

# SQA Advanced Unit Specification

## General information

<b>Unit title:</b>	Gastronomy (SCQF level 8)
<b>Unit code:</b>	J47L 48
<b>Superclass:</b>	NE
<b>Publication date:</b>	June 2020
<b>Source:</b>	Scottish Qualifications Authority
<b>Version:</b>	01

## Unit purpose

This unit is designed to enable learners to develop their understanding and appreciation of food, gain an insight into the history of diet and explore the relationship between food and culture. The unit will draw both on the learner's own experiences and the knowledge and skills gained in previous study.

Learners will also develop their knowledge and understanding of creative menu planning and design in order to enhance the customer experience, including matching of beverages to complement the dishes on the menu.

This unit is suitable for learners who have achieved a relevant qualification at SCQF level 7 and/or who have suitable industrial experience.

This unit is mandatory in the SQA Advanced Diploma in Professional Cookery with Management at SCQF level 8, it is also suitable for delivery as a stand-alone unit.

## Outcomes

On successful completion of the unit, the learner will be able to:

- 1 Evaluate the relationship between food and culture and their role in creating an authentic dining experience.
- 2 Apply knowledge of gastronomy to create well-balanced menus.
- 3 Pair a range of wines and other beverages with a variety of dishes.
- 4 Critically evaluate a gastronomic experience.

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### **Credit points and level**

2 SQA unit credit(s) at SCQF level 8: (16 SCQF credit points at SCQF level 8).

### **Recommended entry to the unit**

Access to this unit is at the discretion of the centre. However, it is recommended that learners have achieved a relevant qualification at SCQF level 7 and/or have suitable industrial experience before undertaking this unit. It would also be beneficial if learners have achieved the SQA Advanced Unit J1NB 47 *Research Skills* at SCQF level 7.

### **Core Skills**

Achievement of this unit gives automatic certification of the following:

Complete Core Skill                      Problem Solving at SCQF level 6

### **Context for delivery**

If this unit is delivered as part of a group award, it is recommended that it should be taught and assessed within the subject area of the group award to which it contributes.

### **Equality and inclusion**

This unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods, or considering alternative evidence.

Further advice can be found on our website [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements).

### Statement of standards

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Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

Where evidence for outcomes is assessed on a sample basis, the whole of the content listed in the knowledge and/or skills section must be taught and available for assessment. Learners should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

#### Outcome 1

Evaluate the relationship between food and culture and their role in creating an authentic dining experience.

##### Knowledge and/or skills

- ◆ The relationship between food and culture
- ◆ The influence of travel and media on attitudes to food and how this is reflected in modern menus
- ◆ Current trends in sourcing, selecting, preparing, cooking and eating food

#### Outcome 2

Apply knowledge of gastronomy to create well-balanced menus.

##### Knowledge and/or skills

- ◆ Menu planning criteria
- ◆ Menus that reflect business identify and customer expectations
- ◆ The importance of seasonality in menu planning
- ◆ Current trends
- ◆ Sensory evaluation of food
- ◆ Menu creation

#### Outcome 3

Pair a range of wines and other beverages with a variety of dishes.

##### Knowledge and/or skills

- ◆ Wine and beverage product knowledge
- ◆ Principles of pairing wine and other beverages with food
- ◆ Justification of food/beverage pairing

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### Outcome 4

Critically evaluate a gastronomic experience.

#### Knowledge and/or skills

- ◆ Critical evaluation of the experience, including:
  - menu, food and wine/beverages
  - service delivery
  - ambience
  - value for money
- ◆ Suggesting areas for improvement

#### Evidence requirements for this unit

Learners will need to carry out research using a wide range of sources in order to provide evidence to demonstrate their knowledge and/or skills across all outcomes. Written and/or oral evidence is required for all outcomes in this unit.

For Outcome 1, learners are required to:

- ◆ Examine the relationship between food and culture in terms of:
  - practices
  - attitudes
  - beliefs
  - traditions
- ◆ Explain the influence of travel and media on current attitudes to food
- ◆ Research and evaluate the impacts of current trends in sourcing, selecting, preparing, cooking and eating food

For Outcome 2, learners are required to:

- ◆ Identify menu planning criteria
- ◆ Explain what defines a well-balanced menu
- ◆ Explain the importance of using seasonal local produce
- ◆ Investigate current trends in menu planning
- ◆ Explain the principles of sensory evaluation of food
- ◆ Create a well-balanced menu containing a minimum of nine dishes, the menu should:
  - reflect business identify and customer expectations
  - incorporate current trends
  - demonstrate knowledge of complementary flavour combinations
- ◆ Justify the inclusion of the dishes in their menu

For Outcome 3, learners are required to:

- ◆ Describe the principles of pairing wine and other beverages with food to enhance the dining experience
- ◆ Choose beverages suitable for pairing with at least six dishes, must include:
  - three types of wine
  - three other beverages, at least one of which must be a non-alcoholic beverage
  - justification of beverage and food pairings
  - reflection of current trends

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For Outcome 4, learners' critical evaluation of a gastronomic experience should include:

- ◆ A critical assessment of the:
  - menu, food and wine/beverages
  - service delivery
  - ambience
  - value for money
- ◆ Suggestions for improvements that would have enhanced the experience

### Support notes

**Unit title:** Gastronomy (SCQF level 8)

Unit support notes are offered as guidance and are not mandatory.

While the exact time allocated to this unit is at the discretion of the centre, the notional design length is 80 hours.

#### **Guidance on the content and context for this unit**

This unit is designed to enable learners to develop their understanding and appreciation of food, to gain an insight into the history of diet and explore the relationship between food and culture. The unit should draw both on the learner's own experiences and the knowledge and skills gained in previous study.

Learners will also develop their knowledge and understanding of creative menu planning and design in order to enhance the customer experience, including the matching of beverages to complement the dishes on the menu.

This unit also give learners the opportunity to explore food and drink using sensory evaluation and to investigate current trends.

For Outcome 1, learners' research should focus on the following:

- ◆ the relationship between food and culture
- ◆ the influence of travel and media on current attitudes to food and how this is reflected in modern menus
- ◆ sustainability
- ◆ customer awareness
- ◆ access to information
- ◆ technology (eg, software such as Kafoodle)
- ◆ current trends in sourcing, selecting ingredients, preparing, cooking and eating food

Learner could also be encouraged to look into local authority directives, national and local schemes, etc. For example:

- ◆ Scottish Tourism Association's Food Tourism Action Plan
- ◆ Taste of Arran
- ◆ Ayrshire Food Network
- ◆ Moray Food Network
- ◆ Visit Scotland's Foodie Trails Guide
- ◆ The Fife Food Network
- ◆ Borders Food and Drink Network

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Outcome 2 relates to menu planning and creation of well-balanced menus.

Menu planning criteria, such as:

- ◆ type of establishment
- ◆ flavour combinations
- ◆ skill set of staff
- ◆ customer base
- ◆ seasonality
- ◆ costs and margins
- ◆ current trends

Sensory evaluation of food could include:

- ◆ appearance
- ◆ smell
- ◆ sound
- ◆ texture
- ◆ taste profiles

Creation of well-balance menus should:

- ◆ include dishes that contain a variety of ingredients from across the food groups
- ◆ provide options for customer's dietary requirements
- ◆ contain traditional and modern dishes
- ◆ have an appropriate number of dishes for each course
- ◆ reflect business identify and customer expectations
- ◆ reflect current trends

Trends could include:

- ◆ rise in demand for plant-based foods
- ◆ demand for greater choice of healthy food and drinks
- ◆ traceability
- ◆ bright and bold colours
- ◆ sparkling water
- ◆ specific cuisines (eg, Japanese, West African, modern British)
- ◆ fermentation

Outcome 3 relates to pairing wine and other beverages with different dishes and gives learners the opportunity to demonstrate their product knowledge.

The principles of pairing wine and other beverages with food could include:

- ◆ Acidic drinks work well with pasta, seafood, salads, etc. For example:
  - white wines such as pinot grigio, sauvignon blanc
  - non-alcoholic drinks such as lemonade
- ◆ Sweet drinks complement spicy and salty foods. Drinks served with desserts should be sweeter than the dish. Examples include:
  - sweet wines such as chenin blanc, moscato

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- non-alcoholic spritzer
- sweet iced-tea
- ◆ Drinks high in tannin work well with fatty foods such as duck, steak, etc. Examples include:
  - red wines such as cabernet, pinot noir, merlot
  - fruit juices such as cranberry, pomegranate
  - strong black tea
- ◆ Pairing like with like — serving a drink that incorporates an ingredient from the dish
- ◆ Consideration of regional pairings — Italian wine with Italian food
- ◆ Avoiding pairing bitter with bitter

When discussing wine and other beverages, the following could be discussed:

- ◆ production methods
- ◆ designated status (eg Scotch whisky, Champagne)
- ◆ flavour profiles
- ◆ ingredient varies
- ◆ sourcing
- ◆ supply chain
- ◆ the impact of climate, weather, soil, location, aging and irrigation on the final product
- ◆ specifically for wine:
  - different grape varieties
  - wine regions

Outcome 4 will allow learners to experience a live gastronomic event and apply the knowledge and understanding they have developed while undertaking this unit. It is recommended that learners are given the opportunity evaluate a high-quality food and service provision.

### Guidance on approaches to the delivery of this unit

The recommended order of delivery is:

- ◆ Outcome 1
- ◆ Outcomes 2 and 3
- ◆ Outcome 4

Group work and discussion should be used throughout.

In order to enhance the learner experience the following is encouraged:

- ◆ Visiting speakers:
  - sommeliers
  - restaurateurs
  - product development chefs
  - wine merchants
  - local businesses
  - craft beer companies
  - soft drinks companies
  - spirit distillers



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- ◆ Visits to:
  - wine merchants
  - sensory labs
  - breweries, distillers
  - product development kitchens
  - local businesses
  - manufacturers
  - processers
  
- ◆ Practical delivery in commercial kitchens

### Guidance on approaches to assessment of this unit

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

#### Outcome 1

Assessment should be based on evidence produced by the learner, of their analysis and interpretation of the results of both the primary and secondary research they have undertaken, with opinion offered throughout. Evidence could take the form of a report or presentation produced under open-book conditions.

#### Outcome 2

Assessment could be based on portfolios of evidence compiled by learners, covering all of the evidence requirement. Portfolios could contain:

- ◆ menu planning criteria
- ◆ information on seasonality and local produce
- ◆ examples of menus — both researched and created by the learner with their justifications for the dishes on the menu(s)
- ◆ current trends
- ◆ details of visits to industry
- ◆ details of guest speakers
- ◆ sensory evaluation sheets

#### Outcome 3

Assessment could be based on learner presentations to demonstrate their knowledge and understanding of pairing wine and other beverages with food, this could include wine/beverage regions and the factors that affect wine/beverage quality and price.

This outcome could also be assessed using short answer questions, completed under open-book conditions.

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### Outcome 4

Assessment could be based on a report or presentation produced by the learner detailing their gastronomic experience. Learners should be able to demonstrate the knowledge and understanding they have developed in the other outcomes of this unit to provide commentary on all aspects of the experience and make suggestions for improvements.

### Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this unit. By e-assessment, we mean assessment which is supported by Information and Communication Technology, such as e-testing or the use of e-portfolios or social software. Centres wishing to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment — as specified in the evidence requirements — are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at: [www.sqa.org.uk/e-assessment](http://www.sqa.org.uk/e-assessment)

### Opportunities for developing Core and other essential skills

Completion of this unit may provide opportunities to develop aspects of the following Core Skills:

#### ***Problem Solving: Critical Thinking at SCQF level 6***

For all outcomes, learners will be demonstrating the Core Skill component of Critical Thinking at SCQF level 6 in order to meet the evidence requirements for this unit. This includes:

- ◆ Examining the relationship between food and culture
- ◆ Explaining the influence of travel and media on attitudes to food
- ◆ Researching and evaluating the impacts of current trends
- ◆ Identifying menu planning criteria and explaining what defines a well-balanced menu
- ◆ Investigating current trends
- ◆ Explaining the principles of sensory evaluation
- ◆ Creating menus and justifying the dishes included
- ◆ Describing the principles of pairing wine and other beverages with food
- ◆ Choosing and justifying beverages suitable for pairing with a range of dishes
- ◆ Critically evaluating a gastronomic experience

#### ***Problem Solving: Planning and Organising at SCQF level 6***

For Outcome 4 when learners prepare for and take part in a gastronomic experience will be demonstrating the Core Skill component of Planning and Organising at SCQF level 6.

In addition, as learners will be required to carry out a wide range of primary and secondary research to meet the evidence requirements for Outcomes 1, 2 and 3 they will also be demonstrating planning and organising skills.

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### ***Problem Solving: Reviewing and Evaluating at SCQF level 6***

For Outcomes 2, 3 and 4 learners will be demonstrating the Core Skill component of Reviewing and Evaluating at SCQF level 6 when they:

- ◆ Create well-balanced menus and justify their choice of dishes on the menu
- ◆ Choose and justify wine and other beverages for pairing with a range of dishes
- ◆ Take part in and evaluate a gastronomic experience and identify areas for improvement

### ***Information and Communication Technology: Accessing Information at SCQF level 6***

Learners are likely to use multiple online sources to research and gather information on food and culture, current trends in food and beverage provision, menu planning criteria and food and beverage pairings. In doing so they will be demonstrating the Core Skill component of Accessing Information at SCQF level 6.

### ***Information and Communication Technology: Providing/Creating Information at SCQF level 6***

Learners are likely to use a software package to compile information/build a portfolio of evidence to support their evaluations of food and culture, current trends in food and beverage provision, menu planning criteria, food and beverage pairings and their report on a gastronomic experience. In doing so they will be demonstrating the Core Skill component of Providing/Creating Information at SCQF level 6.

The Core Skill of Problem Solving at SCQF level 6 is embedded in this unit. When a learner achieves the unit, their Core Skills profile will also be updated to include this Core Skill.

## History of changes to unit

Version	Description of change	Date

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SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of SQA Advanced Qualifications.

### Further information

Call SQA's Customer Contact Centre on 44 (0) 141 500 5030 or 0345 279 1000.  
Alternatively, complete our [Centre Feedback Form](#).

### General information for learners

**Unit title:** Gastronomy (SCQF level 8)

This section will help you to decide whether this is the unit for you by explaining: what the unit is about; what you should know or be able to do before you start; what you will need to do during the unit; and opportunities for further learning and employment.

This unit is designed to enable you to develop your understanding and appreciation of food, gain an insight into the history of diet and explore the relationship between food and culture. The unit will draw both on your own experiences and the knowledge and skills gained in previous study.

You will also develop knowledge and understanding of creative menu planning and design in order to enhance the customer experience, including matching of beverages to complement the dishes on the menu.

This unit is suitable for those who have achieved a relevant qualification at SCQF level 7 and/or who have suitable industrial experience. It is also recommended that you have achieved the SQA Advanced Unit J1NB 47 *Research Skills* at SCQF level 7 or equivalent before undertaking this unit.

You will be assessed on your evaluation of the relationship between food and culture and their role in creating an authentic dining experience, creation of a menu to meet specific criteria, pairing food with wine and other beverages. You will also take part in and evaluate a gastronomic experience. Your evaluation should cover all aspects of the experience and include suggestions for improvement that would enhance the customer experience.

Completion of this unit will also enable you to develop the following Core Skills:

- ◆ *Problem Solving: Critical Thinking* at SCQF level 6
- ◆ *Problem Solving: Planning and Organisation* at SCQF level 6
- ◆ *Problem Solving: Reviewing and Evaluating* at SCQF level 6
- ◆ *Information and Communication Technology: Accessing Information* at SCQF level 6
- ◆ *Information and Communication Technology: Providing/Creating Information* at SCQF level 6

On completion of this unit, you could progress to other qualifications in Professional Cookery at SCQF levels 8 or above and/or seek employment in professional cookery/hospitality management.

The Core Skill of Problem Solving SCQF at level 6 is embedded in this unit. When a learner achieves the unit, their Core Skills profile will also be updated to include this Core Skill.