



Queen Margaret University

EDINBURGH

Programme Specification

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

1	Awarding Institution	Queen Margaret University
2	Teaching Institution	Silver Mountain School of Hotel Management, Kathmandu, Nepal
3	Professional body accreditation	Institute of Hospitality
4	Final Award	BA
	Subsidiary exit awards	none
5	Programme Title	International Culinary Arts
6	UCAS code (or other coding system if relevant)	n/a
7	SCQF Level	Level 9
8	Mode of delivery and duration	Full time
9	Date of validation/review	June 2017

10. Educational Aims of the programme

The aims of the BA International Culinary Arts degree programme are:

- 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

12. Learning Outcomes of the Programme

The learning outcomes of the Culinary Arts degree programme focus on a number of areas, as follows:

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 Nepali 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. 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 and teaching strategy is informed by this philosophy and ambition, and by the precepts of the QMU quality enhanced learning, and the QMU 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 will be 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.

One of the key goals of our approach is to place the student at the centre of the learning process and empower them to take increasing ownership of the learning experience to drive their own learning. This approach encourages the practice of critical thinking and reasoning, encourages challenges to claims and assumptions, and encourages understanding of the uncertainty and limits of knowledge and how it is developed. It is also used to provoke and enhance an attitude of enquiry, confidence

and independence, and the development of personal qualities such as self-management, initiative, enterprise and reflective practice. In this way students will maximise their personal potential and continue to be effective lifelong learners on graduation, to develop their own careers and contribute to the wider professional community and society.

One dimension of our learning and teaching strategy is therefore to develop and practice student driven learning approaches. The Institute will incorporate a wide range of creative and interactive activities into the curriculum to foster student engagement, self reflection and ownership of the learning process. The development of self awareness about personal learning styles, and the insight and skills to support independent learning and self reflection are explicitly developed and practised within the core modules of the programmes and embedded within the subject modules. Opportunities where students can develop and practice increased responsibility for personal learning will be provided in a number of different ways through the wide range of different kinds of learning and assessment experiences on offer that give choice and flexibility into the hands of the students; and also, importantly, through the increased flexibility offered via the enhanced physical learning resources of the campus as well as the electronic learning environments now available. All our modules will have a dedicated Hub learning platform. Not only will these experiences foster student centeredness, but also increase interactive, flexible, creative and entrepreneurial learning opportunities for diverse groups of students with different learning styles and needs.

Our goal to fully embrace diversity and harness its potential has led to an expansion of the range of both learning experiences and assessment instruments on offer to students. We seek to offer all students a range of opportunities by which they can develop and demonstrate mastery of the outcomes of the modules in as wide, creative and challenging variety of ways possible to meet the needs of all students and ensure all students can perform to their maximum potential. For example, students will experience problem based learning, supervised work placements and work based learning; business plans; real life and simulated consultancies and project management; reflective accounts; laboratory sessions; managed and self managed group activities; synchronous and asynchronous web based activities; face to face tutorials; industrial visits; industrial placements; field trips; poster presentations.

A central platform of the Institute's strategy is also to develop graduates who are creative and entrepreneurial. Our ambition is to develop students who not only know about entrepreneurship, but are entrepreneurial practitioners. Students will be involved in developing innovative business ideas with supporting business plans, developing and effecting projects for organisations to generate profits for charities and business organisations; offering research and consultancy skills to companies seeking solutions to organisational problems or wishing to design new products; and working in a range of innovative and entrepreneurial organisations. Throughout the delivery of the programme, learning experiences and assessments are structured to specifically develop and hone these skills.

An additional central focus of our strategy is to embed entrepreneurial business activity firmly within a context of sustainable development, ethical practice and corporate social responsibility. These principles are embedded within the programme. The programme will integrate a consideration of these issues into the study of production and consumption, and address the implications of this approach. Students will gain an understanding of how to apply these principles in management practice and how they impact upon decision making.

In addition, the strategy seeks to provide a programme that will enhance professional practice and graduate employability through the acquisition of a wide range of essential transferable, personal and professional attributes: for example, leadership, effective networking, team building, presentation, and negotiation skills; as well as knowledge of the profession in which they will be employed. The curriculum will be theory and practice rich to develop graduates that are in demand. This will be achieved with increasing exposure to, and practice of, real world situations and the adoption of assessment tools that provide real and simulated experiences of these professional requirements.

Both our curriculum and our learning environment are underpinned by the dynamic environment of both local and international dimensions. The curriculum has been enriched by the exchange of theory and practice between colleagues at QMU, our industry stakeholders and our global partners. The

interchange of international and national students within the classroom at QMU and SMSHM embeds internationalisation and cross cultural awareness in the daily practice of learning as a community.

The effectiveness of the learning and teaching goals in implementation will be sustained by a learning environment that is driven by principles of enhancement led quality assurance. The institute teaching team is alert to the need for constant review of its practice to embed added value in the students' experience. The staff will continue to draw upon all the resources available in order to develop an increasing self-critical approach to inform and enhance the quality of the learning environment.

14. Assessment strategies

The role and nature of assessment, and the feedback from it, is integral to our learning and teaching strategy. It is essential that assessment is both integrated into the learning experience and that it motivates the learner. In addition to its role in relation to the maintenance of academic standards, we recognise that the function of assessment can only be central to effective student learning when accompanied by feedback. Regular feedback will be structured within every module in both formal and informal ways and will be provided within QMU timescales after assessment submissions. Students will be provided with an evaluation of the strengths and weaknesses of their performance against the assessment criteria, together with guidelines as to how their work could be improved. We now utilize Grademark as an on line marking tool and Turnitin to give students the opportunity to check their submissions.

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 will be 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.

With regard to assessment regulations, these conform to established QMU policy and practice and as such clearly outline procedures for the advance communication of assessment requirements to the students, the assessment criteria, submission date, conduct of examinations where applicable, arrangements for marking and moderation of assessments, the progression of students, the remediation of failure and the conduct of meetings of the Boards of Examiners to ensure that academic standards are maintained.

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

The International Culinary Arts Degree comprises six modules, 20 credits each, delivered at SCQF level 9, as shown below:

Semester 1	Food, Culture and Society	Understanding the Food System	Food and Communication
Semester 2	Culinary Concept Development and Production	New Enterprise Creation (NEC)	Contemporary Food and Drink (CFD)
Modules shared with BA International Hospitality and Tourism Management			

16. Criteria for admission

SMSHM admission opens from August every year for the intake in November every year after the published results of Higher Secondary Examination Board of Nepal.

Admission to SMSHM Diploma

In order to gain admission to SMSHM a student must have completed 10+2 level of studies or equivalent (Higher Secondary Examination), any stream (Science, Humanities or Management). They must have scored 50% aggregated marks. Students are interviewed twice before admission to evaluate their language skill and have to undertake an aptitude test. Also, students must have studied English language for twelve years (class 1-12) before they can join SMSHM. Potential students with weak language skills need to join the British Council Language Centre classes before joining SMSHM. English language is a compulsory part of the curriculum in Nepalese schools from primary level.

Admission to Level 3 International Culinary Arts Programme

Admission to Level 3 of the above programme will depend upon the applicant successfully passing the 2 year Diploma programme in 'Culinary Arts'. The 2 Year SMSHM Diploma equates to SCQF Levels 7 and 8, and all 3 years of the BA programme articulates into Levels 7, 8, and 9. On successful completion of Level 3 the final award is a BA.

17. Support for students and their learning

QMU/SMSHM programme provide the following student support:

- Personal Academic Tutors known as 'Class Teachers'
- Student handbook
- Access to Student Learning Services, Library and IT support
- Access to Student Services: careers advice, counselling
- 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/>