

The Hong Kong Polytechnic University

Subject Description Form

Subject Code	FSN6503
Subject Title	Environmental, Social and Governance (ESG) Frameworks for Food Industry
Credit Value	3
Level	6
Pre-requisite/ Co-requisite/ Exclusion	Nil
Objectives	The subject aims to provide students with a comprehensive understanding of the Environmental, Social and Governance (ESG) frameworks with the context of food production and retailing. We will explore the key concepts and common practices associated with the ESG frameworks, and their applications in the food industry. Relevant case studies in Hong Kong and worldwide will be presented and discussed.
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ul style="list-style-type: none"> a. explain the concepts of ESG and their implications in food production and retailing processes; b. identify, analyse and evaluate common ESG issues and their impacts within the food industry; c. calculate carbon footprints and formulate sustainable practices for the food industry; and d. appreciate the importance of environmental, social and national responsibilities, as well as professional integrity and ethics.
Subject Synopsis/ Indicative Syllabus	<p>Introduction to ESG An overview of the frameworks surrounding ESG concepts, with a specific focus on their practical applications within the food industry to promote sustainability</p> <p>The E: environmental concerns A comprehensive analysis of the environmental challenges faced by the food sector, such as climate change, pollution, resource depletion and the food waste issues</p> <p>The S: social considerations An in-depth examination of the common social issues that arise within the food industry, including human rights, labour rights, fair trade, and global food security</p> <p>The G: governance practices</p>

	<p>A thorough exploration of the governance structures, ethical concerns and responsible business practices that are essential for sustainable operations of the food industry</p> <p>ESG reporting and disclosure An extensive guideline for ESG reporting, covering common formats and requirements, and enriched with case studies from both Hong Kong and global contexts</p>																																		
<p>Teaching/Learning Methodology</p>	<p>Interactive lectures To facilitate students’ learning of key concepts with case studies, and promote communication between teachers and students</p> <p>Tutorials and discussion To enhance interaction among students and their awareness of environmental issues through discussion and experience sharing</p> <p>Test and exercise To reinforce students’ knowledge learnt in the lectures, which can also be applied to address real-life environmental problems</p> <p>Individual essay and group presentation To encourage students to research into relevant topics, and present their findings and views both individually and in a team</p>																																		
<p>Assessment Methods in Alignment with Intended Learning Outcomes</p>	<table border="1" data-bbox="512 1131 1374 1431"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">Percentage weighting</th> <th colspan="4">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> </tr> </thead> <tbody> <tr> <td>Test</td> <td>30%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>Individual essay</td> <td>30%</td> <td>✓</td> <td>✓</td> <td></td> <td>✓</td> </tr> <tr> <td>Group presentation</td> <td>40%</td> <td></td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><i>*Weighting of assessment methods/ tasks in continuous assessment may be different, subject to each subject lecturer</i></p> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes The assessment for this subject consists of both formative and summative components. To ensure continuous learning and reflection, we employ a continuous assessment approach that comprises three components: an individual essay, a group presentation, and a test. The individual essay will be evaluated using the Structure of the Observed Learning Outcome Taxonomy, enabling us to identify areas where students encounter difficulties and address those issues accordingly. The group presentation aims to enhance students' ability to connect their learning to real-life situations. These comprehensive components promote the transfer of knowledge from the classroom to students' personal and professional lives. For the summative part, a test will be administered to evaluate students' understanding and present high-order thinking questions to assess their analytical and problem-solving skills.</p>	Specific assessment methods/tasks	Percentage weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				a	b	c	d	Test	30%	✓	✓	✓		Individual essay	30%	✓	✓		✓	Group presentation	40%		✓	✓	✓	Total	100 %				
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Student Study Effort Expected	Class contact:	
	▪ Lectures	30 Hours
	▪ Tutorials	9 Hours
	Other student study effort:	
	▪ Preparation for the individual essay and group presentation	45 Hours
	▪ Self-study and preparation for the test	36 Hours
	Total student study effort	120 Hours
Reading List and References	Reading materials will be provided in class.	