



Course Information					
Code:	<b>AGG61007</b>	Course:	<b>AGRIBUSINESS</b>		
Coordination Area / Program:	<b>FAC. INGENIERÍA: ING. AGROINDUSTRIAL</b>			Mode: <b>A distancia</b>	
Credits: <b>03</b>	Tipo de hora	Presencial	Virtual	H. Totales	Autonomous Learning Hours: <b>96</b>
	H.Teoría	0	32	32	
	H.Práctica	0	32	32	
	H.Laboratorio	0	0	0	
Period: <b>2024-01</b>	Start date and end of period: <b>del 20/03/2024 al 09/07/2024</b>				
Career: <b>INGENIERÍA AGROINDUSTRIAL</b>					

Course Pre-requisites		
Code	Course - Credits	Career
FC-SP-AGR TEAGALI1	TECNOLOGÍA AGROALIMENTARIA I	ING AGROIND
FC-AGR TEAGALI1	TECNOLOGÍA AGROALIMENTARIA I	ING AGROIND
FC- P-AGR POSTEC	POSTHARVEST TECHNOLOGY	ING AGROIND
FC-SP-AGR POSTEC	POSTHARVEST TECHNOLOGY	ING AGROIND

Course Coordinators			
Surname and First Name	Email	Contact Hour	Contact Site
BUGARIN FERRE, ALEJANDRA	abugarin@usil.edu.pe		

Instructors
You can check the timetables for each teacher in their INFOSIL in the <b>Classes Development Teachers</b> option <b>Teachers</b> .

Course Overview
Agribusiness is a specialized training subject, it has a theoretical-practical character, it contributes to the development of the competence of Bilingual Communication and Continuous Learning in agroindustrial engineering, to use digital technologies, to apply modern tools in their professional practice and to recognize and always keep updated in the trends of agroindustrial engineering. It includes the development of the following thematic axes: Introduction to agribusiness, Agribusiness Management, Marketing and Financial Management for Agribusiness, Financial statements in Agribusiness, Financing the Agribusiness and Operations Management for Agribusiness. The creditable product of the course is the final work, which is a report oriented to agribusiness of an agribusiness product.

Professional and/or General Competencies			
Career/Program	Abbreviation/ Name of the competency	Level of the competency	Expected Learning
Agroindustrial Engineering	CG2: Bilingual Communication	N3 Communicates effectively in English using the four language skills-listening comprehension, reading comprehension, oral production, and written production-with sufficient fluency and naturalness for personal, academic, and professional performance at the international level.	<ul style="list-style-type: none"> <li>• It includes extended speeches and lectures and even follows complex lines of argument, as long as the subject matter is relatively well known.</li> <li>• Understand articles and reports relating to contemporary problems, in which the authors adopt a particular attitude or point of view.</li> </ul>

			<ul style="list-style-type: none"> <li>• Prepares clear and detailed descriptions on a wide range of topics related to a subject of personal interest.</li> <li>• Produces detailed and clear written texts on a wide range of topics related to a personal interest.</li> <li>• Demonstrates a sufficient grammatical and lexical linguistic range to produce clear descriptions, express points of view and develop arguments using complex sentence structures.</li> </ul>
	CP5: Continuous learning in Agroindustrial Engineering	N3 Evaluates the implications of developing a permanent autonomous learning to face technological changes in agroindustrial engineering, which allows him/her to achieve a continuous academic and professional development.	<ul style="list-style-type: none"> <li>• Identifies technological changes in agroindustrial engineering that allow him/her to achieve continuous academic development based on scientific research in his/her field of study.</li> <li>• Recognizes the need to develop a permanent autonomous learning to face technological changes in agroindustrial engineering based on scientific research in their field of study.</li> <li>• Develops a permanent autonomous learning to face technological changes in agroindustrial engineering, which allow him/her to achieve continuous academic development based on scientific research in his/her field of study.</li> <li>• Evaluates the implications of developing a permanent autonomous learning to face technological changes in agroindustrial engineering, which allows him/her to achieve a continuous academic development based on scientific research in his/her field of study.</li> </ul>

General Course Result	Unit Result
At the end of the course, the student presents a report oriented to agribusiness of an agrifood product, considering Introduction to Agribusiness, Agribusiness Management, Marketing and Operations	1. At the end of the unit, the student will consider the context of the agribusiness enterprise and use tools to develop a strategic agribusiness plan, taking into account the importance of planning, organization, direction and control in agribusiness management.

Management for Agribusiness and Agribusiness Financing.	2. At the end of the unit, the student prepares chapter 2 of the final work of the course where the student applies the fundamentals of agribusiness management to identify supply, demand, prices, regulations and stakeholders in an agribusiness company.
	3. At the end of the unit, the student prepares chapter 3 of the final work of the course where the student applies the fundamentals of marketing and agribusiness operations to identify market trends, evaluate the competition, define the operations of a given agricultural product, design a strategic distribution route and apply a marketing plan considering the context of an agribusiness company.
	4. At the end of the unit, the student supports the final work of the course (creditable product) demonstrating solvency in communication. It also includes a financial analysis of the work done so far.

Development of activities		
<b>Unit Result 1:</b> <i>At the end of the unit, the student will consider the context of the agribusiness enterprise and use tools to develop a strategic agribusiness plan, taking into account the importance of planning, organization, direction and control in agribusiness management.</i>		
<b>Session 1:</b> <i>At the end of the session, the student identifies the context of the agribusiness enterprise and uses tools to evaluate its environment.</i>		Semana 1 a 1
Learning Activities	Contents	Evidence
-Apply the basic principles of managing an agribusiness.	-Course introduction -Definitions and concepts related in agribusiness management. -Global importance of agroindustrial food production. -The management of agribusiness company.	-Report about context of the agroindustrial company.
<b>Session 2:</b> <i>At the end of the session, the student uses tools to evaluate the environment of an agribusiness company and recognizes the importance of planning, organization, direction and control in agribusiness management.</i>		Semana 2 a 3
Learning Activities	Contents	Evidence
-Develop a strategic plan for the agroindustrial company: SWOT analysis, PESTEL analysis, BCG matrix. -Apply the task of planning, organization, direction and control in the management of agribusiness.	-Elements of the international company in agribusiness. -Tools to develop a strategic plan for the agroindustrial company: SWOT analysis, PESTEL analysis, BCG matrix. -Types of firms involved in the production and distribution of inputs for agricultural production. -Task of planning, organization, direction and control in the management of agribusiness.	
<b>Unit Result 2:</b> <i>At the end of the unit, the student prepares chapter 2 of the final work of the course where the student applies the fundamentals of agribusiness management to identify supply, demand, prices, regulations and stakeholders in an agribusiness company.</i>		
<b>Session 3:</b> <i>At the end of the session, the student identifies and applies concepts of supply, demand and pricing in an agribusiness company.</i>		Semana 4 a 5
Learning Activities	Contents	Evidence
- Solve supply-demand exercises and pricing in agricultural markets. - Research and analyse the economic factors that affect agribusiness.	-Introduction to economics concepts. -Supply, demand and prices of agricultural products. - Supply-demand exercises and pricing in agricultural markets. - Properties, partnerships, corporations, cooperatives, limited liability companies, and strategic	-Supply-demand exercises and pricing in agricultural markets. - Investigation about business organization.

	alliances as forms of business organization.	
<b>Session 4:</b> <i>At the end of the session, the student identifies and interprets the policies and regulations that apply within an agribusiness company.</i>		Semana 6 a 6
<b>Learning Activities</b>	<b>Contents</b>	<b>Evidence</b>
- Identify and interpret policies and regulations of agricultural markets.	-Definitions of policies, procedures and practices. -Agri-food market structure and policies. -Regulation of agricultural markets. -Types of producer organizations and their different associations.	-List of regulations that apply to the agroindustrial company chosen for the final work.
<b>Session 5:</b> <i>At the end of the session, the student identifies the stakeholders and the roles of each one within an agribusiness company.</i>		Semana 7 a 7
<b>Learning Activities</b>	<b>Contents</b>	<b>Evidence</b>
- Describe and identifies stakeholders. - Develop and analyze stakeholders maps.	-Role and activities for the management in agribusiness.	-Stakeholders map.
<b>Unit Result 3:</b> <i>At the end of the unit, the student prepares chapter 3 of the final work of the course where applies the fundamentals of marketing and agribusiness operations to identify market trends, evaluate the competition, define the operations of a given agricultural product, design a strategic distribution route and apply a marketing plan considering the context of an agribusiness company.</i>		
<b>Session 6:</b> <i>At the end of the session, the student identifies market trends applicable to an agribusiness company and prepares a benchmarking to recognize the strategies of its competitors.</i>		Semana 8 a 10
<b>Learning Activities</b>	<b>Contents</b>	<b>Evidence</b>
- Identify and analyze Food market trends using survey - Develop a benchmarking.	-Food market trends. Food consumption. -Consumer behavior and market research. Quantitative methods. -Marketing mix. Product and pricing. Promotion and distribution. Business model. -Digital marketing. Concepts and elements. Strategies and scope for agribusiness. -Products and innovations in agrofood chain. - Startups and entrepreneurship involved in agribusiness.	-Survey and results development by students. -Benchmarking development by students.
<b>Session 7:</b> <i>At the end of the session, the student defines the operations of a given agricultural product, taking into account the technology applied in an agribusiness to obtain a quality product and the national and international certifications applicable to the agri-food company.</i>		Semana 11 a 11
<b>Learning Activities</b>	<b>Contents</b>	<b>Evidence</b>
- Interpret and investigate operations management, technology and agrifood certifications.	-Agroindustrial operations and technology. Quality. Agrofood certifications and importance in agribusiness	-Report about technology, quality and certifications applied in agrifood company.
<b>Session 8:</b> <i>At the end of the session, the student designs a strategic route for the distribution of an agricultural product to national and international markets, taking into account the regulations applied for this operation and the development of a marketing plan.</i>		Semana 12 a 12
<b>Learning Activities</b>	<b>Contents</b>	<b>Evidence</b>
- Plan a route for Strategic sourcing and distribution of food products. - Identify and realize the marketing plan in agribusiness.	-Definition of agro food storage. Description of different methods of food storage. -Exports & Import, regulatory aspects procedures and operation. -Logistics circuit of the agroindustrial company. Channels of distribution and operations. - Importance of the marketing plan.	-Dashboard about data on export. -Marketing plan

	Steps, drafting and development of marketing plan.	
<b>Unit Result 4:</b> <i>At the end of the unit, the student supports the final work of the course (creditable product) demonstrating solvency in communication. It also includes a financial analysis of the work done so far.</i>		
<b>Session 9:</b> <i>At the end of the session, the student prepares a financial and economic risk analysis considering the context of an agribusiness company. Also, the student is able to support the final work of the course with solvency.</i>		Semana 13 a 16
<b>Learning Activities</b>	<b>Contents</b>	<b>Evidence</b>
-Develop an agribusiness profitable and the decision-making process within an agribusiness. - Identify and make decisions using risks, long term financial and investment.	-Financial information system in agribusiness. -Concepts involved in the financial analysis. -Financial statements, cash flow and financial planning. -Risk and return, cost of capital. -Capital budget techniques, leverages and capital structure. -Final exam -Creditable Product Exposition	-Cash flow and risk and return, cost of capital indicators. -Final exam -Creditable Product Exposition

<b>Methodology</b>
<p>The course will be developed based on the following methodologies: project based learning, to promote collaborative work of students and their active participation through each of the topics covered, developing their social skills. The methodology is suitable for the development of the course in the distance modality. The teacher is the motivator and mediator of the learning process. The materials used for consultation and research will be books and specialized publications. Likewise, seminars will be held where quantitative problems will be solved to reinforce.</p> <p>Graduate Attributes  [AG-I04] Communication: Communicates effectively in complex engineering activities with the engineering community and society at large, through the preparation and understanding of reports and design documentation, and through the preparation and delivery of effective presentations, according to the target audience.</p>

<b>Assessment System</b>				
Each of the items of the evaluation scheme and the final grade of the course are rounded to whole numbers. The final grade of the course is the weighted average of the corresponding items: permanent evaluation, partial exam and final exam.				
The averages calculated components of the item 'Permanent Evaluation' will keep your calculation with 2 decimals.				
Type Evaluation	%Weighing	Observation	Week Assessment	Rezag.
<b>Evaluación Permanente</b>	<b>70%</b>			
<b>Participación en clase</b>	<b>25%</b>	Homeworks (Week 1 - 15)	Semana 15	No
<b>Promedio de Prácticas</b>	<b>40%</b>			
Práctica 1	33,33%		Semana 5	No
Práctica 2	33,33%		Semana 9	No
Práctica 3	33,34%		Semana 12	No
<b>Prueba Final</b>	<b>35%</b>	Written evaluation of all course contents.	Semana 15	Si
<b>Examen Final</b>	<b>30%</b>	Creditable product.	Semana 16	No

<b>Attendance Policy</b>	
<b>Total Percentage Absences Permitted</b>	30%

Class attendance is mandatory. The student who reaches or exceeds the limit of thirty percent (30%) of absences in the course, defined by the total of effective hours, will be disqualified from taking the final evaluation, corresponding to said evaluation with a grade of zero (0).

In hybrid classrooms, only synchronous virtual participation (via zoom) is allowed, up to a maximum of 50% of the total course.

#### Basic Required Reading

[1] Grimblatt, V. (2021). *Technology and Agribusiness: How the Technology Is Impacting the Agribusiness*. River Publishers. ProQuest Ebook Central: <https://ebookcentral.proquest.com/lib/bibliosil-ebooks/detail.action?docID=30169264>

[2] Hella, J. P. (2017). *Agribusiness Project Appraisal : Theory and Applications, edited by D W Ndyetabula*. Adonis & Abbey Publishers Ltd. ProQuest Ebook Central: <https://ebookcentral.proquest.com/lib/bibliosil-ebooks/detail.action?docID=5107274>

#### References Supplementary

[1] Internationale Reihe Agribusiness (2014). *Organizational Structures in International High Value Food Chains*. Evidence from Latin America, ProQuest Ebook Central:

<https://ebookcentral.proquest.com/lib/bibliosil-ebooks/detail.action?docID=5020940>

[2] Orozco Mendoza, G. L., Zartha Sossa, J. W., Álvarez Ríos, V. T., Palacio Piedrahíta, J. C., Yised Muñoz Castaño, V. E., Cano Día, V. E. (2019). *Modelos de gestión de la innovación en agronegocios*. Universidad Pontificia Bolivariana: [https://usil.ent.sirsi.net/client/es\\_ES/search/asset/1005924/0](https://usil.ent.sirsi.net/client/es_ES/search/asset/1005924/0)

Prepared by:	Approved by:	Validated by:
BUGARIN FERRE, ALEJANDRA / ALVAREZ VELASQUEZ, KEYLA DEL ROCIO /	OLIVERA MONTENEGRO, LUIS ALBERTO	Office of Curriculum Development
Date: 12/04/2024	Date: 15/04/2024	Date: 16/04/2024