

**SYLLABUS**  
academic course  
**"International Agribusiness"**

<b>Level of higher education</b>	Second (Master's) Level
<b>Type and name of the educational program</b>	For students of Educational and Scientific Institute Economics, Management, Law and Information Technology
<b>Year, semester</b>	2 year, 1 semester
<b>Scope and form of semester control of the course</b>	Number of ECTS credits – 4, The total number of hours is 120, of which: lectures – 16 hours, seminars – 24 hours. Form of semester control – pass/fail exam
<b>Language(s) of teaching</b>	English
<b>Educational and Scientific Institute Department</b>	ESI Economics, Management, Law and Information Technology Department of Economics and International Economic Relations
<b>Contact details of the developer(s)</b>	Samoilyk Iuliia Vasylivna, Professor of the Department of Economics and International Economic Relations, Doctor of Economics, Professor, ofecce 473 (educational building 4) e-mail: iuliia.samoilyk @pdau.edu.ua Teacher's page: <a href="https://www.pdau.edu.ua/people/samoylyk-yuliya-vasylivna">https://www.pdau.edu.ua/people/samoylyk-yuliya-vasylivna</a>
<b>THE PLACE OF THE COURSE IN THE EDUCATIONAL PROGRAM</b>	
<b>Status of the course</b>	Variable
<b>Prerequisites for the study of the course</b>	Basic economic knowledge
<b>Competence</b>	GC 1. The ability to work in a competitive environment, to collect the necessary information for the competitive business projects formation. <b>professional:</b> PC 1. The ability to develop and implement international projects for the development of business, trade and/or stock exchange structures in the agricultural sector.
<b>Learning Outcomes</b>	LO 1. Formation and implementation business projects for the development of business entities in the field of entrepreneurship, trade and/or exchange activity in the international environment
<b>THE ROLE OF ACADEMIC COURSE IN THE FORMATION OF SOCIAL SKILLS (SOFT SKILLS)</b>	
<p>The study of the course provides the formation of the following social skills:</p> <ul style="list-style-type: none"> <li>- <b>Communication Skills:</b> International agribusiness requires constant communication with various market participants, including partners, suppliers, government bodies, and international organizations. Students learn how to negotiate, effectively present their ideas, and build international connections.</li> <li>- <b>Intercultural Competence:</b> Within the course, students gain an understanding of different cultural characteristics, which is essential for successful work in international agribusiness projects. This helps avoid cultural misunderstandings and develops the ability to adapt strategies to different markets.</li> <li>- <b>Critical Thinking:</b> International agribusiness requires an analytical approach to solving complex problems, including forecasting market changes and managing risks. Students learn to analyze various economic scenarios and make well-founded decisions.</li> <li>- <b>Leadership and Teamwork:</b> Working in the agribusiness sector often involves teamwork to achieve a common goal. Students develop the ability to take responsibility, motivate others, and work effectively in multinational teams.</li> <li>- <b>Time Management:</b> In international business, it is essential to plan time and resources effectively to complete tasks on time and within budget. The course helps students learn to prioritize and organize work processes to achieve set goals.</li> <li>- <b>Problem-Solving and Decision-Making:</b> International agribusiness faces challenges such as climate change, market instability, or logistical difficulties. Students learn to find unconventional solutions and make effective decisions in uncertain conditions.</li> <li>- <b>Adaptability:</b> International agribusiness markets are rapidly changing, and the ability to quickly adapt to new conditions is a critical skill for professionals. The course helps students develop flexibility in decision-making and</li> </ul>	

the ability to act in fast-changing environments.

- Ethics and Responsibility: Participation in international agribusiness involves adhering to high ethical standards and being responsible for the environmental and social impacts of activities. Students learn to make decisions based on the principles of sustainable development and corporate responsibility.

### THE PURPOSE OF THE EDUCATION COURSE'S STUDY

formation for students a system of knowledge regarding the current state, prospects for the development of international agribusiness and sectoral priorities in the agrarian sphere from the point of view of the development of international business; basic principles of effective management of international agribusiness; the external environment and the risks of entering on the foreign market assessing methods; methods of international projects substantiation in the agrarian sphere; methods of marketing analysis and research of international agricultural markets; approaches to assessing globalization impacts on international agribusiness.

### THE EDUCATIONAL COURSE'S PROGRAM

Topic 1. The international agrarian business in the system of economic relations

Topic 2. Features of the international agricultural market and its infrastructure

Topic 3. Globalization impacts on the international agribusiness. World rating indicators and international comparisons.

Topic 4. The competition and competitiveness in agribusiness

Topic 5. The international grain and oil market

Topic 6. The international market of vegetables, fruits, berries

Topic 7. The international milk and meat market

Topic 8. The international market of seeds, fertilizers, plant protection products, agricultural machinery

Topic 9. The international organic products market

Topic 10. The international exchange trade and the pricing of agricultural products

Topic 11. The international agrarian policy and the state regulation in the agricultural sector

Topic 12. The impact of crisis phenomena on the agricultural business and the risk assessment

### TEACHING METHODS

#### 1. Methods of organization and implementation of educational and cognitive activities:

verbal methods: *lecture, story-explanation; conversation;*

visual methods: *illustration; demonstration;*

practical methods: *exercises; practical works; work with educational and methodical literature: taking notes, theses, annotating, preparing an abstract/report, presentations, working with arrays of analytical data, working with R, participation in an international project Collaborative Online International Learning*

#### 2. Methods of stimulation and motivation of educational and cognitive activity

methods of formation of cognitive interests: creation of a situation of interest and novelty of educational material; method of using life experience.

#### 3. Innovative and interactive learning methods:

interactive methods: *discussions, debates, designing professional situations.*

computer and multimedia methods: *use of multimedia presentations; Distance Learning, R, R Studio.*

#### 4. Methods of control and self-control for the effectiveness of educational and cognitive activities:

oral control methods: *survey, conversation, report;*

methods of written control: *written performance of practical tasks, self-study work.*

### ASSESSMENT OF LEARNING OUTCOMES

Grading scheme, scale, and assessment criteria

Given in the Appendix to the syllabus

### ACADEMIC COURSE'S AND ASSESSMENT POLICY

- on the timing of completion and retake

the higher education applicant is obliged to comply with the deadlines (date for classroom types of work or time in the LMS Moodle distance learning system), by which a certain task must be completed.

Completion of tasks in violation of deadlines without valid reasons is evaluated at a lower score by 25%. Retakes of the current and final control are carried out in the presence of valid reasons with the permission of the directorate.

- on academic integrity

A higher education applicant must adhere to the Code of Academic Integrity and the Code of Ethics of Teachers and Applicants for Higher Education of Poltava State Agrarian University. Observance of academic integrity by students involves: independent performance of educational tasks, tasks of current and final control of learning outcomes (for persons with special educational needs, this requirement is applied taking into account their individual needs and capabilities); references to sources of information in the case of using ideas, developments, statements,

	<p>information; compliance with the legislation on copyright and related rights; providing reliable information about the results of their own educational (scientific, creative) activities, research methods used and sources of information.</p> <p>Documents related to academic integrity are presented on the ACADEMIC INTEGRITY tab of Poltava State Agrarian University: <a href="https://www.pdau.edu.ua/content/akademichna-dobrochesnist">https://www.pdau.edu.ua/content/akademichna-dobrochesnist</a></p>
- regarding attendance at classes	Attendance of students for all types of educational classes are mandatory
- on the enrollment of non-formal / informal education results	<p>Students have the right to recognition of learning outcomes acquired in non-formal/informal education before/while mastering this educational component. Acquiring relevant learning outcomes is possible after successful completion of courses (with documentary evidence) on various educational platforms, in particular: Prometheus, Coursera, Edera, etc. The features of non-formal/informal education are regulated by the Regulations on the Procedure for Recognition of Learning Results Obtained in Non-Formal and Informal Education by Graduates of Higher Education of the Poltava State Agrarian University</p> <p><a href="https://www.pdau.edu.ua/sites/default/files/node/5555/polozhennyaproporyadok22.pdf">https://www.pdau.edu.ua/sites/default/files/node/5555/polozhennyaproporyadok22.pdf</a></p> <p>As a result of non-formal education, the following can be credited:</p> <ul style="list-style-type: none"> <li>- participation of applicants in the international project Collaborative Online International Learning;</li> <li>- participation in lectures of the Ukraine Global Faculty;</li> <li>- participation in the projects of the International Charitable Foundation “Caritas Ukraine”;</li> <li>- participation in scientific and practical conferences with the preparation of a report in accordance with the problems of the course.</li> </ul>
- regarding the appeal of the results of the assessment	<p>After the announcement of the results of the current or semester control, the student has the right to contact the teacher with a request to provide clarification on the grade received.</p> <p>The grounds for appealing the result of the assessment may be: non-compliance by the teacher with the assessment system specified in the curriculum of the discipline, biased assessment and/or the presence of a conflict of interest, if the higher education applicant was not and could not have known about its existence before the assessment. The result of the evaluation may be appealed no later than the next business day after its announcement. To appeal the result of the assessment, the higher education applicant applies with a written application to the dean of the faculty. The procedure for appealing the results of the assessment of higher education applicants is regulated by the Regulation on the assessment of the learning outcomes of higher education applicants at Poltava State Agrarian University.</p> <p><a href="https://www.pdau.edu.ua/sites/default/files/node/5555/polozhennyaproocinyuvannya2023.pdf">https://www.pdau.edu.ua/sites/default/files/node/5555/polozhennyaproocinyuvannya2023.pdf</a></p>

### RECOMMENDED SOURCES OF INFORMATION

#### General

1. Боголюбов В.М., Клименко М.О., Мельник Л.Г. Стратегія сталого розвитку. Підручник. «Гельветика». 2019. 446.
2. Глинський Н.Ю. Стратегії розвитку слабоурбанізованих територій в умовах трансформації національного господарства. Підручник. «Львівська політехніка». 2022. 236.
3. Довідник економіста сільськогосподарського підприємства / за ред. Ю. О. Лупенка та О. В. Захарчука. Київ: ННЦ «ІАЕ», 2018. 600 с
4. Економіка підприємства: підручник / за заг. та наук. ред. Г. О. Швиданенко. 2-ге вид., перероб. і допов. Київ: КНЕУ, 2019. 551 с. 7. Економіка підприємства: задачі, кейси, ділові ігри / за заг. ред. Г. О. Швиданенко. Київ: КНЕУ, 2018. 307 с.
5. Зінчук Т., Кудмус Н., Усюк Т., Прокопчук О. Нова світова економіка. Менеджмент, технології, стратегії. Підручник. ЦУЛ. 2023. 372 с.
6. Кудлай В. Г. Економіка і організація агробізнесу: практикум. Київ: КНЕУ, 2020. 211 с.
7. Модернізація матеріально-технічної бази аграрних підприємств: моногр. / за ред. О. В. Захарчука та В. Д. Войтюка. Київ-Тернопіль: ФОП Паляниця В. А., 2019. 305 с.
8. Самойлик Ю.В. Агропродовольчий ринок: розвиток в умовах глобалізаційних викликів економіки: монографія. Полтава, 2018. 494 с.
9. Самойлик Ю.В. Соціально-економічна сутність ринку в умовах глобалізації. Соціально-економічні аспекти розвитку економіки підприємства: монографія / під заг. ред. д.е.н., проф. О.Б.

Чернеги, Донец.нац.ун-т економіки і торгівлі ім. М. Туган-Барановського. Кривий Ріг. ФОП Залозний В.В., 2017. С. 191-209.

10. Сучасні тренди економічного розвитку. Книга 1: Трансформації економічних систем: досвід ЄС в реалізації Industries 3.0, 4.0, 5.0. За ред.Л.Г.Мельника, О.М.Маценка. Навчальний посібник. «Університетська книга». 2023. 608 с.

11. Шпичак О. М., Лупенко Ю. О., Боднар О. В. та ін. Методичні положення щодо функціонування системи економічних важелів підвищення споживчої вартості сільськогосподарської продукції та продовольства / за ред. О. М. Шпичака Київ: ННЦ «ІАЕ», 2020. 70 с.

12. BusinessDictionary. веб-сайт. URL: <http://www.businessdictionary.com/definition/market.html>

#### Additional

13. Перспективні форми організації господарської діяльності на селі: наукова доповідь / Національний науковий центр «Інститут аграрної економіки» / [кол. авторів: Ю.О. Лупенко, О.Г. Шпикуляк, В.Я. Месель-Веселяк ... Мамчур В.А. та ін.] Київ : ННЦ «ІАЕ», 2019. 114 с.

14. Перспективні форми організації господарської діяльності на селі: наукова доповідь / Ю. О. Лупенко, О. Г. Шпикуляк, В. Я. Месель-Веселяк та ін. Київ: ННЦ «ІАЕ», 2019. 114 с.

15. Петрушка І.М., Хомко Н.Ю., Мокрий В.І. Стратегія сталого розвитку. Підручник. «Львівська політехніка». 2018. 275 с.

16. Про виконання Угоди про асоціацію між Україною, з однієї сторони, та Європейським Союзом, Європейським співтовариством з атомної енергії і їхніми державами-членами, з іншої сторони: Постанова Кабінету Міністрів України від 25 жовтня 2017 р. № 1106. База даних “Законодавство України” / Кабінет Міністрів України. URL: <https://www.kmu.gov.ua/ua/npas>

17. Про виробництво та обіг органічної сільськогосподарської продукції та сировини: Закон України від 03.09.2013 № 425-VII – База даних “Законодавство України” / ВР України. URL: <http://zakon5.rada.gov.ua/laws/show/425-18>

18. Про внесення змін до Закону України “Про сільськогосподарську кооперацію”: Закон України від 20.11.2012 р. № 5459-17. База даних “Законодавство України” / ВР України. URL: <http://zakon2.rada.gov.ua>

19. Про захист від недобросовісної конкуренції: Закон України № 237/96-ВР від 07.06.96. База даних “Законодавство України” / ВР України. URL: <http://zakon3.rada.gov.ua/laws/show/236/96-%D0%B2%D1%80>

20. Про захист економічної конкуренції: Закон України № 2210-III від 11.01.2001. База даних “Законодавство України” / ВР України. URL: <http://zakon2.rada.gov.ua/laws/show/2210-14>

21. Про основні принципи та вимоги до безпечності та якості харчових продуктів: Закон України від 23.12.1997 р. за № 771/97-ВР. База даних “Законодавство України” / ВР України. URL: <http://zakon3.rada.gov.ua/laws/show/771/97-%D0%B2%D1%80>

22. Про основні принципи та вимоги до органічного виробництва, обігу та маркування органічної продукції: проект закону номер реєстрації № 5448 від 24.11.2016. База даних “Законодавство України” / ВР України. URL: [http://w1.c1.rada.gov.ua/pls/zweb2/webproc4\\_1?pf3511=60576](http://w1.c1.rada.gov.ua/pls/zweb2/webproc4_1?pf3511=60576)

23. Про особисте селянське господарство: Закон України від 15.05.2003 № 742-IV. База даних “Законодавство України” / ВР України. URL: <http://zakon2.rada.gov.ua/laws/show/742-15>

24. Про сільськогосподарську кооперацію: Закон України від 10.07.2003 р. № 1087-IV. База даних “Законодавство України” / ВР України. URL: <http://zakon2.rada.gov.ua>

#### Information sources

25. <http://www.gov.ua>. – веб-сторінка Кабінету Міністрів України.

26. <http://www.me.gov.ua/kaznach./plsq1/kaza.a.10> – веб-сторінка Головного управління державного казначейства України.

27. <http://www.ukrstat.gov.ua> – веб-сторінка Державного комітету статистики України.

28. <http://www.nbu.gov.ua/> – сайт бібліотеки ім. В.І. Вернадського

29. <http://www.rada.gov.ua/> – сайт Верховної Ради України

30. [http://lib.pdaa.edu.ua/mainlist?0=ip\\_login\\_no\\_cache%3D1fbd2afb8102898f7bf8a0d033589994](http://lib.pdaa.edu.ua/mainlist?0=ip_login_no_cache%3D1fbd2afb8102898f7bf8a0d033589994) електронна бібліотека ПДАУ.

31. Агентство з розвитку інфраструктури фондового ринку України (АРІФРУ) – (Stock market infrastructure development agency of Ukraine (SMIDA). web-site. URL: <https://smida.gov.ua/>

32. [https://commission.europa.eu/index\\_en](https://commission.europa.eu/index_en) – сайт Єврокомісії

<https://www.worldbank.org/en/home> – сайт Світового банку.

#### Approval details

Approved at a meeting of the Department of Economics and International Economic Relations, Minutes No. 1 of September 3, 2024

## Assessment of learning outcomes

### Grading Scheme for the Course

Title of the Topic	Forms of control of learning outcomes for students				Total
	Discussion	Solving Tests	Report / abstract / presentation, work with cases	Self-Study Work Assignments	
Topic 1. The international agrarian business in the system of economic relations	2	1	2	3	8
Topic 2. Features of the international agricultural market and its infrastructure	2	1	2	3	8
Topic 3. Globalization impacts on the international agribusiness. World rating indicators and international comparisons.	2	1	2	3	8
Topic 4. The competition and competitiveness in agribusiness	2	1	2	3	8
Topic 5. The international grain and oil market	2	1	2	3	8
Topic 6. The international market of vegetables, fruits, berries	2	1	2	3	8
Topic 7. The international milk and meat market	2	1	2	3	8
Topic 8. The international market of seeds, fertilizers, plant protection products, agricultural machinery	2	1	2	3	8
Topic 9. The international organic products market	2	1	2	3	8
Topic 10. The international exchange trade and the pricing of agricultural products	2	1	2	3	8
Topic 11. The international agrarian policy and the state regulation in the agricultural sector	2	1	2	3	8
Topic 12. The impact of crisis phenomena on the agricultural business and the risk assessment	2	1	2	7	12
<b>Total</b>	<b>24</b>	<b>12</b>	<b>24</b>	<b>40</b>	<b>100</b>

Current control is carried out in practical classes during the semester in the form of oral surveys, solving tests, working with cases, performing an essay/presentation, performing tasks of independent work, which involves the preparation of a glossary, essay, preparation of a report, abstract, presentation, work on a semester project, participation in the COIL project),

The form of semester control of knowledge of higher education applicants in accordance with the work and curriculum is an exam.

The criterion for successful learning is the achievement by the higher education applicant of the minimum threshold levels of grades for each learning outcome of the discipline and the minimum threshold level of assessment for the educational component as a whole.

The minimum threshold level of assessment for the program learning outcome cannot be lower than 60% of the total of the maximum possible number of points.

Forms, scale and criteria for assessing learning outcomes during the current monitoring of the progress of higher education applicants:

*Discussion (0 –2 points):*

0 points – the higher education applicant is not ready to answer or has shown inability to cover the issue (topic) or the issues are covered incorrectly, unsystematically, with gross errors, there is no understanding of the main essence of the questions, conclusions, generalizations;

1 point – the higher education applicant has generally mastered the essence of the issues on the educational material (topic), shows knowledge of lecture material, educational literature, tries to analyze facts and events, draw conclusions. But in the classroom he behaves passively, answers only at the call of the teacher, gives incomplete answers to questions, makes gross mistakes when covering theoretical material;

2 points – the higher education applicant demonstrates a deep mastery of the lecture material, is able to express his own attitude to alternative considerations on a specific problem (topic), shows the ability to independently and reasonably present the material;

*Solving tests (0 – 1 points):*

0 points – the higher education applicant answers less than 65% of the tests;

1 point – the higher education applicant correctly answers 66-100% of the tests;

*Preparation of a report, abstract, presentation, work with cases (0 – 2 points):*

0 points – the task is not completed;

1 point – the topic of the essay (report, presentation) is presented correctly, but there are certain shortcomings in terms of compliance with the learning outcome, completeness and logic of presentation; the applicant does not fully answer additional questions;

The task of the case has been completed, but the conclusions are not sufficiently substantiated, some aspects are not considered, or the logic is not fully understood.

2 points – the problem that is considered in the abstract, report, presentation, presented in full, consistently, logically, the design of the document meets the standard, the applicant demonstrates full mastery of the material during the speech, deeply answers additional questions.

When working with cases, a clear, detailed and logical justification of the proposed solutions was demonstrated, taking into account all relevant factors.

*Self-study tasks (0 – 3 points):*

0 points – in general, the volume of completed tasks is less than 50% of the total;

1 point – the amount of work performed is 51% to 65% of the total;

2 points – the volume of completed tasks is from 66-85% of the total volume;

3 points – the volume of completed tasks is from 86-100% of the total volume

*Self-study tasks* also involves completing a semester project or participating in an international project Collaboration Online International Learning (COIL), which is evaluated from 0 to 5 points, which is presented at the last lesson:

Evaluation criteria (0-7 points for 4 criteria, then the arithmetic mean is formed, 5<sup>th</sup> criteria are added for the COIL project, since this project involves teamwork):

### **Quality of research/project:**

- **0 points:** The project is not completed or has serious deficiencies.
- **1 point:** The project is incomplete and contains numerous errors.
- **2 points:** The project is superficial and contains many flaws.
- **3 points:** The project meets basic requirements but lacks in-depth analysis and has noticeable issues.
- **4 points:** The project is of moderate quality, with partial analysis and some errors.
- **5 points:** A well-executed study with a complete analysis, but there are minor flaws.
- **6 points:** High-quality project with a full analysis, minimal flaws, and evidence of innovation.
- **7 points:** Exceptional quality, comprehensive analysis, and a highly innovative approach.

### **Relevance and practical significance:**

- **0 points:** The project does not address current issues.
- **1 point:** Partially relevant to the topic, but has no practical application.
- **2 points:** The project is relevant, but the practical significance has not been proven.

- **3 points:** Relevant topic with a weak practical application, but significant gaps exist.
- **4 points:** The project is relevant and has demonstrated practical significance.
- **5 points:** A relevant project with practical applications but lacking innovation.
- **6 points:** A highly relevant project that has significant practical value.
- **7 points:** A relevant project that has a substantial impact and offers innovative solutions.

#### **Originality and innovation:**

- **0 points:** The project lacks originality, and the approach is typical.
- **1 point:** Minimal originality is present but not impactful.
- **2 points:** Some innovative elements are present, but the overall approach is standard.
- **3 points:** The project demonstrates quite an innovative approach with interesting ideas.
- **4 points:** A higher level of originality, but the innovation could be stronger.
- **5 points:** A highly original and innovative approach is evident, but not fully realized.
- **6 points:** The project demonstrates high creativity and originality with effective innovation.
- **7 points:** The project is highly creative, groundbreaking, and showcases strong innovation.

#### **Presentation of the project:**

- **0 points:** No presentation or very low quality.
- **1 point:** The presentation is weak, unstructured, and lacks focus.
- **2 points:** The presentation is structured but lacks clarity and engagement.
- **3 points:** A decent presentation with a clear structure, though there are noticeable flaws.
- **4 points:** A well-presented project, but minor issues exist in structure or delivery.
- **5 points:** The presentation is very well-organized and clear, with minimal flaws.
- **6 points:** An excellent presentation, with strong structure, clarity, and minor issues.
- **7 points:** A perfectly executed presentation, highly professional and engaging, with flawless structure.

#### **Teamwork and participation in the project (for the COIL project):**

- **0 points:** Lack of participation or ineffective cooperation.
- **1 point:** Minimal participation and contribution to the team.
- **2 points:** Participation is present, but there were significant issues in cooperation.
- **3 points:** Adequate teamwork, with some difficulties in coordination.
- **4 points:** Good collaboration and effective completion of tasks, but with minor issues.
- **5 points:** Strong teamwork, with effective cooperation and all tasks completed.
- **6 points:** Excellent teamwork, each member contributes meaningfully with only minor issues.
- **7 points:** Outstanding teamwork, with seamless collaboration and significant individual contributions.