

Erasmus Exchange Programme

2009/2010

Module Descriptions

**Van Hall Larenstein
University of Applied Sciences**

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Academic Issues

The focus of the international studies programme reflects largely the manner in which the programme has evolved. The Department of Environmental Sciences was the first to offer international modules to its students. Hence, the main focus of the international programme is on Environmental Sciences. The central theme of the environmental science modules is protection and management of the environment. Besides the Department of Environmental Sciences, the Department of Animal Management and the Department of Food and Business make an important contribution to our international programme.

Programme rationale

All modules are multidisciplinary and have an integral character, i.e. important aspects of, for instance, an environmental problem or theme, are investigated with an emphasis on the natural sciences, such as biology, chemistry, physics and ecology. However, attention is also paid to the social aspects of environmental problems and their solution, such as policy, law, economics, management, and extension. The approach to teaching and learning in all the modules reflects the integral nature of the courses. It is problem-oriented and multidisciplinary; (environmental) problems are described and analyzed from different disciplines. Thus different disciplines - from the natural and social sciences – contribute to the overall content.

Prerequisites

The international programme is open to university level students with a background in (natural) sciences. Dutch students normally take the modules that are offered to visiting students in their third or fourth year of undergraduate study; hence visiting students will need to be at least in their third year, which means two or more years of BSc level education in economical, technological, environmental, agricultural or one of the natural sciences. It is important that students who meet the above requirements consider the prerequisites for individual modules carefully. Selection based on prerequisite knowledge will take place for a number of modules in the international programme. For all programmes and modules, a good level of English (i.e. score 550 on the paper-based TOEFL or 213 on the computer-based TOEFL, or IELTS test overall band 6.0 and up) is required.

Year Structure

The academic year at Van Hall Larenstein is divided into four periods of ten weeks. In each period a number of international modules are offered. A full-time study load consists of two modules, hence students enrol in 2 modules per period. The final week of each period is an exam week.

Period 1	Period 2	Period 3	Period 4
September / November	November / February	February / April	April / July

ECTS credits

At Van Hall Larenstein ECTS credits are momentarily used next to the Dutch system. This means that apart from the ECTS credits, international students will occasionally run into the Dutch system during their stay. Generally, a full-time student will receive 60 ECTS credits in one year of studying, which is divided into 15 ECTS credits per period. In the Dutch system, full-time students will receive around 40 credits in one year, which is divided into 10 credits per period.

Assessment

Assessment will vary from module to module, however, it will normally involve an exam and course work. Coursework can include essays, assignments, tests, projects, practical work, placement, or field trip reports, designs, in-class tests, computer-based analysis, etc. Exams take place at the end of each period. In cases students feel that their academic performance has been affected by extenuating circumstances, such as illness or bereavement, there is a formal procedure for them to apply for these circumstances to be taken into account at assessment time.

Diplomas, grades and transcripts

A transcript detailing the modules you have participated in, the grades you have attained, and the number of ECTS credits will be sent to your home address. Transcripts are available at the end of the following period. This means that the results from the modules in period 4 are not available until September. Bachelor graduates and Certificate students receive their diplomas and transcripts of grades during their graduation ceremony.

International recognition

Students graduating from the Bachelor courses will receive the Bachelor title. The postgraduate courses lead to a Master's degree. Dutch titles are protected by law and may be conferred only by recognized institutions.

VAN HALL LARENSTEIN LEEUWARDEN TIMETABLE 2009-2010

code	titel	moduco	Period 1	period 2	period 3	period 4
	hhb15 Research Management	KPS				
hba15E	Research Management	DRE				
	VM, BA, MV 10				B*	
hdm15E	Research Management	KPS				
	DM		A*			
hmk15E	Research Management	Vac.				
	MK				A*	
	KZ,WN		A*			
hhb16E	Balancing People, Planet, Profit	Vac.				
	BA, AO (m + h)	bls	A*			
	VM, TA			A*		
	DM	vgz	A*	A*		
	DM (m)				C*	
	KZ				C*	
	DG, MV	smj				C*
	MK, MM		B*			
hhg22E	Recreation and tourism	DJO				
	KZ, WN			C*	B*	
hhg23E	Total Quality Management	BOQ				
	IBMS				C*	
hhg24E	Spatial Planning and GIS	HVN				
	DM (int. WM)					A*
hhg30E	Supply Chain Management	SCO				
	BA, VM, AO		B*			
hba22E	Human Resource Management	GTF				
	BA			B*		
hba23E	Business Strategy & Change Management	GTF				
	BA, VM, AO,TA					B*
hba24E	International Marketing	BLS	C*			
hvm22E	Food & Health	WLD		A*		
hdm21E	Reproduction Management	MNR				
	DM		C*			
hdm70E	The Ecological Consultant	MJR				
	DM			B*		
hdm71E	Wildlife and Habitat Management	WYK				
	DM				B*	
hdm72E	Ex-situ Species Conservation	GRD				
	DM			C*	B*	
hdm80E	Conservation and Policies	VGZ				
	DM				C*	B*
hkz21E	Stresseffects on Coast and Sea	HOF				
	KZ, PO			A*		B*
hkz22E	Integrated Coastal Zone Management	WIT				
	KZ					A*
hkz31E	Minor Overview & methodology of coastal zone development	HOF				
	KZ		ABC*			
hkz32E	Minor Interactive coastal policy development	HOF				
	KZ		ABC*			

hkz33E	Minor Coastal project management	HOF				
	KZ			ABC*		
hkz34E	Minor:Collaborative stakeholder management in the coastal zone	HOF				
	KZ			ABC*		
pmk43E	Where water chain meets water system	BNT				
	MK				B*	
hmk24E	Dealing with Environmental Risks	SMI				
	MK, WN, Thai		C*			
hmk26E	Environmental Auditing	BOQ				
	MM, Thai		A*			
hmk51E	Energy & Waste	HIL				
	MK			C*		
hmk59E	Air Quality & Climate	LNS				
						A*
HLS43	LS Minor Fermentation 1, Dairy	JGN	A*			
HLS44	LS Minor Fermentation 2, Bioprocess design	GRI		A*		

A,B,C = Time codes:

A = Monday, Thursday afternoon

B = Tuesday, Thursday morning

C = Wednesday morning, Friday

*** Students cannot enroll in 2 modules with the same timetable code in the same period!**

*** codes subject to changes**

- DM = Animal Management
- KZ = Coastal Zone Management
- BA = Agribusiness Management
- MK = Environmental Management
- VM = Food Sciences
- PO = Petro chemistry & Offshore

Academic Calendar Van Hall Larenstein, Leeuwarden 2009/2010*

A	24	Resits	N	9				A	1	
U	25	Resits	O	1				P	1	
G	26	Introduction week	V	1	1			R	1	1
	27			1					1	
3	28		4	1				1	1	
S	31		N	1		F	1	A	1	
E	1		O	1	2	E	2	P	2	
P	2	1	V	1	Propedeuse	B	3	R	2	2
	3			1			4		2	
3	4		4	2		6	5	1	2	
S	7		N	2		F	8	A	2	
E	8		O	2		E	9	P	2	
P	9	2	V	2	3	B	1	R	2	3
	10			2			1		2	
3	11		4	2		7	1	1	3	
S	14		D	3		F	1	M	3	May Holiday
E	15	3	E	1		E	1	E	4	
P	16	Graduations	C	2		B	1	I	5	
	17	Graduations		3			1		6	
3	18	Graduations	4	4		8	1	1	7	
S	21		D	7	No teaching	F	2	M	1	This week
E	22	4	E	8	No teaching	E	2	E	1	No teaching
P	23	Graduations	C	9	4	B	2	I	1	This week
	24			1			2		1	Ascension
3	25		5	1		9	2	2	1	
O	28		D	1		M	1	M	1	4
K	29	5	E	1		R	2	E	1	
T	30		C	1	5	T	3	I	1	
	1			1	Resits		4		2	
4	2		5	1	Resits	1	5	2	2	
O			1	8		0		1	1	
O	5		D	2		M	8	M	2	
K	6		E	2	Christmas Holiday	R	9	E	2	5
T	7	6	C	2		T	1	I	2	Resits
	8			2			1		2	Resits
4	9		5	2		1	1	2	2	
O	12		J	2		M	1	J	3	Pentacost
K	13		A	2	Christmas Holiday	R	1	U	1	
T	14		N	3		T	1	N	2	6
	15	7		3			1	I	3	
4	16		1	1		1	1	2	4	
O	19	Autumn Holiday	J	4		M	2	J	7	
K	20		A	5		R	2	U	8	
T	21		N	6	6	T	2	N	9	7
	22			7			2	I	1	
4	23		2	8		1	2	2	1	
O	26	Exams	J	1		A	2	J	1	
K	27		A	1		P	3	U	1	Exams
T	28		N	1	7	R	3	N	1	
	29	Period 1		1			1	I	1	Period 4
4	30	8	3	1		1	2	2	1	8
N	2		J	1		A	5	J	2	
O	3	Exams	A	1	Exams	P	6	U	2	Exams
V	4		N	2		R	7	N	2	
	5	Period 1		2	Period 2		8	I	2	Period 4
4	6	9	4	2	8	1	9	2	2	9
			J	2				J	2	
			A	2	Exams			U	2	
			N	2				L	3	Afronding
				2	Period 2			I	1	
			5	2	9			2	2	
								J	5	Graduations
								U	6	
								L	7	Graduations
								I	8	Graduations
								2	9	Graduations
								R		

* subject to changes

Module code: HBA15/HDM15/HMK15 Research Management

Module co-ordinator

Dhr. H.J. Kuipers (KPS)

Credits (ECTS)

7

Extent (study hours)

200

Prerequisites

Knowledge of descriptive statistics and simple graphics analysis and basic knowledge of inferential statistics (as dealt with in the module PHB02)

Basic knowledge of mathematical functions (e.g. linear, exponential, logarithmic and power functions). SPSS software skills.

Elementary knowledge of research methodology (as dealt with in the modules PHB02 and PHB03).

Keywords

Research proposal, research steps, problem description, research objective, research questions, research type (descriptive, correlational, explanatory, exploratory), research design (experiment, survey, case study), data collection method (interview, observation), research instrument, data-analysis, research report, reliability, validity, concept, variable, estimation of parameters, testing hypotheses, multivariate statistical techniques, item-analysis, factor analysis, General Linear Models

Contents

This module consists of three main tasks:

1. Task 1 (reviewing a research report)
You will receive a final thesis research report which you will have to review regarding scientific soundness,
2. Task 2 (analysing a dataset and writing a report)
You will receive a dataset and a research proposal You will have to analyse the dataset and write a report.
3. Task 3 (writing a research proposal)
You will write a research proposal for your own research project.

To be able to carry out these tasks workshops and lectures will be given in the following subjects:

1 Research Methodology

For Research Methodology, we'll be using the book "Research Methodology, a step-by-step guide for beginners", which provides an introduction to the methodology of the research process summarised in eight steps as follows:

1. formulating a research problem
2. conceptualising a research design
3. constructing an instrument for data collection
4. taking the sample
5. writing a research proposal
6. collecting the data
7. processing the data
8. writing a research report

We will go through the book and will discuss examples and do the practice exercises.

2 Data-analysis

The role of statistics is very important in the total research process. Knowledge of statistics is helpful when we are formulating our research questions, designing the research and constructing an instrument for data collection. However, statistics is of vital importance for the processing of the data. It helps us to describe the research data, to estimate population parameters, to test hypotheses and to determine relationships between the variables of interest.

Depending on the course you are following at Van Hall different complex statistical techniques are used. In 3 Workshops 3 most common techniques will be discussed.

Learning and teaching methods

The three tasks have to be fulfilled in a given time set (see schedule for deadlines).

There are several study arts, you must use in fulfilling your assignments.

Individual/Groups

During task 1 (reviewing a research report) you have to work on your own. But during the task meetings you will compare your results with fellow students. For task 2 and 3 you will form groups of 2 or 3 persons.

Workshops / Instruction lectures

Workshops and instruction lectures will give you some theoretical supports. These workshops are linked with particularly review points in the field of statistics and research methodology. Besides, it may give you some exercises by which you can practice.

Task meetings

These meetings with your fellow students can be of great help in your tasks. You can discuss difficulties in your progress (or that of your group) or present others some hints to overcome difficulties. A lecturer will also be present. The task meeting will also be used for handing in the results of the tasks and to discuss the results briefly with the lecturer.

Learning outcomes

At the end of the module the student will be able to

1. write a research proposal;
2. conduct a research study;
3. write a research report;
4. use the opportunities of statistics in the various steps of the research process;
5. analyse the data collected with the help of the statistical package known as SPSS;
6. evaluate and assess research conducted by others on the basis of reports and articles.

Competences

The general overall competence is.: students can carryout a research and translate the outcome into a practical application. The competence is assessed on level 2. which means that you can independently solve the problems and integrate knowledge and insight into a product.

Assessment

In total you can get 7 credit points

- | | | |
|----|---|----------|
| 1. | Written exam research methodology | 2 points |
| 2. | Research rapport and data-analysis workshop exercises | 3 points |
| 3. | Research proposal | 3 points |

You need all 7 points to pass the module.

Required text book

Research Methodology a step-by-step guide for beginners
Ranjit Kumar
Addison Wesley Longman Australia Pty Australia
ISBN 0 7619 6213 1

Research plays an important role in modern society. Research can be defined as follows:

“Research is the process of looking in a determined and methodical way for new knowledge in the form of answers to previously formulated questions.”

Examples of types of questions are:

- Which is the most effective intervention for a particular problem?
- What causes X or what are the effects of Y?
- What is the relationship between two phenomena?
- Which is the best way to find out the effectiveness of a particular treatment?

And so on.

There are several ways of obtaining answers to the above types of question, but when we say that we are undertaking a research study to find out answers to a question, we imply that the process uses procedures, methods and techniques that have been tested for their validity and reliability, and that it is designed to be objective and unbiased.

Module code: HHB16 Balancing People, Planet, Profit

Module Co-ordinator

F. Dröge (DRG)

Credits (ECTS)

7 EC

Extent (study hours)

200

Prerequisites

PDM11, PDM12 and PDM13/ PDM04 (M-klas)

Keywords

International entrepreneurship, culture, communication, co-operation, multidisciplinary, sustainable development, triple P bottom-line: social, economic + environmental aspects of development, accounting, multi-criteria analysis, feasibility study, consultancy skills, English language competence

Contents

Professional task:

the student carries out a feasibility study of a project in an EU member state on the basis of environmental and socio-economic factors and advises the client about this feasibility.

Results and products:

- A project report to describe the feasibility in terms of PPP
- A process report to describe + evaluate team and individual learning process
- A meeting with the client to discuss results and recommendations
- Improved reading writing and speaking skills in English
- Insight in the role of culture in international projects
- Subject specific outcomes; these depend on the Bachelor programme the student is enrolled in.

Context:

Student is a junior employee in a consultancy agency. The request for advice can come from NGO's, service industry or (production) companies. The student works in an (international) team consisting of Dutch students and possibly students from abroad

- Complicating factors: Students have to compare and weigh unlike data; working in English
- Performance indicators: Answer to the main question / Analysis, weighing, results and recommendations will be assessed on the basis of People-Planet-Profit model.

Learning and teaching methods

Lectures; Workshops; Team work; Supervision; Independent study

Learning outcomes

Zie de modulewijzer van deze module

Competencies

General professional competencies (HBO-competenties) level 2:

- Multidisciplinary integration

Assessment

- Written exam (2 EC)
- English language skills (1 EC)
- Team project (4 EC)

Required text book(s)

Dutch AND international students

- Student manual HHB16 Balancing people, planet and profit (available on the Blackboard course)
- Project Management, R. Grit, Wolters Noordhoff, ISBN 978-90-01-60506-3
- Reader Accounting and Finance for non-specialists, VHI bookshop, number 04009

International students only

- Research methodology: a step-by-step guide for beginners. Ranjit Kumar, ISBN 141291194x
- Dutch students only:
- Basisboek Methoden en Technieken. D.B. Baarda. Stenfert Kroese, ISBN 90-207-3315-X

Module code HHG22

Module code HHG23

Module code HHG24E Spatial planning with GIS

Module co-ordinator

HVN

Credits (ECTS)

7

Extent (study hours)

200

Prerequisites

None

Keywords

spatial analysis, spatial planning, sustainable criteria, spatial design, digital data, flow chart, flooding frequencies

Contents

The use of Geo-Information is strongly correlated with spatial planning, either rural or urban development. Spatial analysis and location selection are amongst the first examples of computerized GI use. Methods and technology used in spatial planning can also be used for other application fields. Students need these methods and technology together with broader spatial knowledge and design.

Learning and teaching methods

Lectures, tutorials, computer practicals, case study, field work

Learning outcomes

At the end of the module the student will be able to discuss, implement and evaluate different approaches of spatial planning in conjunction with the use of GIS.

In the future you will have to deal with spatial developments (content and processes) You will be involved, either as a participant, manager of the spatial planning process or an expert who will organize relevant data and expertise. In order to deliver the effects of changes in use of the environment GIS is used as a tool.

Competencies

Students Environmental Science and Environmental management:

- Communication
- Methodological and reflecting thinking and acting (see Competences chart ES and EM 1.2 and 4.2)

Students Coastal Zone management or Rural Development:

- Communication
- Making an area plan
- Making a sketch for development, use and management (see Competence chart CZM 1.2 en 2.2)

Assessment

Case study report 3 Ec

Written exam 4 Ec

Required text book(s)

Principles of Geographic Information Systems, Rolf de By, (editor) 2004, ITC Educational Textbook Series, (repro circa € 30,-)

Reader BKK Exercises Idrisi 11007 (repro € 4.10)

Reader ZTE Hydrology (on BlackBoard)

Reader HVN Spatial Planning 11006 (repro €5.60)

Maps 11001 (repro € 5.00)

Module code: HHG30 Supply Chain Management

Module co-ordinator

SCO

Credits (ECTS)

7

Extent (study hours)

200

Prerequisites

This module will build on the basics of business studies in general and especially the module Marketing and Logistics (HHG26). Basic knowledge of business functions is a pre-requisite of this module.

Keywords

Supply chains, chain collaboration, category management, logistics, traceability, sharing of knowledge and information, costs in chains, sustainability, efficient consumer response.

Contents

Within agricultural supply chains, logistics, marketing and information management play an important role. Important reasons for this are the often limited shelf-life of agricultural products and the relatively great variations in quality and quantity of raw materials. Moreover, consumers are increasingly demanding fresh products, and expect a differentiated supply of reliable and guaranteed quality. An important new aspect which plays a role in the management of agricultural chains is sustainability. Besides the demands concerning product quality and costs, the sustainable chain will have to take into account the fact that the present method of agricultural production, processing and distribution can also be continued into the far future. All these demands have to be met while retaining efficiency. Besides information technology and a closed cooling chain, this calls for a further development of logistics and marketing concepts.

Professional task:

The students have to make a chain description and a plan for optimising the business related activities between the manufacturer and the retailer in this particular chain. This chain description and optimisation plan is based on relevant information and thorough research of the chain.

Context:

A chain in the food&agribusiness where the several links in the chain want to collaborate closer to fulfil the wishes of the end consumers and other stakeholders better and more efficient.

Role:

Chain manager of the manufacturer in the chain who has to make a plan to optimise the business related activities between the manufacturer and the retailer.

Result:

a report of the chain description included a detailed plan for optimising the business relation between the manufacturer and the retailer.

In a number of (guest) lectures topical subjects which play an important role in chain collaboration will be addressed. With the help of various cases from the agri-food business, problems concerning logistics, marketing, information sharing and costs will be addressed. These cases will not only deal with chain aspects regarding content, but also with the process aspects regarding chain collaboration. Furthermore, special attention will be paid to various forms and possibilities of chain integration and to planning and distribution problems in a real-life co-making relationship between a retailer and a producer of salads.

Learning and teaching methods

- weekly preparation of the assignments in groups of 12 students (what is this problem about, what is the central issue of the problem, what are the key elements of the problem, what kind of questions are relevant for this assignment);
- weekly discussions of the answers of the assignments;
- weekly lectures of the theory that is related to the assignments discussed in that week;
- guest lectures of experts in the business;
- simulation of a co-making game between a manufacturer and a retailer and
- practicum of ICT

Learning outcomes

- students know the success factors of chain integration
- students know the various forms of chain integration
- students know the bottlenecks with respect to chain integration
- students are capable of recognising the possibilities of chain integration
- students know the logistical concepts of ECR en Co-makership students know the marketing concepts of ECR and are able to test the application possibilities
- students are able to make production and distribution plans on the basis of EDI-data of retailers

Competencies

- Planning (level 2)
- Using and sharing of information (level 2)
- Controlling (level 2)

Assessment

HHG30E	Supply Chain Management	7.00 EC
HHG30EA	Individual exam	3.00 EC
HHG30EB	Chain description/analyses	2.00 EC
HHG30EC	Paper	2.00 EC

Required text book(s)

The student guide of this module and most articles and assignments are placed on Blackboard. At this moment it is unknown which textbook will be used. See also the most recent required text book list.

Module code HBA22 Human Resource Management

Module co-ordinator

GTF

Credits (ECTS)

7

Extent (study hours)

200

Prerequisites

level: 3rd or 4th year of B.Sc. courses.

Students should have thorough knowledge of organizations and management and experience with work placement or traineeship.

Keywords

Human Resource Management , human resource planning, "quick scan" effectiveness of personal management, recruitment, selection, performance appraisal, management development, compensation strategies, motivation, personal development, socializing, decision making, leadership, conflict management, communication techniques

Contents

The module International Human Resource Management is an advanced subject, optional for all students studying at the Van Hall Instituut and visiting students, provided they have a thorough knowledge of Management and Organization, and have experienced a work placement in a company. Students will participate in a research project. The research project will be done in groups of four or five students. The project will be making a checklist to provide a "quick-scan" of the effectiveness of human research management in a company. The written report should contain the following items:

- description of a chosen company
- effectiveness of the checklist

Learning and teaching methods

Combination of coursework, research project, lectures, seminars, and workshops.

Learning outcomes

At the end of the module the student will be able to:

- assess the effectiveness of human resource management in companies
- have recruitment-conversations
- recognize and manage conflicts in a company
- recognize and manage stress in organizations

Competencies

- Planning (level 2)
- Research (level 2)
- Controlling (level 2)

Assessment

HBA22E6	Human Resource Management	7.00	EC
HBA22E6A	Individual exam HRM	2.00	EC
HBA22E6B	Project HRM	3.00	EC
HBA22E6C	Assignments Skills	2.00	EC

Required text book(s)

The student guide of this module and most articles and assignments are placed on Blackboard. At this moment it is unknown which textbook will be used.

See also the most recent required text book list on Studentnet.

Module code HBA23 Business Strategy & Change Management

Module co-ordinator

GTF

Credits (ECTS)

7

Extent (study hours)

200

Prerequisites

Basic management and/or marketing modules

Keywords

A major task of most (general) managers is developing or participating in the process of formulating a strategy within their own organization or Business Unit.

Even though not responsible for the process, for each manager it is of vital importance to have a strategic focus, to understand the relation between the operational decisions of the company and the long-term goals.

In the process of dividing a large organization in flexible semi-autonomic units, such as business units, more and more managers have to deal with the process of strategic management which is, in contrast to the past, increasingly a bottom-up process..

At the same time the increasingly dynamical environment of the organization requires managers who can direct processes of change management as well as have the knowledge and skills to optimize the flexibility of organizational structures, production systems and planning..

Contents

The focus in the module Strategic Management will be on the strategic planning process. What major strategic schools can we distinguish in the past decades ? What are the main stages in the process of strategic planning? What are the tools and models available and when to use which tool and/or model for what purpose? Who within the organization is responsible for the strategic planning ? How is the approach towards the translation of strategic planning into operational planning and the implementation?

Furthermore we will pay attention to management of change. What are the main streams ? How to develop a flexible organization? What does a good implementation look like? How to choose the best change strategy, intervention model, counselling model etc. Students get knowledge about the possibilities of strategic alliances, Corporate Social Responsibility, International Sustainability Management and working with the Balances Scorecard.

Learning and teaching methods

In the lectures the theoretical aspects of the subjects will be explained. In the student-led presentations students will have to have a close look at the theory and make the translation from the US-oriented examples in the theory to the real situation in their own country. By using cases we try to link the theory to the (simulated) real-life situation.

Learning outcomes

After having completed the module Strategic Management successfully, students will be able to :

1. Analyse any given organization and determine its strengths and weaknesses
2. Analyse the external environment of an organization and determine the opportunities and threats as a tool for future strategic development.
3. Develop creative and innovative strategic options which create a long-term sustainable competitive advantage.
4. Use decision and evaluation techniques in order to make justifiable choices between strategic options
5. Make a translation from strategic to operational planning.
6. Make a calculated guess about the capability of an organization to change as well as the willingness of an organization to do so.
7. Develop a change-strategy (after diagnosis) which maximizes the planned changes.
8. Develop intervention methods fit to realize the chosen change strategy.
9. Motivate the chosen consultancy roles, consultancy approaches and style.

Students should understand:

1. The relation between strategy, culture and structure in organizations.
2. The relation between changes in organizational behaviour and international developments.
3. The major theories on organizational change such as Planned Change, Organizational Development and Learning Organizations.

Competencies

- Planning level 2
- Conceptualize level 2

Assessment

HBA23E6	Business Strategy&Change Management	7.00	EC
HBA23E6A	Involvement workshop	1.00	EC
HBA23E6B	Coursework	4.00	EC
HBA23E6C	Written examination	2.00	EC

Required text book(s)

See the most recent required text book list on Studentnet.

Module code HBA24E International Marketing

Module co-ordinator

BLS

Credits (ECTS)

7

Extent (study hours)

200

Prerequisites

This module is related to the basics of "logistics and marketing (HHG 26) and the basics of financial management. This module will build on the basics of business studies in general. The business modules are pre-requisites . HHB 06 (People profit and planet) including the basics of business ethics and the use of Multi Criteria Analyses.

Keywords

- Marketing plan
- Export plan
- Research
- Internationalisation

Contents

Advise to an external client concerning the engagement in international trade of that company both verbal and in writing. The advise is base don thorough research and taking into account the goals and possibilities of the client.

Advise to a company / client concerning the best way to engage in international trade. The product is an export plan and a presentation of the export plan and discussion with the client.

Learning and teaching methods

- Lectures
- Weekly assignments
- Feedback meetings

Learning outcomes

- Planning level 2
- Entrepreneurship level 2
- Research level 2

Competencies

- Planning level 2
- Entrepreneurship level 2
- Research level 2

Assessment

HBA24E6	International Marketing	7.00	EC
HBA24E6A	Written examination	3.00	EC
HBA24E6B	Assignments + Paper	4.00	EC

Required text book(s)

International Marketing and Export Management; Gerald Albaum, Edwin Duerr and Jesper Strandskov; fifth edition, 2005 (most recent edition also allowed);

ISBN 0-273-68654-8; Prentice Hall

See also the most recent required text book list on Studentnet

Module code HVM22 Food & Health

Module co-ordinator

WLD

Credits (ECTS)

7

Extent (study hours)

200

Prerequisites

Keywords

Research

Functional Food

Human Physiology

Human Nutrition

Food Safety

Contents

Student teams have to report to the management of a large internationally operating company in the food industry about the development, production and marketing of a new functional food.

Learning and teaching methods

Lectures

Guest lectures

Working in teams

Feedback meetings

Individual tasks

Learning outcomes

Students are able to recognize the ingredients in food products

Students are able to explain the influence of certain ingredients on the human physics

Students know the main streams in modern nutrition and are able to analyse those trends

Students know where to find the most recent legal information about nutrition and know how to apply this information.

Students are able to communicate with manufacturers, marketeers and consumers.

Students are able to advise the management about the nutritional and technological implications of production and introduction of functional foods.

Students can give an interpretation of the result of recent scientific publications and translate this information in do\'s and dont\'s .

Competencies

Entrepreneurship (level 2)

Research (level 2)

Assessment

HVM22E7 Food & Health 7.00 EC

HVM22E7A Exams Nutrition 1.00 EC

HVM22E7B Exams Physiology 1.00 EC

HVM22E7C Project 5.00 EC

Required text book(s)

See Blackboard . See also the most recent required text book list.

Module code: HDM21 Reproduction Management

Module co-ordinator

MNR

Credits (ECTS)

7

Extent (study hours)

200

Prerequisites

- basic knowledge of genetics: monogenic crossbreeding, allele frequencies (p , q), genotype frequencies (p^2 , q^2 , $2pq$), homozygosity/ heterozygosity, genotype/ phenotype, haploid/ diploid, DNA-replication, protein synthesis, genetic code, nucleus, mitochondrium, ribosome, pairing of complementary nitrogen bases (A-T, A-U, C-G).
- basic knowledge of ethology and population biology.
- basic knowledge of reproduction in mammals.

Keywords

Hardy & Weinberg, inbreeding, selection, genetic resource bank, bottleneck, heterozygosity, effective population number N_e • EEP, genetic & demographic population management, selection, founder effect, extinction vortex, in situ/ ex situ populations • DNA-isolation, allozyme electrophoresis, PCR, DNA-fingerprints, N base sequencing, mtDNA, parentage analysis, individual identification, evolution tree, markers • sexual selection, parental investment, mate choice, parent/offspring-conflict, socialisation, development of behaviour, breeding value, selection index • classic and new reproduction techniques.

Contents

Management of reproduction and breeding should be based on knowledge of the reproduction of a species and on the results of scientific research. This theoretical information must be translated in calculations of population parameters and in advice on breeding and optimal reproduction conditions

Learning and teaching methods

Lab practical, computer practical, lectures (including tasks and discussion of the results) group work, individual study.

Learning outcomes

At the end of this module the students will be able to understand scientific publications in the fields of study they encountered in the module and participate in the translation of this information into a breeding program/ management plan. The management plan should include advice on the conditions that improve reproduction. It is important that students can contribute to the invalidation of incorrect ideas on these subjects, and that they can mediate between the interests of breeders and population managers and the interests of animal populations

Assessment

Exam E+R	2 Ec
Exam Frankham	2 Ec
Case practicals	3 Ec

Required text book(s)

- R. Frankham, J.D. Ballou & D.A. Briscoe 2004, A primer to conservation genetics, - Cambridge University Press, Cambridge – (ISBN 0-521-53827-0) € 35,-.
- Some readers and lab manuals
- If necessary: N.A. Campbell & J.B. Reece 2005 (7th ed.), - Pearson International Edition, San Francisco – (ISBN 0-321-26984-5) € 75,-

Module code: HDM70 The Ecological Consultant

Module co-ordinator

MJR

Credits (ECTS)

7

Extent (study hours)

200

Prerequisites

Students should have passed the module PDM 03: Nature policy and conservation

Keywords

Species, populations, ecosystems, biodiversity, ecology, law and legislation, advisory qualities

Contents

This module aims to prepare you for the job of ecological consultant, which means that you as a BSc student becomes familiar with ecology, population biology, biodiversity and nature conservation.

Nature conservation nowadays focuses on Habitat- and Bird Directive Areas, leading to an European network of special protection areas, NATURA 2000.

But especially in crowded countries like the Netherlands, there is ongoing conflict between nature and society, in which the ecological advisor is asked for his/her expertise.

In three learning tasks the students will explore this field of knowledge.

The first task will concentrate on the Bullepolder case, in which the city of Leeuwarden plans a residential area at the border of the city, close to the Groote Wielen, a NATURA 2000 area under the Bird and Habitat directive.

In the second learning task you will examine the research report of an ecological consultancy for the enlargement of a roadway at the border of a city (the so called "nature test"), and make the tender that preceded this research.

In the third learning task you will write your own nature test for a situation in your own neighbourhood, in which nature and society conflict.

Besides these learning tasks, there will be lectures and practical sessions on the basic principles of biodiversity, population ecology, law and legislation and methodology.

Learning and teaching methods

There will be lectures (computer-) practicals, tutorials, excursions, self study, groups work, etc.

Learning outcomes

The student has learned basic principles of population dynamics, biodiversity and law & legislation, and can combine the three disciplines in the work of a junior ecological consultant, resulting in e.g. a tender and an advisory report for situations in which nature and society conflict.

Competencies

Your competences will be tested on level 3, which entails knowledge, attitude and behaviour which is needed for a starting ecological consultant.

The competences of animal management that will be tested are:

- DM #3: systematic organizing of activities or parts of it,
- DM #6: researcher(design, proposal, execution, reporting results and their practical use).

Assessment

Exam Ecology	3 Ec
Learning tasks 1,2,3	2 Ec
Badger - Methodology	2 Ec

Required text book(s)

Townsend, Begon & Harper (2003). Essentials of Ecology, 2nd edition, Blackwell Publishing. ISBN 1-4051-0328-0

Module code: HDM71 Wildlife and Habitat Management

Module co-ordinator

WTN

Credits (ECTS)

7

Extent (study hours)

200

Prerequisites

In order to participate in this module successfully you should have a good basic knowledge of ecology and population biology/-dynamics. You will be designing and executing basic research for field data collection and –analysis. That means you must be able to work with MSOffice, SPSS (or be familiar with another stat package). You will work out data using GIS & GPS, for this the basic GIS knowledge you have acquired in modules PDM03 and HDM70 will do. Research principles such as you learn in module HDM15 is important too.

Keywords

Survey, scientific research, sampling techniques, vegetation identification, GIS & GPS mapping, Natura 2000 management plan, conservation goals, policy life cycle, management vision, current uses, area development & measures, program implementation.

Contents

1. Learn to measure and assess present nature values in their context

Currently in the Netherlands, Natura 2000 areas have been designated and management plans for these areas are developed. Knowledge of the present nature values serves as a starting point to develop plans for future area management. Besides this, managers of Natura 2000 nature areas need to measure or monitor their performances in terms of nature values present and the effects of their management on these nature values, so plans can be updated and adjusted every 6 years. Measuring and monitoring nature values is complex and must be based on sound scientific research.

In the first half of the module (task 1) you learn how to:

- Set up, execute, analyse and write up a scientific research
- Evaluate the current state of the nature values and the effects of management measures on these nature values

2. Plan the future

Based on the current state of an area and its conservation goals, planning future management for an area needs vision and must incorporate current uses. Area development and corresponding area measures must fit within and work towards the future desired situation of a Natura 2000 area. Vital during the implementation of the plans is a clear communication towards stakeholders, an outline of the responsibilities and a balance of the budget.

In the second half of the module (task 2) you learn how to:

- Write a Natura 2000 management plan

Learning and teaching methods

- | | |
|---|--|
| 1. Lectures: | Management theory, data sampling & analysis, census techniques, GPS & GIS mapping, ethics, guest lectures |
| 2. Group work (6 students):
(12 students): | Scientific research, scientific report
Natura 2000 management plan |
| 3. Tutor meetings | Feedback on research report & Natura 2000 mgt plan |
| 4. Cases (2 students): | Sampling, census techniques, habitat management |
| 5. Practical: | Vegetation identification, GPS & GIS mapping, power Analysis, data-processing, writing scientific discussion |
| 6. Field work: | In Drents-Friese Wold (2½ - 5 days depending on period) |

Learning outcomes

During the lectures, the workshops and working on the tasks you will improve your competences as a Manager of wildlife and habitats. Various skills, experiences and knowledge on a wide range of subjects will contribute to this competence. Your competences in these matters will be tested on level 3, which entails knowledge, attitude and behaviour which is needed for a habitat and wildlife manager.

The following competences such as defined for Animal Management will be tested:

DM1	Policy: Formulation of a Nature Policy and Management Plan
DM5	Choosing/implementing/managing of quality management systems on behalf of Nature and Wildlife in-situ.
DM6	Design and execution of research proposal and interpretation of results.
DM9	Advice in situations involving ethical decision making.

Assessment

Scientific report	Task 1 (pass / fail)	3 ECTS
Natura 2000 management plan	Task 2 (pass / fail)	2 ECTS
Test (management, sampling, GIS & ethics)	Exam (mark)	2 ECTS

Required text book(s)

- Hill, D., Fasham, M., Tucker, G., Shewry, M. & Shaw, P. (2005) Handbook of biodiversity methods: Survey, evaluation and monitoring. Cambridge University Press, Cambridge, UK. (± € 80 repro VHL)
- Lockwood, M., Worboys, G.L. & Kothari, A. (eds.) (2006) Managing protected areas: A global guide. Cromwell Press, Trowbridge, UK. (± € 50 repro VHL)
- Reader 05021 (including separate A3 sheets) (± € 10)
- Reader 01014 (± € 7) & loupe 14x (± € 4)
- Reader 05053 optional: only if you do not buy (Hill et al., 2005) & (Lockwood et al., 2006) (± € 15)

Module code HDM72E Ex-situ Species Conservation

Module co-ordinator

GRD

Credits (ECTS)

7

Extent (study hours)

200

Prerequisites

- HDM21, conservation genetics,
- Highly advised to follow HDM80 and HDM 70 as well

Keywords

Conservation, zoo, ex situ management, zoo-education, husbandry, zoo-research, population management

Contents

Conservation management is not only applied in the wild. Close cooperation between conservationists resulted in several efforts of zoos and sanctuaries to make a contribution to conservation as well. Education, fundraising and breeding programs based on the needs of the species in the wild are the focus of these efforts. However this can not be successful without knowledge (research) and appliance of adequate husbandry based on a solid institutional, regional and worldwide organisation. All these elements will be addressed within this module.

The knowledge and competencies necessary for positions in the animal and educational department of zoos and sanctuaries are continuously in a process of change and improvement, due to developments within the zoo-world and increased knowledge as a result of continuous biological research.

This module will focus on several main tasks of the curator/animal manager (husbandry, collection management and breeding programs), on the common ground, interaction with and involvement of the education manager with regard to animal management and to the mission and organisational framework in which these positions are situated. Furthermore the issue of research to improve the current practise will be addressed.

Learning and teaching methods

Within this module you will be presented with various types of education, like groupwork, lectures, zoo-visits, self study from literature and internet. 2 – 3 zoo-visits will be included. Entrance fees of the three zoo visits will not exceed Euro 30,- (all together). Travel expenses can include 2 return train tickets (2x Euro 40,-).

Learning outcomes

Competencies

The competences of animal management that will be tested are competence number

DM3: Systematic organizing of activities or parts of it. (level 2)

DM5: choosing/ implementing/ manage quality management systems on behalf of animal populations. (level 3)

The competences of animal management that will be addressed are competence number

DM8: Transcribe conflicts in interests between human and animals.

DM1: Formulate animal and nature policy

Assessment

Writing a manual 2 Ec

Presentation research 2 Ec

Design case 3 Ec

Required text book(s)

World Zoo Conservation Strategy Euro 5,-

Others (book or reader) still to be announced

Module code HDM80E Conservation and Policies

Module co-ordinator

VGZ

Credits (ECTS)

7

Extent (study hours)

200

Prerequisites

- Basic knowledge of Wildlife Management/nature conservation
- Basic knowledge of nature conservation law

Keywords

Wildlife Management, Nature Conservation, International law, Cites, Socio-economic aspects, political aspects and ethics, lobbying, international case study, simulating an international Cites conference.

Contents

Policies and decisions on how to conserve nature in a given international area are not determined by biological aspects alone. Society, socio-economic and political aspects and ethics also play a vital role. In this module students will compare and analyze nature and wildlife management approaches. The relevance of power, culture and attitudes with respect to Nature and Wildlife Management is analyzed. An international case study involving all aspects mentioned based on a given situation has to be elaborated to produce an advice for managers and policy-makers.

Learning and teaching methods

- Lectures on most important aspects
- tutorials,
- project management, working in a team of students

Competencies

- The student will be able:

Law and legislation (level 3)

- to give an interpretation of international law in a given situation
 - to propose new legislation concerning the protection of an endangered species
- Animal-Human relationship (level 2)
- to imagine and defend the vision and viewpoints of a given organization
 - to reflect on viewpoints of other organizations
 - to propose new measures for a Cites conference

Communication (level 3)

- To develop new material for different groups during a conference
- Writing a position paper for the conference
- Project management
- Working effectively in a team

Assessment

Conservation Biology	2 Ec
Communication documentation	2 Ec
Strategic plan	3 Ec

Required text book(s)

Project Management, Roel Grit, 2003, ISBN 347029 (Dutch students already have this book)

Pullin, A.S. (2002) Conservation Biology. Cambridge University Press, Cambridge, UK

Module code HKZ21 Stress effects on coast and sea

Module co-ordinator

HOF

Credits (ECTS)

7

Extent

200 study hours

Prerequisites

Students should have: PKZ01 or knowledge of coastal ecosystems.

Basic knowledge of the study of law according human actions in the coastal area.

Keywords

Campaigner, ecosystem; multi stress; physical, chemical, biological and human aspects; toxic compounds (ecotoxicology); disturbance, loss of habitat, over exploitation; different actors; TRIAD method; standards; HC5; bioassay; biomonitoring; risk assessment; legal aspects; restrictions; responsibilities; enforcement; management; The Water Framework Directive

Contents

Coastal zone management students are aware of the impact of multi stress factors on the ecosystem and they can use this in risk assessment. They are able to develop a campaign for a N(on)G(overnmental)O rganisation), against such a stressor.

Learning and teaching methods

- lectures
 - ecology, ecological risk assessment
 - law
 - role
- guest lectures
- excursion to Wales (UK) (€300),
- cases: campaign plan
- presentations

Principal learning outcomes and competencies

At the end of the module the student will be able to:

- Mention the most important natural and anthropogenic stress factors
- Discuss the effects of these stress factors on the ecosystem in general and more in detail on the Dutch coast and the Welsh coast
- Understand problems in risk assessment
- Make clear what development and influence of regional, national and international law means for management of these coasts
- Design a campaign for one of the stress factors

Assessment

Exam	3	EC
Scientific report + Campaign plan	3	EC
Oral presentation	1	EC

Required text book(s)

Reader: 01038 (..)

Little C., J.A. Kitching, The Biology of Rocky Shores. Oxford 2000 ISBN 0 19 854935 0

Module code HKZ22 Integrated Coastal Zone Management

Module co-ordinator

WIT

Credits (ECTS)

7

Extent (study hours)

200

Prerequisites

Coastal Zone Management students should have knowledge of the basic principles of coastal zone management. Insight in the contents of the modules HKZ21 'Stress Effects on Coast and Sea', and PKZ03 'Economics of Coast and Sea' is extremely useful for this module.

Keywords

Management structures, nature conservation, economic development, sustainable development, coastal defence systems, legislation, stake holders

Contents

Managing coastal areas is one of the main challenges coastal zone managers are confronted with. Different conflicting interests need to be balanced in such a way that the system can provide not only for current users but also for future generations. In real life this concept of sustainable development is difficult to put in to practice and even more difficult to monitor. The main issue in this final module of the coastal zone management curriculum is therefore to try to understand the full complexity of integrated coastal zone management.

Learning and teaching methods

Most of the teaching will be focused around lectures, supported by study material (see "teaching material") by van Hall lecturers and if possible guest speakers with practical experience. Given that one objective of the module is to be able to produce a coastal management plan for a specific coastal zone each student will be required to produce such a plan (or a blueprint, depending on the case study) during the course. This case study will be derived from an existing situation. Students will have to follow a pre-structured method while creating the coastal management plan. If necessary workshops will be organized to help the students with the various techniques used to create such a plan. Lectures will be presented on the following topic: coastal zone management definitions, risk assessment, environmental impact assessment, management techniques and intercultural communication.

Learning outcomes

The module HKZ22 focuses on a better understanding of Integrated Coastal Zone Management, frequently to be abbreviated to ICZM, ICM or even CM. As HKZ22 is the last module in the Coastal Zone Management curriculum there is a strong emphasis on integration of topics. At the end of this module the student will: - be familiar with the basic principles and history of coastal management; - be able to analyze current coastal management plans and motivate why choices are made by stakeholders; - be able to produce a blueprint for a coastal management plan for a specific coastal zone; - be familiar with a number of national, European and international case studies on ICZM; - be familiar with national, European and international legislation and regulations with respect to coastal management.

Competencies

-

Assessment

Exam	2EC
Report and Presentation	2EC
Paper on ICZM and oral defence of the paper	3EC

Required text book(s)

Kay, R. and Alder, J. (2005), Coastal Planning and Management (second edition). Spon Press, London.

Module code HKZ31 Methodology of Coastal Zone development

Module co-ordinator

HOF/WIT

Credits (ECTS)

7

Extent (study hours)

200

Prerequisites

The minor is available for students in their 3rd or 4th year of any bachelor's course, provided that they can bring 'disciplines' which are of interest in any coastal zone area.

Keywords

Ex ante-, ex post evaluatie, Habiforum model, stakeholderanalyse

Contents

Expertise

- Be familiar with the model for sustainable coastal zone development. (VLIZ, European sustainability indicators ...etc)
- Be familiar with national, European and other international legislation and regulations with respect to coastal management.
- Be able to analyze a current coastal planning project by using different Multi Criteria Analysis
- Be able to evaluate a blueprint for a coastal management.
- Be able to identify relative importance of stakeholders.
- Be able to use knowledge of a stakeholder analysis to start interactive policy making
- Improve his management skills (leading, organising, checking and planning)
- Improve his skill to influence behaviour of others
- Improve his capabilities to evaluate his own learning processes

Roles:

- Designer, process determiner
- Target Group research
- Writing a report
- Oral presentation
- Negotiate
- Discuss

Learning and teaching methods

Groups work with workshops

Learning outcomes

Level 3

Job products

- An ex post evaluation of a realized or existing integrated coastal zone development project. (in 2008 'Zeeuws-Vlaanderen', role researcher)
- An ex ante evaluation of procedures and processes for further development of a realized or existing integrated coastal zone project. (role process-manager)
- A description of an (participative) approach to design projects which fit in the development policy for a coastal zone area'. (Role project developer). Design of a strategy to influence other stakeholders, in the role of one of the stakeholders
- Process evaluation of working in an interdisciplinary group.

Competencies

Initiate, conveying and continuation of communication between different regional, national and international parties of the coastal and sea areas.

Assessment

Mark for job products 7EC

Required text book(s)

1. Casusmateriaal; Hooimeijer P. et al Kwaliteit in meervoud, habiforum, Expertisenetwerk meervoudig ruimtegebruik (blackboard)
2. Rense, R. Veiligheid in samenhang. Ruimtelijke kwaliteit in de kustverdedigingszone (AO) (Blackboard)
3. Kay, R. and Alder, J. (2005), Coastal Planning and Management (second edition). Spon Press, London

Module code HKZ32 Interactive coastal policy development

Module co-ordinator

HOF/VGZ

Credits (ECTS)

7

Extent (study hours)

200

Prerequisites

The minor is available for students in their 3rd or 4th year of any bachelor's course, provided that they can bring 'disciplines' which are of interest in any coastal zone area.

Contents

Expertise

- Eems Dollard estuarium and –sector
- Specification of job products
- Be able to weigh values for 'economy', 'ecology' and 'society' in a setting of concrete coastal zone area development
- Be able to sketch realistic scenarios for coastal zone development.
- Be able to develop strategies for interactive coastal development.
- Be more able to identify with an empathic attitude the values and opinions of stakeholders, and to evaluate these

Roles:

Process manager, stimulator

Talking and listening skills external

Talking and listening skills internal

Negotiate

Writing a report

Learning and teaching methods

Groups work, workshops

Learning outcomes

Level 3

Job products

A 'vision' for development of the ' Eems –Dollard estuary, formulated in co-operation of the major stakeholders in the area.

A draft policy plan for this estuary with at least 3 alternatives:

- a. The autonomous development of the area,
- b. The most sustainable alternative and
- c. An alternative most suitable for specific stakeholders

After developing these 3 scenarios, a choice is made for 1 scenario.

Competencies

Main competence "Director"

Directing the accomplishment of interactive developments of politics and resolutions inside the projects at the coastal zone

Het opzetten van werkzaamheden die bedoeld zijn om overheidsbeleid op het werkterrein van Kust- & Zeestudies op te starten en te realiseren

Het signaleren van en adviseren over ontwikkelingen ten aanzien van beleid, beheer en recht aan actoren in het werkveld

Problem directed working

Awareness of social responsibility

Giving advice about aspects of the coastal zone to related parties

Multi disciplinary integration

Transfer and broad applicability

Assessment

The vision for development of the Eems-Dollard:

3 EC

The draft policy plan (including the interactive implementation plan):

4 EC

Verplichte literatuur / required text book(s)

1. Hooimeijer P. et al Kwaliteit in meervoud, habiforum, Expertisenetwerk meervoudig ruimtegebruik (blackboard)
2. Rense, R. Veiligheid in samenhang. Ruimtelijke kwaliteit in de kustverdedigingzone (AO) (Blackboard)
3. Kay, R. and Alder, J. (2005), Coastal Planning and Management (second edition). Spon Press, London

Module code HKZ33 Coastal project management

Module co-ordinator

HOF

Credits (ECTS)

7

Extent (study hours)

200

Prerequisites

The minor is available for students in their 3rd or 4th year of any bachelor's course, provided that they can bring 'disciplines' which are of interest in any coastal zone area.

Contents

Expertise

Project planning , interactive implementation of politics, Ems-Dollart area
Specification of job products

Students should know how to

- Be familiar with project management theory
- Be able to design a project
- Be able to manage a complex project
- Be able to involve al relevant stakeholders
- Determine influencing strategy
- Be able to bear responsibility for professional teamwork

Roles

- Projectmanager
- Oral presentation
- Negotiation skills
- Writing a report
- Writing on a little scale

Learning and teaching methods

Groepswerk en workshops

Learning outcomes

Job products:

- a. (preliminary-)investigation report with a critical review
- b. project design
- c. planning of activities
- d. management of time, money, quality and manpower planning

Competencies

- Main Competence "Project manager"
- Lead of participate during projects in the sector Coastal & Sea studies
- Academically applying
- Collaborating in projects (coastal development, coast protection and water economy and integration of sea and coast) from a multidisciplinary and integrative approach
- Collaborating in development of proposals for a sustainable accomplishment of commercial activities in the coastal zone
- Base qualification of management tasks
- Methodical and reflective thinking and acting

Assessment

Mark for job products 7EC

Required text book(s)

- 1.Hooimeijer P. et al Kwaliteit in meervoud, habiforum, Expertisenetwerk meervoudig ruimtegebruik (blackboard)
- 2.Rense, R. Veiligheid in samenhang. Ruimtelijke kwaliteit in de kustverdedigingszone (AO) (Blackboard)
- 3 Kay, R. and Alder, J. (2005), Coastal Planning and Management (second edition). Spon Press, London

Module code HKZ34 Collaborative stakeholder management in the coastal zone

Module co-ordinator

HOF/WIT

Credits (ECTS)

7

Extent (study hours)

200

Prerequisites

The minor is available for students in their 3rd or 4th year of any bachelor's course, provided that they can bring 'disciplines' which are of interest in any coastal zone area.

Keywords

Integration, participation, organization of a manifestation

Contents

Expertise

- Waddensea, interactive accomplishment of plans, organization of manifestation
- Specification of job products

- Be able to evaluate a participative approach for coastal zone planning
- Be able to identify relative importance of stakeholders.
- Be able to use knowledge of a stakeholder analysis to start interactive policy making and execution
- Improve his management skills (leading, organising, checking and planning)
- Improve his skill to influence behaviour of others
- Improve his capabilities to evaluate his own learning processes

Roles

- Process manager, stimulator
- Targetgroup research
- Oral presentation
- Negotiating
- Discussion talk- and listening skills, external
- talk- and listening skills, internal

Learning and teaching methods

Group work, workshops

Learning outcomes

Level 3

Job products

- The design of a strategy to influence other stakeholders (Role of 'Producer').
- A meeting (congress, symposium, manifestation) of Dutch and German stakeholders from the Ems-Dollard tidal area, with the aim to bridge differences in interests. (Role process manager)
- Process evaluation of working in an interdisciplinary group. (evaluation on roles)

Competencies

- Main competence "Building bridges
- To bridge contradictions of different parties within a problem or wish, that has to be communally tackled
- Argumentation of the different interests of the different organizations from multidisciplinary and integrated approach
- Problem directed working
- Maintaining of contacts with all concerned parties
- Social-communicative skill
- Negotiation with all concerned parties
- Broad professionalization
- Creative and complex acting

Assessment

- Groups mark for report 4 EC
- Individual process evaluation 3EC

Required text book(s)

1. Hooimeijer P. et al Kwaliteit in meervoud, habiforum, Expertisenetwerk meervoudig ruimtegebruik (blackboard)
2. Rense, R. Veiligheid in samenhang. Ruimtelijke kwaliteit in de kustverdedigingszone (AO) (Blackboard)
3. Kay, R. and Alder, J. (2005), Coastal Planning and Management (second edition). Spon Press, London

Module code PMK43 Where water chain meets water system

p.m.

Module code HKZ24 Dealing with environmental risks

p.m.

Module code HMK26E Environmental Auditing

Module co-ordinator

BOQ

Credits (ECTS)

7 EC

Extent (study hours)

200

Prerequisites

Students should have:

- knowledge of Management and Organizations (phg01E or hhg01)
- strongly recommended: Total Quality management (hhg23E or phg23)

Keywords

Types of audits; legal and other requirements; standards ISO 14001 and ISO 19011; auditor qualifications; audit methodology; audit process: preparation, audit-interviews and reporting audit-findings; environmental performance; certification.

Learning and teaching methods

Lectures, workshops and individual study

Learning outcomes

At the end of the module the student will be able to:

- use different types audits as management tool in different fields of operation
- apply legal and other requirements during the audit process
- prepare and plan an audit
- gather data, using e.g. document research and interviews
- check audit data and against legal and other requirements
- report verbally to management and in writing audit findings
- carry out internal environmental audits in an organization

Competencies

Competencies on level 2 of the environmental science course

- Communicate and function in integral, international environmental context (Multidisciplinary approach; able to exchange expertise)
- Survey, analyze and evaluate environmental processes (Environmental aspects and effects)
- Work in methodical and reflective way (Systematic and structured methods)

Assessment

- 1 EC: Individual written exam of basic knowledge of auditing in week 4
- 3 EC: Assessments of audit-skills in workshops during the whole module
- 3 EC: Individual essay exam in week 8

Required text book(s)

International (English) version of the module: "Reader Auditing" (03015).

Dutch version of the module:

- 03028 Reader Auditing (nederlandstalige versie)
- 19037 Claessen, J.J.H. e.a.: Auditing, aan de slag met ISO 19011. NEN, 2003
- 19005 Hortensius, D. e.a.: Praktijkgids milieumanagement. Werken met ISO 14000, NEN 2005

Module code HMK51 Energy & Waste

p.m.

Module code HMK59 Air Quality & Climate

p.m.