

POLTAVA STATE AGRARIAN UNIVERSITY
Department of the Economy and Public Administration

IT HAS BEEN APPROVED BY THE
DEPARTMENT

Head of the Department

 Viktoria MEDVID'

September 01, 2025, Minutes No.1

WORK PROGRAM OF THE COURSE

(mandatory course)

International Cooperation in the Agricultural Sector

Educational and Professional Program International Economic Relations

Major C1 Economics and International Economic Relations

Specialization C1.02 International Economic Relations

Field of knowledge C Social Sciences, Journalism, Information and International
Relations

Master's degree

Educational and Research Institute of Economics, Management, Law and
Information Technology

Work program of the course “International cooperation in Agricultural Sector” for students in the educational and professional program “International Economic Relations” specialty Major C1 Economics and International Economic Relations Specialization C1.02 International Economic Relations

Language for teaching: English

Developer: Iuliia Samoilyk, Professor of the Department of Economics and International Economic Relations, Doctor of Economics, Professor
September 1, 2025

 Iuliia SAMOILYK

Approved by the guarantor of the educational program International Economic Relations

September 01, 2025

 Olha SHKURUPII

Approved by the Council for the Quality of Higher Education of the specialty
“Economics and International Economic Relations”
Minutes “01” of September 2025 No. 1

Chairman of the Council for the Quality
of Higher Education of the specialty  Olha DYVNYCH

1. Description of the course

Characteristics elements	Full-time education	Correspondence form of education
Total number of hours	135	135
Number of credits	4,5	4,5
Place in the individual curriculum of the higher education applicant	Mandatory	Mandatory
Year of study (course code)	1 / C1EKOH_MД_2025(MEB)	1 / C1EKOH_M3_2025(MEB)
Semester	1	2
Lectures (hours)	24	10
Practical (hours)	22	6
Independent work (hours)	89	119
Form of semester control	Exam	Exam

2. The purpose of studying the discipline

providing students with knowledge and practical skills on how the subjects of the agricultural sector interact at the international level, mastering the principles and tools of international cooperation in the agricultural sector, studying international trade relations, standards and regulations that affect the agricultural business, which contributes to the preparation of applicants for work in the global agricultural environment and the development of their understanding of the international aspects of the agricultural sector for further contribution to sustainability and the development of this Sector.

3. Prerequisites for the study of the course

There are no prerequisites.

4. Competence:

Special (professional):

SC 1. Ability to make informed decisions on the establishment of international economic relations at all levels of their implementation.

SC 10. Ability to substantiate the conditions for effective integration of Ukraine into the system of international cooperation in the agricultural sector, taking into account the priority of national interests on the basis of generalization of theory and international practice.

5. Learning Outcomes

LO 3. Systematize, synthesize and organize the information obtained, identify problems, formulate conclusions and develop recommendations using effective approaches and technologies, specialized software in order to solve complex problems of practical problems, taking into account the cross-cultural characteristics of the subjects of international economic relations.

LO 6. Analyze regulatory and legal documents, evaluate analytical reports, competently use regulatory and administrative documents and reference materials, conduct applied analytical developments, professionally prepare analytical materials.

LO 15. Determine the conditions for effective integration of Ukraine into the system of international cooperation in the agricultural sector, taking into account national interests and within the framework of state economic, foreign economic and agrarian policy.

***Correlation of program learning outcomes
with expected learning outcomes***

Programmatic Learning Outcomes (LO)	Expected learning outcomes of the course
LO 3. Systematize, synthesize and organize the information obtained, identify problems, formulate conclusions and develop recommendations using effective approaches and technologies, specialized software in order to solve complex problems of practical problems, taking into account the cross-cultural characteristics of the subjects of international economic relations/	- systematize and analyze information on international cooperation in the agricultural sector (Topics 1, 2); - identify problems of international trade relations in the agricultural sector and provide recommendations (Topic 3); - use technology to analyze the international agri-food market (Topic 4); - analyze data on financial and investment cooperation in the agricultural sector (Topic 5); - develop recommendations based on international law in the agri-food sector (Topic 6); - assess quality standards in international agri-food processes (Topic 7); - develop strategies for the development of rural communities taking into account decentralization (Topic 8); - formulate recommendations for sustainable development and circular economy (Topic 9).
LO 6. Analyze regulatory and legal documents, evaluate analytical reports, competently use regulatory and administrative documents and reference materials, conduct applied analytical developments, professionally prepare analytical materials	- analyze the regulatory framework for international cooperation in the agricultural sector (Topic 1); - evaluate analytical reports on international trade relations in the agricultural sector (Topic 3); - use reference materials to assess the international agri-food market (Topic 4); - analyze the regulatory and legal aspects of financial and investment cooperation (Topic 5); - prepare analytical materials based on international law (Topic 6); - evaluate analytical reports on international quality standards and norms (Topic 7); - analyze the regulatory and legal aspects of rural community development (Topic 8); - prepare analytical materials on sustainable development and circular economy (Topic 9).
LO 15. Determine the conditions for effective integration of Ukraine into the system of international cooperation in the agricultural sector, taking into account national interests and within the framework of state economic, foreign economic and agrarian policy.	- analyze international trade relations and determine the conditions for Ukraine's integration (Topic 3); - evaluate international financial mechanisms for Ukraine's integration in the agricultural sector (Topic 5); - use international standards and quality norms in the integration process (Topic 7); - assess the prospects for sustainable development of the agri-food sector of Ukraine in the international context (Topic 9); - analyze global trends and multi-vector relations in the agri-food sector (Topic 2); - assess the prospects of Ukraine's international cooperation (Topic 11); - determine the geo-economic and national priorities of Ukraine (Topic 4); - assess the role of international law in the agricultural sector of Ukraine (Topic 6)

6. Learning and Teaching Methods

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

verbal methods: *lecture, explanation; conversation;*

visual methods: *illustration; demonstration;*

Practical methods: *exercises; practical works; work with educational and methodological literature: note-taking, abstracting, annotation, preparation of an abstract/report, presentations, work with arrays of analytical data, work with R, participation in the international project Collaborative Online International Learning, work with cases of international organizations (World Bank, International Labor Organization, FAO, World Food Programme (WFP), The Food Security Cluster (FSC), The Food Security and Livelihoods Cluster (FSCL)*

2. Methods of stimulation and motivation of educational and cognitive activities

methods of forming cognitive interests: *creating a situation of interest and novelty of educational material; a method of using life experience.*

3. Innovative and Interactive Teaching Methods:

interactive methods: *discussions, disputes, design of professional situations.*

computer and multimedia methods: *use of multimedia presentations; distance learning, R, R Studio.*

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

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

Methods of written control: *written performance of practical tasks, independent work.*

7. THE EDUCATIONAL COURSE'S PROGRAM

Topic 1: Fundamentals of International Cooperation

Topic 2: Global trends and multi-vector relations in the agri-food sector

Topic 3: International Trade Relations in the Agricultural Sector

Topic 4: International agri-food market

Topic 5: Financial and Investment Cooperation

Topic 6: International Law in the Agri-Food Sector

Topic 7: International Quality Standards and Norms

Topic 8: Development of rural communities in the context of economic decentralization

Theme 9: Principles of Sustainable Development and Circular Economy in Agri-Food

Topic 10: Geopolitical Challenges in Agriculture

Topic 11: Prospects for the development of international cooperation in the agricultural sector

Structure (thematic plan) of the course

Назва тем	Number of hours							
	Full-time education (С1ЕКОН_мд_2025(МЕБ))				Correspondence form of education (С1ЕКОН_мз_2025(МЕБ))			
	Total	including			Total	including		
		L	P	S		L	P	S
Topic 1: Fundamentals of International Cooperation	12	2	2	8	12	2	-	10
Topic 2: Global trends and multi-vector relations in the agri-food sector	12	2	2	8	12	-	2	10
Topic 3: International Trade Relations in the Agricultural Sector	12	2	2	8	12	2	-	10
Topic 4: International agri-food market	12	2	2	8	12	-	2	11
Topic 5: Financial and Investment Cooperation	12	2	2	8	12	2	-	12
Topic 6: International Law in the Agri-Food Sector	12	2	2	8	12	-	-	12
Topic 7: International Quality Standards and Norms	12	2	2	8	12	-	-	12
Topic 8: Development of rural communities in the context of economic decentralization	12	2	2	8	12	2	-	11
Theme 9: Principles of Sustainable Development and Circular Economy in Agri-Food	12	2	2	8	12	-	2	11
Topic 10: Geopolitical Challenges in Agriculture	12	2	2	8	12	2	-	12
Topic 11: Prospects for the development of international cooperation in the agricultural sector	15	4	2	9	12	-	-	12
Total	135	24	22	89	135	10	6	123

8. Practical classes Topics

Назви тем	Number of hours	
	Full-time education (C1EKOH_мд_2025(МЭБ))	Correspondence form of education (C1EKOH_мз_2025(МЭБ))
Topic 1: Fundamentals of International Cooperation	2	-
Topic 2: Global trends and multi-vector relations in the agri-food sector	2	2
Topic 3: International Trade Relations in the Agricultural Sector	2	-
Topic 4: International agri-food market	2	2
Topic 5: Financial and Investment Cooperation	2	-
Topic 6: International Law in the Agri-Food Sector	2	-
Topic 7: International Quality Standards and Norms	2	-
Topic 8: Development of rural communities in the context of economic decentralization	2	-
Theme 9: Principles of Sustainable Development and Circular Economy in Agri-Food	2	2
Topic 10: Geopolitical Challenges in Agriculture	2	-
Topic 11: Prospects for the development of international cooperation in the agricultural sector	2	-
Total	22	6

9. Topics of Self-study work

Назви тем	Number of hours	
	Full-time education (C1EKOH_мд_2025(МЭБ))	Correspondence form of education (C1EKOH_мд_2025(МЭБ))
Topic 1: Fundamentals of International Cooperation	12	10
Topic 2: Global trends and multi-vector relations in the agri-food sector	12	10
Topic 3: International Trade Relations in the Agricultural Sector	12	10
Topic 4: International agri-food market	12	11
Topic 5: Financial and Investment Cooperation	12	10
Topic 6: International Law in the Agri-Food Sector	12	12
Topic 7: International Quality Standards and Norms	12	12
Topic 8: Development of rural communities in the context of economic decentralization	12	11
Theme 9: Principles of Sustainable Development and Circular Economy in Agri-Food	12	11
Topic 10: Geopolitical Challenges in Agriculture	12	10
Topic 11: Prospects for the development of international cooperation in the agricultural sector	15	12
Total	89	119

10. Individual tasks

Individual work of a higher education student should contribute to the consolidation of theoretical material and practical skills. This type of work is implemented through the independent performance by a higher education student of an individual task in classroom and extracurricular time: test work for students of correspondence studies.

11. Assessment of learning outcomes

Programmatic Learning Outcomes	Forms of control of program learning outcomes
LO 3. Systematize, synthesize and organize the information obtained, identify problems, formulate conclusions and develop recommendations using effective approaches and technologies, specialized software in order to solve complex problems of practical problems, taking into account the cross-cultural characteristics of the subjects of international economic relations/	Tests, surveys, cases, independent work tasks (glossary, essay, preparation of a report, abstract, presentations, work on a semester project, participation in the COIL project), exam
LO 6. Analyze regulatory and legal documents, evaluate analytical reports, competently use regulatory and administrative documents and reference materials, conduct applied analytical developments, professionally prepare analytical materials	Tests, surveys, cases, independent work tasks (glossary, essay, preparation of a report, abstract, presentations, work on a semester project, participation in the COIL project), exam
LO 15. Determine the conditions for effective integration of Ukraine into the system of international cooperation in the agricultural sector, taking into account national interests and within the framework of state economic, foreign economic and agrarian policy.	Tests, surveys, cases, independent work tasks (glossary, essay, preparation of a report, abstract, presentations, work on a semester project, participation in the COIL project), exam

The criterion for successful learning is the achievement by a higher education student of the minimum threshold levels of grades for each learning outcome. One of the mandatory elements of the educational process is systematic ongoing control and final assessment of the level of achievement of learning outcomes.

Grading Scheme for the Course Full-time education (C1EKOH_мд_2025(MEB))

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	Exam	
Topic 1: Fundamentals of International Cooperation	2	1	2	2	-	7
Topic 2: Global trends and multi-vector relations in the agri-food sector	2	1	2	2	-	7
Topic 3: International Trade Relations in the Agricultural Sector	2	1	2	2	-	7
Topic 4: International agri-food market	2	1	2	2	-	7
Topic 5: Financial and Investment Cooperation	2	1	2	2	-	7
Topic 6: International Law in the Agri-Food Sector	2	1	2	2	-	7
Topic 7: International Quality Standards and Norms	2	1	2	2	-	7
Topic 8: Development of rural communities in the context of economic decentralization	2	1	2	2	-	7
Theme 9: Principles of Sustainable Development and Circular Economy in Agri-Food	2	1	2	2		7
Topic 10: Geopolitical Challenges in Agriculture	2	1	2	2		7
Topic 11: Prospects for the development of international cooperation in the agricultural sector	2	1	2	5		10
Exam	—	—	—	—	20	80
Total	22	11	22	25	20	100

**Grading Scheme for the Course Correspondence form of education
(C1EKOH_MД_2025(MEB))**

Title of the Topic	Forms of control of learning outcomes for students					Total
	Discussion	Solving Tests	Report / abstract / presentation, work with cases	practical test paper	Exam	
Topic 1: Fundamentals of International Cooperation	2	1	8		-	3
Topic 2: Global trends and multi-vector relations in the agri-food sector	-	1			-	9
Topic 3: International Trade Relations in the Agricultural Sector	2	1			-	3
Topic 4: International agri-food market	-	1	8		-	1
Topic 5: Financial and Investment Cooperation	2	1			-	11
Topic 6: International Law in the Agri-Food Sector	-	1			-	1
Topic 7: International Quality Standards and Norms	-	1	8		-	1
Topic 8: Development of rural communities in the context of economic decentralization	2	1			-	3
Theme 9: Principles of Sustainable Development and Circular Economy in Agri-Food	-	1			-	9
Topic 10: Geopolitical Challenges in Agriculture	2	1			-	3
Topic 11: Prospects for the development of international cooperation in the agricultural sector	-	1			-	1
Practical test paper	—	—	—	35	—	35
Exam	—	—	—	—	20	80
Total	10	11	24	35	20	100

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, which does not make it possible to assess the formation of competencies and the achievement of program results;

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, which does not make it possible to assess the formation of competencies and the achievement of program results;

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) Full-time study:

0 points – the task is not completed, which does not make it possible to assess the formation of competencies and the achievement of program results;

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.

Preparation of a report that combines several topics, presentations, work with cases (0 – 8 points) part-time study:

0 points – the work is not presented or does not correspond to the topic, there is no logic of presentation, sources are not indicated, the case is not considered, there is a complete lack of independent work, which does not make it possible to assess the formation of competencies and the achievement of program results;

1 point – the work is presented, but has a fragmentary, superficial nature, the presentation is inconsistent, the main theses of the topics are not disclosed, there is no case analysis or formal;

2 points – there is an attempt to summarize individual theoretical provisions, but without a connection between topics. The case is described without analysis or conclusions, the structure of the work is fuzzy, there are many errors or repetitions.

3 points – the main topics are partially disclosed, the logic of the presentation is traced, the case is given, but the analysis is limited to stating the facts without argumentation, the sources are used, but without critical reflection.

4 points – the work is structured, there is a basic connection between the topics, the case is described with elements of analysis. There are their own conclusions, but they are not deep enough or vaguely formulated.

5 points – the topics are covered in a general way, there are examples and analytical observations, the case is considered logically, but with minimal argumentation, independent work is felt, although

there is a lack of depth.

6 points – the comprehensive report is logical, structured, the topics are related to each other, the case is analyzed, conclusions are presented, an attempt is made to apply the theory in practice, the sources are of high quality, the citation is correct.

7 points – the topics are fully disclosed, the understanding of intertopic connections is shown, the case is analyzed comprehensively: description, problems, solution options, conclusions, there are elements of critical thinking, comparison of different approaches.

8 points – the work demonstrates a deep understanding of the content of several topics of the course, logical integration of knowledge and a creative approach, the case is considered comprehensively with reasoned conclusions, there is its own position, analytical conclusions and practical recommendations, the language is competent, the structure is clear, the design is neat.

Self-study tasks (0 – 2 points):

0 points – in general, the volume of completed tasks is less than 50% of the total, which does not make it possible to assess the formation of competencies and the achievement of program results;

1 point – the amount of work performed is 51% to 75% of the total;

2 points – the volume of completed tasks is from 76-100% 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 (0-5 points for 4 criteria, then the arithmetic mean is formed, 5-1 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 superficial and contains many flaws.

2 points: The project meets the basic requirements, but without in-depth analysis.

3 points: The project has an average level of quality with partial analysis.

4 points: A well-executed study with a full analysis, but there are minor flaws.

5 points: High level of quality, full-fledged analysis, 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, there is a practical application, but there are gaps.

4 points: The project is relevant and has practical significance.

5 points: A relevant project that has a significant impact and offers innovative solutions.

Originality and innovation:

0 points: Lack of originality, the project is typical.

1 point: Originality is present, but minimal.

2 points: Some innovative elements, but generally a typical approach.

3 points: Quite an innovative approach with interesting ideas.

4 points: High level of originality and innovative approach.

5 points: The project demonstrates high creativity and innovation.

Presentation of the project:

0 points: No presentation or very low quality.

1 point: The presentation is weak, unstructured.

2 points: The presentation is structured but not good enough.

3 points: A high-quality presentation with a clear structure, but there are some drawbacks.

4 points: Very well presented material with minor flaws.

- 5 points: A well-prepared and clearly structured presentation.
- Teamwork and participation in the project (for the COIL project):
- 0 points: Lack of participation or ineffective cooperation.
- 1 point: Minimal participation in teamwork.
- 2 points: There is participation, but there were difficulties in cooperation.
- 3 points: Good teamwork, but with some problems.
- 4 points: Effective collaboration with the team, all tasks completed.
- 5 points: Excellent teamwork, each participant's contribution was meaningful.

Scale and criteria for evaluating the performance of tests for correspondence studies

Task type	Number of points	Evaluation criteria
Theoretical	0-3	Unconscious, mechanical reproduction of the material with significant errors and gaps; unfounded judgments; insufficient independence of thinking. The answer contains stylistic and grammatical errors.
	4-7	Conscious reproduction of the material with minor errors; the logic and sequence of the presentation are somewhat violated; insufficient independence of thinking is manifested. The answer is stylistically correct, contains minor grammatical errors.
	8-12	Conscious and complete reproduction of the material with some inaccuracies in secondary material; the presentation of the material is sufficiently substantiated, the sequence of the presentation is somewhat violated. The answer is stylistically and grammatically correct.
	13-15	The presentation of the material is deeply substantiated, logical, convincing. The answer contains its own examples, which indicates the creative application of the material. The answer is stylistically and grammatically correct.
Maximum number of points	15 Points	
Professionally oriented (development of a project on international cooperation)	0-2	The task is practically not completed or presented formally, there is no analysis. The sources are either not used at all or are unacceptable. There are no conclusions. The presentation is chaotic, the academic requirements are completely violated. The program learning outcomes are not achieved: the student has not demonstrated either knowledge or the ability to apply them in a practical context.
	3-8	The information is presented fragmentarily and superficially. The sources are almost absent or of poor quality, the facts are not confirmed. The conclusions are weak, unrelated to the main content. The text contains significant linguistic and stylistic errors, the structure is chaotic. The program learning outcomes are achieved at a minimal level: only general information is reproduced without applying knowledge for analysis or critical assessment.
	9-14	The task is general in nature, the analysis is limited, individual aspects of international cooperation are ignored. The sources used are partially, mostly superficial, there is no critical approach. The conclusions are presented in the form of general statements without practical significance. The style of presentation is not always clear, logical and stylistic errors are possible. The program learning outcomes are partially achieved: the student demonstrates the ability to reproduce basic information, but systemic and critical thinking is weak.
	15-17	The task is performed qualitatively, but contains some shortcomings. Some areas are considered superficially or incompletely. The sources used are limited, among them descriptive materials prevail. The conclusions are logical, but not critically substantiated enough. The language and style are generally academic, but minor inaccuracies are possible. The achieved

Task type	Number of points	Evaluation criteria
		program learning outcomes consist of the ability to find and systematize information, apply theoretical approaches in practice and draw general conclusions based on examples.
	18-20	The task fully meets the requirements: it has a clear structure, a deep and comprehensive analysis of practical aspects of international cooperation in the agricultural sector. Various reliable sources are used - official reports, scientific publications, analytical materials. The text contains critical processing of information. The conclusions are reasoned, logical, and contain a summary of one's own research. The language is academic, the presentation style is competent, and the design meets the established requirements. The achieved program learning outcomes include the ability to critically analyze the activities of companies, apply theoretical knowledge to solve practical cases, work with analytical materials, and formulate one's own position.
Maximum number of points	20 Points	
Total (max. points)	35	The work may be returned for revision if it does not meet the requirements.

Exam Grading Scale and Criteria

Task type	Score	Вимоги до знань та умінь здобувачів вищої освіти
Theoretical (2 tasks)	1-3 Points	Conscious reproduction of the material with minor errors; the logic and consistency of the presentation are somewhat disturbed; Independence of thinking is not sufficiently manifested. The answer is stylistically correct and contains minor grammatical errors.
	4-5 Points	The answers are correct, well-founded, meaningful and characterize the presence of specialized conceptual knowledge at the level of the latest achievements, critical comprehension of problems in learning. The applicant shows excellent knowledge of the defined learning outcomes in the discipline
Test task (10 tasks)	1 Point	A Student provides the correct answer
	0 Point	A Student gives the wrong answer
Total (max. points)	20 Points	

*The exam consists of two theoretical questions and ten test tasks. Maximum number of points per exam – 20.

12. Tools, equipment and software, the use of which is envisaged during the implementation of the discipline

Multimedia projector, Wi-Fi network, MS Windows 10 Pro platform, Windows 10 Edu, Office 365 (10000 licenses for students), Internet browsers, PSAU Electronic Library, PSAU Electronic Repository

13. Academic course policy

1. 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, 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.

Documents related to academic integrity are presented on the ACADEMIC INTEGRITY tab of Poltava State Agrarian University: <https://www.pdau.edu.ua/content/akademichna-dobrochesnist>

2. Academic mobility

There is an opportunity to master this discipline under academic mobility programs (domestic/international) under existing agreements (contracts) between the University and a partner institution and/or individual invitations. Recognition and re-enrollment of the results of such training is carried out by a specially created commission on the basis of the relevant documents submitted by the higher education applicant using the European Credit Transfer System. Organizational processes of training in academic mobility programs are regulated by the Regulations on Academic Mobility of Participants in the Educational Process at Poltava State Agrarian University.

3. Non-formal/informal education

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

As a result of non-formal education, the following can be credited:

- participation of applicants in the international project Collaborative Online International Learning;
- participation in lectures of the Ukraine Global Faculty;
- participation in the projects of the International Charitable Foundation “Caritas Ukraine”;
- participation in scientific and practical conferences with the preparation of a report in accordance with the problems of the course

4. Deadlines and retakes

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.

14. RECOMMENDED SOURCES OF INFORMATION

General

1. Аграрна політика Європейського Союзу: виклики та перспективи. Монографія. За ред. Т. О. Зінчук. Київ: Центр навчальної літератури, 2019. 494 с.
2. Боголюбов В.М., Клименко М.О., Мельник Л.Г. Стратегія сталого розвитку. Підручник. «Гельветика». 2019. 446.
3. Глинський Н.Ю. Стратегії розвитку слабоурбанізованих територій в умовах трансформації національного господарства. Підручник. «Львівська політехніка». 2022. 236.
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