GHENT UNIVERSITY

Course Specifications

Valid in the academic year 2024-2025

Project Design in Agri-food Systems (I002917)

Course size *(nominal values; actual values may depend on programme)*

Credits 5.0 **Study time 150 h**

Course offerings and teaching methods in academic year 2024-2025

A (semester 2)	English	Gent	seminar	5.0h
			independent work	5.0h
			group work	15.0h
			lecture	25.0h

Lecturers in academic year 2024-2025

De Steur, Hans	LA27	lecturer-in-charge
Van Schoubroeck, Sophie	LA27	co-lecturer

Offered in the following programmes in 2024-2025	**crdts**	**offering**
International Master of Science in Rural Development	5	A
Master of Science in Bioscience Engineering: Agricultural Sciences	5	A
Master of Science in Nutrition and Food Systems	5	A
Exchange Programme in Bioscience Engineering: Agricultural Sciences (master's level)	5	A
Postgraduate Programme in Innovation and Entrepreneurship in Engineering – Advanced	5	A
Postgraduate Programme in Innovation and Entrepreneurship in Engineering – Foundations	5	A

Teaching languages

English

Keywords

Project identification, participatory needs assessment, formulation and planning, budgeting and financial analysis, economic assessment, monitoring, evaluation, impact analysis

Position of the course

This course aims to discuss and frame basic knowledge of techniques to design projects, with a particular interest in projects in agri-food systems. First, the project concept and project cycle are introduced. Next, we map the project landscape in agri-food systems and look at the major frameworks and donor groups. Chapter 3 introduces different ways in which project needs could be identified based on participatory methods (including stakeholder mapping and assessments). Chapter 4 explains how a needs assessment leads to a project rationale which is then described in a Theory of Change and logical frameworks. Next, tools to operationalize projects are introduced. This includes tools to identify activities and operational plans (Chapter 5), as well as project budgets and how to appraise these (financial and economic costs and benefits) (Chapter 6). The course ends with a chapter on indicators, monitoring and evaluation tools (Chapter 7) and one on techniques for impact analysis (Chapter 9).
Each chapter/tool is illustrated with practical examples and exercises.
Students apply the acquired knowledge by writing a project proposal in groups. This groupwork is a very important part of the course.

Contents

1. Project concept and project cycle
2. Mapping the project landscape in agri-food systems
3. Participatory identification of needs

4. Formulation of project rationale (theory of change and logical framework analysis)
5. Project activities and operational plans
6. Project budget and appraisal (financial and economical costs and benefits)
7. Indicators, monitoring and evaluation
8. Impact analysis

Initial competences

Basic knowledge of economics (supply and demand, costs and benefits, opportunity costs). Students who
do not have any knowledge on economics should contact the responsible teacher.

Final competences

1 The student recognises the different parts of a project and project proposal.
2 The student applies models and tools in participatory project identification, project formulation, operational planning, financial and economic analysis in a project proposal.
3 The student critically assesses the different parts of a project proposal.
4 The student acknowledges and arguments on the methodologies for monitoring, evaluation and impact analysis.
5 The student writes a project proposal on a real-world case in an agri-food system.
6 The student constructively participates with colleague students in the process of writing the project proposal.

Conditions for credit contract

Access to this course unit via a credit contract is determined after successful competences assessment

Conditions for exam contract

This course unit cannot be taken via an exam contract

Teaching methods

Group work, Seminar, Lecture, Independent work

Extra information on the teaching methods

- Theory: lectures

- Exercises: examples, calculation exercises, group work supervised by professors and teaching assistant

Study material

Type: Slides

Name: Slides for all chapters
Indicative price: Free or paid by faculty
Optional: no
Language : English
Available on Ufora : Yes
Online Available : No
Available in the Library : No
Available through Student Association : No

Type: Reader

Name: Background documents
Indicative price: Free or paid by faculty
Optional: no
Language : English
Available on Ufora : Yes
Online Available : Yes
Available in the Library : No
Available through Student Association : No

References

Pinto, J.K. (2021). Project Management, Achieving Competitive Advantage Global Edition. Fifth Edition. Pearson Education, Harlow, Essex, UK.
Vanhoucke, M. (2012). Project management with dynamic scheduling: Baseline scheduling, risk analysis and project control, Springer.
Resources published by organisations such as PM4DEV - www.pm4dev.com

Many more books on the subject are available in the library of the faculty

Course content-related study coaching

Interactive support through Ufora (forums, FAQ, e-mail..).
By appointment with the lecturer and assistant

Assessment moments

end-of-term and continuous assessment

Examination methods in case of periodic assessment during the first examination period

Oral assessment

Examination methods in case of periodic assessment during the second examination period

Oral assessment

Examination methods in case of permanent assessment

Peer and/or self assessment, Assignment

Possibilities of retake in case of permanent assessment

examination during the second examination period is possible in modified form

Extra information on the examination methods

Periodic assessment: oral exam; peer evaluation
The oral exam with written preparation assesses if the student understands and knows the methods and tools in project design and has the skills to apply and critically analyze these tools. The repetition of the oral examination in the second examination period is organised in a similar way to the first examination period.
Permanent assessment: project proposal developed in group
The project proposal developed in group assesses the student's ability to apply the knowledge of and skills in the tools seen in class.
The evaluation of the project proposal is based on its overall quality, the comprehensive and correct use of the tools, and includes a peer assessment. In case the student fails on the permanent assessment part of the course, the student can retake the project proposal in a modified form. This consists of individually providing corrections to one or more parts of the project proposal submitted in the first examination period.

Calculation of the examination mark

Periodic assessment: the exam counts for 40% of the final mark
Permanent assessment counts for 60% of the final mark of which 80% is based on the marks of the project proposal and 20% on the peer assessment.
Students who eschew period aligned and/or non-period aligned evaluations for this course unit may be failed by the examiner.
In case a student obtains less than 10/20 for at least one of the components, the student can no longer obtain a pass mark for the course unit as a whole. If the total score does turn out to be a mark of ten or more out of twenty, this is reduced to the highest fail mark (i.e., 9/20). In such cases, the student repeats the components on which the student failed in the first examination period. In case the student needs to retake the project proposal as an assignment, the scores obtained on the peer assessment are transferred to the second session exam. The lecturer remains responsible for the final mark and has the right to adjust the peer assessment marks or even to disregard those marks altogether when determining the individual student's marks on their groupwork.

Facilities for Working Students

The project proposal developed in group is an important part of this course and requires students to be able to participate in classes and groupwork. This may be difficult for students who work and who can not join classes.