EV7129 Module Specification

Module Title: **Food Production and Consumption**	**Module Code: EV7129** **Level: 7** **Credit: 15** **ECTS credit: 7.5**	**Module Leader**: Saskia Pagella Jane Fisher
Pre-requisite: none	**Pre-cursor: none**	
Co-requisite: none	**Excluded combinations: none**	**Suitable for incoming study abroad?** N
Location of delivery: CAT and online – blended delivery		

Summary of module for applicants:

This module aims to provide students with a world view of global and local trends in food production, trends to diet and health, and environmental quality including climate change. It will study the interplay of economics, legislation, labour issues, poverty, technology and consumer behaviour on the production and consumption of food. During the module we will analyse how food can be produced sustainably and interrelate key theories, ideas and knowledge on sustainable food production.

Main topics of study:

- Worldviews,
- food production,
- global and local markets,
- vertical integration of agriculture,
- machinery,
- transportation,
- economics,
- labour,
- environmental externalities,
- poverty, food and health, diets,
- sustainability,
- food sovereignty.

This module will be able to demonstrate at least one of the following examples/ exposures

Live, applied project ☐
Company/engagement visits ☒
Company/industry sector endorsement/badging/sponsorship/award ☐

Learning Outcomes for the module

Where a LO meets one of the UEL core competencies, please put a code next to the LO that links to the competence.

- *Digital Proficiency - Code = (DP)*
- *Industry Connections - Code = (IC)*
- *Social & Emotional Intelligence - Code = (SEI)*
- *Physical Intelligence - Code = (PI)*
- *Cultural Intelligence - Code = (CI)*
- *Community Connections & UEL Give Back - Code = (CC)*
- *Cognitive Intelligence – Code = (COI)*
- *Enterprise and Entrepreneurship (EE)*

At the end of this module, students will be able to:

Knowledge

1 Demonstrate a deep conceptual understanding of the complex interplay between global and local food markets, vertical integration of agriculture, consumer diets and health, 'food sovereignty', the impact of machinery and transportation, economics, labour and environmental externalities on the sustainable production of food. (COI)

2 Demonstrate a critical and deep understanding of key theories, ideas and models in sustainable food production.(COI)

Thinking skills

3 Critically evaluate how current markets, policies and consumer behaviour could change to result in greater sustainability in food production and resource use. (COI, CI)

4 Critically evaluate approaches to sustainable food production and resource management using real-world examples. (COI, CC, IC)

Subject-based practical skills
Skills for life and work (general skills)

5 Design a qualitative information gathering exercise to critique the issues facing food producers (CC, SEI, CI, COI)

Teaching/ learning methods/strategies used to enable the achievement of learning outcomes:
For students studying onsite and by distance learning:

The factual content of the module is taught through lectures, seminars, practical workshops, presentations, demonstrations and tutorials, and throughout this process an active exchange of views and opinions is encouraged. Students have access to MS Teams where they can access recorded and written support material, meet with their peers and a tutor to discuss any academic issue. Both theoretical and practical aspects are covered both onsite and through interactive sessions on Teams.

There is a formative learning element to the module to allow the students to receive critical feedback on their work without the pressure of marked assessment.

For distance learning (DL) students, learning will be supported through streamed and recorded Internet-based lectures (of the onsite lectures), situation related practical exercises, seminars and tutorials.

Lectures onsite and through MS Teams highlight key concepts, models and frameworks, and integrate additional resources (such as journal articles). They encourage deep learning through the use of self-assessment questions which encourage students to engage with the topic, to help students understand new topics and skills.

Assessment methods which enable students to demonstrate the learning outcomes for the module; please define as necessary:	**Weighting:**	**Learning Outcomes demonstrated:**
Case study (2,400 words max)	80%	**1,3,4,5**
***New Scientist* style article (600 words max)**	20%	**2**

Reading and resources for the module:
These must be up to date and presented in correct Harvard format unless a Professional Body specifically requires a different format

Core

Mason P. and Lang T. (2017). Sustainable Diets: How ecological nutrition can transform consumption and the food system. Routledge, Earthscan, Abingdon.

Nestle M. (10th edition). Food Politics. How the Food Industry Influences Nutrition and Health. University of California Press.

Recommended

DEFRA (2020) National Food Strategy- Part 1 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1021313/national-food-strategy-part-one.pdf [accessed 8th November 2021)

Rotz S. and Fraser D.G. (2015). Resilience and the industrial food system: analyzing the impacts of agricultural industrialization on food system vulnerability. Journal of Environmental Studies and Sciences 5 459–473. DOI 10.1007/s13412-015-0277-1

Tsolakis N.K., Keramydas C.A., Toka A.K., Aidonis D.A. and Iakovou E.T. (2013). Agrifood supply chain management: A comprehensive hierarchical decision-making framework and a critical taxonomy, Biosystems Engineering special issue: Operations Management. 1-18. http://dx.doi.org/10.1016/j.biosystemseng.2013.10.014

Provide evidence of how this module will be able to demonstrate at least one of the following examples/ exposures

Live, applied project *N/A*

Company/engagement visits
Opportunity to engage with food growers/producers

Company/industry sector endorsement/badging/sponsorship/award *N/A*

Indicative learning and teaching time (10 hrs per credit):	**Activity**
1. Student/tutor interaction: 30 hours	Lectures, seminars, tutorials, presentations, practicals / demonstrations **30 hours**
2. Student learning time: 120 hours	Seminar reading and preparation, assignment preparation, background reading, and research activities. **120 hours**
Total hours (1 and 2): 150 hours	

For office use only. (Not required for Programme Handbook)

Assessment Pattern for Unistats KIS (Key Information Sets)	**Weighting:**
Coursework *(written assignment, dissertation, portfolio, project output)*	
Practical Exam *(oral assessment, presentation, practical skills assessment)*	
Written Exam	

HECoS Code:	
UEL Department:	