

Hospitality & Tourism Management

BA (Hons) International Gastronomy Management

**Diploma of Higher Education International Gastronomy
Management**

**Certificate of Higher Education International Gastronomy
Management**

Module Handbook October 2026

BMGM4001

**Introduction to Gastronomy
LEVEL 4**

Module Lead:

Antoinette Milne

BComm, PGCertTHE, FHEA, Dip WSET

a.milne@uwtsd.ac.uk

Introduction to Gastronomy Autumn Term 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 the School of 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 provide students with an introduction to gastronomy and professional restaurant operation, including how food influences our culture, how culture impacts dining experiences, the roles associated with kitchen and front of house operations and the key legislation affecting the operation of a food-based business.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Understand the relationship of gastronomy and food culture from an historical basis and its contemporary position.
- Examine the main legal requirements of restaurant operations and gastronomy globally.
- Develop an appreciation of the differing concepts of dining from quick service restaurant (QSR) to fine dining.
- Analyse the suitability of restaurant award systems including such merits as Michelin, Gault & Millaut (Guide Millaut), AA Rosette system etc.

INDICATIVE CONTENT

- Dining history – from banquet to quick service restaurants.
- Sectors of the foodservice industry
- Food production methods.
- Food and beverage personnel- know your role.
- Restaurant function, design, and purpose.
- Developing the restaurant concept.
- Legal considerations within modern UK dining- health safety and security.
- Different formats of menus, appropriate choices for specific dining experiences.
- Global influences on menu construction, legality, health safety and security.
- The meal experience.
- Award attainment and global restaurant grading systems

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
Individual presentation	15 minutes	50%

Assessment Summary

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

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes
	No
If yes please provide brief details (no more than 100 words): The concept and application of marketing will be considered within a sustainable context. Throughout the module examples of industry sustainable “good practice” will be reviewed.	

Week	Time	Lecture Content – Main themes to be covered	Supporting Material	Assessment	Assignment Submission Date
W/C 21/09		Induction Week			
1 W/C 28/09	2pm – 6pm	Introduction to Gastronomy • Introduction to the concept of gastronomy and its evolution • The interdisciplinary nature of gastronomy • Exploring the history of gastronomy, origins and development • Key figures and events that have shaped the culinary world. • Introduction to the Assignments for this module	Icebreaker PowerPoint Presentation Videos	Assignment 1: Essay (1500 Words) Assignment 2: 15 Minute Presentation	Submission Deadline: 23.59 Thursday 19th November Submission Deadline: 23.59 Thursday 21st January 2027 and Presentations due Thursday January 14th, 2027
2 W/C 05/10	2pm – 6pm	The History of Gastronomy • The importance of studying the history of food and how it can provide insights into culture, trade, agriculture, and technology • The evolution of culinary traditions • Library Skills and Referencing (Lisa Ellis)	PowerPoint Presentation Activities Historic Recipes		
3 W/C 12/10	2pm – 6pm	Assignment Workshop <i>*Mini draft for first assignment to work on and submit</i>	Critical Thinking PowerPoint Presentation Reflective Writing PowerPoint Presentation and Activity Essay and Report Writing		

4 W/C 19/10	2pm – 6pm	How is Food Judged? • What are Michelin stars and how are they obtained? • What are AA Rosettes and how are they obtained? • Other awards • Discussion of criteria for judging food and service (objective/subjective)	PowerPoint Presentation Discussion		
W/C 26/10		READING WEEK	No Class		
5 W/C 02/11	2pm – 6pm	• Food Culture Service operations • Overview of food and beverage industry • Types of foodservice operations • Restaurant organisation and structure • Restaurant function, design, and purpose • Legal and regulatory compliance	Guest Lectures Power Point Presentation	Assignment 1: Reminder Essay (1500Words)	Submission Deadline: 23.59 Thursday 19th November

6 W/C 09/11	9am	Field Trip Field trip to allow students to experience catering and hospitality first hand with mini project	To be announced Field trip activity		
7 W/C 16/11	2pm – 6pm	Food and Culture/Menu Design • Food traditions from around the world • Exploring cuisine • How food fits into festivals and celebrations • The importance of correct menu design The impact of globalisation on food culture • Food culture – discussion	Powerpoint presentation Discussion		

8 W/C 23/11	2pm-6pm	Guest Lecture Wine Presentation	Powerpoint presentation Activity Discussion		
9 W/C 30/11	2pm-6pm	Molecular Gastronomy • Introduction to Molecular Gastronomy • The basic principles • Key techniques • Ethical considerations • Applications to modern cuisine Gastro-Tourism • Understanding food and travel • Exploring culinary destinations • Environmental and ethical concerns associated with gastro-tourism	Powerpoint presentation Discussion		
10 W/C 07/12	2pm-6pm	Assignment Workshop and practicing presenting skills *Please bring laptops Assessment Presentations: You will be required to book a time for your assignment presentation	Workshop		Submission Deadline: 23.59 Thursday January 21st, 2027 and Presentations due Thursday January 14th, 2027

11 W/C 11/01	2pm-6pm	You will present your presentation (Assignment #2) at a set time.	Presentation	Assignment 2: 15 Minute Presentation	Submission Deadline: 23.59 Thursday January 21st, 2027
12 W/C 18/01 2026	2pm-6pm	Module Overview and Feedback	Module Feedback		

INDICATIVE READING LIST

Module Code	BMGM4001	
Module Title	Introduction to Gastronomy	
Classification	Reading List entry	Electronic*
Essential	Cousins, J. Lilicrap, D & Weekes, S. (2020) Food and Beverage Service. 9 th Edn. Hodder Education. London.	
Essential	Escoffier, A. (2011) Le Guide Culinaire. Routledge. London	
Essential	Everett, S. (2016) Food & Drink Tourism. <i>Principles and Practice</i> . Sage. London.	
Essential	Larousse. (2009) Larousse Gastronomique. Octopus. London	
Further	McGee. H (2004) McGee on Food and Cooking: An Encyclopaedia of Kitchen Science, History and Culture. Hodder and Stoughton. London.	
Further	Vogler, P. (2021) <i>Scoff: A History of Food and Class in Britain</i> . Atlantic books. London	
Further	Solomon, M. (2018) The Heart of Hospitality. <i>Great Hotel and Restaurant Leaders share their secrets</i> . SelectBooks. New York.	
Further	Davis, B. Lockwood, A. Alcott, P and Pantelidis, I.S. (2018) Food and Beverage Management. 6 th Edn. Routledge. London.	
Further	Stevenson, S. and Nash, C. (2011) Food Safety for Supervisors. Chartered Institute of Environmental Health. London.	
Journal	International journal of hospitality management . 1982-; Pergamon; Vol. 1, issue 1 (1982)- <i>Peer Reviewed</i>	Yes
Journal	Journal of foodservice business research . ©2002-; Taylor & Francis; Began with: Vol. 5 (1) (2002). Peer Reviewed	Yes
Journal	Restaurant business . 1974 - 2020; Restaurant Business, etc.; v. 73, no. 4- Apr. 1974-; Print ceased with vol. 119, issue 4 (July/August 2020)	Yes
Websites	<i>The Caterer</i>	Yes
Websites	<i>MRM</i>	Yes
Websites	www.thecaterer.com	Yes
Websites	www.instituteofhospitality.org	Yes
Websites	www.gaultmillau.com	Yes
Websites	www.guide.michelin.com	Yes

LEVEL 4 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	
Programme:	BA (Hons) International Gastronomy Management		
Module:	Introduction to Gastronomy		
Module code:	BMGM4001	Contribution to Overall Module Assessment (%):	50%
Lecturer:	Antoinette Milne	Internal Verifier:	Jemma Smith
Assignment Title:	Essay: The Restaurant – Operation and Function.	Word count (or equivalent):	1500 words (+ or – 10% or penalties may be applied)
Submission deadline:	Thursday 19th November 2026 23:59 Draft due: Thursday 5th November, 2026 by 23:59	Return date of provisional marks & written feedback:	December 17th, 2026 at
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: Work which is submitted up to 1 week late will be capped at 40% for the first attempt and will be awarded a mark of 0% for re-assessment. Late submission penalties may be lifted only if there is an approved extenuating circumstances claim. Work submitted more than 1 week late will be considered as a non-submission and will not be marked. The work may be considered as a submission for reassessment if offered by an Examining Board or if there is an approved extenuating circumstances claim.		
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.		
Work over the word limit:	To support fairness and good academic writing, each assessment has a set word limit. It's important that you stay within this limit. The word limit helps ensure: - You write clearly and concisely. - All students complete the assessment on an equal basis. If You Go Over the Word Limit If your work exceeds the word limit, the following penalties will normally apply. These deductions cannot take your mark below the pass mark for the module.		

Amount Over Limit	Penalty Applied
Up to 10% over	No penalty
10%–25% over	5 mark deduction <i>or</i> reduction to the capped mark (whichever is the smaller penalty)
26%–50% over	10 mark deduction <i>or</i> reduction to the capped mark (whichever is the smaller penalty)
Over 50%	Mark capped at the pass mark

Examples (Undergraduate):

- A mark of **44%** would be reduced to the pass mark of **40%** if the work is 10–25% over.
- A mark of **49%** would be reduced by 5 marks to **44%**.
- A mark of **47%** at 25–50% over would be reduced to **40%**.
- A mark of **55%** at 25–50% over would be reduced by 10 marks to **45%**.

If You Are Under the Word Limit

If your work is significantly under the word limit, you may lose marks because your submission may not contain enough detail to meet the learning outcomes.

Feedback

If a word-limit penalty is applied, this will be stated clearly in your feedback, along with the reason.

**Module Learning Outcomes
(from module syllabus)**

Upon the successful completion of this module, the student should be able to demonstrate the ability to:

- Understand the relationship of gastronomy and food culture from an historical basis and its contemporary position.
- Examine the main legal requirements of restaurant operations and gastronomy globally.
- Develop an appreciation of the differing concepts of dining from quick service restaurant (QSR) to fine dining.
- Analyse the suitability of restaurant award systems including such merits as Michelin, Gault & Millaut (Guide Millaut), AA Rosette system etc.

TASK DESCRIPTION

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 and data analysis.	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 getting suggestions to rephrase your work.	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.	☐

Essay Title: The Restaurant – Operation and Function (1500 words)

You will write an essay about your chosen restaurant which can be located anywhere in the world (city, coast, country location).

Remember, it must be well enough established for you to be able to gather enough supporting research for your writing of 1500 words. You will need to include a minimum of 15 different reference sources, including in-text citations.

Within the essay:

- Identify (by name and location), the specific restaurant you have chosen and why you have chosen it.
- Discuss the history of the restaurant, whether it is a stand-alone/independent restaurant, part of a chain, franchise, owner/s of the business and any other information you feel is relevant.
- Briefly identify the uniqueness of the restaurant. Compare and contrast your chosen restaurant with others nearby and discuss the uniqueness of your chosen restaurant within this context.
- Discuss the concept, mission statement, values, vision and inspiration for the business.
- Mention any awards or accolades the restaurant have received.
- In your opinion, how successful is the restaurant? What evidence do you have to support this?
- Identify the service method and service style the restaurant uses.
- Write about the food offering/menu and wine/beverage menu influence/s. For example, if the menus are centred around a type of food/beverages (by culture/geography, by sustainability, dietary requirements, to meet religious needs etc.)
- Consider whether the design of the restaurant and décor align with the menus and contribute to the overall concept.
- Please write a summary, including your observations about reviews of restaurant feedback that might be available on sites such as Trip Advisor and others, and assess if this restaurant is currently meeting the needs of its diners.
- Based on your research, please make recommendations on how you think they could either improve operations and/or maintain an enviable reputation.
- Provide a conclusion

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

The title of the essay: **The Restaurant - Operation and Function.**

- Your name
- Your student ID number
- The module title: Introduction to Gastronomy BMGM4001
- Your lecturer's name – Antoinette Milne

You should structure your work with an opening introduction (around 10% of your word count), where you will explain the purpose of the essay and define key terms appropriate for your essay. This will be followed by your main body (80% of your word count), where you will discuss the elements of your chosen restaurant and provide recommendations to improve their operations. 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 text.

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

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 should incorporate information about your chosen restaurant, from credible sources. This can be from the organisation's website in part but must also include text-based information from industry journals and reference books. You must include a minimum of 15 reference sources, and these must be accurately cited within the essay.*

2. 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 show an understanding of the principles of restaurant operation in this context, specific to menu design and restaurant theme/concept. This should also be supported by your ability to demonstrate an understanding of the information that you have learned about the specific restaurant also.*

3. 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 be able to show an appreciation for the decisions that the restaurant operators have made, and the way in which they may have changed over time. You should be able to discuss strengths, weaknesses, opportunities and identify areas for improvement.*

4. 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 be able to compare and contrast your chosen restaurant with others within the same location and give some examples of why they have decided to offer the food that they do, for example.*

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 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 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 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%)		

LEVEL 4 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	
Programme:	BA (Hons) International Gastronomy Management		
Module:	Introduction to Gastronomy		
Module code:	BMGM4001	Contribution to Overall Module Assessment (%):	50%
Lecturer:	Antoinette Milne	Internal Verifier:	Jemma Smith
Assignment Title:	15 Minute Presentation: Restaurant Review (Power Point)	Word count (or equivalent):	1500 words (+ or – 10% or penalties may apply)
Submission deadline:	Slides due Thursday January 21st, 2027 at 23.59 and Presentation due Thursday January 14th, 2027 Draft due Thursday January 7th, 2027 by 23:59	Return date of provisional marks & written feedback:	February 18th, 2027 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: Work which is submitted up to 1 week late will be capped at 40% for the first attempt and will be awarded a mark of 0% for re-assessment. Late submission penalties may be lifted only if there is an approved extenuating circumstances claim. Work submitted more than 1 week late will be considered as a non-submission and will not be marked. The work may be considered as a submission for reassessment if offered by an Examining Board or if there is an approved extenuating circumstances claim. *PLEASE SUBMIT THE POWER POINT (screenshots are not permitted).		
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.		
Work over the word limit:	To support fairness and good academic writing, each assessment has a set word limit. It's important that you stay within this limit. The word limit helps ensure: • You write clearly and concisely. • All students complete the assessment on an equal basis.		

If You Go Over the Word Limit

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Examples (Undergraduate):

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**Module Learning Outcomes
(from module syllabus)**

Upon the successful completion of this module, the student should be able to demonstrate the ability to:

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TASK DESCRIPTION

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(Lecturer to indicate Yes or Not against each element)

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PROOFREADING	For this assessment, you can use Generative AI to check your own text/creation for grammatical and syntactical mistakes, including getting suggestions to rephrase your work.	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.	☐

15 Minute Presentation

The exercise will require the student to undertake the role of a restaurant reviewer who has attended a restaurant as a 'secret customer' for the purpose of obtaining an accurate review of the restaurant for publishing within an online site.

The presentation must be based on what you observe during your visit, and act as an illustration of it, which allows you to share your opinions of the food, beverages, service, ambience and anything else you deem important. You will be required to submit your presentation to Turnitin in Moodle and then present it to your lecturer.

The presentation should be prepared using PowerPoint and must last for 15 minutes (this is a timed exercise, and you will not be permitted to go over the time, with marks being deducted for a presentation that is very short also).

Within your presentation you are expected to use both words and images on your slides to support what you are talking about.

You are advised to write your notes so that you can refer to them when you are presenting, but these must not be written onto your slides please. We want to learn about what you experienced and this will best be done by your speaking about it naturally.

Before visiting the restaurant, please identify the criteria you will be using to review the restaurant (based on food, beverages, service, ambience and any other areas). This will help to ensure the review is as objective as possible.

Also, prior to choosing your restaurant, please research and read restaurant reviews. Visiting sites such as TripAdvisor, Feefo, and Google reviews, will be helpful. Also, researching a wide range of websites of restaurants, national and local newspapers and local publications can offer thoughtful insights.

When visiting the restaurant websites, look at the reviews they have chosen to publicise and then compare with what has been written on TripAdvisor and other similar sites. This will give you some indication of the restaurant activity and diner satisfaction, prior to you reviewing.

When you visit the restaurant to carry out the review, please be respectful of the restaurant operators, and be careful as to how you report the facts. Remember that it is important to respect each other within the industry and overly criticising a venue is not good practice. Your views are to be shared with caution. **Remember to apply constructive criteria when reviewing, so as to demonstrate objectivity.**

When you put together your presentation and carry it out, you will be required to include specific essentials about the restaurant that you have chosen as follows:

Introduction:

- Brief introduction of your restaurant, the concept and uniqueness
- Why you have chosen this restaurant
- Whether you have visited previously

How is this restaurant positioned and marketed (how would diners know about it)?

- **Product** - What is the restaurant currently offering?
- **Place**– Where is it located, what are the transport links like, is there parking, and how well is it advertised externally (can it be easily found)?
- **Price** – What is the price range of the food and beverages on the menu, who would you expect the diners to be (demographics)?

A few things to note here would be the price of the starters and main courses, how much a glass or bottle of wine is (which price range does this fall into)? You would need to compare other restaurants in the area to assess if this was budget, midpoint, or higher end and/or fine dining.

- **Promotion** – Consider how the restaurant is advertised. Can diners get information online, in magazines or just the individual website, for example? Are they running promotions?

Creating customer value and engagement:

- How does the restaurant create customer value?
- What does it offer current and potential diners?
- What did you experience when you dined at the restaurant? Consider taking photographs of the food and drinks that you had, for example, where appropriate. Think of what makes for a good review and how you can tell others about your dining experience.

Your opinion and how this review could influence others:

- Was it a positive or negative experience?
- Please expand, for example, if you had a very good meal, but the service was not at the same standard, then this is what you can report. Remember to discuss why you believed the meal to be very good and the service not to be at the same standard, using the criteria you have chosen and evidence from your visit to support your findings.
- For the type of restaurant it is, do you believe the menus (food and beverage) were overpriced, underpriced or priced just right? Provide examples and explain why
- What was the cleanliness like? Were the 'scores on the doors' sign displayed clearly? Were you expecting a 5 rating but when you arrived it was a 3 and if so, how did this make you feel?
- In your opinion, what could the restaurant do specifically, to improve? Please use evidence from research and from your observations, for support.
- Remember that reviewers have an important role within the industry (Michelin, Gault Millau, AA etc) and they can 'make or break' a restaurant. The role of the restaurant critic can be powerful, however, reviews are to be truthful and display an accurate picture. Therefore, remember to be as objective as possible when reviewing.

References

You will be expected to use credible reference sources (minimum of 15) for information used within your presentation. Your references are not part of the word count.

You must book a slot to present your slides (via the Microsoft Bookings link on Moodle, or another method may be offered to book). Failure to present your slides may result in a fail.

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

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: At least **15 references** showing evidence of a range of credible academic sources used to research the topic area.

2.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 need to show your understanding and application of how the review and the tools that you would use to make decisions such as sight, taste, touch and smell can be used in the context of the task.

3.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: Gather and evaluate data assembled through research of the restaurant and form judgements based on analysis of the company's performance. How do they compare with others within the same geographical areas, what information is easily available about them online, for example, or even by word-of-mouth reputation. If there is improvement needed, do they have the flexibility to change their individual approach or does it have to be company led (may not be possible to change the menu easily or in the short term, if they are part of a brand for example)?

4.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: Demonstrate how the restaurant business operation has been able to achieve customer satisfaction, that the elements of service, food, beverages and management are suitable and fit with the menu design and ambience of the restaurant. Also, that you have been able to assess the positives and negatives of your visit comparing with other restaurants within a geographical area and possible competitors.

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 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 present your presentation in a professional format, using PowerPoint. Your slides should utilise bullet points and images. You should avoid reading from a 'script'. You should utilise the 15 minutes available.*

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		
	10	
2. Knowledge and Understanding Skills		
	25	
3. Cognitive and Intellectual Skills		
	25	
4. Practical Application Skills		

	30	
5. Transferable Skills for Life and Professional Practice		
	10	

Assessment 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. Inclusion of	Gaps in knowledge of the basic underlying concepts and principles, with flawed or superficial understanding. Some significant	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 the field of study	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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	irrelevant material. Substantial inaccuracies.	inaccuracies and/or irrelevant material.	Some elements may be missing.	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 different	Rudimentary application of taught, basic methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of	An adequate awareness and mostly appropriate application of basic methods, materials, tools and/or techniques. Basic appreciation of the context of the application.	A good and appropriate application of basic methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Good evidence of different	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 evidence of	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. Excellent evidence of	Exceptional levels of application and deployment skills in particular practical contexts. Outstanding identification of problems in particular contexts and

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Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
	approaches to problem-solving in particular contexts.	the context of the application. Weak evidence of different approaches to problem-solving in particular contexts.	Can identify problems in particular contexts and propose basic alternative approaches or solutions though there may be errors.	approaches to problem-solving in particular contexts and proposes mostly appropriate solutions.	different approaches to problem-solving in particular contexts and proposes appropriate solutions.	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.

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