

INDHOLDSFORTEGNELSE

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RESUME

Strukturudviklingen i dansk landbrug går i retning af mere og mere specialiserede virksomheder, hvor hovedvægten af indkomsten kommer fra én til to produktionsgrene. Dette giver plads til de landbrug, der ønsker at differentiere indkomspotentialet på flere områder, f.eks. etablering af gårdbutik, landboturisme, gårdmejeri m.v.

Den nuværende uddannelse til driftsleder tager primært udgangspunkt i de specialiserede landbrug og de krav, der er til de kommende ejere. Derfor ønsker Den Økologiske Landbrugsskole på Kalø at udvikle en driftslederuddannelse, der implementere områder, som giver de uddannede driftsledere indsigt i andre forretningsområder.

Denne rapport er vores forslag til et undervisningsforløb og studieplaner med et indhold, der giver mulighed for at de studerende kan fordybe sig i disse områder. Vi lægger vægt på stor medindflydelse fra de studerendes side.

Da vi gerne vil tiltrække både internationale og danske studerende er studieplanerne skrevet på engelsk, da vi forventer at engelsk bliver undervisningssproget.

Forløbet opfylder naturligvis den nuværende bekendtgørelse til driftslederuddannelsens Modul 3.

LANDBRUGETS DIFFERENTIEREDE STRUKTURUDVIKLINGS KRAV TIL LANDBRUGETS DRIFTLEDERKURSUS.

Lærere og ledelse på Den Økologiske Landbrugsskole på Kalø har i efteråret 2006 arbejdet med udvikling af en driftslederuddannelse, der er målrettet de, der ønsker at drive et landbrug, der har andre forretningsområder end de stærkt specialiserede landbrugsproduktioner eller har et ønske om at drive et mere differentieret landbrug.

Da en stor del af vores studerende på denne driftslederuddannelse forventes at være internationale studerende, er studieplanerne udarbejdet på engelsk, der også forventes at blive undervisningssproget.

Vi forventer at det første hold starter 1. september 2007. Derfor kan vi ikke fremlægge eksemplificerede gennemførte undervisningsforløb i denne rapport.

Projektformål

At bestemme hvilke krav til landbrugsuddannelsens driftslederkursus den differentierede strukturudvikling i dansk landbrug stiller. Dernæst at vurdere disse krav i forhold til skolerne kendte kursusbeskrivelser og Foreningen af Danske Landbrugsskolelæreres erfaringer om det nuværende indhold på dette kursus og at udvikle et forløb, der tilgodeser ledelse af et ikke-industrielt landbrug.

Målgruppe for uddannelsen

Den gruppe, der som strategisk valg ønsker et differentieret landbrug.

Indhold og proces i projektet

Undersøge krav til en driftsleders kompetencer for at honorere ovenstående og vurdere disse krav i forhold til nuværende uddannelse.

Udvikle et undervisningsforløb, der tilgodeser kravene fra det ikke-industrielle landbrug.

Det differentierede landbrug

Direkte adspurgte mener mange landmænd og erhvervets konsulenter at langt de fleste landbrug i et eller andet omfang er multifunktionelle, da der er flere produktionsgrene på ejendommene. Derfor bruges i stedet begrebet det differentierede landbrug til at beskrive det landbrug, der ikke kun beskæftiger sig med primær landbrugsproduktion.

Landbruget har altid forsøgt at udnytte sine aktiver bedst muligt til at skabe den bedste indkomst for den enkelte ejer. Landbruget har på visse områder oplevet en nedgang i den sikrede del af indkomsten gennem en årrække, bl.a. som følge af EU's landbrugsreformer i 2003, der har betydet at hovedparten af EU-støtten er blevet afkoblet fra produktionen.

Omvendt giver reformerne mulighed for at bruge Landdistriktsmidler til udvikling i landdistrikterne – herunder muligheden for at udvikle nye områder, der kan sikre det enkelte landbrug en acceptabel indkomst. Muligheder der formentlig især vil blive en fordel for den

del af dansk landbrug, der ønsker at drive et ikke-industrielt landbrug eller at udvide forretningsområderne på det allerede eksisterende landbrug.

Det differentierede landbrug er et landbrug, hvor dele af indkomsten kommer fra andet end den primære landbrugsproduktion, f.eks. Bed and Breakfast, gårdbutikker, gårdmejeri, gårdslagteri, forskellige former for landboturisme, alternativ husdyrproduktion (får og geder, hestehold mv.), naturpleje, alternativ planteproduktion for blot at nævne nogle muligheder.

Nuværende driftslederuddannelse

Dansk Landbrug og Landbrugsuddannelsesudvalget har i fællesskab lavet en undersøgelse om de unges valg og fravalg af videreuddannelse efter Faglært Landmand.

Undersøgelsen resultater foreligger i "De unges valg og fravalg af landbrugets overbygningsuddannelser" fra juni 2006. Herunder beskrives dele af undersøgelsens konklusioner.

Indholdet i den nuværende uddannelse til driftsleder (Modul 3) er særdeles målrettet mod at de studerende skal være selvstændige landmænd på specialiserede landbrug med enten svine-, kvæg- eller planteproduktion.

Der er en del af de faglærte landmænd, der ikke ønsker eller har muligheden for at blive selvstændige på de kapitaltunge bedrifter. Denne gruppe af unge finder det ikke nødvendigt at tage en uddannelse, der er bogligt og teoretisk baseret. Gruppen mener ikke, de har brug for mere teoretisk viden for at honorere kravene i deres nuværende stillinger.

Denne indstilling kunne muligvis ændres, hvis uddannelsen bliver mere praktisk relateret og det bliver tydeligere at modul 3 også giver mange kompetencer for driftsledere, kompetencer der ikke opnås som faglært landmand.

For landbrugsskolernes vedkommende er udfordringen at tilrettelægge et forløb der sikrer en stor grad af praktisk relateret undervisning sammenkædet med teoretisk viden.

Samfundets opfattelse af landbrugserhvervet og erhvervets vilkår har stor betydning for tilgangen til driftslederuddannelsen.

Det har gennem en årrække været meget fokus på fødevarerproduktion og -kvalitet, produktionsmetoder samt naturgenopretning og -pleje. Dele af landbrugserhvervet oplever at flere og flere restriktioner i forhold til at have en meget specialiseret fødevarerproduktion. For nogle betyder det at strukturtilpasningen går endnu mere i retning af mere specialisering og større enheder. Andre skal finde nye indtjeningsmuligheder på deres landbrug og derfor nye måder at drive deres landbrug på, herunder at differentiere deres landbrug i forhold til mængdeproduktion.

Opfattelsen blandt de adspurgte elever i undersøgelsen viser, at de synes at selvstændige landmænd tjener for lidt i forhold til andre erhverv. Derudover høre de unge ikke om succesfulde unge landmænd, der kan være rollemodeller for andre unge.

Kompetencer

De unge, der ønsker at blive selvstændige landmænd har allerede udprægede iværksætterpotentialer – og disse potentialer skal være en del af drivkraften i undervisningen.

For den landmand, der er uddannet til at drive et traditionelt producerende landbrug, er det en stor udfordring at udvikle sit landbrug med områder som Bed and Breakfast, gårdbutikker, gårdmejeri, gårdslagteri, forskellige former for landboturisme, alternativ husdyrproduktion o.lign. Det vil stille krav til andre kompetencer, end landmanden allerede har.

Hovedparten af landbrugets produkter leveres til andelsejede virksomheder, der skal aftage produkterne. Det betyder at den enkelte landmand ikke skal forhandle med virksomheden om afregningspris og kvalitet, men må tage til takke med den pris som slagteriet eller mejeriet fastsætter for den pågældende kvalitet.

Ønsker landmanden f.eks. at drive en gårdbutik skal han have et ganske anderledes kendskab til markedet både som indkøber og sælger, herunder leverandør- og kundekontakt samt markedsføring. Derudover er der naturligvis en lang række lovgivningsmæssige ting, som landmanden skal have kendskab til, f.eks. omkring hygiejneregler.

De samme krav gør sig gældende for landboturisme, bed and breakfast og andre områder, hvor der er tale om køb, salg og markedsføring.

Ovenstående krav er blevet bekræftet af landmænd, der allerede er i gang med f.eks. gårdbutik eller landboturisme.

I den nuværende uddannelse til driftsleder er der ikke ret meget om køb, salg og markedsføring af produkter af de grunde, der tidligere er nævnt. Derfor skal disse emner styrkes i uddannelsen. Ligeledes er der ikke meget om de forskellige regler, når man ønsker at starte en gårdbutik, mejeri, slagteri mv. Også dette område bliver styrket i uddannelsen i det omfang de studerende efterspørger disse områder.

Undervisningen

Forløbet er skitseret i det "Outline" der er med som bilag. Desuden foreligger der studieplaner for de enkelte fagområder, bortset fra valgfagene.

Undervisningen sikrer at de studerende opfylder betingelserne for at gennemføre uddannelsen som beskrevet i den gældende bekendtgørelse. Desuden vil undervisningen sikre, at de studerende kan udvikle kompetencer indenfor de områder, der er nødvendige i forhold til det differentierede landbrug.

De studerende skal naturligvis selv være med til at afdække deres egne særlige behov for kompetenceudvikling og derefter udvikle deres viden og kompetencer på de afdækkede områder.

For at gøre undervisningen relevant i forhold til det praktiske landbrug vil vi inddrage eksisterende landbrug direkte i undervisningen i størst muligt omfang. Det gælder landbrug, der allerede er differentierede og landbrug, der har mulighed for at skabe et differentieret område indenfor den eksisterende virksomhed.

Vi vil bruge og udbygge vores netværk af landmænd, der allerede er i gang med områder der ligger uden for landbrugets primære produktion. Disse landmænd vil vi bruge dels som sparringspartnere og dels som gæstelærere.

Erfaringer fra differentierede landbrug i bl.a. Norge og Østrig vil blive inddraget i undervisningen på mange niveauer.

Skolen er involveret i et Leonardo da Vinci projekt (Ecological Agrarian Tourism), der bl.a. omhandler etablering af netværk i Europa indenfor økologisk landboturisme.

I den danske del af projektet er der i øjeblikket ved at blive etableret et netværk, der har deltagere fra såvel rådgivningssektoren, turistsektoren, undervisningssektoren og deltage-re med landbrug, der har mangeartede aktiviteter. Viden fra dette projekt implementeres naturligvis i undervisningen.

Et af projektets formål er at udarbejde et materiale om økologisk landboturisme, der kan bruges i undervisningsøjemed.

Det viser sig at f.eks. Polen er langt fremme med økologisk landboturisme og erfaringerne herfra kan bruges i undervisningen på modul 3.

Gennem hele forløbet vil der være større og mindre projekter indenfor hvert fagområde og flere af disse projekter vil være tværfaglige. En stor del af projekterne knytter an til det differentierede landbrug. Der forventes 4-5 større tværfaglige projekter – inklusiv et øve-projekt kort tid før selve eksamensprojektet.

De studerende skal være med til at beskrive en del af projekterne, da det er meningen at projekterne skal være meget individuelle efter ønsker og interesser hos de studerende. Andre projekter kan være beskrevet af underviserne – i hvert fald i overskrifter – men med mulighed for individuel tilpasning til den enkelte studerende.

Der er mulighed for at arbejde individuelt og i grupper afhængig af ønsker og interesser.

For at styrke det selvstændige projektarbejde afsættes der ca. 100 lektioner til projektarbejde. Projektlektionerne giver mulighed for at de studerende kan fordybe sig i deres projekter og samtidig få vejledning af de relevante undervisere. Vejledningen omfatter både faglig vejledning og procesvejledning og er ikke ment som klasseundervisning.

Projektlektionerne fordeles over de første 19-20 uger af forløbet med 5 lektioner i gennemsnit per uge.

En væsentlig del af vejledningen vil foregå som individuel coaching eller gruppecoaching. I det hele taget vil coaching blive en vigtig del af undervisningen så de studerende også får prøvet denne arbejdsform selv.

Vi har foreløbig følgende ideer til projektområder:

Produktionsfagene:

Projekt(-er), der omfatter dele af husdyrfagene, plantefaget samt maskiner og bygninger:

F.eks. sammenhæng mellem foderbudget og markplan på ejendomsniveau. Beregning af maskinomkostninger med beregning af DB-maskinhus og vurdering af egne maskiner contra maskinstation for den pågældende produktion. Byggestyring, etablering af gårdmøjeri, gårdbutik, ridebaner, hestestalde, bed & breakfast mv.

Strategi + øvrige fag:

Strategirapport på konkrete ejendomme/virksomheder, der beskriver fremtidsmulighederne for ejendommen/virksomheden f.eks. muligheder ved generationsskifte, omlægning fra konventionelt til økologisk landbrug, nye produktionsgrene (landboturisme, gårdbutik, bed & breakfast, golfbane, energiproduktion mv.) medarbejderpolitik, samfundsøkonomiske forhold m.v.

Økonomi + øvrige fag:

Decideret øve-projekt på en ejendom. Projektet omfatter etablering, drift og alternativer herunder etablering af alternative forretningsområder. Det økonomiske område kan selvfølgelig implementeres i flere af projekterne i de øvrige områder.

Andet:

Der kan arbejdes med projekter der vedrører samarbejde mellem flere ejendomme på enkelte eller flere produktionsgrene. De valgte ejendomme kan eksempelvis være de studerendes tidligere arbejdspladser.

De studerende lærer at bruge de styringsværktøjer, der er relevante i forhold til deres virksomhed. Det gælder danske styringsværktøjer og i muligt omfang også styringsværktøjer fra andre lande.

Valgfagene bliver planlagt i samarbejde med de studerende. Valgfagene giver mulighed for at beskæftige sig med emner, der ikke er implementeret i den øvrige undervisning og vil tage udgangspunkt i de studerendes ønsker. Vi har naturligvis ideer til valgfag; opbygning af hjemmeside, etablering i de studerendes egne lande, politiske emner mv.

De studerende vil blive introduceret til værktøjer, der vil styrke deres personlige og faglige udvikling samt give dem mulighed for at udarbejde strategier, forretningsplaner, planer for medarbejderudvikling og egen lederudvikling.

De studerende vil kunne udarbejde flerårige planer, der omfatter resultat-, likviditets og balancebudgetter for hele virksomheden, hvor der er flere alternative forretningsmuligheder.

De studerende skal udarbejde et afslutningsprojekt på en konkret landbrugsvirksomhed, hvor de viser, de kan håndtere, den viden de har skabt og de værktøjer de har brugt i forløbet.

Projektet skal udarbejdes som et beslutningsgrundlag for de næste års udvikling på bedriften.

Skitsen, der viser undervisningsforløbet kan give indtryk af en meget streng opdeling mellem fagområderne. I virkeligheden vil der være et meget tæt samarbejde mellem fagområderne og mellem underviserne.

Dette kan bl.a. lade sig gøre fordi det er 3-4 lærere der underviser i langt de fleste områder, derfor vil disse hele tiden kunne tilrette deres undervisning efter hinanden, hvor det er nødvendigt og relevant.

De efterfølgende sider er dels en introduktion til Organic Farmer 3 og dels studieplaner for forløbet. Organic Farmer 3 vil i det efterfølgende benævnes OF3, hvilket svarer til den danske Modul 3. Organic Farmer relaterer til at gennemført og bestået uddannelse giver bevis som økologisk driftsleder.

ORGANIC FARMER 3

Introduction

The present course curriculum for the Farm Manager Education is in accordance with the Danish Ministry of Education's Departmental order number 649 of 30. June 2000. It contains information on and formal descriptions of the programme's purpose, duration, structure, content and methods of evaluation etc.

The purpose of this curriculum is to provide students, lecturers and external examiners with an informative and clear description supporting the process of planning, implementing, completing and evaluating the course programme.
The curriculum is revised at intervals on the basis of students' and lecturers' evaluations.

Objectives of farm manager education

According to the ministerial order number 649 the aim of the education is to qualify the graduate to be competent to act as a farm manager.

The graduate can independently manage an agricultural production at an advanced level and carry out all functions in the field in which he/she is trained. In combination with experience from occupation the education lays the ground to be a farmer or manager at a more advanced level and for further education at higher level.

On completion of the course the students should be capable of managing the production and the economy on a farm in line with the objectives laid down and also with consideration to the environment, ethics, animal welfare and ecological aspects.

The educated farm manager must be able to plan and implement changes in production in accordance to internal and external relations.

The educated farm manager are able to – independently and unaided – take responsibility for the education of the staff on the farm and also for himself/herself.

The educated farm manager is expected to have acquaintance with national and international relations in general and to have especially intimate acquaintance with relations regarding the agricultural sector.

General course outline

The aim of the OF3 management education – Organic Farmer 3 – Innovative Farm Management – at The Organic Agricultural College in Denmark is to educate professional entrepreneurs and innovators. The graduates – managers or owners – can be responsible for a unique production on an agricultural enterprise. The graduate can choose strategies, make his/her own decisions and import new developments in his/her operation. The graduate can generate ideas, has a creative ability and can give form to these.

Students will develop an ability to evaluate potential and to plan the development and conversion of a farm. Students will understand the opportunities, as well as the major practical and financial constraints relating to this process.

The education follows the legislation and requirements concerning the Danish Module 3 education but with a modification to this unique profile — Innovative Farm Management. To some extent the education is also adapted to farming conditions in other European countries. As an example is experiences with multi purpose agriculture from Austria and Norway will be included.

The economic subjects are the main topics and computer based management teaching is included. The course covers biological, technical and financial management and personal development subjects. An outline of the subjects can be seen in the following pages.

Unique farming

The target group for this education are young farmers who are looking for new strategies to improve the efficiency, productivity, sustainability and economy of farming businesses. The target group are students who want to develop his/her innovative skills. The education is for students who have realised that they need new competences to survive in a rapidly changing environment.

The course will give the students skills, inspiration and tools to learn how to innovate. During the course the student will be working with his/her own case to develop innovative ideas on a certain farm enterprise.

Innovation can both cover developing new productions on the farm as for instance the introduction of renewable energy production, new products as for instance processing raw material on the farm, but innovation can also be selling the normal products in a new way and/or through new channels etc.

The education appeals to students who pursue a career as managers or owners on farms with multi purpose agriculture. The programme is also for students who do not have a specific interest in organic farming. The course focuses on starting up a farm enterprise in a European country.

Keywords are:

Organic production, niche production, unique production, high quality food, real addition of value to products, contact to consumers, direct marketing, alternative marketing, diversified production, multi purpose farming/multi functional agriculture, sustain and develop the rural sector and its economy, environmentally friendly farming systems, conservation of

water, extensification, preserve natural areas of living, preserve wildlife habitats, preserve and arrange the countryside for its cultural and recreational functions, deliver public goods, conservation of attractive cultivated landscape, services safeguarding the landscape, provide renewable energy, agro-tourism, learn entrepreneurship, business management and innovation, develop new ideas and cooperation between farmers.

The green certificate

The name of the qualification and the title conferred is “Organic Farm Manager”.

The student graduates with The Green Certificate. In Denmark The Green Certificate is required for persons who want to buy a farm of more than 30 ha. The Danish State guarantees holders of The Green Certificate special low-interest loans when they purchase a farm.

Prerequisites

In order to participate in the Farm Management Education students must first fulfil the education as Skilled Farmer. Students also must master the English language in writing and speaking on a practical level, though all teaching and communication will be held in English.

Students are recommended to obtain managerial experience during their farm practice before entering the 6-month management schooling.

Teaching and working methodes

The pedagogical approach on the OF3 course builds upon the fact that the students will learn most effectively if they are involved in the teaching process and take responsibility in their own education. The student will therefore meet different types of teaching and working methods: Classroom teaching, seminar presentations by students, case studies, project work, interdisciplinary cases, tutoring and mentoring. Individual as well as group work will be a part of all teaching methods.

You will as a student be encouraged to take active part in the learning process, and be a part of a learning team, where both the process and the result counts as equally important issues. Teaching and working methods aim at enabling the student to further develop his or her independence, interpersonal skills and innovative capacities which are focal points for all study activities during the course.

The main project – the final examination project – concludes the course. It is built up, so you will have a chance to prove that you have obtained the necessary skills, but also the knowledge of how to learn.

Academic honesty and integrity

Participants will adhere to The Organic Agricultural College regulations regarding personal conduct and academic integrity.

It is important to the overall success of the class and the personal achievement of individuals to encourage group discussion and assimilation of information. However, all written assignments, with the exception of specific group activities, should reflect the personal

creativity and individual work of the author. Information derived from other sources, printed or web-based, must be properly cited. Students in violation of these principles will receive a failing grade. All acts of dishonesty (plagiarism, cheating) in any work constitute academic misconduct.

Since it is not generally possible to make up missed classes, attendance in class is mandatory. Non-accepted absence reduces final grades and can eventually result in expulsion.

Lessons per week - homework

There will normally be lectures in a week including project and study guidance.

The Farm Manager Education is very demanding to the students in terms of homework. Students must expect to use 15 – 20 hours per week making home studies such as reading, gathering information, preparing exercises, assignments and reports.

Practical information

A great deal of the information needed to make the studies is available on the Internet. There is access to PC's, and there is wireless Internet access all over the school. Although it is not an obligation, it is a great advantage to have your own laptop with you.

STUDY PLANS

Crop production management

Course objectives

The aim for the course is to enhance managerial skills in crop production. The student is expected to achieve a holistic approach to crop production on a farm enterprise and a solid understanding of how to manage all aspects of arable farming.

The ambition is to transform the skilled farmer into a manager and a director. The student must use the technical knowledge learned during previous courses and implement it on a whole farm scale.

The objectives of the course are that the participant will be able to:

- Make plans for a field production and to assess the production with regard for other enterprises on the farm, with regard to the workload and also under consideration for management of environment, quality and resources.
- Adjust the production because of new conditions and be able to explain the consequences for the farm and the surroundings.
- Evaluate potential and to plan the conversion of a farm.
- Make plans for quality of products.
- Apply knowledge about ecology and biology when planning and implementing initiatives to protect or restore nature on the farm.
- Use computer based management tools and advisory service systems.
- Assess contractual and settling conditions.

Content

The main components of the course includes theoretical discussions and exercises with special emphasis on:

- Choice of crops for all fields in a crop rotation.
- Planning and estimation of an entire field plan.
- High value crops.
- Gross margin and direct margin for the entire field operation
- Draw up a budget for a crop production unit.
- Optimising economic result from crop production.
- Shopping list for inputs.
- Marketing of produce, content of contracts and settling of accounts.
- Legislation on crop production and environment.
- Management of environment.
- Conversion of a farm from conventional into organic production.
- Strategic planning – visions for choice of crops in the field plan for year ahead.

Teaching and learning methods

The training consists of individual work, lectures, group work, exercises, assignments, project work, work with specific problems in small groups, presentations by students, computer based management teaching, an interdisciplinary project and evaluation.

Participants are requested to contribute to the programme by active participation in discussions and group works, to enhance the exchange of ideas and increase the learning for all.

Extent

46 hours

Assessment

Active participation, written exercises and reports and a final interdisciplinary examination project.

Marking scale

7–scale, internal and external evaluation.

Course literature

Lampkin, Nick et al, 2007: 2004 Organic Farm Management Handbook. 7th edition. University of Wales, Aberystwyth.

Richard J. Soffe (ed.), 2003: The Agricultural Notebook. 20th edition. Blackwell Science.

Cattle production

Course objectives

The main objectives of the course are to provide the students with a deeper understanding of modern management of cattle- and dairy production. The students must learn how to evaluate the current situation on different cattle/dairy farms, and will be given tools to improve production, strategic planning and overall management on the dairy/cattle farm.

After attending the course:

- The students should be able to apply knowledge into practical dairy production
- The students are expected to have the knowledge and skills to handle a dairy/cattle at manager level

Content

The course includes lectures, discussions and exercises around these subjects:

- Contribution margin per cow. How to find it and how to improve
- Production budgets
- Analysis of out prints for evaluation of overall farm situation (production results, etc.)
- Health management
- Reproduction management
- Modern management tools
- Milk quota adjustment
- Overall management in organic dairy production

- Benchmarking
- Buying and selling of fodder (making of contracts, raw materials or concentrate mixes? etc.)
- Roughage management (quality, feed budgeting, etc.)

Teaching and learning methods

Based on lectures, group work, written exercises and reports and oral presentations by the students

Extent

46 lessons

Assessment

Active participation. Evaluation of written exercises, reports and a main interdisciplinary project report.

Marking scale

7 grade scale

Course literature

Various handouts

Construction - management

Course objectives

The object line of the course is to give the student a solid knowledge about the administrative processing of a farm-building project, from idea to result.

On completion of the course the students should be able to:

- Estimate the value of farm buildings. Estimate conditions and applications and carry out sketching drawings of the existing buildings.
- Develop an idea into a project that you can justify in person, work-related and economic justifiably.
- Estimate how ever idea and legislation can unite to a proper solution.
- Combined living-quarters, workplace and leisure in a comprehensive picture that you can live with for many years ahead.
- Estimate what part you have to play in the project. Where do you need help and what do you need help for.
- Decide who has to carry out the work. Do you want to participate in the building project, or do you choose to delegate all of it.
- Act as a supervisor and in consultation with your adviser; secure the quality of the building project.
- Ensure that the architectural look is proper, with respect for the landscape around the farm.
- Make plans for planting around the farm, so it will be in harmony with the surroundings.

Content

The content of the course includes theoretical discussions and exercises with special emphasis on:

- Estimated value and application of existing buildings.
- Arrangement inside the buildings. Use of materials, prices and quality.
- Where to place new buildings.
- New and old buildings compound. Choose a suitable site for the building.
- Idea and planning.
- Contract and tender of various shapes.
- Procuring of tender.
- Invitation to submit tenders.
- Temporary insurance.
- Inspection of the new construction.
- Arrangement of contractor meeting.
- Planning protective planting and maintenance.

Teaching and learning methods

Lectures, written exercises, project work. (Individual and group work)

Extent

40 hours

Assessment

Active participation, written exercises and reports and final interdisciplinary examination project.

Marking scale

7 scale, internal and external evaluation

Course literature

Richard J. Soffe (ed.), 2003: The Agricultural Notebook. 20th edition. (Parts of it)
Agricultural publishing firm "Landbrugsforlaget" DK 1999: "Byg Bedre". Freely translated copies.

Financial costs related to farm machinery

Course objectives

The object line of the course is to give the student a fundamental knowledge about machinery approach and rationalization (RATIO is Latin and means common sense), so that he/she will have the best possibilities to increase the income on the farm.

On completion of the course the student should be able to:

- Putting together an ideal machinery system that is flexible enough to adapt to a range of weather and crop conditions while minimizing long-run costs and production risks.
- Control machinery and power costs per hectare.
- Making sensible decisions about when to acquire, when to trade, and how much capacity to invest in.
- Decide when it is the optimal moment to replace farm machinery.
- Estimate however you have to acquire the machinery by ownership, or you should consider other solutions.
- Consider however you should buy expensive machinery, or you should call a custom operator to do the job.
- Estimate field capacity of farm machines, used to schedule field operations, power units, and labour and to estimate machine operating costs.
- Estimate fuel consumption for the most common field operations.

Content

The content of the course includes theoretical discussions and exercises with special emphasis on:

- Estimate costs on individual machinery and total assembly of machinery.
- Make calculation out from depreciation, interest, taxes, insurance and housing.
- Repairs and maintenance.
- Reasons to replace machinery.
- General replacement strategies.
- Different ways to acquire farm machinery, advantages and disadvantages.
- Joint machinery ownership.
- Consider ownership or custom hire.
- Effective field capacity.
- Fuel for field operations.

Teaching and learning methods

Lectures, written exercises and project work. (individual and group work)
Visit a farm to estimate value and condition of the machinery.

Extent

15 hours

Assessment

Active participation, written exercises and reports and final interdisciplinary examination project.

Marking scale

7 scale, internal and external evaluation.

Course literature

The U.S. Department of Agriculture. (USDA)

Eight reports about machinery management, year 2001.

- PM 952 Farm Machinery Selection
- PM 710 Estimating Farm Machinery Costs
- PM 1860 Replacement Strategies for Farm Machinery
- PM 787 Acquiring Farm Machinery Services
- PM 1373 Joint Machinery Ownership
- PM 786 Combine Ownership or Custom Hire
- PM 696 Estimating Field Capacity of Farm Machines
- PM 709 Fuel Required for Field Operations

Management, communication and strategy

Course objectives

The aims of the course are that the educated obtains knowledge and develops a substantial capacity for independently manage and run a farm related to personal and personnel management. Besides the mentioned above that the educated obtains knowledge and develops a substantial capacity for communication with the farms interested parties. Furthermore that the student acquires knowledge and capacity for set and decide a strategy for the farm. Finally that the student acquires knowledge and capacity of using different types of strategically tools.

After completing the course, the student should be able to:

- Understand the importance of personal and personnel improvement and using tools to improve.
- Describe the jobs and the working place for advertising.
- Make interviews with and employment of coming employees.
- Take care of a certain dismissal of an employee in a way that gives future possibilities for the employee in a new job and for the employer to find new employees.
- Understand and clarify the employee's rights and duties for the staff.
- Understand and constructively participate in conflict solutions between more employees or between the employees and the employer.
- Understand the importance of motivating the employees and which factors make motivation for the staff.
- Understand the importance of teamwork and how to create teamwork.
- Understand the importance of effective communication with interested parties and knowledge of using effective communication in all aspects.
- Set targets for the farmer, his staff and the farm in short-term and in long-term.

- Use the different types of strategically tools in managing and developing the farm.

Learning objectives and content

The course includes theoretical discussions and practical and technical exercises in:

Personal management:

Learning objectives: That the student acquires knowledge of the importance of personal improvement as human being, farmer, manager, executive director, entrepreneur and innovator. Besides the mentioned above that the student acquires knowledge of how to improve.

Content: Using of e.g. Johari Window, personal analyses, SWOT and the 7 habits of highly effective people as tools for personal improvement.

Communication:

Learning objectives: That the student acquires knowledge of the importance of effective communication and training in different types of communications. Besides the mentioned above that the student acquires knowledge of effective marketing.

Content: Coaching, transaction analyses, dialogue, instructions, conflict solutions, negotiations with business partners, consumers and customers.

Personnel management:

Learning objectives: That the student acquires knowledge of factors connected to personnel management and useful tools for managers.

Content: Make employee manual, plans of employee and employer conversation and tools for making working plans, factors of motivation and tools that make motivation work, tools for creating effective and motivating teams and teamwork.

Strategy:

Learning objectives: That the student acquires practical knowledge of setting targets for the owner, the staff and the farm in short-term and long-term and use the decided strategy in developing the farm. Besides the mentioned above that the student acquires knowledge of using different types of strategically tools as an element in managing the farm.

Content: Operational, tactical and strategic theory and tools as e.g. SWOT analysis, The Boston Matrix, Situational Leadership, Five Forces

Teaching and learning methods

Lectures, written exercises and projects, group works, self-tuition and oral presentation by the students.

Extent

80 lessons.

Assessment

The student must show active participation in the course. Besides that evaluation takes place by written exercises and reports and a main interdisciplinary project report. There

will be internal evaluation (marks for the course's work) as well as external evaluation that includes external examiner.

Marking scale

7-grade scale.

Course literature

Soffe, Richard J.: Primroses McConnell's The Agricultural Notebook. 20th Edition. Published by Blackwell Science Ltd. 2003

Handouts

Society and trade

Course objectives

The aim for the course is for the student to obtain a solid acquaintance with how agriculture interacts with surroundings and to understand farming in a global context.

The educated farm manager is expected to have acquaintance with national and international relations in general and to have especially intimate acquaintance with relations regarding the agricultural sector.

The objectives of the course are that the participant will:

- Obtain a good understanding on how the farming sector interact with the rest of the society, e.g. development of society, legislation and sales connected to ultimate user.
- Understand the importance of balanced and sophisticated attitude to quality and ethic of foodstuffs and environment – related to nationally as well as international conditions.
- Become familiar with political behaviour related to political organisations.
- Be able to manage and run the farm in short-term as well as long-term connected to the targets for the owner, the staff, parts of the farm and the whole farm.

Content

The main components of the course on social studies includes theoretical discussions and exercises with special emphasis on:

- Economics.
- Socio-Economic importance of agriculture.
- The self-image of farming communities.
- How do farmers organize themselves? What is the best way for farmers to look after their own interest? Farmers associations. Agricultural Council. COPA. Lobbyism.
- CAP. Do the CAP imply possibilities for innovative farming and multi purpose farming? Political initiatives for more organic farming in the EU.
- Global agricultural and trade policy.
- Marketing. Marketing of organic products.
- What is Nature? Views on nature. Values in Organic Farming.
- Organic farming on a global scale.
- Strategy

Teaching and learning methods

The training consists of individual work, lectures, group work, exercises, assignments, project work, work with specific problems in small groups, presentations by students, an interdisciplinary project and evaluation.

Participants are requested to contribute to the programme by active participation in discussions and group works, to enhance the exchange of ideas and increase the learning for all.

Extent

50 lessons + 10 lessons

Assessment

Active participation, written exercises and reports and a final interdisciplinary examination project.

Marking scale

7–scale, internal and external evaluation.

Course literature

Hand outs

Economical planning and management**Course objectives**

The aims of the course are that the educated obtains knowledge and develops a substantial capacity for economical and financial management of a farm under consideration of ecological, environmental and economical management of resources. Besides the mentioned aims above the educated obtains knowledge and develops substantial capacity for using economical, financial and strategically tools to farm management.

After completing the course, the student should be able to:

- Make economical overview and analyses of parts as well as the whole farm
- Set different potentialities or alternatives for the farm and estimate the economical consequences of potentialities and alternatives in short as well as long terms under consideration of internal and external conditions.
- Make short termed and long termed economical and financial decisions for the farm and carry through and control the plans of action.
- Analyse and estimate an account.
- Analyse future possibilities for production and marketing.
- Set strategy of development, budgets and investment calculations
- Set and estimate proposals of financing.
- Explain the legislation connected to buying and establishing of a farm and to explain the legislation of taxes connected to establishing a farm.
- Set proposals, calculate and estimate the economical and financial consequences of property transfer.

- Set objectives for oneself and the farm.
- Explain about different ownership possibilities.

Learning objectives and content

The course includes theoretical discussions and practical and technical exercises in:

Account analysing:

Learning objectives: That the student acquires practical and technical knowledge on making analyses on farm accounts and using statistic figures to compare different farm accounts.

Content: Calculate and explain key figures connected to e.g. cash flow, solvency and liquidity ratios on parts of the farm as well as the whole farm. Compare figures during several years and compare with accounts from similar farms and statistic figures.

Investment analyses:

Learning objectives: That the student acquires practical and technical knowledge on making investment analyses including financing the investments on a farm and use the analyses as an element in the future strategy.

Content: Calculate and explain the analyses on different alternative investments on the farm. It can be single investments as well as more investments. Calculate on the best way of financing the profitable investments.

Budgeting:

Learning objectives: That the student acquires practical and technical knowledge on making budgets on a farm for the present production as well as several alternatives including several various sectors of the production and are able to use the budget as an element in making decisions of the future strategy of the farm.

Content: Calculate budgets for the whole farm including all sectors of the farm for 4-5 years. The calculations include cash flow, liquidity and balance.

Financing:

Learning objectives: That the student acquires knowledge of legislation of financing the establishment of a farm and practical knowledge of calculating on different types of loans. Besides the above mentioned that the student acquires knowledge of how to finance new investments as well as running the farm and that the student acquires knowledge of deciding on different strategy of financing.

Content: Mortgage-credit system, bank loans, mortgage deed. Calculate on more types of loans and compare them for the final decision on financing profile. Calculations includes quotation, interest, maturity yield, payment profiles, influence on cash flow, liquidity and balance.

Ownership:

Learning objectives: That the student acquires knowledge of different types of ownership possibilities and their advantages and disadvantages.

Content: Freehold, partnership, private limited company, cooperatives, joint ownership.

Teaching and learning methods

Lectures, written exercises and projects, group works, self-tuition and oral presentation by the students.

Extent

205 lessons

Assessment

The student must show active participation in the course. Besides that evaluation takes place by written exercises and reports and a main interdisciplinary project report. There will be internal evaluation (marks for the course's work) as well as external evaluation that includes external examiner.

Marking scale

7-grade scale.

Course literature

Lampkin, N., et al: Organic farm management handbook. 6th Edition. Published by The University of Wales, Aberystwyth. 2004.

Soffe, Richard J.: Primroses McConnell's The Agricultural Notebook. 20th Edition. Published by Blackwell Science Ltd. 2003

Handouts

Possible interdisciplinary and multidisciplinary written projects

- 5 days full training project including oral presentation (e.g. 2-3 weeks before final project – but depends on how we “run” the final project).
- Entrepreneurship and innovation.
- Establishing unique productions on running farms with traditional organic agriculture production.
- Establishing partnership farms in the student's home countries.
- Strategic plan for a running farm.
- Establishing partnership between farms in specific fields of production (e.g. crop production)

OUTLINE

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9	AGRICULTURAL PRODUCTION											OPTIONAL		OP-TIONAL											
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27	SOCIETY AND TRADE											OPTIONAL		OP-TIONAL											
28	PROJECTS & STUDY GUIDANCE											OPTIONAL		OP-TIONAL											
29	PROJECTS & STUDY GUIDANCE											OPTIONAL		OP-TIONAL											
30	PROJECTS & STUDY GUIDANCE											OPTIONAL		OP-TIONAL											

Der er ikke taget højde for juleferie, derfor bliver der i praksis 25 uger.