

# Appendix study programme: International Food and Agribusiness

## Section 1 Nature and scope of these regulations

### Art. 7.1.1 *Nature and scope of these regulations*

This appendix has been established in accordance with article 7.13 (WHW) and applies to the study programme International Food & Agribusiness. The regulations therefore apply to all students who have registered, or have applied to register, on the study programme International Food & Agribusiness in accordance with article 1.1.2.

## Section 2 Admission requirements

### Art. 7.2.1 *Admission requirements*

1. To be admitted to the IFA programme, prospective students with a Dutch diploma must be in possession of one of the following qualifications:
  - HAVO: all profiles, including mathematics
  - VWO: all profiles, including mathematics
  - MBO: level 4, strongly advised with mathematics:
2. The admission requirement for prospective students with a non-Dutch diploma is a secondary school diploma, equivalent to the Dutch HAVO diploma, with the final-year subject mathematics included.
3. The minimum required entry level of the English language is the equivalent of level B1 of the Common European Language Framework.

In the case of HAVO and VWO students, a final exam result of 6 (or higher) is recommended, since this is equal to (or higher than) the minimum B1 level.

MBO students are strongly advised to ensure that their level of English meets the minimum required B1 level prior to starting the study programme. In addition, the achieved level of English should be evident in each student's motivation letter (see paragraph 5).

All prospective students with a non-Dutch diploma have to submit proof of their English language proficiency (in accordance with the Dutch Code of Conduct International Students in Higher Education ) by providing one of the following certificates:

- IELTS (preferred) Academic programme: 6.0 (overall band score)
  - Cambridge ESOL Certificate B2
  - TOEFL
    - a. Internet-based test: 70
    - b. Computer-based test: 213
    - c. Paper-based test: 550
4. Prospective students with a non-Dutch diploma are exempt from the requirement to submit the language test certificate, as mentioned in paragraph 3, in the following situations:
    - Prospective students have obtained a diploma of secondary education in a country listed in the diploma list drawn up on behalf of the associations of institutions of higher education, in accordance with the Dutch Code of Conduct International Students in Higher Education. This list is available at the HAS International Office and the Code of Conduct website;
    - Prospective students have attended previous education fully in English.
  5. All prospective students have to send a motivation letter and are advised to attend at least one open day or orientation day. If there are any doubts about the student's expectations, they will be invited for an intake interview by the study advisor.

6. Prospective students have the opportunity to meet the admission requirements up to the actual start of the study programme, by which time any deficiencies must have been resolved. The university offers courses in mathematics to help students who have not yet achieved a pass in mathematics at the required level. The course is offered in Dutch. A deficiency test is available both in Dutch and English.

*Art. 7.2.2 Admissions review 21-plus*

Dutch prospective students aged 21 or older, who do not meet the admission requirements referred to in article 7.2.1, can request an admission assessment (in accordance with article 1.2.2 of the general provisions of this TER).

### Section 3 Study programme

*Art. 7.3.1 Final qualifications, knowledge and skills*

1. To contribute to the sustainable development of the food system, graduates need a sound knowledge of the current practices and improvements in the global food system. They need to know current practices in agricultural and food processing (both societal and technical), as well as the manner in which businesses operate in these domains. To contribute to new market development or sustainable business opportunities, graduates need to have knowledge of business transformation in a global context and need to be skilled in personal leadership leading to change.
2. The labour market for graduates of this study programme is still developing. Whereas there are some established jobs such as sourcing manager, business consultant or CSR manager, new job profiles are expected to emerge in the future as this domain develops. This study programme therefore addresses personal leadership to create, or meet, future job profiles.
3. The final qualifications are based on the framework of International Business but employed in the domain of Agri-food Business (as described in the profile for International Food & Agribusiness; the final qualifications are in compliance with the Dublin descriptors and the hbo-standard). The final qualifications are shown in tables 7.1 and 7.2.

**Table 7.1.** Agri-food knowledge based qualifications International Food & Agribusiness

| Qualification   | Description   | Body of Knowledge and Skills   |
|---|---|--|
| 1. Improving Sustainability of the Global Agri-Food System                        | Graduate analyses food systems from a transition perspective and contributes to (re)designing sustainable future food systems | Food systems and systems thinking, food and nutrition security, sustainability, SDGs, governance, food policy, certification, food safety, transition theory and pathways, future scenarios  |
| 2. Contributing to Sustainable Innovation in Agri-Food Production and Consumption | Graduate contributes to innovation in sustainable agri-food production and consumption in a global context                    | Primary production in agri-food, healthy food and nutrition, sustainable diets, food security in food processing, biobased economy and circularity, systems approach in sustainable agri-food systems, footprinting, anticipatory and normative competency |
| 3. Contributing to New Business Models  | Graduate contributes to new business models and strategies in agri-food business  | Marketing and creation of values, finance, budgeting and business plan, supply chain management and trade, entrepreneurship, new business models, true cost accounting   |

**Table 7.2.** Personal Leadership and Skills Qualifications International Food & Agribusiness

| Qualification                      | Description  | Body of Knowledge and Skills   |
|------------------------------------|--|--|
| 4. Creating Change                 | Graduate promotes the implementation of a transition or innovation in the global agri-food sector  | Advisory techniques, change management, consultancy skills, influencing skills   |
| 5. Value Based Personal Leadership | Graduate critically self-reflects in relation to others, leading to personal leadership within relevant social, international and ethical dimensions | Personal development, ethics, value based leadership, self-awareness, self-reflection, giving and receiving feedback   |
| 6. Project Management              | Graduate organizes and executes projects and collaborates effectively in diverse teams as well as with stakeholders                                  | Project management, planning systems, presentations, communication and social skills, intercultural communication, meeting skills, business English  |
| 7. Conducting Applied Research     | Graduate designs and executes applied research   | Methodology, desk and field research, qualitative research, quantitative research, research plan, statistics, data collection, structuring and interpreting, report writing, critical thinking |

#### Art. 7.3.2 Study programme

- Structure.** The programme of 4 years consists of a foundation year (60 EC) and a post-foundation phase of 3 years (180 EC). An academic year consists of 4 terms or 2 semesters; a term comprises 10 weeks and a semester comprises 20 weeks. Courses are offered in a term or in a semester. Course descriptions are available in the study information system; these descriptions form part of this TER. The outline of the full programme is shown in table 7.3.
- Design.** The educational contact time is, on average, 25% of the total study load. The remaining study time is designated for projects, assignments and private study. Teaching methods include problem-based learning, projects, excursions, practicals and lectures. Assignments for companies form a large part of the programme such as in projects, internships and the professional assignment.
- Foundation year.** The programme of the foundation year consists of 4 terms. Within each term, education is offered in the form of two courses or one internship (see table 7.3) that serve as a foundation and orientation for the post-foundation phase, alongside training and coaching on personal leadership. The foundation year also serves as a selection phase.
- Second year.** During the second year, the use of more complex concepts and skills increases. During this year, students are offered courses in agri-food systems, sustainable innovations and business (see table 7.3). A domain choice is offered within Circular Agri-food Production:
  - Primary Production** uses agro-ecology as the vision for the sector, with a focus on crop production and animal husbandry. This domain specialisation provides students with more detailed knowledge of primary production as a circular system and the tools and innovations to enhance sustainable production in a global context.
  - Food Processing and Nutrition** focuses on the end of the food chain, and on the relationships between the final links in this chain. This domain is concerned with food quality, food safety and nutrition. In addition, the domain addresses food availability, sustainable development, current innovations and food integrity in an international context.

Admission to the second year requires a pass in Personal Leadership (IF1420), in addition to the requirements outlined in 1.2.3. Coaching in Personal Leadership (IF2450) or Coaching and Skills (IF2433) will result in a personal development plan for years 3 and 4. This plan comprises the composition and order of the courses for years 3 and 4, subject to necessary approval.

**Table 7.3.** Curriculum IFA academic year 2021-2022 (complete programmes for every cohort are in the study manual 2021-2022); name, code and EC.

|           | Term 1   | Term 2   | Term 3  | Term 4                                      |
|-----------|--|--|---|---|
| Year<br>1 | Global Food Systems<br>IF1421 (6)                | Agri Food Business<br>IF1423 (6)               | Business Economics<br>IF1425 (8)  | Work Experience<br>Placement<br>IF1427 (14) |
|           | Intro Food<br>IF1422 (7)                         | Primary Production<br>IF1424 (8)               | Biobased Economy<br>IF1426 (6)  |   |
|           | Personal Leadership<br>IF1420 (5)                |  |   |   |
|           |  |  |   |   |
| Year<br>2 | Business & Marketing<br>IF2441 (8)               | Sustainable Value Chains<br>IF2443 (8)         | Business Development 1<br>IF2445 (6)                                      | Business Development 2<br>IF2447 (6)        |
|           | Circular Agri-food<br>Production I IF2442 (6)    | Circular Agri-food<br>Production II IF2444 (6) | Food Systems<br>Governance IF2446 (8)                                     | Extension on<br>Sustainability IF2448 (8)   |
|           | Personal Leadership IF2450 (4)                   |  |   |   |
|           |  |  |   |   |
| Year<br>3 | Internship (30)                                  |  | Electives (30), e.g.<br>Internship<br>Minor                               |   |
|           |  |  |   |   |
| Year<br>4 | Specialisation (30), e.g.<br>Future Food Systems |  | Professional Assignment IF4450 (28)<br>Professional Assessment IF4403 (2) |   |
|           |  |  |   |   |

5. **Third and fourth year.** In the third and fourth year, students are able to create their own profile and gain practical experience. The talent-based education approach of IFA is highlighted during these years.
  - a. The possible courses for years 3 and 4 are shown in table 7.4, along with associated prerequisites or additional requirements.
  - b. The student is required to establish the composition and order of the courses at least four months before the start of year 3; individual student course plans require approval as part of Personal Leadership (IF2450) or Coaching and Skills (IF2440). If the plan is not approved, the default courses and order are: 1. Internship; 2. Elective; 3: Specialization Future Food Systems (MN4411); 4. Professional Assignment (IF4450) and Professional Assessment (IF4403).

**Table 7.4.** Programme year 3 & 4

| Course  | Study load (EC) | Prerequisites   |
|---|-----------------|---|
| Internship<br><i>(practical experience within a company or external organisation)</i>   | 30 EC           | Year 1: 60 EC<br>Year 2: 40 EC (including IF2450 or IF2440)                               |
| Elective<br><i>(e.g. minor at HAS or in the Netherlands, exchange program, internship)</i>  | 30 EC           | Year 1: 60 EC<br>Year 2: 40 EC (including IF2450 or IF2440)                               |
| Specialization: choice of<br><ul style="list-style-type: none"> <li>• MN4411 - Future Food Systems</li> <li>• MN4406 - Challenge Sustainability<sup>1</sup></li> <li>• TK4411 - Entrepreneur, Vision and Plan (NL)<sup>1</sup></li> </ul> | 30 EC           | Year 1: 60 EC<br>Year 2: 52 EC (including IF2450 or IF2440)<br>Year 3: internship (30 EC) |
| IF4450 - Professional Assignment <sup>2</sup><br><i>(real-life assignment from the professional field)</i><br>IF4403 - Professional Assessment <sup>3</sup>   | 28 EC<br>2 EC   | Year 1: 60 EC<br>Year 2: 60 EC<br>Year 3 & 4: 60 EC (at least an internship)              |

Totaal 120 EC

<sup>1</sup> Additionally, Qualification Q1 (Improving Sustainability of the Global Agri-Food System) at final level needs to be shown in addition to the assessment of this specialization.

<sup>2</sup> Prerequisites must be met one term before the intended start of the Professional Assignment

<sup>3</sup> Additionally, either the specialization or the Professional Assignment (IF4450) is completed before taking part in the exam of Professional Assessment.

- c. The graduation programme of IFA comprises:
    - Specialization
    - Professional Assignment (IF4450)
    - Professional Assessment (IF4403)
  - d. Either the internship or the elective
    - takes place outside the country of origin of the student
    - is linked to the domain choice
    - contributes to the IFA qualification Q3: New Business Models
6. **External courses.** Every student has the opportunity to participate in a course of other study programmes, either at HAS or at another university. If this external course is not part of the elective, approval by the exam committee is required (see also article 1.10.1).

#### Art. 7.3.3 Tests and Examination

1. Courses, as described in article 7.3.2., usually comprise several tests. A variety of test types are used to assess collectively the final qualifications. Several weighted test elements within a course may contribute to the overall examination assessment of that course.
2. Each course coordinator needs to be appointed as examiner for his/her course. Also, other examiners can be deployed within a course, for expertise and reliability.
3. The course coordinator has ultimate responsibility for the assessment process within the course and therefore ensures that the desired learning outcomes, the construction of the tests, the assessment of the performance, determining the test results and evaluating the test all take place as agreed.

4. The description of each course in the study manual contains a test matrix setting down the resit option for each test, in accordance with article 1.4.3.

#### *Art. 7.3.4 Assessment*

1. The description of each course in the course manual contains a test matrix setting down the following:
  - a. The assessment elements in the course;
  - b. The associated type of test, type of assessment (individual or group assessment) and the form of assessment for each assessment element;
  - c. The way in which the result will be noted for the course, based on the individual test results (including the weighting of the various parts);
  - d. The resit options for each assessment element (other than the standard resit options for written exams, i.e. in the next period and the next year)
2. For determining test and examination results pertaining to instruction given in previous academic years, the TER of that academic year will apply.
3. Within a course, compensation of test results is possible in accordance with article 1.5.1. The lowest acceptable mark is 5.5 for the following tests:
  - IF1425 (Business Economics): Written test
  - IF2446 (Food System Governance): Written test
  - IF2445 (Business Development 1): Written test
  - IF2448 (Extension on Sustainability): Written test
  - IF2448 (Extension on Sustainability): Oral exam Communication
  - MN4411 (Future Food Systems): Project report and presentation
  - MN4411 (Future Food Systems): Individual Research

Compensation of exam results is not possible.
4. All examinations are required to be passed successfully, in accordance with article 1.5.1 and WHW article 7.12b paragraph 3.

## **Section 4 Exemptions**

#### *Art. 7.4.1 Exemptions*

Individual exemptions for courses may be granted to a student, according to article 1.4.5.

- a. A request for an exemption for a course of the graduation programme is not allowed.
- b. If no IDW credential evaluation report or authenticated certificate or diploma is available, the student may present evidence collected in a portfolio.

## **Section 5 Facility regulation**

#### *Art. 7.5.1 Facility regulation*

Students who believe they are eligible for facilities for administrative or organisational activities relevant to their study programme, may submit a facilities request. For general facilities, a maximum of 20 study load hours per course can be accrued for the element Self-Management in the IFA courses Personal Leadership (IF1420 and IF2450), for:

- a. A student association (e.g. k.s.v. Gremio Unio, Alpha or International Student Association)
- b. The University Council
- c. The university
- d. The study programme
- e. The programme committee

## Section 6                    Study support

### Art. 7.6.1            Study support

1. Each student has a personal coach (academic advisor) for the entire duration of their studies.
2. A student can approach the academic advisor with questions and for advice about planning his/her studies.
3. The academic advisor also supports prospective students and provides information on the study programme to prospective students, parents, and lecturers.