

## COURSE OUTLINE

### 1. GENERAL

<b>SCHOOL</b>	AGRICULTURAL SCIENCE		
<b>ACADEMIC UNIT</b>	FOOD SCIENCE AND TECNOLOGY		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	FST_401	<b>SEMESTER</b>	4
<b>COURSE TITLE</b>	FOUNDATIONS OF FOOD MARKETING		
<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>ECTS CREDITS</b>	
Lectures, seminars	4	5	
<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>	General background		
<b>PREREQUISITE COURSES:</b>	There are no prerequisite courses		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	No		
<b>COURSE WEBPAGE (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 the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul>						
<p>Upon successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> <li>• understand the particularities of marketing management in an agricultural business.</li> <li>• identify markets and customers, both existing and potential ones.</li> <li>• use the tools of the marketing mix in a meaningful way, aiming to offer superior value to customers.</li> <li>• recognize the importance of customer loyalty and know the different ways of meeting the customers' needs.</li> </ul>						
<p><b>General Competences</b></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></td> <td style="width: 50%; border: none;"><i>Project planning and management</i></td> </tr> <tr> <td style="border: none;"><i>Adapting to new situations</i></td> <td style="border: none;"><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td style="border: none;"></td> <td style="border: none;"><i>Respect for the natural environment</i></td> </tr> </table>	<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>		<i>Respect for the natural environment</i>
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>					
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	<i>Respect for the natural environment</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>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> <i>.....</i>
<p>Generally, by the end of this course the student will, furthermore, have develop the following abilities (from the list above):</p> <ul style="list-style-type: none"> <li>• Adaptation to new situations</li> <li>• Decision making</li> <li>• Autonomous (Independent) work</li> <li>• Group work</li> <li>• Development of criticism and self-criticism</li> <li>• Development of creative and inductive thinking</li> </ul>	

### 3. SYLLABUS

<p>This specific course provides the students an introduction to the utilization and application of the marketing concept on an entrepreneurial level. The lectures have been structured in a way that makes the students familiar with the fundamental marketing concepts and tools such as: marketing management, marketing strategy, market segmentation, pricing, promotion, sales, product life cycle, consumer behaviour, market &amp; marketing research and marketing plan. The marketing elements examined at this course are synthesized and implemented in the context of a broader marketing programming. One of the most important goals of this lecture is, understanding the crucial role that marketing plays in the prosperity and growth of a company in the agricultural/food sector. It will also be given emphasis on the practical application of marketing, by creatively combining theory and practice.</p> <p>The course is organized around topics such as:</p> <ul style="list-style-type: none"> <li>• Concept and philosophy of Marketing (Definitions, Concepts and Marketing orientation)</li> <li>• The Marketing Environment - The external environment (political, social, economic, technological, legal, cultural), Competition</li> <li>• Consumer Behaviour</li> <li>• Market and marketing research</li> <li>• Market segmentation-targeting-positioning - Segmentation criteria, positioning choice</li> <li>• Marketing mix <ul style="list-style-type: none"> <li>○ Product</li> <li>○ Distribution</li> <li>○ Promotion</li> <li>○ Price</li> </ul> </li> </ul>
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### 4. TEACHING AND LEARNING METHODS - EVALUATION

<p style="text-align: center;"><b>DELIVERY</b></p> <p style="text-align: center;"><i>Face-to-face, Distance learning, etc.</i></p>	Face-to-face	
<p style="text-align: center;"><b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b></p> <p style="text-align: center;"><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>Use of ICTs in teaching.</p> <p>Use of e-class –all the lectures in a series of .ppt files, where students have access.</p> <p>Communication with students: use of the e-mail and the department’s website.</p>	
<p style="text-align: center;"><b>TEACHING METHODS</b></p> <p style="text-align: center;"><i>The manner and methods of teaching are described in detail.</i></p>	<b>Activity</b>	<b>Semester workload</b>
	Lectures (3 conduct hours per week X 13	39

<p>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.</p> <p>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</p>	weeks)	
	Seminars (1 conduct hour per week X 13 weeks)	13
	Final examination (3 conduct hours)	3
	Hours of student's personal/individual study and preparation of an assignment	70
	<b>Total number of hours for the Course (25 hours of work-load per ECTS credit)</b>	<b>125</b>
<p><b>STUDENT PERFORMANCE EVALUATION</b></p> <p>Description of the evaluation procedure</p> <p>Language 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</p> <p>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</p>	<p>Student assessment is mainly based on the written examination at the end of the semester, which includes questions that evaluate both the acquired knowledge by students and their ability to utilize them critically.</p> <p>Grading scale: 1 to 10. Minimum passing grade: 5. Examination time: 3 hours.</p> <p>However, students can gain extra points in their final grade by working on an assignment provided during the term. This is not compulsory but can significantly contribute to their final personal record.</p> <p>Grades are based 25% on assignment and 75% on final exams.</p>	

## 5. ATTACHED BIBLIOGRAPHY

<p>In Greek:</p> <p>Perreault W., (2011), Marketing: A strategic approach, Broken Hill Publishers LTD.</p> <p>Panigirakis, G., (2003), Strategic Brand Management, Stamoulis Publications.</p> <p>Dimitriadis, S., Tzortzaki, A., (2010), Marketing, Rosili Publications.</p> <p>Pantouvakis, A., Siomkos, G., Christou, E., (2015) Marketing, Livanis Publications.</p> <p>In English:</p> <p>Pride, W., &amp; Odies, C. F. (2014) Foundations of marketing. Cengage Learning.</p> <p>Kotler, P. &amp; Armstrong, G. (2013). Principles of Marketing 15th Global Edition, Pearson.</p> <p>Lamb, C., Hair, J. &amp; McDaniel, C. (2010) Marketing, Cengage Learning.</p>
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