

## Module specification

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Module Code	BUS6B4
Module Title	Sustainable Food and Drink Systems
Level	6
Credit value	40 credits
Faculty	Faculty of Social and Life Sciences
HECoS Code	100078
Cost Code	GABP

## Programmes in which module to be offered

Programme title	Is the module core or option for this programme
FdA/ BA(Hons) Applied Business with Management	Core
FdA/ BA (Hons) Applied Business with Sustainable Food and Drink	Core

## Pre-requisites

N/A

## Breakdown of module hours

Learning and teaching hours	44 hrs
Placement tutor support	0 hrs
Supervised learning e.g. practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
<b>Total active learning and teaching hours</b>	<b>44 hrs</b>
Placement / work based learning	0 hrs
Guided independent study	356 hrs
<b>Module duration (total hours)</b>	<b>400 hrs</b>

<b>For office use only</b>	
Initial approval date	30/08/2024
With effect from date	30/08/2024
Date and details of revision	N/A
Version number	01

## Module aims

This module aims to examine the contribution of food and drink to development goals, to introduce students to the components of sustainable planning and to critically assess the contribution of the food and drink sector to broader sustainable development objectives.

## Module Learning Outcomes - at the end of this module, students will be able to:

1	Critically analyse the role of stakeholders in sustainable planning and development of food and drink systems
2	Understand the concept of sustainable development
3	Evaluate the extent to which responsible and sustainable food and drink can be achieved
4	Critically evaluate the challenges of developing food and drink products in a sustainable manner

## Assessment

Indicative Assessment Tasks:

This section outlines the type of assessment task the student will be expected to complete as part of the module. More details will be made available in the relevant academic year module handbook.

Assessment 1 (2000 words)

Discuss the concept of sustainable development within the food and drink sector, and review whether current production systems support these developments.

Assessment 2 (10 slides)

Discuss the extent that responsible and sustainable food can be a reality. Your answer should focus on specific types of food and drink, and critically assess whether their production could be considered responsible. Your answer should consider responsible consumption alongside production.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	2, 4	Written Assignment	50%
2	1, 3	Presentation	50%

## Derogations

None

## Learning and Teaching Strategies

This module will be delivered using a combination of face-to-face lectures, group tutorials, and practical exercises. The discussions from students experience will aid sharing of and application of knowledge. There will be a substantial element of online learning, during which students will consolidate learning, undertake research for assessments, participate in discussion forums, and work with peers to complete group activities.

## Indicative Syllabus Outline

1. Introduction to planning and development
2. Planning and development within a global context
3. Sustainable and responsible food and drink systems
4. The planning context within food and drink
5. The planning process within food and drink
6. Developing consensus
7. The future of planning and development within food and drink

## Indicative Bibliography:

Please note the essential reads and other indicative reading are subject to annual review and update.

### Essential Reads

Behrens, P., Bosker, T. and Ehrhardt, D. (2020), *Food and Sustainability*. London: Oxford University Press

### Other indicative reading

Biel, R. (2016) *Sustainable Food Systems*. London: UCL Press.

Barrett, M., Marino, M., Brkic, F. and Pratesi, C. (2023), *How to Create a Sustainable Food Industry: A Practical Guide to Perfect Food*. London: Routledge.

## Employability – the University Skills Framework

Each module and degree programme are designed to support learners as they develop their graduate skills aligned to the University Skills Framework.

Using the philosophies of the Active Learning Framework (ALF) our 10 skills are embedded within programmes complementing core academic subject knowledge and understanding.



Through continuous self-assessment students own their individual skills journey and enhance their employability and career prospects.

This Module forms part of a degree programme that has been mapped against the University Skills Framework.

**The Wrexham University Skills Framework Level Descriptors: An incremental and progressive approach.**

Learners can use this document to identify where and how they are building skills and how they can develop examples of their success.

