

MODULE DESCRIPTOR

TITLE	Wine and Culinary Developments and Innovations
SI MODULE CODE	44-6911-00L
CREDITS	20
LEVEL	6
JACS CODE	N800
SUBJECT GROUP	Hospitality
DEPARTMENT	Service Sector Management
MODULE LEADER	John Dunning

MODULE STUDY HOURS (based on 10 hours per credit)*			
Scheduled Learning and Teaching Activities	Placement (if applicable)	Independent Guided Study	Total Number of Study Hours
60		140	200

MODULE AIM

The aims of this module are to build upon the knowledge, skills and understanding gained in the preceding core and elective culinary and wine related modules. The module aims to provide an international dimension in the knowledge-intensive area of culinary research, culinology, innovation and development. The module further seeks to advance the students' knowledge and understanding of the context, role and nature of oenology and further develop critical awareness in the gastronomic analysis of food and wines from diverse and international backgrounds.

MODULE LEARNING OUTCOMES

By engaging successfully with this module a student will be able to

Both during the taught sessions and on successful completion of this module, students will be able to develop their competencies in relation to:

1. The discussion and evaluation of the wide range of wines and spirits available internationally;
2. Making informed selections of foods and wines in a variety of situations;
3. Appraising others in a professional capacity of the appropriateness of particular wine and food selection;
4. Critically analysing a variety of food and wine applications;
5. Critically evaluating contemporary issues relating to food and wine;
6. Evaluating various culinary traditions in an authoritative and appropriate manner.

INDICATIVE CONTENT

- Wine labelling regulations, tasting technique, viticulture and vinification;
- Tasting sessions/comparative tastings;
- Evaluation of wines and spirits from around the world;
- Exploration of culinary innovations and food innovation management;
- Master classes in fine dining;
- Underpinning cultural, sociological and economic issues that influence gastronomic development.

LEARNING, TEACHING AND ASSESSMENT - STRATEGY AND METHODS

Students will be supported in their learning, to achieve the above outcomes, in the following ways

Teaching and learning for this module will be provided via lectures/seminars and practical sessions;
The lectures and seminars will be used to deliver the relevant Culinary Arts and Wines theory along with an opportunity for students to assimilate and apply information;
The practical tasting sessions will explore international wines and drinks and the lab based kitchen sessions will encourage a greater understanding of, and competency in, the professional culinary arts, food trends food pairings.

ASSESSMENT TASK INFORMATION

Task No.*	Short Description of Task	SI Code EX/CW/PR	Task Weighting %	Word Count or Exam Duration**	In-module retrieval available
1	Practical Evaluation of CA. followed by Reflection of Practical Evaluation, including a theoretical perspective	CW	50%	2500	N
2	Practical Evaluation - Wine Tasting; followed by Academic Analysis (Portfolio) of aspects of wine.	CW	50%	2500	N

FEEDBACK

Students will receive feedback on their performance in the following ways

Feedback on Task 1 will be provided immediately after the Culinary Arts Event and will identify aspects of the delivery that could have improved upon. Students will be expected to use that feedback to inform their individual reflective reports.

Feedback for Task 2 will be given after final submission of the assignment

LEARNING RESOURCES FOR THIS MODULE (INCLUDING READING LISTS)

Learning resources will include wines and beverages from around the world, tasted and analysed under lab conditions. Foods will be studied, manipulated and analysed within the lab kitchens.

Recommended Texts
Barham, P. (2001) The Science of Cooking, New York, Springer
Blumental, H. (2001), Formulas for Flavour: How to Cook Restaurant Dishes at Home, London, Conran Octopus
Cooper, D. (2000) Snail eggs & Samphire - dispatches from the food front. Pan Books
Dornenburg, A. & Page, K. (1996) Culinary Artistry, New York, Wiley
Kurlansky, M. (2002) Choice Cuts, A miscellany of food writing. Vintage.
McGee, H. (2003), On Food and Cooking, New York, Scribner
McGee, H. (1990), The Curious Cook, San Francisco, North Point Press
Myhrvold, N. (2011), Modernist Cuisine: The Art and Science of Cooking,
Page, K. & Dornenburg, A (2008), The Flavor Bible, New York, Little Brown
Ridgway, Judy (2002) The Cheese Companion. The Connoisseur's Guide. Apple Press, Hove.
Riely, Elizabeth (2003) The chef's companion : a culinary dictionary, Wiley, New Jersey
Robinson, Jancis (1995). Jancis Robinson's Wine Course. Ted Smart, London
Robinson, Jancis (1994) The Oxford Companion to Wine. Oxford University Press, Oxford
Scarborough, Ron (2000) Rioja and its Wines. Survival Books, London
Stevenson, T. (2003) Sotheby's World Wine Encyclopaedia Dorling Kindersley, London.
This, H. (2008), Molecular gastronomy : exploring the science of flavor, New York, Columbia University Press
Vandyke Price, Pamela. (1986) Dictionary of Wines and Spirits. Peerage Books, London
Voilley, A; Etievant, P. (2006) Flavour in food. Woodhead Publishing Limited
Wine and Spirit Education Trust. (1991) Introducing Wines and Spirits and associated beverages. WSET, London
Supplementary and Alternative Texts
Amulya, J.(2004)What is Reflective Practice? Center for Reflective Community Practice: Massachusetts Institute of Technology
Periodicals – The following journals are indicative only – you will find that the library subscribes to a wide range of journals, with many available online.
The Daily Telegraph (Saturday) Weekend Section (Food and Wine)
BBC Good Food Magazine
Decanter Wine Magazine
Internet sources – the resources included below provide you with an indication of the wealth of information available online relating to service, operations and quality management. As you discover additional useful resources, please email the teaching team and we will continue to develop a valuable resource together.
http://www.alicia.cat/en/
http://www.foodpairing.be/
http://modernistcuisine.com/
http://www.decanter.com/
http://www.moleculargastronomynetwork.com/home.html

SECTION 2 MODULE INFORMATION FOR STAFF ONLY

MODULE DELIVERY AND ASSESSMENT MANAGEMENT INFORMATION

MODULE STATUS - INDICATE IF ANY CHANGES BEING MADE

NEW MODULE	N
EXISTING MODULE - NO CHANGE	N
Title Change	Y
Level Change	N
Credit Change	N
Assessment Pattern Change	N
Change to Delivery Pattern	N
Date the changes (or new module) will be implemented	Sept 2013

MODULE DELIVERY PATTERN - Give details of the start and end dates for each module. If the course has more than one intake, for example, September and January, please give details of the module start and end dates for each intake.

	Module Begins	Module Ends
Course Intake 1	24/09/2013	22/03/2014
Course Intake 2	DD/MM/YYYY	DD/MM/YYYY
Course Intake 3	DD/MM/YYYY	DD/MM/YYYY

Is timetabled contact time required for this module?	Y
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Are any staff teaching on this module non-SHU employees?	N
If yes, please give details of the employer institution(s) below	

What proportion of the module is taught by these non-SHU staff, expressed as a percentage?	
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MODULE ASSESSMENT INFORMATION

Indicate how the module will be marked	
*Overall PERCENTAGE Mark of 40%	Y
*Overall PASS / FAIL Grade	N

*Choose one only – module cannot include both percentage mark and pass/fail graded tasks

SUB-TASKS

Will any sub-tasks (activities) be used as part of the assessment strategy for this module?	N
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If sub-tasks / activities are to be used this must be approved within the Faculty prior to approval. Sub-task / activity marks will be recorded locally and extenuating circumstances, extensions, referrals and deferrals will not apply to sub-tasks / activities.

FINAL TASK

According to the Assessment Information shown in the Module Descriptor, which task will be the LAST TASK to be taken or handed-in? (Give task number as shown in the Assessment Information Grid in Section 1 of the Descriptor)	Task No. 2
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NON-STANDARD ASSESSMENT PATTERNS

MARK 'X' IN BOX IF MODULE ASSESSMENT PATTERN IS NON STANDARD, eg MODEL B, ALL TASKS MUST BE PASSED AT 40%.	
NB: Non-standard assessment patterns are subject to faculty agreement and approval by Registry Services - see guidance. notes.	