



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Hospitality & Tourism Management

BA (Hons) International Gastronomy Management

**Diploma of Higher Education International Gastronomy
Management**

**Certificate of Higher Education International Gastronomy
Management**

Module Handbook January 2026

BMGM4005

Produce, Provenance & Sourcing
LEVEL 4

Lecturer:

Antoinette Milne

**BComm Hospitality & Tourism
Management, WSETDip, AFHEA**

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Produce, Provenance & Sourcing January 2026

Welcome to this generic overview handbook for the above module. This is a level 4, 20 credit module for Level 4 IGM students in Hospitality & Tourism Management.

It should be read in conjunction with supplementary information and materials available on Moodle and your Teams page together with information and instructions delivered by your module tutor.

To get the best out of this module it is vital that you engage with the themes explored as well as both the online and offline activities during tutorial sessions which are designed to enrich the learning experience as well as to encourage self-directed study together with collaboration and interaction with your peer group.

AIM(S)

- To introduce the students to the business discipline of sourcing, the provenance of products used, its relationship to the diner's experience and the business performance and reputation and developments in sourcing, food sustainability and farm to fork approaches.

INDICATIVE CONTENT

- The nature and scope of product sourcing.
- Sectors of the food service industry and their role within restaurant purchasing and provision.
- Food production methods, animal husbandry, food production safety and the maintenance of reliable sourcing.
- The food production chain- understanding the legality of production, preparation, selling and supply.
- The implications of supply chain interruption, or cessation.
- Food purchasing trends and their influence on menu compilation.
- Sourcing meat, fish, and their additional by-products. An understanding of the supplier's role.
- Sourcing green grocery, and larger supply products. Achieving sustainable supplies and understanding their provenance.
- Legally communicating food sources to diners – representing your suppliers accurately.
- Comparing seasonality, provenance, and mass purchasing. Risk and benefits to the restaurant and diner.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	40	20%
Independent learning	160	80%
Placement learning	0	0%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	1500 words	50%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Report – Supply and Sourcing plan	1500 words	50%

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework	100%
Practical	0%
TOTAL	100%

Week	Time	Lecture content – main themes to be covered	Supporting material	Assessment	Assessment submission date
1 Jan 28, 2026	2 – 6 PM	Introduction to Produce, Provenance & Sourcing The nature and scope of product sourcing The importance of sourcing in the food service industry Factors that impact product sourcing decisions.	Presentation, video and activity		Assignment 1 - Monday April 20, 2026 by 23.59pm Assignment 2 – Friday May 15, 2026 by 23.59pm
2 Feb 4	2 - 6 PM	Understanding the Food Service Industry The relationship between suppliers and restaurants Legal and ethical considerations in sourcing Sectors of the food service industry and their role in sourcing	Presentation, video and activity		
3 Feb 11	2 - 6 PM	Farming – The Land Types of Agriculture Local vs. Global Sourcing Sustainable Farming Practices Ethical and Social Considerations Challenges and Future Trends	Presentation, activity & video		
4 Feb 25	2 – 6 PM	Fishing – The Sea Importance of Seafood Sourcing Types of Fishing Regional Variations in Seafood Sustainable Fishing Practices Traceability and Supply Chain Challenges and Future Trends	Presentation		

5 March 4	2 -6 PM	Assessment workshop	Activity/workshop		
6 March 11	2 – 6 PM	Wine Welsh wine Provenance (PGI status) Sourcing Grape varieties Different types of wine Methods of producing wine	Presentation and video		
7 March 18	2 – 6 PM	Food Production Methods Overview of food production methods Animal husbandry and welfare considerations Food production safety and quality control	Presentation		
8 March 25	2 – 6 PM	Food Purchasing Trends Trends in food purchasing and their influence on menu compilation Factors that drive purchasing decisions, including cost, sustainability and seasonality	Presentation, video and activity		
9 W/C April 22	2 - 6 PM	Legal Communication & Comparing Seasonality Legally communicating food sources to diners Comparing seasonality, provenance, and mass purchasing Risk and benefits to the restaurant and diner.	Presentation, video and activity		
10 April 29	2 – 6 PM	Assessment workshop	Activity and Workshop		
11 May 6	2 – 6 PM	Presentation and activity	Presentation and activity		
12 May 13	2 – 6PM	Review of Module and Feedback			

INDICATIVE READING LIST

Module Code	BMGM4005	
Module Title	Produce, Provenance and Sourcing	
Classification	Reading List entry	Electronic*
Essential	Cousins, J. Foskett, G. Graham, D. Hollier, H. (2022) 6th Edn. Food and Beverage Management: For the hospitality, tourism and event industries. Goodfellow Publishers Ltd, Oxford.	☒
Essential	Everett, S. (2016) Food & Drink Tourism. <i>Principles and Practice</i> . Sage London.	☒
Essential	Guidara, W. (2024) Unreasonable Hospitality: The Remarkable Power of Giving People More Than They Expect. Ebury Edge, London.	☒
Essential	Ozbasar, K. et al. (2024) 'Behind the Kitchen Doors: Unveiling Post-COVID Challenges and Sustainable Solutions for Chefs in the Hospitality Sector', Sustainability, 16(17), pp. 7702	☒
Essential	Zanella, M. (2020) On the challenges of making a sustainable kitchen: experimenting with sustainable food principles for restaurants. Research in hospitality management, 01, Vol.10 (1), p.29-41. Routledge, Grahamstown.	☒
Further	Davis, B. Lockwood, A. Alcott, P and Pantelidis, I.S. (2018) Food and Beverage Management. 6 th Edn. Routledge. London.	☒
Further	Hulten, B. (2020) Sensory Marketing. <i>An introduction</i> . Sage London.	☒
Further	Solomon, M. (2018) The Heart of Hospitality. <i>Great Hotel and Restaurant Leaders share their secrets</i> . SelectBooks. New York.	☒
Further	Tresidder R. and Hirst C., (2016) Marketing in Food, Hospitality, Tourism and Events. Goodfellow, Oxford	☒
Further	Wilson, A, (2012) Marketing Research: An Integrated Approach, 2nd Ed. Pearson: Harlow	☒
Further	Wood, R.C. (2013) Key Concepts in Hospitality Management. Sage. London	☒
Journals	<i>The Caterer</i>	☒
Journals	<i>Big Hospitality</i>	☒
Journals	<i>Restaurant Magazine</i>	☒
Journals	<i>MRM</i>	☒
Websites	www.thecaterer.com	☒
bsites	www.bighospitality.co.uk	☒
Websites	www.restaurantmagazine.com	☒

Websites	www.modernrestaurantmagazine.com	☒
Websites	www.instituteofhospitality.org	☒
Websites	www.flowhospitalitytraining.co.uk	☒

LEVEL 4 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	
Programme:	BA (Hons) International Gastronomy Management		
Module:	Produce, Provenance & Sourcing		
Module code:	BMGM4005	Contribution to Overall Module Assessment (%):	50%
Lecturer:	Antoinette Milne	Internal Verifier:	Jemma Smith
Assignment Title:	Essay: The Benefits and Drawbacks of Sourcing Locally	Word count (or equivalent):	1500 (+ or – 10% or penalties may apply)
Submission deadline:	Monday April 20, 2026 by 23.59pm	Return date of provisional marks & written feedback:	May 18, 2026 by 23:59
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) Alternative submission method (if applicable): Late submission of the assessment will result in a late penalty mark. Penalties for late submission: Up to one-week late, maximum mark of 40%. Over one week late, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission, you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		
Module Learning Outcomes (from module syllabus)			
Upon the successful completion of this module, the student should be able to demonstrate the ability to: • Define and assess the development of business and marketing creativity regarding seasonality, provenance and establish sourcing to create enhanced experiences and quality for diners. • Understand the process and stages of sourcing, including the role of the purchasing manager, head chef, diners feedback, and its effect on sourcing considerations. • Appreciate direct sourcing by way of field trips to producers , farmers and fisher folk.			

Essay Title – The Benefits and Drawbacks of Sourcing Locally

Research and write an essay that investigates the differences between local and global sourcing of produce, focusing on their effects on produce quality and sustainability.

- Define what locally sourcing means.
- Discuss the benefits of local sourcing, including:
 - Quality
 - Freshness/preservation of nutrients
 - Supporting eco-friendly farming practices
 - Supporting local economies
- Considering factors like carbon footprint and sustainability.
 - Discuss the concept of "food miles."
- Discuss any issues with local sourcing and identify reasons why restaurants may feel they need to source some food globally, including
 - Quality
 - Cost
 - Shelf life of preservative free ingredients
 - Variety/non-availability of some produce locally e.g. certain spices for certain types of cuisine
- Explore how consumer preferences influence the choice between local and global produce.
 - Trends in gastronomy
 - Provenance
 - Sustainability
 - Briefly discuss any differences/similarities between what consumers say they believe about local and global sourcing of food and what they actually do
- Include examples of two restaurants within Wales that have successfully embraced local sourcing. Highlight their strategies and outcomes.

You must present your essay with a title page, this to include:

The title of the essay - **The Benefits and Drawbacks of Sourcing Locally**

- Your name
- Your student ID number
- The module title: Produce, Provenance and Sourcing BMGM4005
- Your lecturer's name

You should structure your work with an opening introduction (around 10% of your word count), where you will explain the purpose of the essay, whilst also defining key terms appropriate for your essay. This will be followed by your main body (80% of your word count), where you will provide arguments for and against local vs global sourcing. This section will contain several paragraphs and should flow nicely from one section to the next (the golden thread). Conclude your essay with a closing paragraph (10% of your word count). The conclusion should contain no new material.

References & In-text citations

You must use credible sources for your research from online sources, textbooks, media, and industry journals to support your essay. You must include a minimum of **15 reference sources**, and these must be accurately cited within the essay.

Use of Generative AI in Assessment

(Lecturer to indicate Yes or Not against each element)

RESEARCH	For this assessment, you can use Generative AI to support you in research, including searching for bibliography, using tools to summarise, compare and interrogate materials.	Yes ☒ No ☐
STRUCTURE	For this assessment, you can use Generative AI to support you in structuring your submission, including creating a draft argument structure, identifying parts and headings, etc.	Yes ☒ No ☐
PROOFREADING	For this assessment, you can use Generative AI to check your own text/creation for grammatical and syntactical mistakes, including rephrasing of your own work within specific standards.	Yes ☒ No ☐
WRITING	For this assessment, you can use Generative AI to create text for submission.	Yes ☐ No ☒
CREATIVE	For this assessment, you can use Generative AI to create creative materials, such as images.	Yes ☐ No ☒
PROGRAMING	For this assessment, you can use Generative AI to create and check code.	Yes ☐ No ☒
NONE	For this assessment, you are not allowed to use any type of Generative AI support. This includes research support, structure support, writing/proofreading support and creative support.	Yes ☐ No ☒

NOTE: The guidance offered below is linked to the five generic assessment criteria overleaf.

1. Engagement with Literature Skills

Your work must be informed and supported by scholarly material that is *relevant* to and *focused* on the task(s) set. You should provide evidence that you have accessed an appropriate *range* of sources, which may be academic, governmental, and industrial; these sources may include academic journal articles, textbooks, current news articles, organisational documents, and websites. You should consider the *credibility* of your sources; academic journals are normally highly credible sources while websites require careful consideration/selection and should be used sparingly. Any sources you use should be current and up-to-date, mostly published within the last five years or so, though seminal/important works in the field may be older. You must provide *evidence* of your research/own reading throughout your work, using a suitable referencing system, including in-text citations in the main body of your work and a reference list at the end of your work.

Guidance specific to this assessment: *Begin your research by identifying key academic sources related to the topics of local and global sourcing, produce quality, sustainability, and consumer preferences. Utilise library resources, academic databases, and scholarly articles to ensure the credibility of your sources. You should include in text citations and a Harvard Referencing List with a minimum of 15 references.*

2. Knowledge and Understanding Skills

At level 4, you should be able to demonstrate: sound knowledge and critical understanding of the well-established concepts and principles of the subject area and the way in which those principles have developed; knowledge of the main methods of enquiry in the discipline. *Knowledge* relates to the facts, information, and skills you have acquired through your learning. You demonstrate your *understanding* by interpreting the meaning of the facts and information (knowledge). This means that you need to select and include in your work the concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. meaningfully to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding.

Guidance specific to this assessment: *Demonstrate a clear understanding of the concepts and terminology related to food sourcing, including "food miles," carbon footprint, and sustainability. Thoroughly research and comprehend the environmental, economic, and social aspects of local and global sourcing, as well as the impacts on produce quality and consumer preferences. Showcase a deep understanding of the case studies you choose, highlighting the strategies and outcomes of businesses or regions that have embraced either local or global sourcing.*

3. Cognitive and Intellectual Skills

You should be able to critically analyse information, and propose solutions to problems arising from that analysis, including the critical evaluation of the appropriateness of different approaches to solving problems. Your work must contain evidence of logical, analytical thinking, evaluation, and synthesis. For example, to examine and break information down into parts, make inferences, compile, compare and contrast information. This means not just describing what! But also justifying: Why? How? When? Who? Where? At what cost? At all times, you must provide justification/evidence for your arguments and judgements. Evidence that you have reflected upon the ideas of others within the subject area is crucial to you providing a reasoned and informed debate

within your work. Furthermore, you should provide evidence that you are able to make sound judgements and convincing arguments using data and concepts, with an understanding of the limits of knowledge, and how this influences analyses and interpretations. Sound, valid conclusions are necessary and must be derived from the content of your work. Where relevant, alternative solutions and recommendations may be proposed.

Guidance specific to this assessment: *Analyse information from diverse sources to present a coherent argument in favor of or against local vs. global sourcing. Use critical thinking skills to evaluate the environmental impact of both sourcing methods, considering factors like transportation, energy consumption, and waste. Apply critical reasoning to explore the influence of consumer preferences and the "farm-to-table" movement on sourcing decisions.*

4. Practical Skills

At level 4, you should be able to use/deploy a range of established techniques within the discipline and apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context. You should be able to demonstrate how the subject-related concepts and ideas relate to real world situations and/or a particular context. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in that context, to assess current situations, perhaps to formulate plans or solutions to solve problems, or to create artefacts, some of which may be creative. This is likely to involve, for instance, the use of real-world artefacts, examples and cases, the application of a model within an organisation and/or benchmarking one theory or organisation against others based on stated criteria. You should show awareness of the limitations of concepts and theories when applied in particular contexts.

Guidance specific to this assessment: *Use case studies and examples in your essay to demonstrate effective local sourcing in practice.*

5. Transferable Skills for Life and Professional Practice

Your work must provide evidence of the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making. This includes demonstrating: professional development to advance existing skills and acquire new competences that will enable you to assume significant responsibility within organisations; that you can initiate and complete tasks and procedures, whether individually and/or collaboratively; that you can use appropriate media to effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences; fluency of expression; clarity and effectiveness in presentation and organisation. Work should be coherent and well-structured in presentation and organisation.

Guidance specific to this assessment: *You should write this assignment in essay format, provide your student name, number, module name and module code and assignment title. You should use a font of Arial 12 point. Justify your text, in order for your essay to look professional. Use 1.5 line spacing throughout the document. Spelling and grammar should be accurate.*

STUDENT FEEDBACK FORM

This section details the *extent* to which the assessment criteria are demonstrated by you, which in turn determines your mark. The marks available for each category of skill are shown. Lecturers will use the space provided to comment on the achievement of the task(s), including those areas in which you have performed well and areas that would benefit from development/improvement.

Generic Assessment Criteria	Marks available	Marks awarded
1. Engagement with Literature Skills		
	20	
2. Knowledge and Understanding Skills		
	30	
3. Cognitive and Intellectual Skills		
	20	
4. Practical Application Skills		
	20	
5. Transferable Skills for Life and Professional Practice		
	10	

Assessment 2

LEVEL 4 ASSESSMENT SPECIFICATION

LEVEL 4 ASSESSMENT SPECIFICATION			
Student name:		Student ID number:	
Programme:	BA (Hons) International Gastronomy Management		
Module:	Produce, Provenance & Sourcing		
Module code:	BMGM4005	Contribution to Overall Module Assessment (%):	50%
Lecturer:	Antoinette Milne	Internal Verifier:	Jemma Smith
Assignment Title:	Report – Developing menus using local food suppliers in Wales	Word count (or equivalent):	1500 (+ or – 10% or penalties may apply)
Submission deadline:	Friday May 15, 2026 by 23.59pm	Return date of provisional marks & written feedback:	June 12, 2026 by 23.59pm
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) Alternative submission method (if applicable): Late submission of the assessment will result in a late penalty mark. Penalties for late submission: Up to one-week late, maximum mark of 40%. Over one week late, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission, you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		
Module Learning Outcomes (from module syllabus)			
Upon the successful completion of this module, the student should be able to demonstrate the ability to:			
• Define and assess the development of business and marketing creativity regarding seasonality, provenance and establish sourcing to create enhanced experiences and quality for diners. • Understand the process and stages of sourcing, including the role of the purchasing manager, head chef, diners feedback, and its effect on sourcing considerations. • Appreciate direct sourcing by way of field trips to producers , farmers and fisher folk.			

TASK DESCRIPTION

Report – Creating Restaurant Menus Using Local Produce

Write a report detailing how you could develop menus for a restaurant of your choice using local food suppliers based in Wales. Discuss the availability of seasonal and sustainable local ingredients to the restaurant industry.

Task

- Summarise your observations and findings of the current sourcing strategy of the restaurant. Analyse the impact of sourcing practices on their current menu.
- Identify local food suppliers in Wales and use these to develop alternative set menus fit for your restaurant.
 - Develop at least two 'three course set menus' using local produce – one summer, one winter.
 - Justify your ingredient choices
 - Discuss how you would mitigate food waste (e.g. using different parts of an ingredient in different courses or as ingredients/garnish for drinks etc.). Allude to the WRAP web site/tools
 - What challenges would you face in terms of seasoning etc. and what local farmed or foraged alternatives could you use?
 - How do these menus sit with the current restaurant offering, i.e. do they look like they belong at that restaurant or are they a departure from the type of food normally served?
- Discuss the challenges and strengths of using South and West Wales-based produce:
 - Seasonality
 - Variety
 - Cost etc
- Identify opportunities for your chosen restaurant in terms of building relationships with local suppliers, growing their own produce etc.

You must present your report with a title page, this to include:

The title of the report – **Creating Restaurant Menus Using Local Produce**

- Your name
- Your student ID number
- The module title: Produce, Provenance and Sourcing BMGM4005
- Your lecturer's name

You should structure your work with a table of contents, introduction (around 10% of your word count), where you will explain the purpose of the report, whilst also defining key terms. This will be followed by your main body (80% of your word count), where you will discuss the different sourcing practices and their advantages, disadvantages, challenges or opportunities. Conclude your report with a closing paragraph (10% of your word count). The conclusion should contain no new material.

The submission file name must be as follow: **First Name_ Last Name_ Student Number**

References & In-text citations

You must use credible sources for your research from online sources, textbooks, media, and industry journals to support your essay. You must include ***a minimum of 15 reference sources***, and these must be accurately cited within your report. List your references alphabetically using the Harvard Referencing System.

Use of Generative AI in Assessment

(Lecturer to indicate Yes or Not against each element)

RESEARCH	For this assessment, you can use Generative AI to support you in research, including searching for bibliography, using tools to summarise, compare and interrogate materials.	Yes ☒ No ☐
STRUCTURE	For this assessment, you can use Generative AI to support you in structuring your submission, including creating a draft argument structure, identifying parts and headings, etc.	Yes ☒ No ☐
PROOFREADING	For this assessment, you can use Generative AI to check your own text/creation for grammatical and syntactical mistakes, including rephrasing of your own work within specific standards.	Yes ☒ No ☐
WRITING	For this assessment, you can use Generative AI to create text for submission.	Yes ☐ No ☒
CREATIVE	For this assessment, you can use Generative AI to create creative materials, such as images.	Yes ☐ No ☒
PROGRAMING	For this assessment, you can use Generative AI to create and check code.	Yes ☐ No ☒
NONE	For this assessment, you are not allowed to use any type of Generative AI support. This includes research support, structure support, writing/proofreading support and creative support.	Yes ☐ No ☒

NOTE: The guidance offered below is linked to the five generic assessment criteria overleaf.

1. Engagement with Literature Skills

Your work must be informed and supported by scholarly material that is *relevant* to and *focused* on the task(s) set. You should provide evidence that you have accessed an appropriate *range* of sources, which may be academic, governmental and industrial; these sources may include academic journal articles, textbooks, current news articles, organisational documents, and websites. You should consider the *credibility* of your sources; academic journals are normally highly credible sources while websites require careful consideration/selection and should be used sparingly. Any sources you use should be current and up-to-date, mostly published within the last five years or so, though seminal/important works in the field may be older. You must provide *evidence* of your research/own reading throughout your work, using a suitable referencing system, including in-text citations in the main body of your work and a reference list at the end of your work.

Guidance specific to this assessment:

*You must include a **minimum of 15 reference sources**, and these must be accurately cited within the report text. You should show an understanding of the principles of restaurant operation in this context, specific to sourcing produce. It should be a full-report structure including page numbers, table of content, and reference list.*

1. Knowledge and Understanding Skills

At level 4, you should be able to demonstrate knowledge of the underlying concepts and principles associated with your area(s) of study. *Knowledge* relates to the facts, information and skills you have acquired through your learning. You demonstrate your *understanding* by interpreting the meaning of the facts and information (knowledge). This means that you need to select and include in your work the concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding.

Guidance specific to this assessment:

You should be able to show an appreciation of the decisions that a restaurant operator would make, regarding the sourcing of food and how food provenance might influence sales, marketing techniques, and demand. You should use case studies and examples to support your finding.

2. Cognitive and Intellectual Skills

You should be able to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and

concepts of your subject(s) of study. You should be able to evaluate the appropriateness of different approaches to solving problems related to your area(s) of study and/or work. Your work must contain evidence of logical, analytical thinking. For example, to examine and break information down into parts, make inferences, compile, compare and contrast information. This means not just describing what! But also justifying: Why? How? When? Who? Where? At what cost? You should provide justification for your arguments and judgements using evidence that you have reflected upon the ideas of others within the subject area and that you are able to make sound judgements and arguments using data and concepts. Where relevant, alternative solutions and recommendations may be proposed.

Guidance specific to this assessment:

You should reference data on food waste/food miles etc. The recommendations and analysis should be reasonable.

3. Practical Skills

At level 4, you should be able to apply the basic underlying concepts and principles to evaluate and interpret these within the context of your area of study. You should be able to demonstrate how the subject-related concepts and ideas relate to real world situations and/or a particular context. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in that context, to assess current situations, perhaps to formulate plans or solutions to solve problems, or to create artefacts. This is likely to involve, for instance, the use of real-world artefacts, examples and cases, the application of a model within an organisation and/or benchmarking one theory or organisation against others based on stated criteria.

Guidance specific to this assessment:

You should provide real life examples of food producers to increase the report quality.

Transferable Skills for Life and Professional Practice

Your work must provide evidence of the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility. This includes demonstrating that you can communicate the results of your study/work accurately and reliably, and with structured and coherent arguments; that you can initiate and complete tasks and procedures, whether individually and/or collaboratively; fluency of expression; clarity and effectiveness in presentation and organisation. Work should be coherent and well-structured in presentation and organisation.

Guidance specific to this assessment:

You should write this assignment in report format, provide your student name, number, module name and module code and assignment title. You should use a font of Arial 12 point. Justify your text, in order for your essay to look professional. Use 1.5 line spacing throughout the document. Spelling and grammar should be accurate.

ASSIGNMENT 2 MARKING CRITERIA AND FEEDBACK

This section details the assessment criteria. The *extent* to which these are demonstrated by you determines your mark. The marks available for each criterion are shown. Lecturers will use the space provided to comment on the achievement of the task(s), including those areas in which you have performed well and areas that would benefit from development/improvement.

Common Assessment Criteria Applied	Marks available	Marks awarded
1. Engagement with Literature Extent of research and/or own reading, selection of credible sources, application of appropriate referencing conventions.		
	10	
2. Knowledge and Understanding Extent of knowledge and understanding of concepts and underlying principles associated with the discipline.		
	30	
3. Cognitive and Intellectual Skills Analysis, evaluation and synthesis; logic, argument and judgement; analytical reflection; organisation of ideas and evidence		
	30	
4. Practical Application Deployment of methods, materials, tools and techniques; application of concepts; formulation of innovative and creative solutions to solve problems.		
	20	
5. Transferable Skills for Life and Professional Practice Attributes in professional practice: individual and collaborative working; deployment of appropriate media; presentation and organisation.		
	10	

Assignment Mark (Assessment marks are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed.)	Late Submission Penalties (tick if appropriate)		%
	Up to 1 week late	40% Max	
	Over 1 week late	0%	

GENERIC ASSESSMENT CRITERIA

Level 4

In accordance with the Framework for Higher Education Qualifications, at the end of Level 4 students will be expected to have demonstrated knowledge of the basic underlying concepts and principles of a subject, and an ability to evaluate and interpret these within the context of that area of study. They should be able to present, evaluate and interpret qualitative and quantitative data in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study. They will have learned how to evaluate different approaches to solving problems, and will be able to communicate the results of their study/work accurately and reliably, and with structured and coherent arguments. They will be able to undertake further training and develop new skills within a structured and managed environment and will have the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility.

Level 4	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
Engagement with literature (including reading, referencing, academic conventions and academic honesty)	Little or no evidence of reading and/or reliance on inappropriate sources. Views and findings mostly unsupported and non-authoritative. Referencing conventions used incoherently or largely absent.	Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate use of sources. Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing.	Engagement with a limited range of mostly relevant and credible sources but with some reliance on information gained through class contact. Some omissions and minor errors. Referencing conventions evident though not always applied accurately or consistently.	Engagement with an appropriate range of literature, including sources retrieved independently. Some over-reliance on texts rather than other sources. Referencing may show minor inaccuracies or inconsistencies.	Engagement with a wide range of literature, including sources retrieved independently. Selection of relevant and credible sources. Generally sound referencing, with no/very few inaccuracies or inconsistencies.	Engagement with an extensive range of relevant and credible literature. Consistently accurate application of referencing.	Exceptional engagement with an extensive range of relevant and credible literature. High-level referencing skills consistently applied.
Knowledge and understanding (Knowledge of the basic underlying concepts and principles of a subject.)	Major gaps in knowledge and understanding of the basic underlying concepts and principles of the subject matter.	Gaps in knowledge of the basic underlying concepts and principles, with flawed or superficial understanding.	Limited knowledge and understanding of the basic underlying concepts and principles within the subject area.	Knowledge of the basic underlying concepts and principles is accurate with a good understanding of	Competent knowledge of the basic underlying concepts and principles. Exhibits very good understanding.	Excellent knowledge and understanding of the basic underlying concepts and principles of the subject.	Exceptional, detailed knowledge and understanding of the basic underlying concepts and principles

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	Inclusion of irrelevant material. Substantial inaccuracies.	Some significant inaccuracies and/or irrelevant material.	Some elements may be missing.	the field of study but lacks depth and/or breadth.			
Cognitive and intellectual skills (Evaluate underlying concepts and principles of a subject and interpret qualitative and quantitative data in order to develop lines of argument and make sound judgements.)	Wholly or almost wholly descriptive work. Little or no evaluation of the underlying concepts and principles. Failure to develop arguments, leading to illogical or invalid judgements. Minimal or no use of evidence to back up views.	Largely descriptive work, with superficial evaluation of the underlying concepts and principles. Weak interpretation of data, flawed development of arguments and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	Limited attempt at evaluation of the underlying concepts and principles, tending towards description. Can interpret qualitative and quantitative data but with some errors. Some evidence to support emerging arguments and judgements but these may be underdeveloped or with a little inconsistency / mis-interpretation.	Good evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data, with minor errors. An emerging ability to use evidence to support the argument. Mostly valid arguments and logical judgements.	Sound evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data accurately. Ability to devise arguments using evidence to make mostly appropriate and valid judgements.	Excellent evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data accurately and with some insight. Excellent ability to devise arguments using evidence and make appropriate and valid judgements.	Exceptional evaluation of the underlying concepts and principles based evidence. Outstanding interpretation of qualitative and quantitative data. Exceptional ability to devise arguments using evidence and make wholly appropriate and valid judgements.
Practical skills (Different approaches to solving problems in particular contexts.)	Limited or no use of taught, basic methods, materials, tools and/or techniques. Little or no appreciation of the context of the application. Very weak evidence of	Rudimentary application of taught, basic methods, materials, tools and/or techniques but without consideration and competence. Flawed	An adequate awareness and mostly appropriate application of basic methods, materials, tools and/or techniques. Basic appreciation of	A good and appropriate application of basic methods, materials, tools and/or techniques. Clear appreciation of the context of the application.	A very good application of a range of basic methods, materials, tools and/or techniques. Very good consideration of the context of the application. Very good	An advanced application of a range of taught, basic methods, materials, tools and/or techniques. The context of the application is well considered, and insightful.	Exceptional levels of application and deployment skills in particular practical contexts. Outstanding identification of problems in particular contexts and

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	different approaches to problem-solving in particular contexts.	appreciation of the context of the application. Weak evidence of different approaches to problem-solving in particular contexts.	the context of the application. Can identify problems in particular contexts and propose basic alternative approaches or solutions though there may be errors.	Good evidence of different approaches to problem-solving in particular contexts and proposes mostly appropriate solutions.	evidence of different approaches to problem-solving in particular contexts and proposes appropriate solutions.	Excellent evidence of different approaches to problem-solving in particular contexts and proposes appropriate solutions.	formulation of wholly appropriate, thoughtful solutions / different approaches.
Transferable skills for life and professional practice (Communicate the results of their study/work accurately and reliably, and with structured and coherent arguments; the qualities needed for employment requiring the exercise of some personal responsibility within a structured and managed environment.)	Work is poorly structured, disorganised, inaccurate and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Failure to work effectively individual or as part of a group. Little or no evidence of the skills for employment requiring the exercise of some personal responsibility.	Work is poorly presented in a disjointed manner. It is loosely, and at times incoherently, structured, with information and ideas often poorly expressed. Weak use of language and/or inappropriate style. Flawed approach to individual or group work, meeting only partial obligations to others. Limited evidence of the skills for employment requiring the exercise of some personal responsibility.	Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence and/or accuracy in places. Can work as part of a group, meeting most obligations to others but perhaps with limited involvement in group activities. Demonstrates the basic skills for employment requiring the exercise of some personal responsibility, with some areas of minor weakness.	Mostly coherent, organised and accurate work, in a suitable structure and is for the most part clearly expressed. Can work effectively independently and/or as part of a team, with clear contribution to group activities. Demonstrates the skills for employment requiring the exercise of some personal responsibility, with some areas of strength and some of minor weakness.	Work is accurate, coherent, fluent, well-structured and organised. Can work effectively independently and/or as part of a team, with very good contribution to group activities. Demonstrates very good skills for employment requiring the exercise of some personal responsibility, with just occasional minor weakness.	Work is coherent, very fluent and is presented professionally. Can work effectively independently and/or as part of a team, with an excellent contribution to group activities. Demonstrates excellent skills for employment requiring the exercise of some personal responsibility with an appetite for further development.	Work is accurate, exceptionally coherent, very fluent and presented well. Can work effectively independently and/or as part of a team, with an exceptional contribution to group activities. Demonstrates exceptional skills for employment requiring the exercise of some personal responsibility with an appetite for further development.

