

## COURSE OUTLINE

### 1. GENERAL

<b>SCHOOL</b>	AGRICULTURE		
<b>ACADEMIC UNIT</b>	ANIMAL PRODUCTION, FISHERIES & AQUACULTURE		
<b>LEVEL OF STUDIES</b>	Undergraduate		
<b>COURSE CODE</b>	AS_3005	<b>SEMESTER</b>	
<b>COURSE TITLE</b>	Profession Bioethics		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>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</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
LECTURES		2	3
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b>  <i>general background, special background, specialised general knowledge, skills development</i>	<i>specialised management knowledge,</i>		
<b>PREREQUISITE COURSES:</b>			
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	GREEKS, ENGLISH		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	YES		
<b>COURSE WEBSITE (URL)</b>			

### 2. LEARNING OUTCOMES

<p><b>Learning outcomes</b></p> <p><i>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.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <li>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of</i></li> </ul>
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*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*

Understanding the role of responsible professional practices on the livestock production chain. Decision making based on the code of conducts and practices, during the whole process of food production. Ethical criteria to the consumers and the farming organisms.

### **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...*

*.....*

*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. What is and why is the professional ethics in the zoo-technical sciences being taught.
2. Social Responsibility and Professional Ethics.
3. Code of Conduct for Fisheries.
4. Illegal, undeclared, unrecorded fishing (IUU). Socio-economic and environmental impacts
5. Code of conduct on livestock farming with emphasis on aquaculture Code of Good Fishing Practice (FAO)
6. Code of good practice for animal farming with emphasis on aquaculture (FAO)
7. Welfare of farmed organisms. Legislation.
8. Good practices in the use of terrestrial and aquatic organisms for experimental breeding.
9. Risk assessment tools in decision-making. Managing nutritional crises. Communication with Managers and Consumers.
10. Case study: Genetically modified feed materials, prions-mad cows disease, antibiotics, mass mortality of fish, poisonings from phyto-toxic blooms.
11. Managing natural resources, drinking water and raw materials for the development of animal

- production. Packaging and micro-plastics.  
 12. Nutritional crisis and developing world.  
 13. Case study: Know-how transfer to the developing world to tackle hunger.

#### 4. TEACHING and LEARNING METHODS - EVALUATION

<p><b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i></p>	<p>Face to face teamwork</p>														
<p><b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>Use of ICT in teaching</p>														
<p><b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.</i></p> <p><i>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.</i></p> <p><i>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</i></p>	<p>Lectures, Internet survey, virtual visits in bio-farms</p> <table border="1" data-bbox="587 667 1234 936"> <thead> <tr> <th><i>Activity</i></th> <th><i>Semester workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures (2 h X 13 wks)</td> <td>26</td> </tr> <tr> <td>Project, essay writing (3,46h X13 wks)</td> <td>45</td> </tr> <tr> <td>Project Essay Presentation(1h/13 wks)</td> <td>1</td> </tr> <tr> <td>Final exam (3h/13wks)</td> <td>3</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Course total</b></td> <td><b>75</b></td> </tr> </tbody> </table>	<i>Activity</i>	<i>Semester workload</i>	Lectures (2 h X 13 wks)	26	Project, essay writing (3,46h X13 wks)	45	Project Essay Presentation(1h/13 wks)	1	Final exam (3h/13wks)	3			<b>Course total</b>	<b>75</b>
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<p><b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Problem solving, written work, essay/report, oral examination, public presentation.</p> <p>The evaluation will be done in Greek unless there is necessity for an evaluation in English because of the presence of foreign students.</p> <p>Evaluation procedure:</p> <table border="1" data-bbox="587 1470 1243 1583"> <tbody> <tr> <td>Written Project Essay &amp; Presentation</td> <td>50%</td> </tr> <tr> <td>Final Exams</td> <td>50%</td> </tr> </tbody> </table> <p>Minimum Acceptable (promotable) Grade: 5 ( Rating Scale :0-10)</p> <p>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</p>	Written Project Essay & Presentation	50%	Final Exams	50%										
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Final Exams	50%														

(4) semesters from the typical semester taught.

## 5. ATTACHED BIBLIOGRAPHY

### - Suggested bibliography:

FAO. 2011. Code of Conduct for Responsible Fisheries. FAO, Rome, 91 p.

Skonhoft, A. and Gobena, A. 2009. Implementing the right to food in national fisheries legislation, Right to food online study, FAO, Rome.

Symes, D. 2000. Rights-based management: A European Union perspective in use of property rights in fisheries management, FAO Fisheries Technical Paper 404/1, Rome, pp. 276-283.

FAO. 2001. Aquaculture development. 1. Good aquaculture feed manufacturing practice. FAO Technical Guidelines for Responsible Fisheries. No. 5, Suppl. 1. Rome, FAO. 47p.

FAO. 2007. Aquaculture development. 2. Health management for responsible movement of live aquatic animals. FAO Tech. Guidelines for Responsible Fisheries. No. 5, Suppl. 2. Rome, FAO. 31p.

Arthur, J.R., Bondad-Reantaso, M.G. & Subasinghe, R.P. 2008. Procedures for the quarantine of live aquatic animals: a manual. FAO Fisheries Technical Paper. No. 502. Rome, FAO. 74p.

FAO. 2008. Aquaculture development. 5. Genetic resource management. FAO Technical Guidelines for Responsible Fisheries. No. 5, Suppl. 3. Rome, FAO. 125p.

Caddy, J.F.; Reynolds, J.E. (ed.); Tegelskär Greig, G. (ed.). 2007. Using questionnaires based on the Code of Conduct for Responsible Fisheries as diagnostic tools in support of fisheries management. *FAO/FishCode Review*. No. 21. Rome, FAO. 2007. 109p.

James S. Diana, Hillary S. Egna, Thierry Chopin, Mark S. Peterson, Ling Cao, Robert Pomeroy, Marc Verdegem, William T. Slack, Melba G. Bondad-Reantaso, Felipe Cabello. 2013. Responsible Aquaculture in 2050: Valuing Local Conditions and Human Innovations Will Be Key to Success. *BioScience*, Volume 63, Issue 4, April 2013, Pages 255–262, <https://doi.org/10.1525/bio.2013.63.4.5>

Albert G. J. Tacon, Marc Metian, Giovanni M. Turchini & Sena S. De Silva (2009) Responsible Aquaculture and Trophic Level Implications to Global Fish Supply, *Reviews in Fisheries Science*, 18:1, 94-105, DOI: [10.1080/10641260903325680](https://doi.org/10.1080/10641260903325680)

Alida Bundy, R. Ian Perry (2018). Societal and governing responses to global change in marine systems. *Routledge Studies in Environment, Culture, and Society Series*. 348 pp.

### - Related academic journals:

- Reviews in Fisheries & Aquaculture Science
- Reviews in Aquaculture
- Bioethics