COURSE OUTLINE

1. GENERAL

SCHOOL	AGRICULTURE		
ACADEMIC UNIT	ANIMAL PRODUCTION, FISHERIES & AQUACULTURE		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	AS_701	**SEMESTER**	**7**
COURSE TITLE	Business plan development		

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
LECTURES	4	6
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	*specialised management knowledge*
PREREQUISITE COURSES:	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEKS, ENGLISH
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES
COURSE WEBSITE (URL)	

2. LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of*

the European Higher Education Area

- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

Theoretical and practical approach to organizing and managing farming establishments.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	*Project planning and management*
Adapting to new situations	*Respect for difference and multiculturalism*
Decision-making	*Respect for the natural environment*
Working independently	*Showing social, professional and ethical responsibility and sensitivity to gender issues*
Team work	*Criticism and self-criticism*
Working in an international environment	*Production of free, creative and inductive thinking*
Working in an interdisciplinary environment	*……*
Production of new research ideas	*Others…*
	…….

Adapting to new situations

Production of new research ideas

Decision-making

Working in an interdisciplinary environment

Teamwork

Project planning and management

Showing social, professional and ethical responsibility

Criticism and self-criticism

Production of free, creative and inductive thinking

3. SYLLABUS

1. Theory of Demand. Special Topics of Demand for Agricultural Products. Production Factors & Financial Structure

2. Theory of Production & Cost. Agricultural Products Offer & Demand. Market Structures

3. Land Income Theory & The Price of Agricultural Land

4. Agricultural Policy & Economic Prosperity. Alternative Intervention Policies

5. Common Agriculture Policy

6. Theory & Policy of International Trade

7. International Business Relations & Economic Integration

8. Agricultural Sector & Economic Development. Greek Agriculture, Fisheries & Aquaculture, Evolution, Characteristics, Problems and Institutions.

9. New Trends in Natural Resources Management & Agriculture Management.

10. Socio-Ecological Systems

11. Ecological & Environmental Economics

12. New Institutional & Evolutionary Economics

13. Schumpeterian Approach to Innovation

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face to face teamwork
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Use of ICT in teaching
TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	

Activity	***Semester workload***
Lectures (2 h X 13 wks)	26
Tutorials (2 h X 13 wks)	26
Project, essay writing (4h X11 wks)	44
Project Essay Presentation(1h/13 wks)	1
Final exam (3h/13wks)	3
Course total	***75***

STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions,*	Problem solving, written work, essay/report, oral examination, public presentation. The evaluation will be done in Greeks unless there is necessity for an evaluation in English because of the presence of foreign students.

open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	Evaluation procedure: Written Project Essay & Presentation 50% Final Exams 50% Minimum Acceptable (promotable) Grade: 5 (Rating Scale :0-10) In the case of evaluation failure, the exams will be repeated. The evaluation grades of the written essay will be valid for the next two (2) years, meaning four (4) semesters from the typical semester taught.

5. ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

-Lianos T. (2016). Agriculture economics Theory & Policy. Stamouli Publ. 708 pp.

-North, D. C. (1993). Prize Lecture: Economic Performance through Time. Nobelprize.org. Nobel Media AB 2014. http://www.nobelprize.org/nobel_prizes/economic-sciences/laureates/1993/ north-lecture.html.

-Ostrom, E. (2010). Beyond markets and states: polycentric governance of complex economic systems. American Economics Review, 100(3), 641-672. doi:10.1257/aer.100.3.641

-Ostrom, E. (2011). Background on the institutional analysis and development framework. Policy Studies Journal, 39(1), 7-27. doi: 10.1111/j.1541-0072.2010.00394.x.

-Theodorou J.A., Perdikaris C. & Filippopoulos N.G. (2015). Evolution Through Innovation in Aquaculture: The Case of the Hellenic Mariculture Industry (Greece). Journal of Applied Aquaculture 27 (2):160-181.

-Theodorou J.A. (2015). Risk Analysis of Mediterranean Mussel Farming in Greece. PhD Thesis, Faculty of Bioscience Engineering, Ghent Univ. 240pp

- Related academic journals:

-Marine Policy
-Aquaculture Economics & Management
-Agriculture Economics Review