



# **Trends in Food and Beverage**

**UEL \_5\_ FAB**

**School of Law and Social  
Sciences**

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## 1. [MODULE DETAILS](#)

<b>Module Title:</b>	Trends in Food and Beverage
<b>Module Level:</b>	Level 5
<b>Module Reference Number:</b>	UEL 5 FAB
<b>Credit Value:</b>	20 credits
<b>Student Study Hours:</b>	200
<b>Contact Hours:</b>	36
<b>Private Study Hours:</b>	164
<b>Pre-requisite Learning (If applicable):</b>	NA
<b>Co-requisite Modules (If applicable):</b>	NA
<b>Course(s):</b>	NA
<b>Level and Semester</b>	Level V: Semester 1
<b>Module Coordinator:</b>	Nancy Olaniyan
<b>Contact Details (Tel, Email, Room)</b>	B165 <a href="mailto:olaniyn2@lsbu.ac.uk">olaniyn2@lsbu.ac.uk</a>
<b>Subject Area:</b>	Tourism and Hospitality
<b>Summary of Assessment Method:</b>	100% Coursework
<b>External Examiner appointed for module:</b>	Amanda White, Manchester Metropolitan University

## 2. [SHORT DESCRIPTION](#)

The module explores the issues and concerns relating to modern food production and consumption patterns, examining and placing them in the context of the hospitality industry and assessing their impacts and future consequences. The students will be encouraged to critically evaluate the impacts of consumer choices around food and to consider the wider implications of these choices in a social and environmental context.

## 3. [AIMS OF THE MODULE](#)

- Provide an overview of the current issues that are of concern in relation to food production and distribution.
- Describe the changes that are occurring in the attitudes in the public's perception towards the practices and procedures used by the food industry.
- Consider who is driving the changes which are occurring in relation to distribution and consumption and consumer choice
- Identify the reasons for the recent changes to our diet.
- Consider the influence of the globalisation of food culture and taste.
- Explore the impact and influence of the quick service food culture.
- Evaluate the impact of ethical procurement of food on different user groups within the sector.

## 4. [LEARNING OUTCOMES](#)

### **Knowledge and Understanding:**

- LO1 - Evaluate current concerns that are impacting on food production, distribution, consumption and sustainability
- LO2 - Evaluate the impact of fashion and trends on both food production and consumption.

### **Intellectual and Research Skills:**

- LO3 - Appraise the broader context within which food is produced and to analyse why there is so much interest and concern about its traceability.
- LO4 - Make the connection between food production and why it's 'governance' is currently topical.

### **Transferable Skills and Personal Attributes:**

- LO5 - Acquisition of information from a range of different sources

## 5. [ASSESSMENT OF THE MODULE](#)

This module is assessed through formative and summative components. The summative component is Coursework one and this is worth 100% of the module. Consequently, the module is assessed by the following:

### **Formative Assessment:**

Tutor feedback to class based on students' academic reports and research on indicative content. Learning outcome addressed in this assessment are: LO1, LO2, LO3, LO4 and LO5.

### **Summative Assessment:**

The module is assessed 100% by coursework. Students will be required to prepare a written report assessing either globalised food industry or sustainability, production and waste in food production. Word length 3500. Learning outcome addressed in this assessment are: LO1, LO2, LO3, LO4 and LO5.

### **Coursework One – An Individual Written Essay – worth 100% of the module**

**Submission Date:** 14<sup>th</sup> January 2020 to be submitted by 1300 hours on the moodle coursework submission link.

Coursework must be submitted electronically through Turnitin to check for plagiarism, available through the module site and then uploaded on the coursework submission link by **1300 hours on the 14/01/20**.

**Word Length:** 3500

Choosing FROM **ONE OF THE TWO TOPICS BELOW**, you are required to write an essay in which you explore and evaluate the issue concerned.

You should support your argument with relevant research from academic and up to date sources in order to demonstrate your wider reading around the subject and to demonstrate your understanding of the impacts and implications relating to the issue.

**Choose only one of these two topics:**

1. The Food Industry has been significantly affected by the Globalisation of the modern supply chain which has widened the gap between production and consumption. Discuss the environmental and social consequences of this and explain how sourcing food locally might benefit both producers and consumers.

**OR**

2. It might be argued that *“the food and beverage industry is extremely wasteful when it comes to matters of food production,”* (Blythman, 2004, p.67). Discuss how the Food and Beverage Industry can contribute to ensuring that it works within the parameters of a sustainable food production system.

**Assessment Criteria – See Appendix 1 for Undergraduate Marking Criteria Level of Achievement Indicators**

Research

Subject Knowledge

Critical Analysis

Practical Competence

Communication and Presentation

Academic Integrity

This report should contain no fewer than 20 references, of which at least 10 are from academic journal articles or other academic sources, the remainder should be from factual sources such as trade magazines or Industry/Government institutions.

As a guide the percentage / grade equivalence is:

70% + = First Class

60 – 69 = 2:1

50 – 59 = 2:2

45 – 49 = 3rd

40 – 44 = pass

30 - 40 = marginal fail

<30 = fail

We are using a marking scheme whereby you are marked on a scale of fail which is poor to 1<sup>st</sup> which is excellent for each criteria, rather than allocating a set amount of marks to each criteria. An overall impression of the work's quality can therefore be formed, rather than marking to a rather dry and mechanical percentage basis. You will still be awarded an overall percentage mark. Detailed assessment criteria (and feedback sheet) can be found on page 10 of this module guide.

At both under- and postgraduate level problems with poor referencing and plagiarism have been increasing over the years largely due to students using internet sources inappropriately. To help improve the quality of your work, especially academic referencing skills, we are using the Turn-it-in service. Through the Moodle site for this module you must upload your assignments for checking by Turn-it-in. You must attach both the turn it in receipt and originality index to your work.

Turn-it-in is software that checks the text of your assignment against a database of books, journals and web pages, and gives a report on matches it finds in your work against this database. Good scholarship requires that you should draw on others' work but when quoting directly you must use double speech marks or indent larger quotations, putting the source in brackets (including the page number) in the Harvard style (see the LSBU Library leaflet). When paraphrasing you must also give the source. Turn-it-in

generates a report highlighting non-original text and it generates a non-originality index. There is no 'correct' percentage level for the non-originality index as this depends on the nature of your work and the way you use your sources.

### **Please Note**

Turn-it-in is not a coursework submission tool. Having reviewed your work after Turn-it-in has reported back to you, you **MUST** then submit your work electronically via moodle or manually to the School Office as stated in your module guide or as advised by your module coordinator. If you submit only through Turn-it-in your work may not be marked and you will be in danger of receiving a mark of ZERO. You must attach a copy of the originality report to your assignment.

## **6. [FEEDBACK](#)**

Students can normally expect to receive written feedback 15 working days after the deadline submission. This will be emailed to you via the moodle site. All marks given are provisional and are subject to change. These provisional marks need to go through a moderation process and the marks need to be approved by the exam board. Once this has taken place you will be able to see the final mark through the MY LSBU link. Please note that coursework cannot be submitted by email, fax or post to individual Tutors.

## **7. [INTRODUCTION TO STUDYING THE MODULE](#)**

### **7.1 *Overview of the Main Content***

Introduction to the module; History and development of food and agriculture in the UK. The industrialisation of food production and its consequences: food scares and diseases. Sustainable food production in the 21<sup>st</sup> century: what is food sustainability and how will we continue to feed an increasing world population. Who influences and controls food production and consumption. A look at corporate control of the food system. Hungry Cities: how to feed an Urban Population and alternatives to the way we shop and consume now. Globalisation of food production and the re-localisation of the food supply chain. The influence of technology in future food production and the newly emerging alternative foods. Changes in the way we consume food, cooking as leisure, the changing role of women. Food Tourism Around the World. The consumption of experience or the experience of consumption.

### **7.2 *Overview of Types of Classes***

Delivery will take place over 12 weeks in semester 1, each session will be 3 hours long comprising of a seminar, lecture and workshop.

### **7.3 *Importance of Student Self-Managed Learning Time***

Self-managed study is crucial. Whilst the lectures and seminars give you a theoretical background, it is advised that you read from the book list and any other literature that is recommended to you, as well as other material that you find relevant and pertinent to the subject area.

### **7.4 *Employability***

This module will be of great benefit to those students who would like to pursue a career in any aspect of the food and drink sector, since they will have a greater knowledge of current aspects pertaining to the industry.

## 8. [THE PROGRAMME OF TEACHING, LEARNING AND ASSESSMENT](#)

### Week 1: Trends in Food and Beverage

This session will introduce students to the module by providing an overview of the assessment and topics to be reviewed during the programme. The lecture will provide an overview of the current trends in the hospitality industry highlighting the relevance of menu planning to our industry.

*Seminar: Developing a new menu*

Suggested Reading: Ozdemir, B, and Caliskan. (2014) *A review of literature on restaurant menus: Specifying the managerial issues*, International Journal of Gastronomy and Food Science (2), pp. 3–13.

### Week 2: Understanding the Food Industry

This session will provide an overview of the history and development of the food industry and growth of the agricultural industry in the United Kingdom.

*Seminar: Preparation of presentations on Trends in the industry.*

Suggested Reading: Burch, D. and Lawrence, G. (2005) Supermarket own brands, supply chains and the transformation of the Agri-Food system, *International Journal of Sociology of Agriculture and Food*, 13 (1), pp. 1-18.

### Week 3: The Consequences of an Industrialised Food System

The lecture for this week will build on the previous weeks lecture. Having established how the food industry has developed (and is developing) our attention must turn to the consequences of an industrialised food system. Issues around sustainability, the use of scarce resources, the quality of food, the use of chemicals and the impact on the factors of production will be reviewed.

*Seminar: Via the use of a case study students will examine the impacts of our current food system.*

Suggested Reading: Robinson, R. and Sutherland, W. (2002) Post-war changes in arable farming and biodiversity in Great Britain, *Journal of Applied Ecology*, 39, pp. 157-176.

### Week 4: Globalisation of Food Production

This lecture will review the impact of globalisation on the food production system. Building on the previous lecture which looked at the industrialisation of the food system this session will focus on the impact of globalisation and the growth of multinational food operators.

*Seminar: Alternatives to the way we by food and consume food.*

Suggested Reading: Delind, L. B. (2010) Are local food and the local food movement taking us where we want to go? Or are we hitching our wagons to the wrong stars? *Agriculture and Human Values*, 28 (2), pp. 273-283.

### Week 5: Consumer Concerns with the Food Production System

Once again building on the previous weeks lecture this session will focus attention on the demands and needs of the consumers within the food production system. This includes not only the end users but the brokers and suppliers who are part of the interconnected food production system.

*Seminar: Student Presentations on key stakeholders concerns with the food production system.*

Suggested Reading: Lang, T. (2003) Food Industrialisation and Food Power: Implications for Food Governance, *Development Policy Review*, 21 (5-6), pp. 555-568.

### Week 6: Sustainable Food Production in the 21<sup>st</sup> Century

Issues around sustainability have grown in the minds of consumers and producers in recent years. This session will examine some of the key issues around food sustainability. New methods of production and consumption will be reviewed in order to question issues around food sustainability both within rural and urban areas.

*Seminar: Via the use of the suggested reading for this week a student led discussion around food sustainability and the identification of future sustainability issues will be undertaken.*

Suggested Reading: Feenstra, G. (2002) Creating space for sustainable food systems: Lessons from the field, *Agriculture and Human Values*, 19 (2), pp. 99-106.

### **Week 7: Hungry Cities: How to Feed an Urban Population**

The growth of urbanisation and the movement of people from rural to urban areas around the world has changed our relationship with food and food production. This session will review some of the key reasons as to why this change has occurred and what impact it has had and will continue to have as this trend of urbanisation continues especially in developing nations of the world.

*Seminar: Who influences and controls food production and consumption.*

Suggested Reading: Steinhäuserová, I. Borilová, G. (2015) New trends towards more effective food safety control, *Procedia Food Science*, 5, pp. 274-277.

### **Week 8: Fieldtrip Week**

### **Week 9: Re-localisation of food supply**

Furthering the knowledge from the previous week, this session will ascertain how the development of locally sourced food has become a salient issue for the food industry. The growth in local food markets in urban (and rural) areas and the importance of labelling food for consumers has grown in relevance based on numerous food scandals (such as the Horse meat scandal of 2013). This session will examine these issues.

*Seminar: Food fit for purpose – class debate.*

Suggested Reading: Seyfang, G. (2006) Ecological citizenship and sustainable consumption: Examining local organic food networks, *Journal of Rural Studies*, 22, pp.383–395.

### **Week 10: The Influence of Technology in Food Production**

The development of new technology has been a constant topic in the development of food production. This session will review the development of technology and the way in which we grow, produce and manufacture food. The green revolution is a prime example of how technology has changed the way in which we go about growing food and this session will examine current issues in this area.

*Seminar: Coursework workshop session.*

Suggested Reading: Jermann, C. Koutchma, T. Margas, E. Leadley, C. and Ros-Polski, V. (2015) Mapping trends in novel and emerging food processing technologies around the world, *Innovative Food Science and Emerging Technologies*, 31, pp. 14-27.

### **Week 11 What Is Modern Food?**

This session will review how we consume food and will question what is modern food? There has been a growth of new dietary requirements and dietary trends. Therefore, this session will consider the impacts of these trends on the food industry and review alternative foods being consumed today.

*Seminar: Coursework workshop session.*

Suggested Reading: Costa-Font, M, Gil, J. M. and Traill, W. B. (2008) Consumer acceptance, valuation of and attitudes towards genetically modified food: Review and implications for food policy, *Food Policy*, 33, pp. 99-111.

### **Week 12: Food Tourism around the World**

This session will review the growth of food tourism and assess its relevance and connections to the food industry. The growth of the “food tourist” (or “food traveller”) and the decline in “culinary tourism” since 2012 seem somewhat contradictory. Therefore, an assessment into these terms in the relevant to our industry will be purported.

*Seminar: Coursework workshop session.*

Suggested Reading: Byrd, E. T. Canziani, B. Hsieh, Y. and Debbage, K. (2016) Wine tourism: Motivating visitors through core and supplementary services, *Tourism Management*, 52, pp. 19-29.



## 9. FEEDBACK FROM STUDENTS AND EXTERNAL EXAMINERS

The external examiner has praised the level of feedback and feedforward given to students with coursework and thinks that the assessment tests students appropriately. Student progression was 93% last academic year.

## 10. LEARNING RESOURCES

### **Core Reading**

Blythman, J. (2004) *Shopped: The Shocking Power of the British Supermarket*. London: Fourth Estate.

Burnett, J. (1985) *Plenty and Want: a social history of diet*. London: Methuen.

Caplan, P. (1997) *Food, Health and Identity*. London: Routledge.

Counihan, C. and Van Esterik, P. (2012) *Food and Culture*. London: Taylor & Francis Ltd

Davis, B, Lockwood, A. J. Pantelidis, I.S. and Alcott, P. (2012) *Food and Beverage Management*. 5<sup>th</sup> ed. London: Butterworth-Heinemann Ltd

Harrison, R. Newholm, T. and Shaw, D. (2005) *The Ethical Consumer*. London: Sage Publications.

Jones, M. (2007) *Feast: Why Humans Share Food*. Oxford: Oxford University Press.

Lang, T. and Heaseman, M. (2015) *Food Wars: The Global Battle for Mouths, Minds and Markets*. 2<sup>nd</sup> ed. London: Earthscan.

Lawrence, F. (2004) *Not on the label: what really goes into the food on our plate*. London: Penguin.

### **Optional reading**

Luetchford, P. De Neve, G. and Pratt, J. (2012) *Hidden Hands in the Market*. London: Emerald Group Publishing Limited

Millstone, E. Lang, T. (2008) *The Atlas of Food*. 2<sup>nd</sup> ed. London: Earthscan.

Murcott, A. (1998) *The Nations Diet: The social science of food choice*. London: Longman.

Nicholls, A. and Opal, C. (2005) *Fair trade: Market Driven Ethical Consumption*. London: Sage.

Schlosser, E. (2001). *Fast Food Nation: The dark side of the All American meal*. Boston: Houghton Muffin Company.

Shepherd, R. and Raats, M. (2006) *The Psychology of Food choice*. Wallingford: CABI.

## 11. [ASSESSMENT CRITERIA](#)

### **90 - 100%**

A quite exceptional and outstanding answer, providing insights which would not be available publicly and would, with some editing, be publishable. In addition to the features of the next section, this range is distinguished by superior organisation, economic use of language and totally comprehensive, given the conditions of the exercise.

### **80 - 89%**

An answer which demonstrates an excellent understanding of the question and of the complexity of the issues involved. There is a sound basis of relevant factual knowledge and/or the theoretical issues involved. Most of the important issues are dealt with in a detailed, specific and systematic way. There is either some measure of original thinking in the answer or an accurate and comprehensive account is given in a way which demonstrates understanding, for example by structuring the material such that it could not have been based just on reproduction of lecture notes and course material. Evidence of creativity, critical approach, and wide reading beyond the core subject matter.

### **Excellent 70-79%**

An excellent essay which demonstrates an authoritative grasp of the concepts and content appropriate to the essay question. Indication of originality in the application of ideas, in synthesis of material or in performance; insights reflecting depth and confidence of understanding and real critical analysis. The concepts contained within the essay title are clearly understood and effectively illustrated with examples where required. Work is well structured, demonstrates wide, relevant reading on the topic and is presented with good referencing in the appropriate style.

### **Very Good 60-69%**

Very good work that demonstrates a sound level of understanding based on competent grasp of relevant concepts and content; displays skill in interpreting and analysis of complex materials. The concepts contained within the question are effectively communicated and any examples are effectively related to the question. Material is well organised and demonstrates wide, relevant reading on the topic and is presented with good referencing in the appropriate style.

### **Good 50-59%**

Good work that demonstrates a coherent response to the requirements of the assessment task, clear expression of ideas; uses relevant source material (which is referenced in the appropriate style); demonstrates some understanding of the concepts; proposes to apply appropriate methods; appropriate organisation of response.

### **Acceptable 40-49%**

Recognisable if limited awareness of the requirements of the assessment; evidence of some understanding of the key concepts and methodologies; some attempt to engage appropriate resources.

### **Unacceptable, Border Line Fail 30 - 39%**

Borderline fail. Unsatisfactory but showing some evidence of understanding. No linkage is demonstrated between selected examples and the conceptual material of the essay. May be condonable at the discretion of the Exam Board.

### **Unacceptable, Clear Fail 10 - 29%**

Little or no evidence of understanding or application of the key concepts. Displays an inability to link examples to the concepts. Little or no evidence of relevant reading or research presented.

**1 - 9%**

An answer that is so short or irrelevant that only a few marks are justified. For example, one or two points may be made which show some peripheral awareness of certain possibly relevant issues. Does not meet the minimum referencing and/or word count requirement.

**0**

No answer is presented. A zero mark may also be warranted for unfair practice such as plagiarism or collusion.

## London South Bank University, Undergraduate Marking Criteria Level of Achievement Indicators Level 4-6

The weightings for each element within the table may vary between pieces of work. The final mark represents the balance of these elements.

Criteria	Feedforward comments						
	100-80%	79-70%	69-60%	59-50%	49-40%	39-30%	29-0%
<b>Research</b> Systematic identification and use of academic and relevant resources	Extensive independent relevant research evidenced by quality and quantity used. Ability to draw on own research and that of others.	Extensive independent relevant research evidenced by quality and quantity used. Some autonomous research.	Wide range of relevant sources identified and used. Very little guidance needed.	A range of sources identified and used. Limited guidance needed.	Limited research identified and used. Some guidance needed to complete research tasks.	Some evidence of research but insufficient amount. Needs support to develop research skills.	Little or no research presented. Needs significant support to develop research skills.
<b>Subject Knowledge</b> Understanding and application of subject knowledge. Contribution to subject debate.	Shows sustained breadth, accuracy and detail in understanding key aspects of subject. Contributes to subject debate. Awareness of ambiguities and limitations of knowledge.	Shows breadth, accuracy and detail in understanding key aspects of subject. Contributes to subject debate. Some awareness of ambiguities and limitations of knowledge.	Accurate and extensive understanding of key aspects of subject. Evidence of coherent knowledge.	Accurate understanding of key aspects of subject. Evidence of coherent knowledge.	Understanding of key aspects of subject. Some evidence of coherent knowledge.	Some evidence of superficial understanding of subject. Inaccuracies.	Little or no evidence of understanding of subject. Inaccuracies.
<b>Critical Analysis</b> Analysis and interpretation of sources, literature and/or results. Structuring of issues/debates.	Very high-quality analysis developed independently. Sustained evaluation and synthesis of resources. Use of evidence-based arguments. Thoroughly identifies trends, inconsistency, congruence, and states the implications.	Sustained evaluation and synthesis of resources. Use of evidence-based arguments. Thoroughly identifies trends, inconsistency, congruence, and states the implications.	Evaluation and synthesis of resources. Use of evidence-based arguments. Identifies trends, inconsistency, congruence, and states the implications.	Evaluation and synthesis of resources. Use of evidence-based arguments.	Some attempt at evaluation and synthesis of resources. Some use of evidence-based arguments.	Limited evaluation of resources. Limited use of evidence-based arguments	Little or no evaluation of resources. Very little use of evidence-based arguments.
<b>Practical Competence</b> Skills to apply theory to practice or to test theory	Consistently applies comprehensive practical and/or technical skills which reflect the correct application of theory to context.	Applies comprehensive practical and/or technical skills which reflect the correct application of theory to context.	Applies practical and/or technical skills very well and with careful application of theory to context.	Applies practical and/or technical skills correctly and with some application of theory to context with only minimal errors.	Applies a sufficient level of practical and/or technical skills but with some errors. Limited application of theory to context.	Applies some aspects of the practical and/or technical skills but these are incomplete or contain important errors. Very limited application of theory to context.	Limited application of some aspects of the practical and/or technical skills. No application of theory to context.
<b>Communication and Presentation</b> Clear intention in communication. Audience needs are predicted and met. Presentation format is used skilfully. Work is well structured.	Communication is entirely clear, persuasive and compelling with very skilful use of the presentation format. Presentation addresses fully the needs of the audience.	Communication is clear, persuasive and compelling with very skilful use of the presentation format. Presentation addresses fully the needs of the audience.	Communication is clear, mostly persuasive and compelling with skilful use of the presentation format. Presentation addresses the needs of the audience.	Communication is clear, with skilful use of the presentation format. Presentation takes into account the needs of the audience.	Communication is mostly clear and presentation format is adequate. Presentation may sometimes not take into account the needs of the audience.	Communication is unclear because presentation format is not used adequately and/or the needs of the audience are not taken into account.	Communication is very unclear because presentation format is not used adequately, and the needs of the audience are not taken into account.

<b>Academic Integrity</b> Acknowledges and gives credit to the work of others follows the conventions and practices of the discipline including appropriate use of referencing standards for discipline.	Consistent, error free application of relevant referencing conventions with great attention to detail.	Consistent, error free application of relevant referencing conventions.	Consistent application of relevant referencing conventions with few errors.	Application of relevant referencing conventions, with some errors and / or inconsistencies.	Generally correct application of relevant referencing conventions, with some errors and / or inconsistencies.	Limited application of referencing conventions and / or errors.	Very limited or no application of referencing conventions, and/or multiple errors.
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