



Queen Margaret University

EDINBURGH

# Programme Specification

Where appropriate outcome statements have be referenced to the appropriate Benchmarking Statement (**BS**)

1	<b>Awarding Institution</b>	Queen Margaret University
2	<b>Teaching Institution</b>	ITM-Institute of Hotel Management
3	<b>Professional body accreditation</b>	N/A
4	<b>Final Award</b>	BA International Culinary Arts
	<b>Subsidiary exit awards</b>	none
5	<b>Programme Title</b>	International Culinary Arts
6	<b>UCAS code</b> (or other coding system if relevant)	n/a
7	<b>SCQF Level</b>	9
8	<b>Mode of delivery and duration</b>	FT/1 year top-up programme
9	<b>Date of validation/review</b>	May 2017

## 10. Educational Aims of the programme

- To prepare and develop graduates for a career in culinary arts, in a variety of contexts, to provide a high quality learning experience and foster a systematic understanding of knowledge related to this area;
- To develop understanding and knowledge of a broad range of issues related to culinary arts and the management of enterprises within that arena;
- To provide students with the tools with which to critically engage with the provision and consumption of food in a contemporary global environment;
- To develop within students the intellectual capabilities of analysis and interpretation; critical evaluation; selection and synthesis of theory and evidence to produce reasoned argument; and research and problem solving;
- To develop graduates who can demonstrate effective management, leadership, IT, numerical, communication and research skills;
- To produce graduates who have a range of generic, transferable attributes enabling them to communicate effectively, work individually and in teams to guidelines, be creative, innovative and adaptable to change, who can manage and reflect on their own learning and who can contribute and respond effectively to the demands of their chosen profession;
- To provide students with a range of both 'hard' and 'soft' skills that encapsulate the requirements of 21st Century customer care and to demonstrate those with confidence and integrity
- To provide understanding of progressive sustainability concepts, environmental impacts and ethical issues for the food industry

## **11. Benchmark statements/professional and statutory body requirements covered by the programme**

QAA Subject Benchmarks  
HLST subject LTSN guide to good practice  
Scottish Credit Qualifications Framework  
All India Council for Technical Education Guidelines  
National Council for Hotel Management & Catering Technology Guidelines  
Mumbai University Benchmarks

## **12. Learning Outcomes of the Programme**

### **Knowledge and Understanding**

On completion of the programme, the students will have demonstrated knowledge and understanding of:

- The defining established principles of culinary arts and the contexts in which these principles have developed;
- The role of the market forces influencing industrialised agriculture and its impact upon kitchen operations;
- The expectations of the consumer within a culinary context;
- Environmental issues, sustainability and issues of ecology, bio-diversity and anthropology from culinary arts perspectives;
- Appropriate theories and concepts from generic business management as applied to the food industry.
- The application of technical, managerial and interpersonal skills and knowledge to propose and evaluate practical and theoretical solutions to complex problems in the culinary arts arena;
- The moral, ethical and safety issues which directly pertain to the subject domain including relevant legislation and professional codes of conduct;
- Awareness of the sustainability of any new culinary arts concept within the Indian food industry.

### **Intellectual Skills**

On completion of the programme, students will be able to:

- Research and assess subject specific facts, theories, paradigms, principles and concepts applicable to the culinary arts domain;
- Select, summarise and synthesise evidence;
- Describe, analyse and evaluate data;
- Critically interpret data and text from a range of academic and empirical sources;
- Select and apply appropriate knowledge, methodologies and theories in a range of contexts;
- Develop a reasoned argument and challenge assumptions;
- Take responsibility for their own learning and continuing professional development.

### **Practical Skills**

On completion of the programme, students will be able to:

- Plan, design, execute and evaluate practical activities using appropriate techniques and procedures;
- Operate effectively as a member of a team in a variety of contexts and situations;
- Undertake fieldwork with appropriate consideration for ethics, safety and risk assessment;
- Plan, design, execute and evaluate a sustained piece of independent work using appropriate media;
- Use information technology as appropriate to the context of study and in the analysis of findings and presentation of work;

- Recognise and respond to safety issues including industry relevant legislation and professional codes of practice.

### **Transferable Skills**

On completing the programme, students will be able to:

- Communicate and present information in oral, written and electronic formats;
- Apply numeric and information skills accurately and effectively;
- Successfully interact with others and work as a team;
- Develop creative and innovative approaches to the solution of a variety of complex problems and adapt to changing circumstances;
- Identify appropriate sources and apply appropriate research methodologies;
- Reflect on their own practice;
- Plan and manage learning and work to deadlines;
- Work and learn independently;
- Develop an appreciation of cultural, ethical and other social issues.

## **13. Teaching and learning methods and strategies**

The ethos that informs our learning, teaching and assessment strategy derives from the mission of QMU and the philosophy and focus of the School of Business and Enterprise (BEaM). Our ambition is that our graduates will be distinctive agents of change, leaders who are ethical, entrepreneurial, flexible, confident and internationally conscious global citizens who will go out into their industries and wider societies to make a difference. These graduates will possess a range of transferable graduate skills that ensure they are professional practitioners with soft and managerial skills that make them fit for purpose and in demand by employers in the sector in which they seek to develop their careers. Our graduates will be critical and reflective lifelong learners, self developers who take responsibility for their education and future, and who continue to make a contribution to society. The Institute learning, teaching and assessment strategy is informed by this philosophy and ambition and by the precepts of the QMU quality enhanced learning and Student Experience Strategy with which it articulates. Our programmes are designed to articulate with the Scottish Credit Qualifications Framework to ensure ease of transfer and to facilitate widening access.

To implement this strategy, a varied menu of learning and teaching methods and approaches are provided to allow all students to engage with and demonstrate mastery of theory, practice and achievements in as wide a variety of contexts as possible. In this way, students will be provided with opportunities to develop confidence and independence in selecting, transforming and applying knowledge, theory and skills in a range of different situations.

A key attribute of our learning and teaching strategy is to locate the student at the centre of the learning process, to encourage them to take ownership of the learning experience and to drive their own learning. At SCQF Level 9 this manifests itself in encouraging the practice of critical thinking and reasoning, and students are encouraged to challenge assumptions and facts. It also is used to provoke an attitude of enquiry, confidence and independence, and contributes to the idea of reflective practice. This will help students to maximise their personal potential, will be of benefit to their careers and help to contribute to the professional community and wider society. An important dimension of our learning and teaching strategy is therefore to develop and put in place student-centred learning approaches. Within the context of the Diploma programme there is evidence that student centred learning is taking place and indeed, after 15 years of successful partnership with the ITM group, staff at the various campuses are well versed in these approaches.

The ICA degree programme incorporates a range of creative and interactive activities into the curriculum to foster student engagement, self reflection and ownership of the learning process. The opportunities where students can develop and practice increased responsibility for personal learning are provided in a number of ways within the programme, primarily through the range of different kinds of learning experiences embedded within the modules as well as through the use of the Hub. This and the extensive online library facilities provides the students at ITM with as equitable a range of learning experiences as their counterparts in Edinburgh. These experiences not only foster student-

centeredness, but also increase interactive, flexible and creative learning opportunities for the students.

In addition, the modules offered at SCQF Level 9 continue to enhance professional practice and graduate employability through the acquisition of a range of transferable, personal and professional attributes; for example, leadership, effective networking, teambuilding, presentation and negotiation skills, as well as an increase in knowledge, understanding and familiarity of the complexities of issues relating to Culinary Arts in various contexts. This adds further to their employability within the Culinary Arts arena and is achieved by exposure to, and practice of, real world situations in the various modules in the programme, and the adoption of assessment tools that provide real and simulated experiences of these professional requirements.

#### 14. Assessment strategies

The provision of a variety of assessment methods underpins the programme's educational philosophy. From a Culinary Arts perspective, employers require agile, communicative and confident graduates who possess a versatile range of skills and who are critical, reflective learners. Our graduates are creative, able to operate either individually or in groups with a firm grasp of managerial skills and to put theory into practice. The assessments in the Culinary Arts degree programme have been designed in order to enable students to develop these characteristics and abilities. The assessment pattern for each module reflects the aims, learning outcomes and assessment for that module and within the precepts of constructive alignment, the various assessments in the programme are supportive of deep, rather than surface, learning. The table below summarises the different types of assessment in the ICA degree programme:

Modules	Credits	Assessment & Weighting
<b>First Semester</b>		
Understanding the Food System	20	Individual Presentation 25% Essay 75% 2500 w
New Enterprise Creation	20	Bank Style Interview 25% Written Plan 75%
Food Culture & Society	20	Individual Presentation 25% Essay 75% 2500 w
<b>Second Semester</b>		
Contemporary Food & Drink	20	Group poster presentation with an accompanying 1500 word hand out (50%) Group viva (20 minutes) based on poster content and critical reflection of the learning process (50%)
Food & Communication	20	Part I: 75% Individual Essay (2500 words) Part II: 25% Group (3) short video (3 – 5 mins), comprising of a script and a presentation of the film <i>NB: Editing skills and camerawork are not the subject of the assessment in Part II. The focus is on a) what students choose to present, b) how they choose to present it, c) how they justify their selection in terms of overall message they aim to communicate, referring to the module content.</i>
Culinary Concept Development & Production	20	Part 1 (50%) design, plan and produce a new culinary concept, to include production planning, costing and marketing the new concept; Part 2 (50%) a critical and reflective portfolio which contains evidence of the research material, product development and refinement; records of supervisory meetings; production plans and feedback from the assessment panel;

In addition to the summative assessment outlined in the table above, and complying with the precepts of constructive alignment and placing the student at the centre of the learning process, all of the modules in the ICA degree programme incorporate formative assessment and feedback at key points during the delivery of the module. Formative assessment and feedback is deemed to be

essential in the development of the students' critical, analytical and reflective skills and features across modules in a variety of ways. This can range from informal feedback during and after class discussions and debates, through role plays, quizzes in class and discussions on field visits to the more formal formative assessment and feedback mechanisms such as preparing and presenting short written reports and essays, PowerPoint presentations and other mid-process assessments. The table below demonstrates where the more formal aspects of formative assessment and feedback appear in each module, however it must be stressed that this is an on-going process in each module, and the team recognise the value of such activities and discussions with the students.

Module	Formative assessment	Week
New Enterprise Creation	Class Quiz; Mock interview	Week 6 Week 7
Contemporary Food and Drink	Written assignment (500 words) Poster presentation (soft copy)  Chart presentation  Article discussion	Week 2  Week 3  Week 4  Week 6
Food Culture and Society	Written assignment (500 words) Powerpoint presentation  Short essay (750 words)	Weeks 2  Week 3  Week 9
Food and Communication	Reflective discussion Class discussion and feedback Role play	Week 3 Week 5 Week 7
Understanding the Food System	Class debate Movie review and discussion with feedback Powerpoint presentation	Week 2  Week 4 Week 5
Culinary Concept Development and Production	Weekly meetings with staff to discuss concept feasibility and development  Food trials  Powerpoint presentation	On-going weekly  Weeks 5,7,8 & 9 Week 10 Final Food Tasting week 6  Week 7

### 15. Programme structures and features, curriculum units (modules), credits and award requirements (including any periods of placement)

The following modules below make up the BA ICA programme which comprises 6 modules delivered at SCQF level 9

Modules		Credits
<b>Semester 1</b>		
Understanding the Food System	Understanding the Food System	20
New Enterprise Creation	New Enterprise Creation	20
Food Culture & Society	Food Culture & Society	20
<b>Semester 2</b>		
Contemporary Food & Drink	Contemporary Food & Drink	20
Culinary Concept Development & Production	Culinary Concept Development	20

	& Production	
Food & Communication		20

## 16. Criteria for admission

The minimum entry requirement for the programme in BA ICA degree in collaboration with QMU shall be the 10+2 school qualification i.e. Higher Secondary Certificate or equivalent through English as a subject, from the streams of Arts, Commerce, Science or Home Science/Home Economics or any other equivalent (which is considered as a minimum entry level for all graduate programmes in Indian universities). The 10+2 school qualification i.e. Higher Secondary Certificate covers most of the contents of study of A levels in UK. Formal education is delivered in the English medium. An entrance test is always conducted on broad based questions from the following areas: - English Language, General Knowledge, Science, Mathematics and Aptitude for Service Sector. The admission process is as follows---

1. Initial meeting to ascertain if the candidate has the correct attitude and aptitude for this particular programme.

2. Written Test.

3. Interviews

Interviews will take two formats, namely an interview with the student on his/her own, and a second interview when the student is accompanied by his/her parents. This is expected within our cultural context. Interviews ascertain the applicant's level of suitable English, reasons for wishing to take the programme and general demeanour and enthusiasm for study. Those found suitable for the course shall be admitted. Candidates must have attained the age of 17 years on or before 1st July for entry to the course.

The 2 Year ITM ICA Diploma equates to SCQF Levels 7 and 8. On successful completion of the Diploma (240 credits) the students are eligible to proceed to Level 3 for the QMU degree. The rest of the students are enrolled into the Bridging/ Transitional Programme in June. This programme runs from June to September each year.

## 17. Support for students and their learning

The QMU/ITM ICA programme will provide the following student support:

- Personal Academic Tutors
- Student handbook
- Access to QMU Library and VLE
- Access to Student Services (Career Guidance, Counselling Services)
- Representation through Student-Staff Committees

## 18. Quality Assurance arrangements

This programme is governed by QMU's quality assurance procedures. See the QMU website for more detail: <http://www.qmu.ac.uk/quality/>