questionnaire or/and panel evaluation	When (which week)
<b>Block 1</b>	Both	Around week 2 2021
<b>Block 2</b>	Both	Around week 12 2021
<b>Block 3</b>	Both	Around week 23 2021
<b>Block 4</b>	Both	Around week 37 2021
<b>Programme</b>	both	Around week 37 2021
<b>Nuffic evaluation – if needed</b>	questionnaire	Around week 37 2021



## 2. Process of publishing the results<sup>3</sup> and improvements

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

<sup>3</sup> The study program chooses how, which content, and to what extent they publish the results and plans for improvement to students.

<sup>4</sup> Regierolhouder quality



# Appendix 3: EXAMINATION PROGRAMME OF THE FULLTIME MASTER PROGRAMME AGRICULTURAL PRODUCTION CHAIN MANAGEMENT

In each table links are available between the study unit code and the full description of the study unit within SIS.

## Examination programme 2020-2021

Applicable for students who started in October 2020 (academic year 2020-2021)

Block 1	Block 2	Block 3	Block 4
<a href="#">VMCSPDVE</a> Personal Development and leadership (3 credits)	<a href="#">VMC5CMVE1</a> Integrated Chain Management (6 credits)	<a href="#">VMC5RMVE</a> Research Methods (6 credits)	<a href="#">VMC5ARVE</a> Applied research project (15 credits)
<a href="#">VMC5VCVE</a> Value Chain Analysis (6 credits)	<a href="#">VMC5HPVE2</a> Horticulture Production (4 credits)  Or: <a href="#">VMC5LPVE2</a> Livestock Production (4EC) ...  Or: <a href="#">VMC5FPVE1</a> Forest Production (4EC)  Or: <a href="#">VMC5AFVE</a> Agroforestry Production (4EC)	<a href="#">VMC5PRVE</a> Action research in practise (4 credits)	
<a href="#">VMC5SAVE</a> Sector Analysis (3 credits)	<a href="#">VMC5CDVE</a> Value Chain Development project (5 credits)	<a href="#">VMC5RDVE1</a> Research Design (5 credits)	
<a href="#">VMC5OAVE2</a> Organisational Analysis (3 credits)			



# Appendix 4:

## EXTENDED DESCRIPTIONS OF COMPETENCIES

Sample table

Block	Code	Learning outcomes
		<b>A. To analyse the sustainability and resilience of value chains, stakeholders and production systems</b>
1	A1	To apply value chain development theories and concepts
1	A2a A2b	- To conduct a value chain analysis of a familiar chain - To conduct a value chain analysis of an international non-familiar chain
1	A3 A3a A3b	To conduct an analysis of production systems and their bio-physical, socio-economic and political-institutional context - To conduct an environmental impact assessment - To investigate climate smart production options
1	A4	To conduct financial analyses of agribusiness companies
1	A5	To apply tools for an organisational and institutional analysis To apply the concepts and tools of organisational and institutional analysis related to chain companies and their own organisation
2	A6	To conduct an analysis of a complex forest, plantation, agroforestry, livestock or horticultural subsector and/or chain in region or country
2	A7	To indicate critical control points at different levels of the chain
4	A8	To conduct an in-depth analysis of a chosen agri-food, agroforestry or forest chain
		<b>B. To initiate and manage innovative chain processes and projects</b>
1	B1	To apply concepts of chain governance, producers' organisations and business development services.
1	B2	To formulate proposals for innovations to upgrade agricultural value chains to mainstream value chain development within an organisation
2	B3	To formulate a project (tender) proposal for chain innovation To apply project planning tools
2	B4	To design monitoring and evaluation indicators for chain projects
2	B5	To design a quality management handbook for internal audits and certification
2	B6	To manage a process towards a competitive, safe and environmental friendly agricultural production chain
4	B7	To innovate services and processes in existing agricultural production chains
		<b>C. To design a business plan or new business models for business service entrepreneurs or chain actors</b>
2	C1	To develop a production manual or business plan for a chain actor
2	C2	To apply tools for budgeting and financial management



Block	Code	Learning outcomes
	C2a C2b	- To set up an investment plan for agri-businesses - To develop a budget for a chain development project
2	C3	To negotiate with business partners
2	C4	To develop policies and networks for integrated value chain management
2	C5	To demonstrate innovative spirit and willingness to take justified risks
4	C6	To advise in a continuously changing international business environment
4	C7	To design a new business model for chain entrepreneurs
4	C8	To design a new chain for chain actors or design an intervention in an existing chain to enhance sustainable and inclusive value chain development
		<b>D. To conduct applied research contributing towards an efficient and resilient value chain development</b>
2+3	D1 D1a D1b	To interpret and analyse existing research and complex research issues: - To assess critically and summarise an article - To perform adequate literature searches
3	D2	To design applied research projects and proposals
3	D3	To collect, process and report survey information systematically
3	D4	To conduct structured or semi-structured interviews and focus-group discussions
3	D5	To process and analyse research data with SPSS
3	D6	To process and analyse qualitative research data
4	D7	To manage an action-research project towards resilient value chain development
		<b>E. To build sustainable relations with chain stakeholders</b>
2	E1	To identify public private partnerships
2+4	E2	To influence chain related developments in a gender-sensitive way
2	E3	To cooperate as a chain development professional in a multi-disciplinary team
3	E4	To anticipate different practical needs and strategic interests of relevant stakeholders
3	E5	To develop a simple chain network
		<b>F. To communicate value chain developments in a multi-cultural setting to specialists and non-specialists</b>
1	F1	To present a value chain analysis
1	F2	To conduct a mini-lecture on a value chain development related topic
1	F3	To interactively conduct a discussion on a value chain related topic
2	F4	To pitch a tender document in front of commissioners
2	F5	To design text for media communication
3	F6	To audit Integrated Chain Development Plans
4	F7	To explain consequences for sustainability (3P) of various scenarios
4	F8	To defend appropriately applied research projects and proposals
4	F9	To interactively present developments of current value chains to an intercultural audience
4	F10	To communicate research conclusions to audiences of specialists and non-specialists
		<b>G. To apply and reflect on a professional attitude in a changing international business environment.</b>
1	G1 G1a	To reflect on work performances and leadership qualities To manage time and work with deadlines
1	G2	To demonstrate a critical analytical attitude
2	G3	To show the ability to think outside the box
2	G4	To anticipate on different team roles and strategic interests in group processes
3	G5	To show flexibility in a continuously changing international business environment



<b>Block</b>	<b>Code</b>	<b>Learning outcomes</b>
4	G6	To reflect on the autonomous manner of the study in his/her own method or style



# Appendix 5:

## METHOD OF ASSESSMENT PER MODULE

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

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

Code and Title study unit	EC	Method of Assessment
VMC5VCVE Value Chain Analysis	6	Individual written exam (MC and open questions) and Individual paper about own chain

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

Code and Title study unit	EC	Method of Assessment
VMC5OAVE2 Organisational Analysis	3	Individual paper and Individual oral exam based on the paper

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

Code and Title study unit	EC	Method of Assessment
VMC5CMVE1 Integrated Chain Management	6	Group report and Individual assessment audit skills



*Horticultural Chains for the Horticultural Chains students*

Code and Title study unit	EC	Method of Assessment
VMC5HPVE2 Horticulture Production	4	Individual oral exam about output assignments

*Or Livestock chains for the Livestock Chains students*

Code and Title study unit	EC	Method of Assessment
VMC5LPVE2 Livestock Production	4	Pair/group mark about output assignments

*Or Forest chains for the Forest Chains students*

Code and Title study unit	EC	Method of Assessment
VMC5FPVE1 Forest Production	4	Individual oral exam about output assignments

Code and Title study unit	EC	Method of Assessment
VMC5CDVE Value Chain Development project	5	Group assessment tender document and Individual pitch based on the group tender document

**Block 3: Applied Research Design (15 EC)**

Code and Title study unit	EC	Method of Assessment
VMC5RMVE Research Methods	6	Individual MC exam and Group report

Code and Title study unit	EC	Method of Assessment
VMC5PRVE Action research in practise	4	Individual oral assessment based on an individually written reflective journal of own performances in the group research process

Code and Title study unit	EC	Method of Assessment
VMC5RDVE1 Research Design	5	Individual written research proposal

**Block 4: Applied Research Project (15 EC)**

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

Study unit coding is done as follows: V MC5 xx VE

V=Velp

MC5 = Master APCM

Xx real study unit code

VE = fulltime, English taught