

## TLC Project Assessment Case Study

Assessment Strategy	Report and practical assignment which included preparing and cooking a range of international dishes and selection of appropriate beverages
Subject and module	Foundation Degree in Hospitality Management; Module - Gastronomy, Wine and Spirits including the WSET qualifications. (HE Level 1)
Useful for students who are:	Vocationally inclined and/or non traditional learners.
Keywords	Experiential and reflective learning, formative and summative assessment. Vocational skills.
Assessment activity	Students select, prepare and cook a range of dishes and report on the harmonisation of food and wine. Students create a portfolio reflecting on their progress for both food preparation and wine knowledge.
How does this assessment improve student learning	<p>The creation of individual portfolios allowed for the formative development throughout the module encouraging reflective learning. Tutorial support facilitated the development of skills and knowledge prior to assessment and the balance of theoretical and practical elements within the assessment (70% practical 30% written) favoured foundation degree students.</p> <p>This module was delivered through a range of academic and practical teaching methods that took place both in the kitchens and traditional learning environments. This enabled the learner to apply their knowledge in a realistic working environment.</p> <p>More than one lecturer was involved in the delivery of this module. A qualified chef delivered the theories and practical aspects of gastronomy and this study of food and drink was enhanced by the delivery of alcoholic product knowledge by a second lecturer, including the incorporation of the Wine and Spirit Education Trust Certification into the delivery and assessments of module learning outcomes.</p>
Underpinning assessment theory links	Integration of vocational qualifications, skills and knowledge into an academic framework and with the emphasis on the formative development of practical skills.
What went well	<ul style="list-style-type: none"> <li>• Weighting on practical skills allowed non traditional learners to achieve high grades which reflected their vocational knowledge and skills.</li> <li>• Students enjoyed this practical aspect of their programme.</li> <li>• Excellent attendance levels and above</li> </ul>

	<p>average grades for the practical assessment.</p> <ul style="list-style-type: none"> <li>Committed teaching team who enjoyed the developmental aspects of incorporating vocational skills and qualifications into higher education.</li> </ul>
What could be improved	<ul style="list-style-type: none"> <li>Additional delivery hours were required for the development of practical skills</li> <li>There were some issues surrounding the sourcing and referencing of student research. This was mainly evident in the referencing of menus and dishes which the students had developed through their part time industry employment.</li> <li>Assessment strategy issued to students at the start of the module so students can see the importance of regular attendance.</li> </ul>
What support for staff is needed to implement this method of assessment	<ul style="list-style-type: none"> <li>There was a need for specialist tutors to be coached in higher education ethos specifically for assignment design and grading criteria.</li> <li>Financial support was required for additional contact hours and use of a practical working environment</li> <li>There were funding implications relating to the costs of food and wine.</li> </ul>
What support for students is needed to implement this method of assessment	<p>Support was needed to address discrepancies on student's pre knowledge of practical kitchen skills and health and safety issues, possibly by induction workshops.</p> <p>Financial support may need to be offered to some students as the module required students to purchase chefs uniforms and a set of professional chef's knives.</p>
What are the time implications?	<p>Although higher education ethos normally encourages independent student learning, this is not possible in a live kitchen environment and so there was a higher ratio of tutor to student contact time than traditional higher education modules.</p>
Other resource implications	<p>Essential: food and drink costs, equipment and uniform.</p> <p>Desirable: exam fee for Wine and Spirit Education Trust (WSET) qualification</p>
What are the risks	<p>Student commitment to continuous attendance is essential for the development of practical skills. Students who struggled with the module had low attendance.</p> <p>Health and safety and food safety policies need to be adhered to and risk assessments completed on a regular basis.</p>
How can these be minimised?	<p>By providing a detailed induction into professional kitchen standards and adhering to</p>

	<p>established institutional policies for practical sessions. Greater emphasis on student attendance for theoretical sessions.</p>
Implications for dyslexic students	<p>Heavy weighting for practical assessments allowed dyslexic students to achieve high grades. The research required clearly linked theoretical aspects to a practical environment.</p>
Institution where this is trailed	<p>Guildford College of Further and Higher Education</p>
Lecturer	<p>David Boyd / Victoria Lindsay</p>
CATS	<p>20</p>
Level	<p>HE Level 1 / NQF Level 4</p>
Compulsory / Optional	<p>Compulsory</p>
Relationship with other modules	<p>Linked with other modules: Food and Beverage Operations Management, Introduction to the Hospitality Industry and Professional Development and Work Experience. Transferable skills included the development of reflective learning and enhanced employability through the knowledge and understanding of professional standards and acquisition of an industry recognised qualification.</p>
Delivery pattern	<p>3 hours a week for 30 weeks. 30 hours theory and 60 hours practical</p>
Student profile Year 2007/8	<p>12 students on the programme, a mix of international and UK students including one dyslexic and two students who accessed the course through NVQ as opposed to academic routes. .</p>
Learning outcomes assessed	<p><b>Programme Outcomes:</b></p> <p>Overall</p> <p>A1 A critical knowledge and understanding of the concepts and characteristics of the hospitality industry as an area of academic and applied study.</p> <p>A2 An appreciation of the need for both a multi-disciplinary approach to the study of hospitality from research and professional contexts.</p> <p>A3 An understanding of the structure, roles and organisations of the hospitality industry.</p> <p>A4 A knowledge and understanding of the nature, characteristics and behaviour of hospitality consumers.</p> <p>A5 A knowledge and understanding of the principles and techniques relevant to the operational management of hospitality providers.</p> <p>A6 An appreciation of the nature of the hospitality industry and its impact on the</p>

	<p>communities and environments in which it takes place.</p> <p>A7 An understanding of the hospitality business environment, external factors, marketing and management concepts</p> <p>A8 An understanding of the range of external factors which influence hospitality businesses and organisations through their work-based practice.</p> <p><b>B Cognitive Skills:</b></p> <p>B2 Use a range of established information sources and literature relevant to the Hospitality industry and use this information to formulate responses to defined problems.</p> <p><b>C Practical Skills</b></p> <p>C2 Produce, prepare and deliver presentations and reports.</p> <p>C4 Be able to display a range of specialised industry skills which will enhance employability.</p> <p><b>D Transferable Skills:</b></p> <p>D1 Reflect on their own performance, skills and development.</p> <p>D2 Plan and work effectively both individually and in groups.</p> <p>D3 Apply the acquired skills and techniques to different academic and vocation contexts.</p> <p><b>Module Outcomes</b></p> <ol style="list-style-type: none"> <li>1. Investigate the evolution of food and drink consumption of the centuries</li> <li>2. Contrast the different attitudes that exist to food in terms of culture, religion, social class and age and the factors that affect peoples choice</li> <li>3. Demonstrate food preparation, knowledge and skills for a range of foods in a professional, safe and hygienic manner</li> <li>4. Demonstrate an understanding of product knowledge, styles and legal aspects for wine and other alcoholic drinks</li> </ol>
References	<p>Cracknell &amp; Nobis (1995) Practical Professional Gastronomy Macmillan</p> <p>Gillespie, C (2001) European Gastronomy in the 21<sup>st</sup> Century Butterworth and Heinemann</p> <p>People First – Hospitality, Leisure Travel</p>

	<p>Tourism – A skills and labour market profile February 2005</p> <p>QAA Benchmark Statement for Hospitality, Leisure, sport and Tourism</p> <p>QAA Foundation Degree Qualification Benchmark</p> <p>QAA Report on a survey to follow up Foundation Degree reviews carried out in 2002-2003</p>



**Guildford College of  
F&HE**  
*Foundation Degree in:  
Hospitality Management*

**Module:  
Gastronomy, Wine and  
Spirits**

**Name:**

**Other group members (if applicable):**

<b>Type of Coursework:</b> Food Preparation and Report	<b>Assignment Title</b>	<b>Date Set:</b>
<b>Length:</b> 2000 Word Report X dishes	<b>Set by:</b> D Boyd / V Lindsay	<b>Date Due:</b>

**Student/s Signature:**  
The attached coursework is my/our own work:

Date:

**Final agreed mark:**

1<sup>st</sup> Assessor signature:

2<sup>nd</sup> Assessor signature (if applicable)

<b>INTERNAL VERIFICATION OF ASSESSMENT CONTENT</b>			
Is the level appropriate? YES / NO	Are the activities/tasks valid? YES / NO	Is there relevance to the Outcome? YES / NO	Is the assessment brief clear? YES / NO
This assessment document makes clear the nature of the assessment; the brief is fit for purpose and conforms to the module specification.			
Internal Verifier name:	Internal Verifier signature:	Date:	

<b>EXTERNAL VERIFICATION OF ASSESSMENT CONTENT</b>			
Is the level appropriate? YES / NO	Are the activities/tasks valid? YES / NO	Is there relevance to the Outcome? YES / NO	Is the assessment brief clear? YES / NO
This assessment document makes clear the nature of the assessment; the brief is fit for purpose and conforms to the module specification.			
External Examiner name:	External Examiner signature:	Date:	

**Script no**

<b>Marking Criteria</b>	<b>Lecturer's Comments / How work could have been improved:</b> <i>To be read in conjunction with attached tracking sheet</i>	<b>Mark</b>
Investigate the evolution of food and drink consumption over the centuries.		
Contrast the attitudes that exist to food in terms of culture, religion, social class and age and the factors that affect people's choice.		
Demonstrate food preparation knowledge and skills for a range of foods in a professional, safe and hygienic manner.		
Demonstrate an understanding of produce knowledge, styles and legal aspects for wine and other alcoholic drinks.		

<b>1<sup>st</sup> Assessor's name:</b>	<b>1<sup>st</sup> Assessor's signature</b>	<b>Date:</b>
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<b>Script no</b>	
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<b>Marking Criteria</b>	<b>Mark</b>
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Contrast the attitudes that exist to food in terms of culture, religion, social class and age and the factors that affect people's choice.	
Demonstrate food preparation knowledge and skills for a range of foods in a professional, safe and hygienic manner.	
Demonstrate an understanding of produce knowledge, styles and legal aspects for wine and other alcoholic drinks.	
<b>Total:</b>	

<b>2<sup>nd</sup> Assessor's name:</b>	<b>2<sup>nd</sup> Assessor's signature:</b>	<b>Date:</b>
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<b>INTERNAL VERIFICATION OF ASSESSMENT OUTCOME</b>			
Is the Principal Objective met?  YES / NO	Is the range/content covered?  YES / NO	Are the Transferable Skills covered?  YES / NO	Are grading decisions valid?  YES / NO
The student has been provided with clear and constructive feedback on the assessment outcomes, to the appropriate level, within the appropriate timescales.			
Internal Verifier signature: _____		Date: _____	

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External Examiner signature: _____		Date: _____	

This assignment is split into two sections, a 2000 word written report (40% of final grade) and a range of practical assessments (60% of final grade). Throughout the module you will be creating a portfolio evidencing your progress for both food preparation and wine knowledge.

### **Practical Cookery (ILO 3+4)**

Prepare and cook a range of International dishes with tutor support. Each week you will be given a country or theme which you will research. Then before your practical lesson we will discuss your research as a class with your tutor adding further information as required. Then you will prepare and cook a range of pre-selected dishes from the area/country of research.

For ALL your practical lessons you MUST demonstrate a professional, safe and hygienic manner. This would include arriving on time to your lecturers in smart, laundered and pressed uniform. Each practical session will be assessed on whether you keep high standards of personal hygiene, and whether you work in a safe and hygienic manner and your level of practical skills.

You will be assessed on your knowledge of the subject and the technical skills you have shown. Finally at the end of each session your lecturer will evaluate your work for taste, visual appeal and authenticity. In addition you will also evaluate your own dishes, which will help you to understand the different styles and tastes in different cultures.

During the kitchen practical lessons you will prepare and cook a range of dishes on that week's country or theme, your tutor will be assessing you as to knowledge of subject and the technical skills you have shown. Finally at the end of each session your lecturer will evaluate your work for taste, visual appeal and authenticity. You will also be able to evaluate your dishes, which will aid you to understand the different styles and tastes in different cultures.

### **Practical and Theoretical Wine and Spirits**

During your practical lessons you will be tested on the use of level1 WSET® Systematic Approach to tasting and Providing Simple Tasting Records. You will also carry out a food and wine matching activity, this will provide evidence of Basic Understanding of Matching Wines and food and how some wines can react with certain foods. The beverage practical assessment will be signed by your assessor.

## **Written Report (ILO 1+2)**

*Gastronomy and beverages is more than just cooking good food and serving good wine or beverages; it is being able to understand the relationship between culture and food. This means understanding the factors that affect the choices people make when choosing what to eat and drink.*

*These factors are often historical, religious, and geographical and once you understand about this about countries gastronomy can begin to understand the regions gastronomic preferences.*

Each week you will be assigned a country/region or subject to investigate as research, your investigations should look at the sociological (e.g. effects of history, culture etc) and physiological (diet, nutrition, preferences etc) aspects of each country or subject. Write a 2000 word report covering the following topics.

- a) Investigate the evolution of food and drink consumption over the centuries.
- b) Explore the issues and provide examples of how an individual's religion, social class, age or cultural factors can influence their choice of food.
- c) Provide a range of examples which identify the legal aspects of the production of wine and other alcoholic drinks.

## **Gastronomy, Wine and Spirits – Guidance Notes:**

### **Gastronomy**

#### **Task 1 Practical Assessment**

##### **Practical Cookery**

##### **Practical Wine**

#### **Task 2**

##### **Written report**

Each week you will be assigned a country/region or subject to investigate as research, your investigations should look at the sociological (e.g. effects of history, culture etc) and physiological (diet, nutrition, preferences etc) aspects of each country or subject.

your research should be put into a report. You will need to add to your report, all your evaluations and your conclusions on the foods you have cooked in practical lessons along with the knowledge and research obtained during your wine and beverage practical lessons. This would be reflections on flavour, taste and the type of commodities used. We will often cook historic dishes with dishes that have a more modern twist.

# Cooking Evaluation Foundation Degree

Name	Date	Country
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List the items you plan to use in your cookery session

**Self-evaluation, consider your work and give an honest view of:**

- Flavour and tastes  
.....
- Presentation  
.....
- Colour  
.....
- Skills  
.....

**Peer evaluation**

- Flavour and tastes  
.....
- Presentation  
.....
- Colour  
.....
- Skills  
.....

**Tutor evaluation**

- Working Methods  
.....
- Timing  
.....
- Flavour and tastes  
.....
- Presentation  
.....
- Colour  
.....
- Skills  
.....

*What have you learnt about this countries culture and its relationship with food?*

*What you have leant about the preparation methods, flavours, tastes and finishing method of this country?*

*How does this differ from the dishes you produced last week?*

*Consider the different dishes that the group have cooked this week*

Tutor signature	Student signature
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## Gastronomy, Wines and Spirits Assignment Indicative Marking Criteria

**Students are also advised to read the additional assessment criteria displayed in their student handbooks**

INDICATIVE CRITERIA	Wt	Refer below 40	40 - 59 (Pass)	60-69 (Merit)	70+ (Distinction)
Knowledge and Understanding		Incorrect or inaccurate information on the equipment used in the industry, no or incorrect examples have been used	Criteria have been met, although descriptions of commodities, products and dishes are limited.	Detailed information on equipment has been provided. Good knowledge of commodities, products and dishes is also displayed throughout student work.	Wide and detailed knowledge of gastronomy has been displayed. Student shows excellent knowledge of commodities, products and dishes. Extensive knowledge of the history of gastronomy is evident..
Cognitive Skills		No or incorrect attempt has been made to link tasks to the examples given. Unable to link theory to the practical sessions.	Has shown an understanding when linking food and wine but has made only a basic attempt to explain how culture and religion affect the gastronomy of different countries.	Report and practical sessions show a good understanding of the links between food and wine. Students have also shown a good understanding of culture and religious influences on gastronomy.	Student has shown an excellent understanding of the links between food and wine in both their practical session and written work. A wide knowledge of the impact of culture and religion is evident.
Practical and transferable skills. Bibliography, Referencing and Presentation		Report is hard to read with obvious grammatical or spelling errors. Limited or no research, incorrect citations.  Poor practical skills demonstrated with little subject knowledge. Student does not adhere to professional working environment	Report lacks structure and cohesion, some grammatical errors evident. Limited research and / or incorrect referencing.  Practical skills are developed but some instruction is required.	Logical report which flows, with few mistakes evident in spelling or grammar. Range of appropriate research which has been referenced correctly.  Student shows confident practical skills with an in depth knowledge of professional working requirements.	Well written coherent report with only a limited number of spelling or grammatical errors. A wide range of appropriate resources have been used and cited correctly.  Student displays excellent practical skills and is able to work with limited / no supervision.

## Foundation Degree Practical Assessments

Student Name:						Year:	
<i>Week No</i>	<i>Date</i>	<i>Cookery Region</i>	<i>Menu</i>	<i>Professional Attitude</i>	<i>Hygiene and Safety</i>	<i>Skills and Confidence</i>	<i>Help required / Independent Approach</i>
1							
2							
3							
4							
5							
6							
7							
<b>Comments</b>							
<b>Signature</b>						<b>Date</b>	

