

COURSE OUTLINE

1. GENERAL

SCHOOL	School of Agricultural Sciences		
ACADEMIC UNIT	Biosystems & Agricultural Engineering		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	BAE_140	SEMESTER	7th
COURSE TITLE	Agricultural Economy and Policy		
INDEPENDENT TEACHING ACTIVITIES <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>		WEEKLY TEACHING HOURS	CREDITS
Lectures		3	
Tutorials		2	
Laboratory			
TOTAL		5	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	SPECIALISED GENERAL KNOWLEDGE,		
PREREQUISITE COURSES:	There are no prerequisite courses.		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek.		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)			

2. LEARNING OUTCOMES

<p>Learning outcomes</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"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> 		
<p>At the end of the relevant Learning Process, the student will have understood fundamental issues of the agricultural economy and also understand the mechanisms of the Common Agricultural Policy that were used in the past for the development and protection of agricultural production in the European Union. The ultimate goal is the development of skills of students so that, having understood the characteristics of agricultural holdings (businesses), they can evaluate and value rural development policies for the Greek agriculture.</p>		
<p>General Competences</p> <p><i>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?</i></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"> <i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i> </td> <td style="width: 50%; border: none;"> <i>Project planning and management</i> <i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>.....</i> <i>Others...</i> </td> </tr> </table>	<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Project planning and management</i> <i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>.....</i> <i>Others...</i>
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At the end of this course the student will have further developed the following skills (general skills):

- Ability to identify and name utensils and instruments of a chemical laboratory
- Ability to record and keep a proper laboratory diary
- Ability to process experimental measurements and yield results in the correct format
- Ability to find information from any book of General and Analytical Chemistry as well as from sources on the internet

In general, upon completion of this course the student will have further developed the following general skills (from the list above):

Search, analysis and synthesis of data and information, using the necessary technologies

Adaptation to new situations

Decision making

Autonomous work

Teamwork

Respect for the natural environment

Exercise criticism and self-criticism

3. SYLLABUS

The basic issues that the agricultural economy and policy are the following:

- Introduction to agricultural economics - the economic profile of the agricultural sector. Needs and peculiarities of the rural area. Structural developments in the practice and the ways of agriculture.
- Farming and the need to transition to business farming.
- The economic results of agricultural (financial results and agro-economic indicators, break-even point of a farm).
- Agricultural policy tools and mechanisms and agricultural policy problems.
- The common agricultural policy and its evolution. Agencies and organizations of agriculture policy in the EU.
- Special issues of agricultural policy: food safety and quality. Environmental food policy and marketing. young farmers and the need for agricultural renewal population.
- Rural development and rural development policies
- Agricultural cooperatives and their role in rural development.
- Development strategies of agricultural cooperatives
- Analysis and evaluation of agricultural policy measures, productivity analysis and efficiency of the agricultural sector.

For specific thematic units, a series of exercises and problems will be solved to improve the understanding of the theory, and to prove its practical application.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face to face deliveries.	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	<ul style="list-style-type: none"> • Use of ICT (power point) in Teaching • Use of ICT (power point) in Laboratory Training • Use of ICT in Communication with students (Learning process support through the electronic platform e-class). 	
TEACHING METHODS <i>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</i>	Activity	Semester workload
	Lectures	39
	Tutorials	26
	Writing short reports and exercises	40

<i>visits, project, essay writing, artistic creativity, etc.</i> <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>	Study hours and preparation for the laboratory exercises and the final examination	20
	Course total	125
<p align="center">STUDENT PERFORMANCE EVALUATION</p> <p><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>1. The main evaluation criteria focus on the understanding and correlation of the knowledge that the students obtain from the course with other knowledge. Particular emphasis is placed on whether they have developed the ability to apply this knowledge in solving simple problems related to the economy and agricultural policy. Emphasis is also placed on demonstrating critical skills in dealing with problems and justifying the choices they make.</p> <p>2. The assessment is dynamic. It primarily involves problem solving, it is done orally or in writing or by a combination of the two, with or without pre-examination of the basic principles of the lesson, with or without exculpatory progressions and by other experimental or inventive methods, depending on the composition of the dynamics and the needs of the audience. The above is carried out in the Greek language. For foreign language students (e.g. Erasmus students) they are held in English</p>	

5. ATTACHED BIBLIOGRAPHY

<ul style="list-style-type: none"> • <i>Προτεινόμενη Βιβλιογραφία :</i> • Σέμος Α., <i>Ευρωπαϊκή Ένωση & Κοινή Αγροτική Πολιτική 3η έκδ. βελτιωμένη /2014, Εκδόσεις Ζήτη</i> • Σέμος Α., <i>Εισαγωγή στην αγροτική οικονομία Έκδοση: 1η έκδ./2013, ISBN: 978-960-456-389-0, Εκδόσεις Ζήτη.</i> • Λιανός Θ., Δαμιανός Δ., Μέργος Γ., Ντεμούσης Μ., Κατρανίδης Σ. «<i>Αγροτική Οικονομική</i>», ISBN: 960-359-006-1, Γ' ΕΚΔΟΣΗ/2009, Εκδόσεις Μπενου • Λιανός Θ., <i>Αγροτική Οικονομική. Θεωρία και Πολιτική, εκδόσεις Μπένου, 2009.</i> • Κιτσοπανίδης Γ., <i>Οικονομική Γεωργικής Παραγωγής. Βασικές Αρχές και Εφαρμογές, Εκδόσεις: ΖΗΤΗ, 2006</i> • <i>Handbook of agricultural economics / edited by Bruce L. Gardner and Gordon C. Rausser, 2002</i> -Συναφή επιστημονικά περιοδικά: <i>Agricultural Economics</i> <i>Agricultural Economics Review</i> <i>Journal of Agricultural and Applied Economics</i> <i>Agricultural Economics (AGRICECON)</i> <i>Food Policy</i> <i>Land Use</i> <i>Rural Studies</i> -
