



Queen Margaret University  
EDINBURGH

## **Programme Specification**

### **MSc Gastronomy**

**Wednesday 22 May 2019**

- Awarding Institution:	- Queen Margaret University
- Teaching Institution:	- Queen Margaret University
- Professional Body Accreditation:	- N/A
- Final Award:	- MSc Gastronomy
- Subsidiary Exit Awards:	- PGCert (unnamed), PGDip Gastronomy
- Programme Title:	- MSc Gastronomy
- UCAS Code:	- To be confirmed
- SCQF Level:	- 11
- Mode of Delivery and Duration:	- Full-Time - One Year, Part-Time - Two Years
- Date of Review:	- 20 June 2019

### **Educational Aims of the Programme**

The aims of this programme are to enable learners to:

- Engage in the multidisciplinary and interdisciplinary study of food in all of its various forms.
- Develop a critical understanding of the complexity of food, food culture, food systems, food communication and other food-related issues.
- Develop an understanding of the many ways that society is shaped, influenced, impacted, practiced, maintained and nourished by food.
- Develop an understanding of the complex relationships and interconnectivities that influence the food system and shape the way that food is produced, consumed and communicated.
- Develop an understanding of the role food plays in shaping the world around us, including identity and culture, science and policy, environment and economics and more.
- Utilise food and foodways as a means of interpreting, understanding and communicating complex concepts and theories in order to make them accessible, relevant and tangible.
- Benefit from an experiential approach to the study of food through attendance on a wide range of field trips, site visits, events and meetings, practical sessions and hands-on experiences.
- Directly engage with a wide range of specialist and expert speakers from areas such as food production, food business, food policy, food regulation, food science, food education, food media, food campaigning and more.
- Gain insight into a diverse range of businesses, projects and organisations that utilise food and the importance and relevance of food to the work that they undertake.
- Discuss, define and articulate the specific role that food plays, and has played, in Scotland.

- Develop an ability to critically appraise literature, conduct independent research using reliable and valid methods, and effectively communicate the results.
- Gain a 'gastronomic' perspective and apply this to their own situation, to enhance their career and to make an informed, positive contribution to society.

### **Learning Outcomes of the Programme**

Upon successful completion of the programme, graduates will be able to:

- Demonstrate a practical understanding of how research and enquiry are used to process and quantify knowledge, particularly in the area of food and drink.
- Systematically and critically evaluate the practices, research and scholarship in the subject area, field and / or profession of food and drink and other related areas.
- Critically evaluate, interrelate and apply knowledge and processes relevant to the subject area, field and / or profession of food and drink and other related areas, much of which may be at, or informed by, the forefront of developments.
- Exercise responsibility, initiative and self-direction to support and further independent study, collaborative working and professional development.
- Contribute (where possible) to the development of the area, field and / or profession of food and drink and other related areas, fields and professions.
- Critically reflect on practice to develop skills of self-appraisal, insight and self improvement.
- Identify, critically analyse and respond creatively to complex problems.
- Communicate complex issues effectively via media and other methods appropriate for the subject area, field and / or professional practice of food and drink.
- Take an interdisciplinary and multidisciplinary approach to the study of food and drink.
- Demonstrate innovation and originality in the application of knowledge and / or practice.

These learning outcomes articulate with the characteristic outcomes described for Level 11 programmes of the [Scottish Credit and Qualifications Framework](#) (SCQF).

### **Benchmark Statements / Professional and Statutory Body Requirements**

All programmes delivered within the Division of Business, Enterprise and Management (BEaM) are designed to comply with specific and relevant subject benchmarks that are prescribed by the [Quality Assurance Agency](#) (QAA) and the [Scottish Credit Qualifications Framework](#) (SCQF). There are no supplementary or additional benchmarks for the MSc Gastronomy programme.

### **Programme Structure and Features**

Five of the programme modules are termed subject core (20 credit modules), two optional modules relate to the final assessment - Research Methods (online) (20 credits) or Elective (20 credits) and only one of these options will be studied depending on the student's choice of research project. Three optional modules relate to the Research Project (60 credits) and only one of these will be studied.

<b>MSc Gastronomy</b>			
<b>Module Title</b>	<b>Credits</b>	<b>Core</b>	<b>Semester</b>
- Food and Culture	20	Core	One
- Food Production	20	Core	One

- Food Communication	20	Core	One
- Food and Drink in Scotland	20	Core	Two
- The Food System	20	Core	Two
1. Research Methods (online), <i>or</i> 2. Elective	20	No	Two
1. Dissertation, <i>or</i>	60	No	Summer
2. Business Consultancy in Practice, <i>or</i>	60	No	Year-long
3. Business Incubation Programme	60	No	Year-long

### **Teaching and Learning Methods and Strategies**

The learning and teaching strategy is laid out in accordance with QUELTA guidelines and acknowledges the enhancement themes that have been developed with QAA Scotland.

The ethos that informs our learning, teaching and assessment derives from the wider mission of QMU and the philosophy and focus of the School of Arts, Social Science and Management (ASSaM). Our ambition is that our graduates will be distinctive agents of change; leaders and managers who are ethical, entrepreneurial, flexible, problem solvers, confident and internationally aware, and who will go out into their wider organisations and communities to learn and to make a difference.

To implement this strategy, a variety of learning, teaching and assessment methods allow students to demonstrate their mastery of theory, practice and to celebrate achievement in as wide a variety of contexts as possible. Students will be encouraged to develop confidence in and demonstrate mastery of selecting, transforming and applying theory in a wide range of different situations.

One of the key goals of our approach is to place the student at the centre of the learning experience and to empower them to take ownership of the learning process. This approach encourages the practice of critical thinking and reasoning, encourages challenges to claims and assumptions, and encourages understanding of the limits and uncertainties of knowledge. It is also used to provoke an attitude of enquiry and the development of personal qualities such as self-management, self-reflection, critical thinking, initiative, enterprise and entrepreneurship.

We aim to facilitate learning in a wide range and broad manner of ways, including lectures, workshops, seminars, tutorials, events, field trips, site visits, case studies and group work. Emphasis is placed on experiential learning processes and the exposure of students to a range of interactive, on-site and hands-on experiences through which they can learn from experts and practitioners in situ. Further emphasis is placed on providing a diversity of learning sources and resources with students benefitting from exposure to a range of expert and specialist speakers.

### **Assessment Strategies**

The assessment strategy is designed to provide students with practice and opportunities to demonstrate their mastery of learning outcomes, build skills and capacities that will allow students to provide feedback for improved learning and engagement, offer diagnosis of strengths and weakness to develop reflective practice, and allow them to take a 'gastronomic' approach to their final research project and lived experience beyond the course.

Assessment throughout the programme is both formative and summative and is designed to help students develop their own understanding of the importance, relevance, complexity and interconnectivity of food. Forms of assessment include essays, reports, individual and group presentations, individual and pair creative projects, event and research proposals and other research and creative projects.

These assessment tools can be seen as learning experiences in themselves and will allow students to demonstrate their acquisition of knowledge and understanding through a variety of approaches, develop and be tested on a range of skills, and exhibit 'gastronomic' thinking and practice.

Students studying for the MSc Gastronomy will be assessed as follows:

Module	Credits	Assessment and Weighting
<b>Semester One</b>		
Food and Culture	20	1. 10 Minute Individual Presentation (50%) 2. 2,000 Word Essay (50%)
Food Production	20	1. 1,000 Word Report (40%) 2. 3,000 Word Essay (60%)
Food Communication	20	1. 2,000 Word Report on a Creative Project (50%) 2. 20 Minute Group Presentation (50%)
<b>Semester Two</b>		
Food and Drink in Scotland	20	1. Event Proposal and Multimedia Presentation (100%)
The Food System	20	1. 30 Minute Group Presentation (60%) 2. Infographic (40%)

Those students taking the dissertation project route will be additionally assessed as follows:

Module	Credits	Assessment and Weighting
<b>Semester Two</b>		
Research Methods (online)	20	1. Contributions to Online Discussions (30%) 2. 3,500 Word Research Proposal (70%)
<b>Summer</b>		
Dissertation	60	1. 12,000 Word Dissertation (100%)

Those students taking the business consultancy in practice route will be additionally assessed as follows:

Module	Credits	Assessment and Weighting
<b>Semester Two</b>		
Elective	20	• Dependent on the elective module selected.
<b>All Year</b>		
Business Consultancy in Practice	60	1. Consultancy Pitch and Report (25%) 2. Project Design Document (25%) 3. Project Consultancy Report and Plan (50%)

Those students taking the business incubation programme route will be additionally assessed as follows:

Module	Credits	Assessment and Weighting
<b>Semester Two</b>		
Elective	20	• Dependent on the elective module selected.

<b>All year</b>		
Business Incubation Programme	60	1. Business Pitch and Report (25%) 2. Report and Reflective Analysis (25%) 3. Business Plan (50%)

Students studying for the PGDip Gastronomy will be assessed as follows:

<b>Module</b>	<b>Credits</b>	<b>Assessment and Weighting</b>
<b>Semester One</b>		
Food and Culture	20	3. 10 Minute Individual Presentation (50%) 4. 2,000 Word Essay (50%)
Food Production	20	3. 1,000 Word Report (40%) 4. 3,000 Word Essay (60%)
Food Communication	20	3. 2,000 Word Report on a Creative Project (50%) 4. 20 Minute Group Presentation (50%)
<b>Semester Two</b>		
Food and Drink in Scotland	20	2. Event Proposal and Multimedia Presentation (100%)
The Food System	20	3. 30 Minute Group Presentation (60%) 4. Infographic (40%)
Research Methods (online), or Elective	20	1. Contributions to Online Discussions (30%) 2. 3,500 Word Research Proposal (70%) or • Dependent on the elective module selected.

### **Criteria for Admission**

The normal entry requirement for admissions to postgraduate programmes is a UK Honours degree or equivalent. In addition, it is possible for candidates with alternative qualifications and appropriate and / or relevant experience to be considered.

In specific relation to the MSc Gastronomy, non-traditional candidates will be considered who may have qualifications below UK Honours degree level but can exhibit relevant work and life experience gained through their employment, professional activities and / or significant and relevant personal interests. This will include candidates from outside the food and drink industry who are looking for a career change.

Particular consideration will be given to candidates who are able to express their eligibility through the articulation of a passion for, knowledge of, or experience in the broad area of food and drink. Evidence of both this and their motivation to study at Masters level will be required in all applications in the form of a personal statement.

Students, and in particular non-standard applicants, may be subject to an admission interview (face-to-face or mediated) to judge their qualifications and / or experience, motivation, understanding of the course content and ability to learn independently. University Admissions Regulations apply.

For non-standard applications who have work experience, and / or have qualifications that require Recognition of Prior Learning (RPL), the following Admissions process will be adhered to:

- Evidence will be requested of appropriate work experience and supporting CPD activity which maps against the SCQF level descriptors for level 10;
- A statement of what the applicant has learnt from the above activity will be required, showing how the learning has been at the equivalent of SCQF level 10;
- Supporting references will be asked for.

It may be appropriate for applicants without academic qualifications to be admitted initially as an associate student. Should they be successful in their first module as an associate student, they may then transfer to the full programme.

### **English Language Requirements**

Applicants must be able to communicate in English to a standard that is equivalent to level 6.5 of the International English Language Testing System (IELTS), with no element below 6.0.

### **Applicants with Disabilities**

QMU aims to support all students to participate fully in their studies and in University life. To this end, applicants are strongly advised to declare any disability on their application. All applicants who have declared a disability and/or additional support needs and have accepted an offer of admission will be contacted by a Disability Adviser to discuss their individual requirements and the support that may be available to them should they choose to study at QMU. The University will make every effort to ensure that required support arrangements are put in place, however, this is dependent on the student applying in sufficient time and identifying their disability clearly at the time of application.

<https://www.qmu.ac.uk/media/3962/admissions-policy-updated-july-2016.pdf>

### **Equal Opportunities**

The Division of Business Enterprise and Management is committed to the provision of a policy of equal opportunity in student selection. All applicants regardless of race, ethnic origins, religion, gender, sexual orientation, marital status or age can expect equal treatment.

### **Support for Students and Their Learning**

QMU programmes normally provide the following student support:

- Induction and Longitudinal Induction
- Personal Academic Tutors
- Student and Course Handbooks
- Personal Development Portfolios
- Individual Learning Plans
- Access to Student Learning Services, Library and IT Support etc.
- Access to Student Services, Careers, Counselling, Disability Advice etc.
- Representation through Student Staff Committees
- Other Opportunities for Consultation and Feedback

### **Quality Assurance Arrangements**

This programme is governed by QMU's Quality Assurance procedures. See the [QMU website](#) for more information.