

CURRICULUM

Fostering Design Thinking with Agri-Food Entrepreneurs



VERSION
ENGLISH



Ollscoil
Teicneolaíochta
an Atlantaigh
Atlantic
Technological
University



Co-funded by
the European Union

Foreword

This Curriculum has been developed as a primary output of the Erasmus+ funded project *Digital Readiness for Agri-Food Entrepreneurship Training* (DigiFE) project (2021-2-2IE01-KA220-VET-00004884). This project is led by the Atlantic Technological University Galway, Ireland, in partnership with the Confederazione Italiana Agricoltori Toscana (CIA Toscana), Italy, The Polish Farm Advisory and Training Centre, Poland and Macra na Feirme, Ireland.

The main aim of the DigiFE project is to review and adapt vocational education and training to meet the specific digital training needs of agri-food entrepreneurs in line with digital competence framework. Digital competence has been reviewed in other disciplines but has not to date been included in the curricula of VET agri-food entrepreneurship programmes. Through the project results, the consortium will introduce innovative teaching methods and supports for VET educators to upskill them in the area of digital competence to enable them to engage the agri-food entrepreneur online.

This curriculum has been developed to support VET educators in integrating the Design Thinking process in the development of new and existing Agri-Food entrepreneurship programme. As the transition to a more digital environment continues, agri-food entrepreneurs have felt a sense of being left behind, and that they lack the knowledge and skills to partake in this transition. The associated course encompasses 5 core modules intended to offer agri-food entrepreneurs' practical knowledge to develop their digital capabilities, with contents specifically relating to understanding design thinking, customer discovery, advertising and marketing, data analysis and interpretation, and food-related legislation. Optional modules have also been developed to support agri-food entrepreneurs in areas specific to their type of business.

The curriculum includes recommendations of teaching and learning methodologies including peer-to-peer learning, and experiential learning, encouraging learners to put theory into practise and use real life scenarios to implement the Design Thinking process. The course has been designed by the project consortium in collaboration with academia, farmers, food producers and wider Agri-Food stakeholders at a partner teacher and learning event (LTTA), hosted by ATU in Galway in October 2023. Through planned brainstorming and group work sessions, all participants contributed to the development of the curriculum structure and identified the key areas of training agri-food entrepreneurs require to become more digitally competent.

The curriculum and associated project results will provide VET educators with educational resources to transform VET pedagogies that will support rural agri-food entrepreneurs through the digital transition of the sector. Nurturing and supporting these key players in the agri-food ecosystem is a vital step in sustaining the sector.

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Course Overview

Course Title	Fostering Design Thinking with Agri-Food Entrepreneurs
Level	5 ECF
Weighting	30
Course delivery method	Hybrid/ Blended learning
Notional hours	100 hours for every 10 credits

Course Aim

The main aim of course is to provide VET educators with the materials and resources required to foster the Design Thinking process with Agri-Food entrepreneurs. The course will enable learners to implement the Design Thinking process in their agri-food business and integrate business strategies to propel their business forward in an online, digital environment. It will provide agri-food entrepreneurs with the knowledge and skills they require to create an online presence for the agri-food business enabling them to explore online markets and increase their customer base.

Course Objectives

1. Develop educational resources that will support the advancement of Agri-Food education by introducing Design Thinking as a tool to equip agri-food producers to develop their business online
2. Develop an understanding of the Design Thinking process with Agri-Food entrepreneurs and the potential impact it can have in advancing the Agri-Food sector
3. Support the inclusion of rural agri-food entrepreneurs in the digital transition of the sector
4. To develop entrepreneurial mindsets within people seeking opportunities in the food sector
5. Use experiential and peer to peer learning environment to develop Design Thinking skillsets relevant to venture creation in the food industry
6. To provide an educational experience for students that is action and reflection orientated and enhances the graduates understanding of the Design Thinking process.
7. To enable students to critically analyse the food industry and develop insights into the sector that will allow them to develop opportunities or to facilitate others to harness opportunities.

Intended Learning Outcomes

- Develop an understand the Design Thinking process and recognise and foster its application with Agri-Food entrepreneurs and their business
- Identify and understand the barriers and challenges VET educators and entrepreneurs perceive in relation to digital technologies,
- Recognise gaps in agri-food education regarding going digital with their business and be aware of relevant learning opportunities,
- Identify specific skills required in creating an online presence,
- Demonstrate a thorough understanding of the marketing and advertising principles for building and growing a customer base,
- Identify current market needs
- Understand the design thinking process and be able to incorporate it into a range of business practices,
- Build brand awareness, and create an online social media presence which accurately represents their brand, and through which they can engage with their target customers,
- Identify when and how to go about growing and expanding their business,
- Be equipped with essential knowledge regarding the legalities involved in nutrition, food legislation and safety, health claims, product labelling, packaging, and development.

Course development recommendations

The overarching aim of this curriculum is to support VET educators in fostering design thinking with agri-food entrepreneurs. The curriculum includes an overview of the development and structure of a five-module course that equips agri-food entrepreneurs with the knowledge of how to implement the design thinking process to help create an online platform for their business. The curriculum also includes a list of suggested optional modules that support agri-food entrepreneurs in their digital transformation.

The typical learner can range from a farmer/food producer looking to improve their digital skills, to VET educators teaching the same. The course should be offered in a blended-learning style in order to enable a flexible learning environment suitable to the learners' current lifestyles. The course should encourage workshop-based practical learning as well as self-directed learning. The traditional, theory-heavy teaching style is to be avoided during this course and be replaced by peer-led flexible learning to facilitate the learner needs. The successful delivery of the course will be dependent on the use of external mentors and entrepreneurs from the food and agriculture community. Each module should include significant input from external sources to give a real sense of engagement and authenticity which is vital in supporting food entrepreneurs developing their business online. The process of working on their business idea will encourage the students to use their community in implementing the five stages of the Design Thinking process.

Entrepreneurship development

The activities involved in entrepreneurship are many and widely varied, comprising of identifying market needs, visualising new ideas, further developing and applying, monitoring their progression

and success, and further refining and adapting to best suit target customer needs. Entrepreneurs play an important role in society and can support the economy at a local and national level. Pursuing entrepreneurship is oftentimes regarded as risky and requiring a high level of self-motivation. Supporting entrepreneurs and their unique mindset is a crucial aspect to supporting the economic development of society. Entrepreneurial processes require a combination of *hard* and *soft* skills. The former, involve skills such as data analysis, marketing, and project management skills while the latter comprises of communication, teamwork, and creativity. Amongst the soft skills of entrepreneurs is resilience, which through challenge-based and practical learning environments may be further developed and strengthened. Through facilitation and reflective practices, learners of this curriculum will be supported to enhance entrepreneurs intra- and inter- personal abilities.

Pedagogy

This course will use a mixed approach in its delivery. These approaches include:

- **Lecturing:** Traditional style of lecturing will be used but at a reduced proportion in comparison to the entirety of the course content.
- **Peer-to-peer learning:** This will facilitate and nurture a group dynamic and a community approach to development.
- **Experiential learning:** Learners will be engaging in learning-through-doing scenarios in a safe yet challenging way.
- **Facilitating:** While groups will drive a significant portion of the learning outcomes, facilitators will guide and support discussions, debates, and learner interactions.
- **Reflecting:** Practicing reflection will regularly be recommended throughout the programme to ensure learners are continuously analysing their relationship with the programmes content and its context.

Assessment methodologies

In order to assess the learner's knowledge and skillset improvement, the following include some suggested assessment methodologies:

- **Reflective documents:** Learners can complete reflective documents related to their personal insights and experiences throughout the course. As these are personal experiences, answers will vary widely, therefore these documents should be marked on a pass or fail basis.
- **Project reports:** Learners can complete industry reports as part of a team to foster and encourage a team dynamic. Such documents will comprise of methodology descriptions, desired outcomes, and potential actions for future improvement. These can be assessed and marked on a percentage basis whereby each individual learner receives their own grade.
- **Project presentations:** Individually, each learner can complete a project presentation and report based on implementing the Design Thinking process. Assessment should include report structure, relevance, implementation and general presentation skills such as use of visual aids and time keeping ability.
- **Continuous assessments:** Throughout the lifetime of the course, learners can partake in multiple continuous assessments, each specifically designed to be reflective of the module previously thought.

- **Digital Badges:** Modules resulting from this curriculum will be accompanied by digital badges, available upon completion, in recognition of the learner's achievement. There will be an additional badge awarded to learners that complete all four modules.

The course will consist of 5 core modules:



Module Descriptors

Module 1: Introduction to Design Thinking

Module one is designed to provide the learner with an introduction to the Design Thinking process and how it can be adapted to support the growth of an online Agri-Food business. The Design Thinking methodology is a proven approach that any organisation, business, or profession can adapt to identify new opportunities, gain new perspectives and insights, and develop innovative solutions to existing challenges. This module will equip learners with the knowledge required to implement the Design Thinking approach to support the development of their agri-food business online.

Module 2: Customer Discovery

Module two consists of three individual sessions, which aim to support agri-food entrepreneurs identify and understand their customer needs. Learners will be guided on how to develop a customer profile, gain an insight into the needs of the target group, and better understand their buying behaviours. Throughout the module and associated learning activities, learners will be required to implement the first two steps of the Design Thinking process “Empathise” and “Define”. Through the empathy step of the process, learners will analyse observations made from customer profiling to gain an understanding of the needs of the customers. The module will enable learners to gain a personal understanding of customer challenges and create an actionable problem statement.

Module 3: Online advertising and marketing

Module three consists of four individual sessions, that will guide the learner in developing their brand identity and marketing strategies to develop their business online. Learners will gain understanding and insight into the buying behaviours of their customers and develop advertising campaigns to support business development.

Module three incorporates the “Ideate” design thinking step, encouraging learners to think creatively about building their brand identity and online advertising strategies. Learners will engage in brainstorming sessions to explore different ideas and approaches, considering their audience demographics and digital platforms where they can find them. By embracing innovation, learners will make their brand unique and use digital tools effectively to reach a wider audience and expand their market.

Module 4: Data analysis and interpretation

Module four consists of three individual sessions that will focus on data protection, collection, and analysis. It will explore different methods of data analysis and how the results can inform business development decision making. Module four is linked with the “Prototype and Test (and Refine)” steps of the design thinking process. Learners will implement the Design Thinking steps prototype and test

to analyse data and use it effectively to make informed decisions to refine their approaches, ensuring that customer needs are met in the development of new products or services.

Module 5: Food Legislation

Module five consists of three individual sessions that will focus on general food-related laws and business regulations. Some regulations can be business specific so depending on the type of business, further course development may be required. The module will also explore the legal considerations surrounding business establishment and registration.

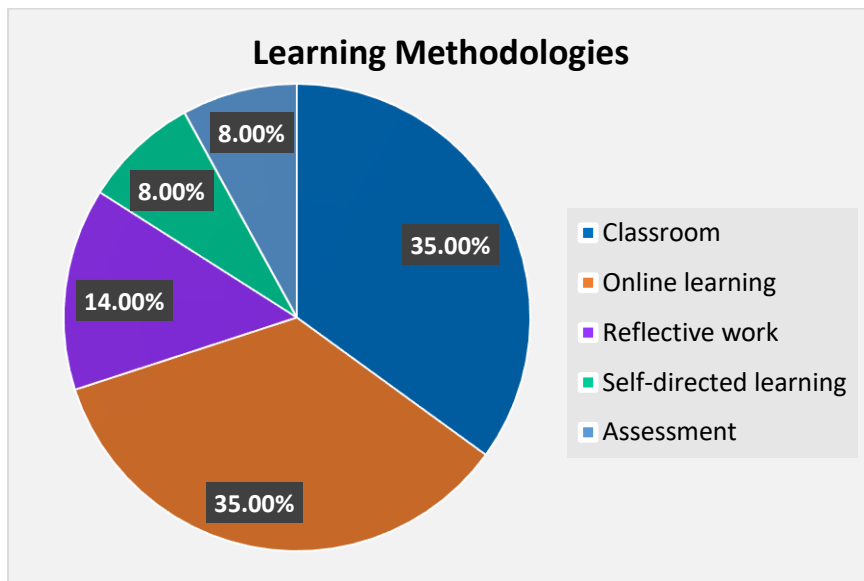
Module 1: Introduction to Design Thinking
10 ECTS (100 notional hours)

Module One is designed to provide the learner with an introduction to the Design Thinking process and how it can be adapted to support the growth of an online Agri-Food business. The Design Thinking methodology is a proven approach that any organisation, business, or profession can adapt to identify new opportunities, gain new perspectives and insights, and develop innovative solutions to existing challenges. This module will equip learners with the knowledge required to implement the Design Thinking approach to support the development of their agri-food business online.

On completion of this module, learners will:

1. Develop an understanding of how to implement the Design Thinking process
2. Demonstrate an understanding of the five stages of Design Thinking process and their interdependence
3. Recognise the application of Design Thinking to the Agri-Food sectors and develop and understanding of its benefits

Learning Methodologies



Learning Methodologies	Total Hours
Classroom	35
Online learning	35
Reflective work	14
Self-directed learning	8
Assessment	8
Total	100

Module Structure

Topic	Title	Week
1	Introduction to Design Thinking	1
2	Develop an understanding of the five steps in design thinking	2-6
3	Understand how to apply Design Thinking methods to the Agri-Food sector	7-8

Session 1: An Introduction to Design Thinking for Agri-Food Entrepreneurs

Description: Learners will develop their knowledge of the Design Thinking process and how they can implement it to help develop their agri-food business online.

Learning outcomes:

On completion of session one, learners will:

- Understand what the Design Thinking process is
- Be aware of the benefits of using the Design Thinking process
- Understand common errors made in the Design Thinking process and how to overcome them

Indicative Syllabus			
Topic	Methodology	Activities	External Resources
Introduction to Design Thinking	Online lectures, Classroom lectures, Self-directed learning	Introduce design thinking What is it?	Design Thinking for Educators Toolkit Design Thinking for Change
The benefits of Design Thinking	Online lectures, Classroom lectures, Self-directed learning	Define four ways in which the Design Thinking process could enhance your business	The benefits of Design Thinking 10 benefits of using Design Thinking for innovation
Elements to be aware of in Design Thinking	Online lectures, Classroom lectures, Self-directed learning	Identify elements to be aware of when carrying out the Design Thinking process	What are the most common mistakes to avoid when using design thinking in product design?

Session 2: Develop an understanding of the five steps in Design Thinking

Description: Learners will develop their knowledge of the 5 step Design Thinking process and how they can implement it to help develop their agri-food business online.

Learning outcomes:

On completion of session two, learners will:

- Understand and implement the five stages of Design Thinking.
- Be aware of the activities involved in the different stages of the Design Thinking process.

Indicative Syllabus			
Topic	Methodology	Activities	External Resources
Understand the five steps in design thinking i.e. Empathise, Define, Ideate, Prototype, Test	Online lectures, Supplementary material analysis	Demonstrate an understanding of the five steps in the Design Thinking process Identify the interdependence of the five steps. Apply reflective practice and be able to apply the steps appropriate to a current business challenge	An Introduction to Design Thinking How Design Thinking Builds Empathy, Gives Purpose and Honors Educators EdSurge News
The activities of the Design Thinking steps	Online lectures, Classroom lectures, Self-directed learning	For each stage of the Design Thinking process, outline a key possible aim of that stage and an activity that could be done to reach that aim In groups, implement each stage of the Design Thinking process to a chosen business (fictional if no person in the group has an existing business)	The 5 stages of Design Thinking The Design Thinking Process – activities for each stage

Session 3: Understand how to apply Design Thinking methods to the Agri-Food sector

Description: Learners will develop their knowledge of the Design Thinking process and how they can implement it to help further develop their agri-food business.

Learning outcomes:

On completion of session three, learners will:

- Understand how to incorporate the Design Thinking process into Agri-Food business activities.

Indicative Syllabus			
Topic	Methodology	Activities	External Resources
Understand how to apply methods to the Agri-Food sector	Classroom lectures, Online lectures, Self-directed learning.	Recognise the appropriate application of Design Thinking and develop an understanding for its benefits and limits across the Agri-Food sector.	Facilitating Design Thinking to support Food System Transformation Digital innovation ecosystems in agri-food: design principles and organizational framework (sciencedirectassets.com)

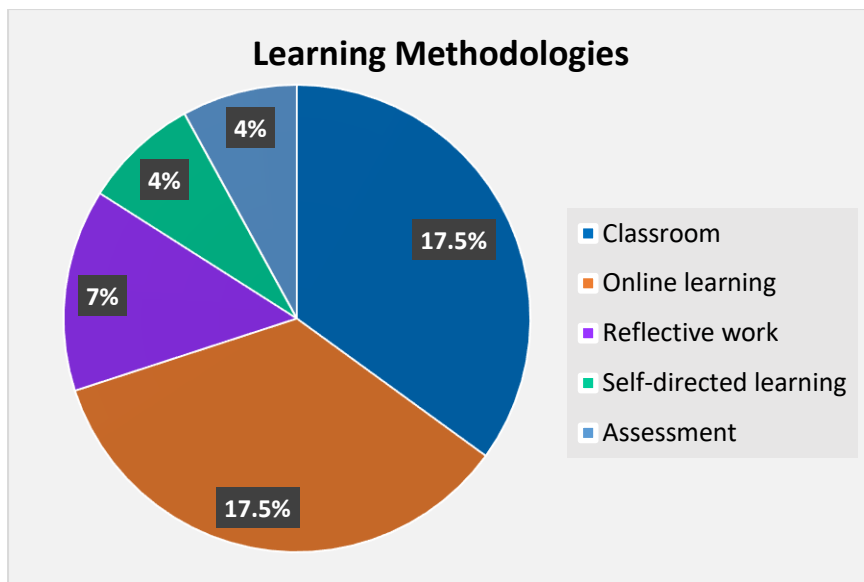
Module 2: Customer Discovery
5 ECTS (50 notional hours)

Module two consists of 3 individual sessions, which aim to support agri-food entrepreneurs identify and understand their customer needs. Learners will be guided on how to develop a customer profile, gain an insight into the needs of the target group, and better understand their buying behaviours. Throughout the module and associated learning activities, learners will be required to implement the first two steps of the Design Thinking process “Empathise” and “Define”. Through the empathy step of the process, learners will analyse observations made from customer profiling to gain an understanding of the needs of the customers. The module will enable learners to gain a personal understanding of customer challenges and create an actionable problem statement.

On completion of the module, learners will:

1. Have completed a thorough customer profile to better understand their target customers, including the most appropriate colour palettes and key words to attract them and identified key trends relevant to their target market.
2. Have a detailed understanding of the needs, interests, and behaviours of their target customers.
3. Successfully implement the Empathise and Define steps of the Design thinking process to understand their customer needs and define an actionable problem statement.

Learning Methodologies



Learning Methodologies	Total Hours
Classroom	17.5
Online learning	17.5
Reflective work	7
Self-directed learning	4
Assessment	4
Total	50

Module Structure

Sessions	Title	Week
1	Developing a customer profile	1
2	Understanding the customer	1, 2
3	Responding to customer needs	3, 4

Session 1: Developing a customer profile.

Description: Learners will complete a detailed customer profile to better understand the needs of their customers and identify the most appropriate colour palettes and key words to attract them customers online.

Learning outcomes:

On completion of session one, learners will:

- Understand how to define their customer
- Have developed an overview of their typical customer in a ‘customer profile’ style document, outlining information such as their age range, gender, key lifestyle factors etc.
- Have identified key trends prominent in their target market.

Indicative Syllabus			
Topic	Methodology	Activities	External Resources
Define the target market	Online lectures, Classroom lectures, Self-directed learning	Understanding customer classifications (A-J system) as per Europa technologies Identify a target market Differentiate target person and target market Create a target persona	Identifying a target market A comprehensive guide to finding your target audience Target market vs target customer Target customers (Italy) Identifying targets (Italy)
Develop a customer profile	Online lectures, Supplementary material analysis	Create a customer empathy map Create a detailed customer profile	How to create a customer profile Customer profile templates and tools Customer profiles
Identify key trends	Classroom lectures, Online lectures, Self-directed learning.	Understand current and upcoming trends among Irish customers	Irish Customer Insights Pulse Survey Future of Irish food 5 factors influencing Irish customers

Session 2: Understanding the customer

Description: Learners will gain a thorough understanding of the needs, interests, and behaviours of their target customers. This will help them in ensuring their target customers’ needs are met and that they interact with them in a way which is stimulating and appealing.

Learning outcomes:

On completion of session two, learners will:

- Have investigated the key characteristics and behaviours of their target market.
- Understand how best to engage with customers.

Indicative Syllabus			
Topic	Methodology	Activities	External Resources
Characteristics and behaviours of customers	Online lectures, Classroom lectures, Self-directed learning	Understanding the different customer types For each customer type, highlight what the most important factors are that influence their purchasing habits Investigate when, where and how best to engage with the target customer	Customer types Europa Customer Profiles for Ireland Understanding Irish customers in an evolving retail marker SafeFood food behaviours Decoding customer behaviour guide (Italy)
Engaging with customers	Online lectures, Classroom lectures, Self-directed learning	Become familiar with the terminology, phrases and key words which attract and detract the target customer Become competent in developing messages and conversing with the target customer	Ways to better engage with customers

Session 3: Responding to customer needs.

Description: Learners will identify the needs and wants of customers and define how best to respond to these. They will learn how best to respond to these so that results are appealing and grab the target customers attention, separating their product/service from others on the market.

Learning outcomes:

On completion of session three, learners will:

- Be able to identify the common needs of their target customers.
- Recognise key issues customers are looking to resolve through their purchases.
- Be able to develop their product and marketing to attract customers through responding to their needs.

Indicative Syllabus			
Topic	Methodology	Activities	External Resources
Identifying customer needs	Online lectures, Classroom lectures, Self-directed learning	Investigate and explore various common customer needs and those which are specific to your target customer Identify current and upcoming trends and the needs associated with their products/services	Customer needs analysis definition and best practices 6 strategies to identify and respond to customer needs 16 types of customer needs Bord Bia 5 resources to understand customers and the global cost of living crisis Linkedin How to identify and respond to emerging needs and trends
Define the (customers) problem	Online lectures, Classroom lectures, Self-directed learning	Outline the key issues your target customer may have when it comes to making purchases Develop a strong response to each purchasing deterrent of the target customer	Customer behaviours and purchasing approaches Buying behaviour as problem solving Conducting a competitor's analysis

		<p>Investigate similar options already available and identify how yours may be improved to become more appealing to the target customer</p> <p>Define an actionable problem statement</p>	
<p>Responding to customer needs</p>	<p>Online lectures, Classroom lectures, Self-directed learning</p>	<p>Research current and predicted upcoming needs among your target customers</p> <p>Investigate how these customers go about solving these needs</p> <p>Identify ways to engage with customers while their needs are prominent, and to communicate your resolution with them in a timely and practical manner</p>	<p>Trend forecasting overview</p> <p>Responding to customer needs</p>

Module 3: Online advertising and marketing
5 ECTS (50 notional hours)

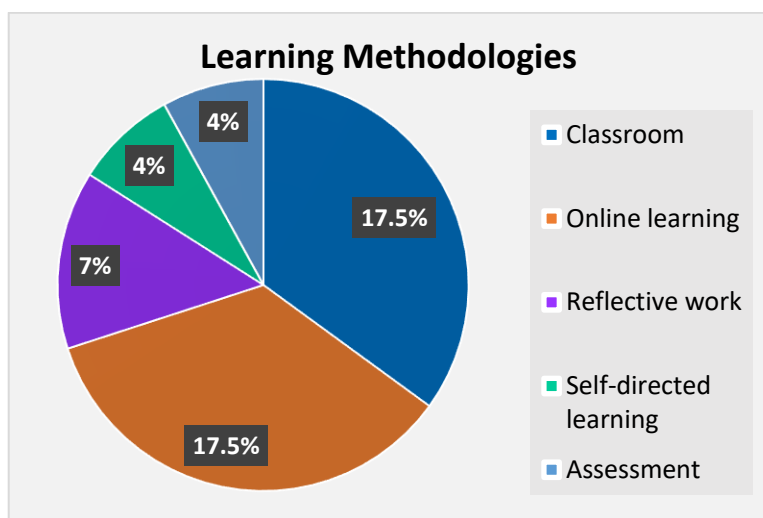
Module three consists of 4 individual sessions, that will guide the learner in developing their brand identity and marketing strategies to develop their business online. Learners will gain understanding and insight into the buying behaviours of their customers and develop advertising campaigns to support business development.

Module three incorporates the “Ideate” design thinking step, encouraging learners to think creatively about building their brand identity and online advertising strategies. Learners will engage in brainstorming sessions to explore different ideas and approaches, considering their audience demographics and digital platforms where they can find them. By embracing innovation, learners will make their brand unique and use digital tools effectively to reach a wider audience. And expand their market.

On completion of the module, learners will:

1. Have identified and developed their specific brand identity using the Ideate step of the Design Thinking process
2. Have an understanding of the buying behaviours of customers
3. Establish and implement effective online marketing strategies to expand their business.

Learning Methodologies



Learning Methodologies	Total Hours
Classroom	17.5
Online learning	17.5
Reflective work	7
Self-directed learning	4
Assessment	4
Total	50

Module Structure

Sessions	Title	Week
1	Developing brand identity	1
2	Advertising and marketing strategies	2,3
3	Identifying collaborative opportunities	4
4	Market Expansion	5,6

Session 1: Developing brand identity.

Description: Learners will gain a detailed understanding of how to develop and enhance their specific brand identity with additional materials (logo, colour palette etc.) which reflects their brand.

Learning outcomes:

On completion of session one, learners will:

- Implement the Design Thinking ‘Ideate’ step to develop the business brand online.
- Be aware of the importance and use of visual elements in their brand identity.
- Understand how to create a brand portfolio.
- Know how to protect their brand identity.

Indicative Syllabus			
Topic	Methodology	Activities	External Resources
Brand visuals (logo, colouring, fonts etc.)	Online lectures, Classroom lectures, Self-directed learning	<p>Ideation – individual and group sessions</p> <ul style="list-style-type: none"> - Idea selection using the four categories method - Post It selection - Idea Prioritisation <p>Identify the key messages you are trying to portray through the visuals associated with your brand</p> <p>Investigate similar already existing business’s, explore their branding visuals and compare them to your own</p>	<p>Brand identity example – Ireland’s Hidden Heartlands</p> <p>7 questions to consider before getting a new brand identity</p> <p>Crafting a Unique Brand Identity for Your Irish Food Business</p>
Creating a brand portfolio	Online lectures, Classroom lectures, Self-directed learning	<p>Become familiar with various visuals and what they suggest to the customer</p> <p>Create a document of brand visuals (brand portfolio) to be used</p>	<p>What is a brand portfolio</p> <p>Creating a brand portfolio</p>

		in different situations (advertising online, social media campaigns, product packaging etc.)	
Protecting your brand identity	Online lectures, Classroom lectures, Self-directed learning	Outline the steps necessary to protect your brand identity and how to go about doing so Identify brands with similar visuals and ensure yours differ significantly	Trademark protection in the EU Protecting your trademark

Session 2: Advertising and marketing strategies

Description: Learners will gain an insight into the buying behaviours of customers, their likes, and dislikes, and how to interpret this data to increase sales. Through ideation, learners will brainstorm advertising and marketing strategies tailored to their identified target customers' buying habits.

Learning outcomes:

On completion of session two, learners will:

- Ideate to identify various digital marketing channels and which are best suited to their business.
- Understand the benefits of developing and implementing a marketing campaign.
- Develop a marketing strategy for their business.

Indicative Syllabus			
Topic	Methodology	Activities	External Resources
Digital marketing channels	Online lectures, Classroom lectures, Self-directed learning	Identify the various methods for marketing and advertising Define promising methods for marketing and advertising on the various platforms	Digital marketing channels overview Guide to digital marketing channels Candyweb online sales support (Poland)
Marketing campaigns	Online lectures, Classroom lectures, Self-directed learning	Ideation as per session 1	Professional marketing

		<p>Create templates for future marketing and advertising campaigns</p> <p>Investigate potential methods to increase engagement and responses to advertising and marketing (giveaways etc.)</p>	<p>How marketing can increase revenue (Italy)</p> <p>Marketing strategies (Italy)</p> <p>Marketing blogposts (Italy)</p>
Developing a marketing strategy	Online lectures, Classroom lectures, Self-directed learning	Develop a strategy for marketing (how often to post on social media, how often to change a marketing campaign etc)	Developing a marketing strategy

Session 3: Identifying collaborative opportunities

Description: Learners will implement the Ideate step of the Design Thinking process to explore collaborative opportunities with other businesses as a method of engaging with new and existing customers, and to promote their business online.

Learning outcomes:

On completion of session three, learners will:

- Understand the benefits of collaborative opportunities for business promotion and development
- Identify potential collaborations that may support the growth of their business
- Be familiar with the elements of a collaboration

Indicative Syllabus			
Topic	Methodology	Activities	External Resources
Understanding the potential of business collaboration	Online lectures, Classroom lectures, Self-directed learning	<p>Ideation session as per session 1</p> <p>Identify the pros and cons of collaborating</p> <p>Identify brands similar to yours and investigate their previous collaborations, what was successful and what was not</p>	<p>Failte Ireland marketing guide</p> <p>ASAI code of standards for advertising and marketing communications in Ireland</p> <p>Advertising in Ireland</p>

Identifying potential collaborations	Online lectures, Classroom lectures, Self-directed learning	Ideation session Identify brands and companies to potentially collaborate with in the future	Identifying potential business partners Growth marketing through partnerships
Developing collaborations	Online lectures, Classroom lectures, Self-directed learning	Ideation session With 3 brands previously identified, list potential ways you may collaborate with them, how you would benefit, and how they would benefit Outline your criteria for collaborating (cost, number of social media posts etc.) Identify potential issues which may arise during collaborating and explore possible solutions	Brand collaborations and how to find a partner Finding successful brand collaborations

Session 4: Market expansion

Description: Learners will gain an understanding of how to grow their business beyond a national level.

Learning outcomes:

On completion of session four, learners will:

- Define the market landscape
- Understand the laws relating to international trading
- Implement strategies to expand their customer base

Indicative Syllabus			
Topic	Methodology	Activities	External Resources
Understanding markets	Online lectures, Classroom lectures, Self-directed learning	Explore the market you are looking to branch into	Enterprise Ireland
Laws and regulations	Online lectures, Classroom lectures, Self-directed learning	Understand international trading and sales laws Investigate the pros and cons of hiring personnel abroad to represent your business	Internationalisation (Italy) Advantages to internationalisation (Italy) How to expand your business (Italy)
Reaching target consumers	Online lectures, Classroom lectures, Self-directed learning	Identify methods to reach and connect with your target consumers abroad	Effectively reaching your target audience Reaching a global audience Marketing to international consumers

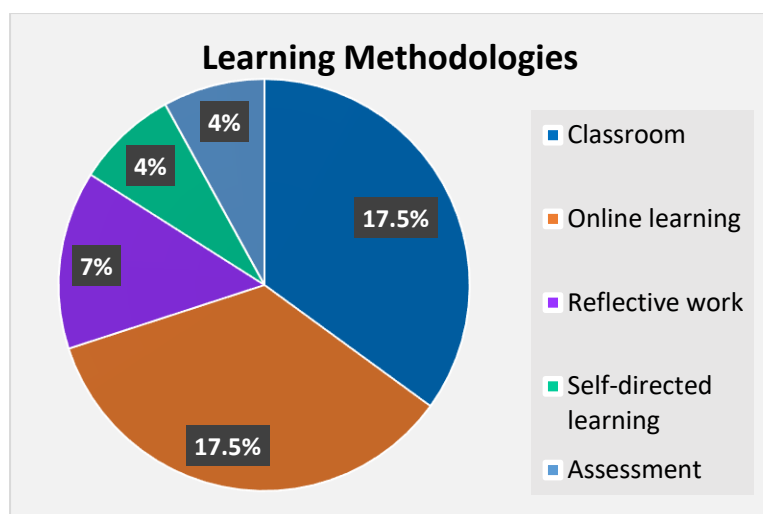
Module 4: Data analysis and interpretation
5 ECTS (50 notional hours)

Module four consists of three individual sessions that will focus on data protection, collection, and analysis. It will explore different methods of data analysis and how the results can inform business development decision making. Module four is linked with the “Prototype and Test (and Refine)” steps of the design thinking process. Learners will implement the Design Thinking steps prototype and test to analyse data and use it effectively to make informed decisions to refine their approaches, ensuring that customer needs are met in the development of new products or services.

On completion of module four, learners will:

1. Be knowledgeable on the various types of data that may be collated from customers
2. Implement the design thinking process to interpret that data to inform business development decisions.
3. Explore data protection and data analysis methodologies.
4. Gain insight into the positive and negative aspects to the various data types and data analysis methods.

Learning Methodologies



Learning Methodologies	Total Hours
Classroom	17.5
Online learning	17.5
Reflective work	7
Self-directed learning	4
Assessment	4
Total	50

Module Structure

Sessions	Title	Week
1	Introduction to data collection	1
2	Data analysis and interpretation	2,3
3	The impact of data on business	4

Session 1: Introduction to data collection

Description: Learners will gain knowledge and understanding of the various types of data that they as agri-food entrepreneurs may collect from online customers. Implementing data analysis and interpretation will support business development and inform business decisions on new product development.

Learning outcomes:

On completion of session two, learners will:

- Understand the various types of data an online business can capture to monitor business online progress, sales, marketing and buying behaviours
- Develop and implement data protection policies
- Interpret data for business development

Indicative Syllabus			
Topic	Methodology	Activities	External Resources
Data types	Online lectures, Classroom lectures, Self-directed learning	Be aware of the different types of data a business may use to monitor its progress Identify the pros and cons of the various data types	Failte Ireland performance management tools Failte Ireland key performance indicators
Data retention	Online lectures, Classroom lectures, Self-directed learning	Understand how to safely and securely store data Outline the laws relating to data storage, retention and deletion	Data storage (Italy)
Data use	Online lectures, Classroom lectures, Self-directed learning	Define 3 key performance indicators or data types which would suit your specific business Develop a plan of how often you will review targets and project development	Key performance indicators and examples Examples of key performance indicators to use for a better business

Session 2: Data analysis and interpretation.

Description: Possess the ability to prototype and test data they collect and use it effectively to make informed decisions to refine their approaches, ensuring that customer needs are met in the development of new products or services.

Learning outcomes:

On completion of session two, learners will:

- Understand how to use various data that can be collected for a business to monitor its development.
- Be able to interpret the results of data analyses.
- Be confident in their ability to use data and its interpretation to refine and make positive changes within the business.

Indicative Syllabus			
Topic	Methodology	Activities	External Resources
Data analysis	Online lectures, Classroom lectures, Self-directed learning	Understand the various data types and how they may be used to analyse business development	7 types of data in business and their uses Introduction to data analysis (Italy)
Data interpretation	Online lectures, Classroom lectures, Self-directed learning	For the key data types identified, understand how they may be used and interpreted to change the activities of a business	Data analysis types and what they mean Data and business analytics
Using data	Online lectures, Classroom lectures, Self-directed learning	For the performance measures and data indicated for your specific business, define the various potential results of conducting these analyses and the actions you would take to refine depending on its results	Using data analytics

Session 3: The impact of data on business

Description: Session three explores all the aspects data collection and analysis can have on the development and growth of a business. Implementing the "Prototype and Test (Refine)" steps, learners will analyse and interpret data to refine their business approaches. Testing will enable them to evaluate the positive and negative impacts the data had on business.

Learning outcomes:

On completion of session three, learners will:

- Understand both the positive and the negative aspects of using data for business monitoring and development.
- Explore outsourcing their data analytics

Indicative Syllabus			
Topic	Methodology	Activities	External Resources
Data positives	Online lectures, Classroom lectures, Self-directed learning	Define in depth the positive aspects of each of the data types best suited to your business	How data is changing businesses
Data negatives	Online lectures, Classroom lectures, Self-directed learning	Define in depth the negative aspects of each of the data types best suited to your business Investigate how to overcome any potential issues or negative aspects of these analyses' methods	Pros and Cons of business analytics
Externally sourcing data analyses	Online lectures, Classroom lectures, Self-directed learning	Explore the various options for outsourcing your business data analysis Define the pros and cons of outsourcing data analysis Identify 2 potential outsourcing options you may consider for future data analyses	Why you might hire a data analyst Intellect software provider (Poland)

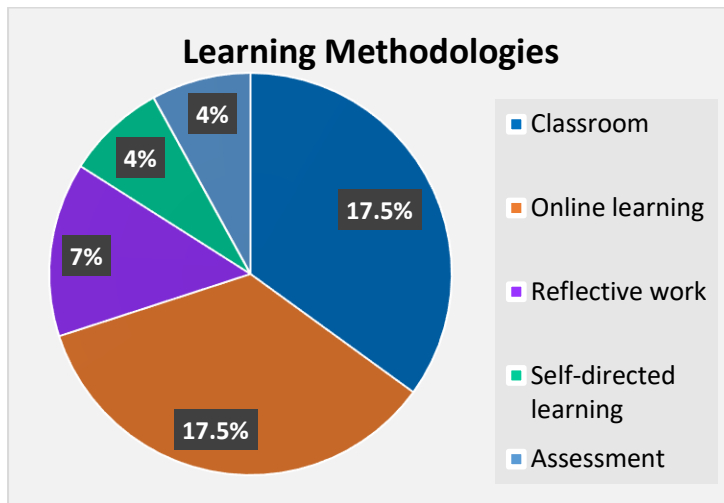
Module 5: Agri-Food Legislation and Regulation
5 ECTS (50 notional hours)

Module five consists of three individual sessions that will focus on general food-related laws and business regulations. Some laws and regulations are business specific so depending on the type of business, further course development may be required.

On completion of module five, learners will:

1. Be knowledgeable on general food laws across Europe
2. Understand the role of the Food Safety Authority in Europe
3. Understand the legalities of establishing and developing an Agri-Food business

Learning Methodologies



Learning Methodologies	Total Hours
Classroom	17.5
Online learning	17.5
Reflective work	7
Self-directed learning	4
Assessment	4
Total	50

Module Structure

Sessions	Title	Week
1	General Food Law in Europe	1,2
2	The Food Safety Authority in Europe	2,3
3	Legalities of establishing and developing an Agri-Food business	4,5

Session 1: General Food Law in Europe

Description: Session one of this module outlines the general food laws in Europe. Self-directed learning is recommended throughout the session to identify and understand the relevant laws for a particular business.

Learning outcomes:

On completion of session one, learners will:

- Understand the general food laws implemented across Europe
- Be knowledgeable on the food laws specific to a type of business
- Be aware of how food safety is managed and monitored from farm to fork

Indicative Syllabus			
Topic	Methodology	Activities	External Resources
General Food Law	Online lectures, Classroom lectures, Self-directed learning	Identify the general food laws in Europe which apply to all businesses Identify food laws which relate specifically to your business	General Food Law – European Commission Enforcing EU rules for the agri-food chain
Farm to Fork Food Safety	Online lectures, Classroom lectures, Self-directed learning	Outline how food safety is monitored throughout the farm to fork process	Ensuring Food Safety in the European Union

Session 2: The Food Safety Authority in Europe

Description: Session two of this module focuses on food safety in Europe, such as ensuring products are fit for human consumption. Similar to the previous module, the activities of the Food Safety Authority and European Commission will vary depending on the type of business.

Learning outcomes:

On completion of session two, learners will:

- Be aware of the roles and responsibilities of the Food Safety Authority
- Understand how the European Commission is involved in ensuring food safety across Europe
- Understand the laws and regulations specific to their business

Indicative Syllabus			
Topic	Methodology	Activities	External Resources
The Food Safety Authority, it's roles and responsibilities	Online lectures, Classroom lectures, Self-directed learning	Define the roles and responsibilities of the Food Safety Authority in Europe	European Food Safety Authority
The European Commission on Food Safety	Online lectures, Classroom lectures, Self-directed learning	Outline the role of the European Commission in relation to food safety Identify how this may relate to your business and its practices	European Commission on Food Safety

Session 3: Legalities of establishing and developing an Agri-Food business

Description: Session three of this module focuses on the legalities and regulations around setting up an agri-food business. It will introduce the process of naming and registering a company, explore employer and workplace regulations and consumer laws.

Learning outcomes:

On completion of session three, learners will:

- Be knowledgeable on the legal process involved in establishing and developing an agri-food business
- Have a detailed understanding of the various workplace and facilities laws relevant to their specific business.

Indicative Syllabus			
Topic	Methodology	Activities	External Resources
Introduction to terms	Online lectures, Classroom lectures, Self-directed learning	Understand the meaning of various terms and their context	Citizens Information legal terms explained Glossary of legal terms A plain English guide to legal terms
Naming a business	Online lectures, Classroom lectures, Self-directed learning	Be aware of the regulations relating to naming a business, its associated wording and phrasing Familiarise oneself with the tools available online to check business names, website domain names, and social media names availability	Business naming regulations (Ireland example) Legal guide in business naming (Ireland example) Company name restrictions (Irish example)
Requirements for forming and starting a business	Online lectures, Classroom lectures, Self-directed learning	Develop a checklist of the legal documents required when setting up a business Map the legal steps involved in starting a business	Requirements for company formation in Ireland – Company Bureau Starting a business Step-by-step guide to setting up a business in Ireland

			Legal documents a business needs in Ireland
Employment laws	Online lectures, Classroom lectures, Self-directed learning	Understand the employment laws in one's country Identify the key laws which are most important relating to one's specific business type (i.e. food hygiene laws for a catering company) Understand the laws relating to hiring personnel in one's country	Employment laws in Ireland Guide to employment, labour and equality law Ireland Employing people in your business in Ireland Revenue Ireland hiring an employee National tax information (Poland) Government website (Poland)
Consumer rights	Online lectures, Classroom lectures, Self-directed learning	Understand the various rights of consumers in the EU and in one's specific country Investigate a previous case whereby a business similar to your own has failed to follow consumer rights, and how this matter was resolved, the legal implications, long term effects etc. and what may have been done differently to avoid the situation	Consumer rights in Ireland

Optional modules

Depending on the specific agri-food subsectors (farming, food product development etc.), some optional modules may be of high value to the learners. These will vary between subsectors.

Optional Module	Topic	Methodology	Activities	Details
1	Cyber security	Online lectures, Classroom lectures, Self-directed learning	Define the potential cyber security threats, how to avoid them, and how to overcome them if they occur	National Cyber Security Centre Ireland
2	SEO use	Online lectures, Classroom lectures, Self-directed learning	Develop a SEO search strategy and understanding for how this enhanced business growth	Local SEO Ireland
3	Food safety	Online lectures, Classroom lectures, Self-directed learning	Outline the key food safety principles and laws relating to food safety	Food Safety Authority of Ireland Citizen's information Ireland – Food safety NSAI Food Standards Ireland
4	Selling portals	Online lectures, Classroom lectures, Self-directed learning	Define 3 key selling portals relevant to your business and how you may best use these	Circular Living Ireland Donedeal Ireland Adverts Ireland
5	Industry skills	Online lectures, Classroom lectures, Self-directed learning	Identify skills you believe could be strengthened Identify resources you may use to improve these skills	
6	Teaching online	Online lectures, Classroom lectures, Self-directed learning	Familiarise yourself with online teaching platforms Be aware of the online tools and resources available to support online teaching	DCU teaching online resource bank Ireland
7	Teaching skills	Online lectures, Classroom lectures, Self-directed learning	Explore various learning and teaching styles and identify how these	Teaching and Learning Ireland

			may be incorporated into curricula to suit the various end learner types	
			S.O.F.I.A.	teachers training courses to enrich cultural background, portfolio, skills. exchanging and matching supply / demand.
			SCUOLA FUTURA	training modules are divided into 3 thematic areas (Digital Didactics, STEM and Multilingualism, Territorial Gaps)
			PUNTO IMPRESA DIGITALE	dedicated to spreading the culture and practice of digital diffusion in MPMEs (Micro Small Medium Enterprises) of all economic sectors.
			SOLOFORMAZIONE	aggregates specific training courses for teachers
			SCUOLA.NET	free educational initiatives, explore innovative paths on issues related to the various disciplines
			DEASCUOLA	development of the teaching staff and for the provision of training projects
			ARETE'	offering online courses and webinar cycles for teachers oriented towards the integration of technological
			SOCIAL ACADEMY	support in the creation of digital training products:

				content for online video courses, audio courses, video footage and post-production, texts, graphics, ebooks, personalized presentations
			LEARN ONLINE	It is an e-Learning platform designed to simplify training on the web
			NETWORK DIGITAL 360	Network of B2B publications and portals dedicated to the issues of digital transformation and entrepreneurial innovation.
8	Country-specific laws	Online lectures, Classroom lectures, Self-directed learning	Define laws specific to the country your business is in	Company and corporate law in Ireland