**TOPIC: please use coffee on campus as the topic – focus on coffee sourced from Toby’s estate coffee roastery and milk from Browne’s (an Australian company) and alternative milk from Alternative Dairy Company (an Australian alternative-milk company)**

**GEOGRAPHIES of FOOD SECURITY (GEOG2001)**

**MAJOR REPORT ASSIGNMENT (50%)**

**Devise and Critically Evaluate a *Real Food* Guide for campus Food Outlets**

**(~3000 Words, *excluding* references list)**

**Instructions, Marking and Grading Guide**

**Instructions for Completion**

**Topic: Coffee on campus**

In this major report you will classify and critically evaluate **one** of three food products sold on the campus (i.e., Coffee *or* Sushi *or* Pasta Bake) as *“Real Food”.* What do we mean by *“Real Food”?* In the context of this assignment, you would classify your selected food product as *“Real Food”* if you find through investigation all ingredients used in the preparation and manufacture to be: *Locally and Community Sourced*; practicing *Fair Trade; Ecologically Sound*; and, *Humane* *(Concerned for Animal Welfare).* In other words, based on your findings you would give all ingredients, and thus the product, a green light for *“Real Food”* quality!

For further clarification, please see the following example of a *“Real Food”* guide for coffee sold at Campus:

**SAMPLE *“REAL FOOD”* GUIDE: CURTIN COFFEE**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Local & Community Sourced**Ingredients can be traced to nearby farms, ranches, boats and businesses that are locally owned and operated; sourcing supports the small and mid-sized businesses; supports local economy by keeping money in the community and builds community relations; ingredients travel shorter distances to reach consumers; are seasonally fresh; have high nutrient content. | **Fair Trade**Individuals involved in food production work in fair and safe conditions, receive fair compensation; workers receive a living wage; employees have a right to organise, and a right to grievance processes; equal opportunities for employment; trade builds community capacity; ensures promotes social just practices in food system. | **Ecologically Sound**Farms, ranches, boats and other operations involved with food production practice environmental stewardship that conserves biodiversity and ecosystems resilience and preserves natural resources, including energy, wildlife, water, air and soil. Production practices should minimise toxic substances, direct and indirect greenhouse gas emissions, natural resource depletion, and environmental degradation. | **Humane** **(Concerned for Animal Welfare)**Animals express natural behaviour in a low stress environment, and are raised with no added hormones or non-therapeutic antibiotics. |
| **Green (All Go!)** | * Beans
* Sugar
* Spoons
* Milk
* Cup
* Lid
* Stirrer
 | * Beans
* Sugar
* Spoons
* Milk
* Cup
* Lid
* Stirrer
 | * Beans
* Sugar
* Spoons
* Milk
* Cup
* Lid
* Stirrer
 | * Milk
 |
| **Yellow (Caution!)** |  |  |  |  |
| **Red (No Go!)** |  |  |  |  |

As you can see, in this hypothetical situation all ingredients for the Campus coffee product meet all the criteria for *“Real Food”.* However, a green light for all ingredients would be a rare find indeed! Some ingredients will meet the criteria, but not others. In reality then, your *“Real Food”* guide for Campus coffee might resemble the following:

**SAMPLE *“REAL FOOD”* GUIDE: CURTIN COFFEE**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Local & Community Sourced**Ingredients can be traced to nearby farms, ranches, boats and businesses that are locally owned and operated; sourcing supports the small and mid-sized businesses; supports local economy by keeping money in the community and builds community relations; ingredients travel shorter distances to reach consumers; are seasonally fresh; have high nutrient content. | **Fair Trade**Individuals involved in food production work in fair and safe conditions, receive fair compensation; workers receive a living wage; employees have a right to organise, and a right to grievance processes; equal opportunities for employment; trade builds community capacity; ensures promotes social just practices in food system. | **Ecologically Sound**Farms, ranches, boats and other operations involved with food production practice environmental stewardship that conserves biodiversity and ecosystems resilience and preserves natural resources, including energy, wildlife, water, air and soil. Production practices should minimise toxic substances, direct and indirect greenhouse gas emissions, natural resource depletion, and environmental degradation. | **Humane****(Concerned for Animal Welfare)**Animals express natural behaviour in a low stress environment, and are raised with no added hormones or non-therapeutic antibiotics. |
| **Green (All Go!)** | * Beans
* **Milk**
 | * Spoon
* **Milk**
 | * Cup
 |  |
| **Yellow (Exercise Caution!)** | * Cup
 | * Cup
 | * Beans
* Sugar
 | * **Milk**
 |
| **Red (No Go!)** | * Spoon
* Sugar
 | * Beans
* Sugar
 | * Spoons
* **Milk**
 |  |

**Let’s focus on the milk ingredient in this example:** Milk is locally produced as it meets all the right criteria; thus, it receives a green light for the category *Local & Community Sourced*. Same re *Fair Trade*. However, in this example milk is definitely not *Ecologically Sound*; it does not comply with the criteria listed and thus receives a red light. When it comes to animal welfare though, it is not entirely clear from information gleaned that (cows in this case!) are being treated well by the primary producers; hence the milk ingredient receives a yellow light for *Humane*. Other ingredients might fall under different categories based on investigations.

Therefore, in this example Campus coffee can only be classified *“Real Food”* in part. Thus, the guide highlights shortfalls/areas for improvement for Curtin food outlets … certainly if they wish to market their coffee products as *“Real Food”*! ***Devising and critically evaluating your own “Real Food” guide for Campus food outlets, as described above, will form the basis of your major report.***

**OK. *So how do I go about doing all of this?***

**Please follow these steps:**

1. **Real Food Guide Background Research:**

The above guide is based on the concept of “*Real Food”* as devised by university students in the US. As a useful first step, and to gain a broad understanding of how a *“Real Food”* guide works in practice, please read the following resource documents in tandem with the associated *iLecture* and *PowerPoints*

* The *iLecture* on the *Real Food Guide and Calculator* and the accompanying *PowerPoint s*lides
* Real Food Guide Package 2016
* Real Food Calculator TIPS
* Real Food Calculator 2016 v2

**You will find these *“Real Food”* documents and PowerPoint slides in**: Study Topics tab, *Tutorials Folder, Week 8 Module 7.*

Also, search for yourself; see what else you can find out about this guide and the whole idea of ‘*Real Food’*. All up, try and be as informed as possible about the *“Real Food”* guide *before* collecting and collating your own data. Make notes. You can incorporate these notes into your report (please see Item 3 below).

**You will find this prep work very useful!**

1. **Data Collection and Collation:**
2. Look at the list of products and ingredients in the *“Real Foods”* ingredient list. **You will find this document in the above Folder.**
3. Choose **one** of the three food products listed (i.e., ***Coffee*** *or* Sushi *or* Pasta Bake) sold at Campus food outlets from the list of products
4. Look through the associated ingredients lists provided (associated ingredients are your primary data)
5. You’ll see web links to company web sites; go to these websites; see what you can find out; how well do these companies comply with your *“Real Food”* criteria?
6. Gather more information on these ingredients based on your *“Real Food”* guide criteria; do your own wider searches here; see what you can find out about where/how these ingredients are sourced (this is the crux of data collection where you do some basic research of your own … no right or wrong answers here…it’s your investigation)
7. Using the above *“Real Food”* guide as a template, and based on your research, start to classify the ingredients…green, yellow, red; this guide/template will be incorporated into the Results section of your final report (please see Item 3 below).
8. Critically evaluate your results/your *“Real Food”* guide for your chosen food product sold at Campus food outlets (please see Item 3 below).
9. **Writing the Report/Further Analysis**

A report writing format and structure is suggested below.

**Suggested Report-Writing Format & Structure**

**TOPIC: please use coffee on campus as the topic – focus on coffee sources from Toby’s estate coffee roastery and milk from Browne’s and alternative milk from Alternative Dairy Company (an Australian milk company)**

**1. Introduction (~400 Words)**

* + Introduce the report (briefly, outline the what, where, how and why, and what you will achieve)
	+ Include signposting to various sections (e.g., Section 2 will describe … Section 3 will explain …)

**2. Background (~800 words)**

* + Include some general background information on *“Real Food”* and the guide.
* Elaborate a little more on your introduction and explain further how *you intend* to critically evaluate Curtin food outlets in terms of the *“Real Food”* guide
* Outline your conceptual framework for evaluation here; cite some literature and explain why you have chosen these works in support of your critique

*For example, with respect to the above dot points you might begin: The real food guide is based on the following criteria …. it originated in the US as a result of … it is useful for … (citations); however, there are disadvantages as well as advantages … we can see these when we explore the “Real Food” guide in terms of broader contexts, debates and rationales (citations). Here, you introduce your conceptual framework (choose one we have explored in this unit); you might ask: is the guide ‘environmentally just’; how does it fit with the ‘four pillars of food security’; can it be ‘scaled up’; is it ‘social and ecologically’ sound? You choose one concept. Then conclude your background section by describing further your specific study of the “Real Food” guide for Curtin food outlets. Lead in to your Results section and Critical Evaluation sections.* In essence, your Background section gradually draws the reader’s attention to how your report provides deeper insights into the *“Real Food”* guide.

**3. Results (~200 words)**

* Include *your* *own* completed *“Real Food”* guide/template here (as demonstrated above)
* Use around 100 words to describe this guide

**4**. **Individual** **Critical Evaluation (~1200 words)**

• Individually, critically evaluate your results in terms of a conceptual framework (e.g., ‘environmental justice’ *or* the ‘four pillars’ *or* ‘scale’ … etc. … you choose).

*For example, from your team’s results for milk above, you might, as an individual, have a specific interest in animal rights/how well cows are treated; you might ask: How well do dairy farmers comply with the established “Real Food” criteria, if at all? In terms applying any of the concepts already covered, you may also ask, where does this evaluation fit with the ‘four pillars of food security’ concept? Here, you can draw more on the wider scholarly literature in support of your evaluation, to provide a deeper layer of analysis. Follow these lines of inquiry as a way of combining research and practice. Again, there is no right or wrong here; explain what you have found out. Sub-headings in this section might help you to organise your thoughts.*

1. **Conclusion (~400 words)**

• Summarise **your** critical evaluation/what **you** have found out from your report

*For example, re the milk example, you might conclude that while Curtin food outlets comply with the Fair and Local Community criteria, they fall short on Humane/Animal Rights. There is thus uncertainty surrounding milk production... explain further … etc. Moreover, further analysis in terms of the ‘four pillars of food security’ shows that milk products sourced by Curtin food outlets scores well on access and availability, but may fall short on stability … This is because… This evaluation of the “Real Food” guide is useful in practice and research because … End by suggesting how Curtin food outlets might improve and how the guide might improve based on your analysis… suggest areas for future research. Something like this.*

1. **References**
	* APA 7th
	* Around 10 -15 publications

**Please note:** The report should be ~3000 words *excluding reference list*.

You can include diagrams, photos, table, charts etc. as required.

**Please format using the following:** Times New Roman (font size 12); Line spacing (1.5 lines); Referencing style APA 6th; Title, section headings; preferably use a Word document but convert to Pdf if you have problems uploading into Turnitin. Make sure you read through the Marking and Grading guide below (as you research and write) as it explains how marks are allocated and what the tutor will be looking for when they read/grade your submission.

|  |
| --- |
| **Report Marks and Grading Guide** |
|  | **MARKS** | **<50% (Poor)** | **50%-59% (Fair)** | **60%-69% (Good)** | **70%-79% (Very Good)** | **>80% (Excellent)** |
|  **OVERALL STRUCTURE** | **/10** | *No evidence of attempts to organise and structure the report logically as recommended. For example, no title page, no table of contents, no abstract, and/or no clear introduction …; no headings or sub-headings; no separate and/or substantive conclusion. A loose collection of thoughts and ideas. Incoherent and very difficult to read and follow.* | *Some evidence of attempts to organise and structure report logically as recommended. For example, overall structure …introduction, main body and conclusion … is apparent. Still lacks detail though, e.g. still no clearly differentiated contents page, abstract, methodology …; no headings and/or sub-headings. Easier to read and follow though.* | *Good organisation and overall structure. The report flows logically. Serious attempts have been made to write a clear and well-structured report as recommended; to provide appropriate sections, headings, sub-headings. Some of the detail still in need of attention though, e.g. background section missing, or, methodology described briefly under inappropriate heading … Much easier to read and follow though overall.* | *Report is very well organised and structured as recommended including the fine detail - e.g. Introduction outlines very well what is to come; useful/clear headings and sub-headings guide the reader well. Only some very minor criticisms of the above in places. Report is very easy to read and follow overall.* | *An exceptionally well-organised and well-structured report as recommended. All structural elements worked to an exceptionally high standard. Author pays very close attention to detail. No or very minor criticisms required. Report is a joy to read!*  |
| **BROADER CONTEXT** | **/20** | *Broader subject matter not relevant to completing report. E.g., no evidence of a bigger picture overview of real food/real food guide; no reference to appropriate food security concepts, issues and/or challenges pertaining to the main task - devising a real food guide for Curtin food outlets; no supporting examples of wider practices, policies, problems, concerns etc. No supportive materials used: no diagrams, photos, tables, charts and/or graphs etc. to help illustrate report findings. Demonstrates no broader understanding of real food guide.* | *Broader subject matter more relevant to report. E.g., some evidence of a bigger picture overview of real food/real food guide; some reference to appropriate food security concepts, issues and/or challenges pertaining to the main task - devising a real food guide for Curtin food outlets; some examples of wider practices, policies, problems, concerns etc. listed; attempts made to relate broader food security concepts, issues and challenges to the main task. Some attempts to better illustrate report findings. But detail (e.g. most relevant examples, concepts and practices etc.) still missing and/or quality of illustrations could be better. Demonstrates some broader understanding of real food guide.* | *Broader subject matter relevant to report. E.g., good evidence of a bigger picture overview of real food guide; clear reference to appropriate food security concepts, issues and/or challenges pertaining to the main task - devising a real food guide for Curtin food outlets; examples of wider practices, policies, problems, concerns etc. described in some detail; broader food security concepts, issues and challenges described well in relation to the main task. Pays more attention to detail and to including quality illustrations. A broader understanding of real food guide.* | *Broader subject matter highly relevant to report. E.g., very good evidence of a bigger picture overview of real food guide; very clear reference to the most appropriate food security concepts, issues and/or challenges pertaining to the main task - devising a real food guide for Curtin food outlets; examples of wider practices, policies, problems, concerns etc. described in sufficient detail; broader food security concepts, issues and challenges described and explained very well in relation to the main task - devising a real food calculator; Pays great attention to detail and to including high quality illustrations. A broader understanding of real food guide very clearly demonstrated.* | *Broader subject matter relevance exceeds all expectations. E.g., an excellent bigger picture overview of real food guide; the most appropriate food security concepts, issues and/or challenges pertaining to the main task - devising a real food guide for Curtin food outlets - applied exceptionally well; examples of wider practices, policies, problems, concerns etc. described in great detail; broader food security concepts, issues and challenges described and explained exceptionally well in relation to the main task; attention to detail all round second to none. A broader understanding of real food guide goes well above what is expected.* |
| **CRITICAL DISCUSSION** | **/40** | *No evidence of any attempts to write a critical discussion E.g. to compare and contrast the scholarly literature in support of developing own thoughts, ideas, solutions pertaining to real food guide; to draw on any food security concepts in support if ideas; to draw own conclusions from own analysis and suggest further research, to make recommendations etc. on this basis). No analysis, all descriptive.* | *Some evidence of attempts to write a critical discussion. One or two publications from the scholarly literature pertaining to real food guide have been listed and cited in the text; however, these works have not been compared and contrasted in support of own ideas, thoughts, solutions etc. conclusion only a very broad summary, not substantive summary of own analysis. Thus, the work is still mainly descriptive.*  | *A good critical discussion developing. More scholarly works pertaining to real food guide have been listed and cited. More evidence of attempts to compare and contrast these works in support of own ideas, thoughts, solutions etc. Still some issues, though, in selecting and critically analysing the most appropriate literature. Conclusion is a more substantive summary of own analysis; attempts made to suggest further research and to make recommendations etc. on this basis. A good analytical framework developing.* | *A very good critical discussion is clearly evident. Relevant scholarly works pertaining to real food guide have been listed and cited very well. These works compared and contrasted very well in support of own ideas, thoughts, solutions etc. Conclusion is a substantive summary of own analysis; further research is suggested and recommendations made on this basis. Some minor criticisms, but overall a very good analytical framework developed.*  | *Critical discussion exceeds all expectations. Most relevant scholarly literature has been critiqued exceptionally well. Some excellent ideas, thoughts and solutions pertaining to real food guide are discussed. Thus, the analytical framework is very clear and very strong. A firm basis for further research and/or practice is provided.*  |
| **REFERENCING****STYLE** | **/15** | *No publications listed or cited in the main text at all. Or, if they are listed and cited in the text, there is little attempt to comply with APA 6 referencing style.* | *Publications listed and cited, but only a few from the scholarly literature. Most from the ‘grey’ literature (e.g. government and/or NGO publications) or from other non-academic sources. Some evidence of compliance with APA 6. Still many errors though.* | *A wide range of publications listed and cited from the scholarly and the relevant grey literature. More evidence of attempts to comply with APA 6. Some errors still noted though.* | *A wide range of highly appropriate publications from the scholarly and grey literature are listed and cited very well in the text. Strong evidence of attempts to comply fully with APA 6. Few minor errors.* | *Referencing and citations correct in every way throughout the report. Complies with APA 6. No or very few minor errors. Goes way above what is expected at this level.* |
| **WRITING MECHANICS** | **/15** | *Grammar (spelling, punctuation etc.), legibility and expression (e.g. appropriate wording, sentence construction and interlinking …) all in need of attention. Major errors across the board.*  | *Some aspects of grammar (spelling, punctuation etc.), legibility and/or expression (e.g. appropriate wording, sentence construction and interlinking …) in need of attention. Major errors still noted in places.* | *A higher standard of written work developing. Fewer aspects of grammar (spelling, punctuation etc.…), legibility and/or expression (e.g. appropriate wording, sentence construction and interlinking …) in need of attention. A number of minor errors still noted. Much easier to read though overall.* | *A very high standard of written work. Very few aspects of grammar (spelling, punctuation etc.…), legibility and expression (e.g. appropriate wording, sentence construction and interlinking …) in need of attention. Paragraphs linked well; sentences shorter…clearer, concise, to the point; appropriate wording. A few minor errors in some places.*  | *An exceptionally high standard of written work. Grammar (spelling, punctuation etc.…), legibility and expression all correct, clear and concise. No or very few minor errors. Goes way above what is expected at this level.* |
| **TOTAL/100** |  | **Additional Comments** |
| **TOTAL/50%** |  |