



Queen Margaret University  
EDINBURGH

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

## **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 con

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

### **Transferable Skills**

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:

<b>Modules</b>	<b>Credits</b>	<b>Assessment &amp; Weighting</b>
<b>First Semester</b>		
Understanding the Food System		

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.

<b>Module</b>	<b>Formative assessment</b>	<b>Week</b>
New Enterprise Creation	Class Quiz; Mock interview	Week 6

