

Programme Specification

BA (Hons) International Culinary Arts

Valid from: January 2014

Faculty of Business/ IMI Switzerland

SECTION 1: GENERAL INFORMATION

Awarding body:	Oxford Brookes University
Teaching institution and location:	IMI, Luzern, Switzerland
Final award:	BA (Hons) International Culinary Arts
Programme title:	BA (Hons) International Culinary Arts
Interim exit awards and award titles:	Degree without Honours Diploma of Higher Education Certificate of Higher Education
Brookes course code:	TBA
UCAS/UKPASS code:	N/A
JACS code:	TBA
Mode of delivery:	Face to Face
Mode/s of study:	Full time
Language of study:	English
Relevant QAA subject benchmark statement/s:	Hospitality, Leisure, Sport and Tourism (2008)
External accreditation/recognition: <i>(applicable to programmes with professional body approval)</i>	N/A
Faculty managing the programme:	Faculty of Business
Date of production (or most recent revision) of specification:	October 2013

SECTION 2: OVERVIEW AND PROGRAMME AIMS

2.1 Rationale for/distinctiveness of the programmes

The BA (Hons) in International Culinary Arts (ICA) programme is a response to industry and student demands. Industry requires well-qualified and experienced graduates in the culinary field and there is a growing worldwide interest in the study of culinary subjects. The ICA programme has been carefully designed to fulfil university academic standards and UK higher education requirements. The IMI International Culinary Institute (ICI) was founded in 2012 to host IMI Culinary based industry short courses and education programmes. The IMI/International Culinary Arts programmes will be promoted in the context of the IMI/International Culinary Institute.

The ICA programme is designed around the principles of food production/arts, sustainability and the management of operational issues, human resources and facilities. As part of their ICA education students also learn about the importance of sourcing the freshest and best quality produce available and how to best utilise these in today's culinary context. Students will be challenged to take the programme knowledge and understanding gained, and apply this in a culinary industry context during a compulsory internship (international or in Switzerland): thus giving students valuable experience that can be applied in their ultimate full time employment. Emphasis is placed upon a responsible attitude to recycling and sourcing of local produce within the food service industry. Switzerland is one of the world leaders in this area and the experience students have will inform the responsible decisions they will have to make as future key practitioners, managers and leaders in the culinary industry.

A personal and professional development (PPD) strand is built into all levels of the programme. The PPD units are seen as a means of supporting teaching and student learning through a diversity of mechanisms including formal skills training, integration of academic and personal goals, and encouraging the development of reflective practice, independence in learning and the ability to develop the capacity for lifelong learning. To ensure that the skills developed through PPD are intrinsically linked to all programme elements students are encouraged to gather a wide range of evidence from their academic, community and industrial experiences in the compilation of their PPD folders. These folders serve as an on-going record of learning and achievement for both educational and future employment purposes.

2.2 Aim/s of the Programme

The BA (Hons) International Culinary Arts programme is designed to enable students to attain a critical understanding of the culinary industry and equip students with the necessary knowledge, vocational and intellectual skills to gain employment and progress to a senior managerial or company level in this industry.

The specific aims of the ICA programme are to:

- offer opportunities to students who wish to pursue operational business or managerial careers in the culinary industry and who are capable of benefiting from the experience;
- assist students to realise their potential by providing an intellectually challenging and appropriately resourced programme and environment;
- enable students to develop the intellectual, vocational and personal skills relevant to further learning challenges and careers in the culinary industry; and
- produce high calibre graduates capable of successful careers in the culinary industry.

SECTION 3: PROGRAMME LEARNING OUTCOMES

Knowledge, understanding and skills:

The programme level learning outcomes detail the knowledge, understanding and professional skills graduates will have attained on completion of the BA (Hons) International Culinary Arts programme. An overview of how programme learning outcomes are delivered within the programme is given in Section 5.

BA (Hons) International Culinary Arts:

Graduates of the programme will be able to:

3.1 Academic literacy

1. Critically discuss the development of knowledge in relation to the culinary industries.
2. Apply a multi-disciplinary and inter-disciplinary approach to study, drawing, as appropriate, from service, research and professional contexts.
3. Demonstrate a critical understanding of personal and vocationally relevant management skills and knowledge.
4. Critically evaluate culinary arts through academic study and associated academic reflective practice.

3.2 Research Literacy

5. Collect and critically evaluate relevant information, demonstrating the ability to critically utilise appropriate methods of acquiring, interpreting and analysing data in the context of culinary arts research.
6. Demonstrate problem-solving abilities utilising a critical understanding of methods of acquiring, interpreting and analysing information appropriate to the context of International Culinary Arts.
7. Demonstrate an ability to assess development and business opportunities in the culinary arts industries in relation to different sectors and countries.
8. Demonstrate the advanced critical thinking skills required to evaluate strategic issues arising within culinary businesses.

3.1 Critical self-awareness and personal literacy

9. Demonstrate a critical understanding of culinary arts and personal abilities in a culinary context, through professional reflective practice.
10. Demonstrate a critical understanding of personal and vocationally relevant management skills and knowledge.

3.2 Digital and information literacy

11. Demonstrate technological awareness and the ability to utilise appropriate technology for personal, academic and professional use.
12. Demonstrate the ability to deal confidently with C&IT and numerical data in order to generate and manipulate information using a range of media.

3.5 Global citizenship

13. Have a sound understanding and critical awareness of the moral, ethical, environmental, safety and legal issues that underpin best practice in the culinary industry.
14. Recognise the centrality and diverse needs of the food service consumer and employee in different cultural contexts.
15. Demonstrate an ability to respond appropriately to the diversity that prevails within the culinary industry in relation to stakeholders.

SECTION 4: PROGRAMME STRUCTURE AND CURRICULUM

4.1 Programme structure and requirements:

The programme is structured in three levels and all units are compulsory. Opportunities for Internship are offered at all levels of the programme. For a student to progress from Level 4 to Level 5, and from Level 5 to Level 6 a student must pass each core unit with a minimum aggregate mark of 40% and

achieve 120 assessed credits at each level. For a student to be awarded an honours degree the student must achieve 120 credits at level 6, passing all units with a minimum aggregate mark of 40%.

The overall programme structure is as follows:

Certificate (Higher Education) in International Culinary Arts (Level 4):

Units			
Code	Unit Status	Unit Title	No of credits
CA001	Core	Professional Kitchen Techniques	20
FM001	Core	Food Hygiene and Safety	20
CA002	Core	Professional Pastry Techniques	20
FM004	Core	Restaurant Management and Control	20
PPD1	Core	Personal and Professional Development 1	10
FM002	Core	Wine and Beverage Studies	10
FM003	Core	Commodity Purchasing and Food Merchandising	20

Diploma (Higher Education) in International Culinary Arts (Level 5):

Units			
Code	Unit Status	Unit Title	No of credits
CA003	Core	European Culinary Skills and Application	20
FM005	Core	Menu Design and New Product Development	10
CA004	Core	Contemporary Professional Kitchen Techniques	20
FM006	Core	Kitchen Management and Control	20
PPD2	Core	Personal and Professional Development 2	10
BS001	Core	Hospitality Services Marketing	20
BS002	Core	Managing People in the Hospitality Industry	20

Internship: Compulsory/Core

Unit			
Code	Pre-Requisites	Unit Title	No of credits
CA-IT	All DICA and HDICA Units	Internship	N/A

BA (Hons) in International Culinary Arts (Level 6):

Units			
Code	Unit Status	Unit Title	No of credits
CA005	Core	Practical Gastronomy Production	20
FM007	Core	International Gastronomy	20
PPD3	Core	Personal and Professional Development 3	10
BS003	Core	Leadership and Entrepreneurship	10
BS004	Core	Managing Information Systems	20
CA006	Core	International Culinary Arts Business Concept	40

Internship: Optional for any student prior to receiving an ICA award

Unit			
Code		Unit Title	No of credits
CA-IT	Following required Level of study	Internship	Pass/Fail

Internships are a highly valued part of the educational experience at all levels, in the context of a Culinary Arts programme delivered at a Swiss educational institution. There are 3 opportunities for internship during the International Culinary Arts programme, with an opportunity existing after each 6 month semester of study: this reflects the normality of Swiss visa regulations and allowed periods of study and internship in the context of the Swiss visa regulations, i.e. a 6 month study block can be followed by a 6 month internship. An internship opportunity following the level 4 semester of study is optional, but desirable to gain industry experience. The internship opportunity after the level 5 semester of study is compulsory and is seen as essential if students are to be appropriately prepared for a career in the culinary industries. The final optional internship opportunity will follow the level 6 semester of study and be compulsory for those students who enter at level 6 and who have not had a prior internship experience or equivalent industry experience.

At all levels of the programme a French or German Language unit will be offered to those students who wish to complete their internship experience in Switzerland. This will be a compulsory unit for such students as knowledge of either French or German is a requirement for a Swiss internship. The Language units will be assessed on a pass/fail basis but will not contribute to an award.

4.2 Professional requirements

N/A.

SECTION 5: PROGRAMME DELIVERY

5.1 Teaching, Learning and Assessment Overview

The objective of the IMI Teaching, Learning and Assessment (TLA) Policy is to achieve a high degree of directness, clarity and transparency such that a wide understanding among the Schools' client groups (academic and administrative staff, past, present and future students, employers) of the intent of the strategy may be achieved as a foundation for student learning.

The process by which students acquire and develop the necessary knowledge, analytical and evaluative skills moves from emphasis on lecturer led-input at level 4 towards active and independent student learning at level 6 as students gain confidence and the skill sets to take responsibility for their own learning and development. A balance between individual and group work facilitates the broader development of professional and vocational abilities in relation to team working and communication.

A wide variety of teaching and learning methods are employed within units and across the programme levels. This diversity of approach is designed to keep students engaged and motivated and enables those with different learning styles to take full advantage of methods that suit their learning preferences. Unit leaders specify the mode of delivery, timetable of activities and detail the assessment requirements for each unit during the first week and provide on-going support and guidance. The nature of each assessment is clearly articulated in the student handout for each unit, which is presented to students during the first class related to each unit.

The principal contributory factors involved in the promotion and support of student learning and the achievement of intended learning outcomes are:

Unit delivery methods: lectures, tutorials, practical activities, industry visits and field trips, seminars led by industry specialists and employer presentations.

Technology: the use of appropriate technologies in teaching rooms to facilitate a student centred learning network. For example, computer 'docking stations' in teaching rooms and offices that facilitate the multi use of staff laptops. The campus is fully Wi-Fi enabled and all unit materials are available via 'Moodle' which also serves as an interactive communication forum between students and academic staff. Specialist programmes/media bases are available for use in certain subjects (e.g. accounting and finance; food production and service). IMI seeks to provide modern technologies as are appropriate to student learning while conserving those more traditional methods deemed to be effective in promoting a teaching and learning culture.

Facilities: The provision of appropriate specialist facilities, including training restaurants and kitchens.

Internships: The provision of career development support. IMI places great emphasis on the provision of quality internships. The number of international opportunities is actively being increased to reflect the students' interests and nature of global developments.

Personal Development: Supporting students in their personal and professional development through dedicated units at all levels of the programme.

5.2 Assessment Strategies

Assessment at IMI is an integral part of the teaching and learning process and relates clearly to the learning outcomes of the programme and units. Student assessment is through a mix of coursework (group and individually based), presentations (group and individually based), practical assignments (group and individually based) and examinations. A balance of formative and summative assessment is used to support student learning and development.

The programme assessment strategy has been informed by the Brookes Assessment Compact to ensure that:

- Different assessment methods are practiced to ensure wide development of skills and maintenance of interest.
- There is, where possible, a balance of assessment across the semester to avoid concentration of deadlines workloads (a schedule of assessment is available to students).
- The assessment method is suited to the particular knowledge, understanding and attributes being developed and assessed each time.
- The learning outcomes being assessed and the assessment criteria are set out in guidance and used in grading and marking.
- Constructive feedback is provided promptly and where possible coursework is marked and returned by seminar leaders to provide additional opportunity for students to gain clarification on feedback if desired.

Source: <http://www.brookes.ac.uk/aske/documents/BrookesAssessmentCompact09.pdf>

5.3 Assessment regulations:

The BA International Culinary Arts Programme is governed by the Oxford Brookes Regulations which can be seen at <http://www.brookes.ac.uk/regulations>. Specific Assessment Regulations for the programme are given in Appendix D in The Programme Handbook.

The regulations identify the key principles of assessment and specific facets of the assessment process including: Programme assessment strategies, unit assessment strategies, students' responsibilities, changes to assessment arrangements, mitigating circumstances, marking and moderation, external examiners, examination committees, review of and appeal against a decision of an examination committee, outcomes of assessment, failure and re-assessment, compensation for failure in assessment, publication of results, cheating.

The following is a brief summary of these regulations:

The purpose of assessment is to enable all students, as individuals, to demonstrate they have fulfilled the objectives of the programme of study and have achieved a standard sufficient to justify an award. Students will be exposed to a variety of modes of assessment over the course of the full diet of ICA programmes of study. All assessments are designed to enable students to demonstrate that they have achieved the learning outcomes of a unit and students are provided with full details of how they are to be assessed on a Unit. All assessments are set out in the Unit handbook associated with Unit.

Just as academic staff have a responsibility to make clear the nature of each Unit assessment and how students may be assessed, students have a responsibility to ensure they actively engage in assessment activities and to react to assessment feedback provided by tutors. Students must ensure that they submit coursework as required, attend examinations and behave in accordance with examination regulations, ensure that they understand what constitutes academic misconduct (including plagiarism) and ensure they avoid such misconduct.

Should a student have a disability that affects academic performance, then special arrangements can be made to help the student with assessment arrangements. However it is important that a student discloses their disability to IMI so that the most appropriate help can be identified. Students who experience serious personal difficulty in the context of an examination or coursework submission or serious personal circumstances that affect study performance, then consideration of mitigating circumstances may be applied for, i.e., for circumstances that affect performance that are beyond the control of the student. However, the requirements and process for acceptance of any mitigating circumstances are stringent and full documentary evidence must be provided.

The marking of assessments is an essential part of the work of a University. All assignments and examinations are set by an IMI academic staff, moderated by other IMI academic staff and forwarded for approval, by an external examiner, prior to issue or sitting by students. When students submit a coursework assignment or after sitting an exam, the students work is first marked by an IMI member of staff, second marked and moderated by a different IMI member of staff and then further moderated by an external examiner. This is all to ensure fairness and consistency in marking. All marking is related to clear criteria for marking that are, in turn, related to the learning outcomes for a unit. Should a student fail a unit then opportunities for re-assessment will be offered, subject to conditions related to the nature of the failure.

The role of an external examiner goes beyond that of moderation and IMI, in conjunction with Oxford Brookes, is obliged to appoint external examiners for wider programme quality assurance purposes. The full external examiner role is to provide a judgement on the rigour of the University's processes for maintaining academic standards (Oxford Brookes University regulations) and to ensure comparability of standards with other UK based institutions offering similar awards. External examiners are also used to provide advice on updating course content and learning strategies and they attend examination committees, at which all student marks and a student's performance in an academic level are reviewed, to ensure that balanced and fair judgements in relation to student awards are made by such committees.

The Oxford Brookes Assessment Regulations also outline the review and appeal procedure that a student may initiate should a student be unhappy with the decision of an examination committee. A request for a review is subject to stringent criteria and will be conducted by an appeal committee that is comprised of members who do not have a close study or professional relationship with the student making the appeal.

5.4 Development of Graduate Attributes

The Graduate Attributes are developed and the associated programme learning outcomes are achieved, through the study of the units outlined in section 4. The following outlines the relationship between the units studied, throughout the levels of the programme, the IMI approach to teaching, learning and assessment and the Graduate Attributes. The internship opportunities offered throughout the programme also allow opportunities for, well-considered, reflective thinking in a professional practice environment.

Academic literacy

Academic literacy relates to the development of specialist knowledge associated with the study of culinary arts in an international context, along with an understanding of the breadth of the subject and associated terminology. Academic literacy also relates to what it means to think and behave as a member of the Culinary Arts professional community. All units offered throughout the levels of the programme contribute to a student's knowledge of culinary arts, in both a theoretical and practical sense, encourage critical evaluation of such knowledge, and also consider wider associated issues such as marketing and human resources management in an international culinary context.

Research literacy

Research literacy relates to the ability to be a critical user and conductor of research, including understanding methods of research and the appropriateness of their use depending upon the research context. Students are encouraged to read published research on the subject of culinary arts in an international context and to reference and use this reading in their unit assessments. Units such as the level 5 Menu Design and New Product Development and the level 6 International Culinary Arts Business Concept not only encourage the study of research methods but also the use of such research methods in the context of personal research.

Critical self-awareness and personal literacy

Critical self-awareness and personal literacy relate to how one learns, the ability to assess the work of others and the need to be able to assess one's strengths and weaknesses. It extends to personal organisation, the ability to function as an independent learner and to work with others in a group or collaborative context: necessary skills in the context of a student's future employability. The units of study identified in section 4 provide the opportunity for both independent and collaborative work with other students and, in both contexts, encourage good personal organisation. The level 4, 5 and 6 Personal and Professional Development units progressively help develop personal learning skills and, in conjunction with the internship experience, are intended to focus attention on the need for reflective learning practice.

Digital and information literacy

Digital and information literacy relates to the development of skills that enable students to become confident and agile users of a range of technologies for personal, academic and professional purposes. These are necessary skills that will enable students to succeed in academic and professional contexts and are important in terms of enhancing employability opportunities. A condition of study at IMI is that each student must bring and utilise a laptop. Unit teaching and learning is enhanced by all students actively using the IMI Moodle virtual learning environment. The use of on-line resources is encouraged and on line survey analysis is fully explored in the level 6 International Culinary Arts Business Concept unit. The use of information technology is essential to the success of the hospitality industry, including the culinary facet, and the student use of industry specific software, such as `MenuCalc`, is a requirement and essential for the successful completion of assessments. `MenuCalc` is introduced in the level 4 Professional Kitchen Techniques unit and its use is developed though, for example, the level 5 European Culinary Skills and Application and level 6 Practical Gastronomy units. Students work with `micros`, as an industry specific point of sale system within Level 4 unit Restaurant Management and Control, and a Managing Information Systems unit is included in level 6. The nature of IMI, as a residential institution with an international student base, means that the use of social media sites are an automatic facet of life at IMI and these are explored professionally in the level 6 Managing Information Systems unit.

Global Citizenship

Global citizenship relates to knowledge and skills that show cross cultural awareness and the recognition of the value of human diversity. IMI, as a residential international management institution, has an international student and staff base: in the region of 40 nationalities are normally represented in the student body at any one time and the staff body is equally international. Such a range of nationalities automatically brings cultural diversity and, although English is the IMI language of tuition, business and social activity, all students and staff speak at least two languages. Thus tolerance, equity and the acceptance of religious and cultural diversity are engrained in the fabric of IMI. The Personal and Professional Development units at all levels, the level 5 Managing People in the Hospitality Industry and the level 6 International Gastronomy units are examples of units that serve to reinforce and develop the concept of global citizenship. The internship opportunities that students engage in may be in the German or French parts of Switzerland, however, they are as likely to be in another country: in either case the concept of the IMI student as a global citizen is further reinforced.

5.5 Study Hours and Class Contact

The programmes at IMI are intensive study programmes. Levels are run over an approximate 6 month time frame that involves two terms of study. Units are usually delivered within the context of a term, but some units, e.g. the International Culinary Arts Business Concept, are delivered over both terms.

Each single unit is worth 10 credits and a double unit is worth 20 credits. Each single unit requires 100 hours of study effort and double units 200 hours. Study hours are comprised of formal teaching activities (approximately 24 hours of tuition per 10 credits), guided self-study and assessment activities. Typically, students will complete 6 or 7 (10 and 20 credit) units and therefore be engaged in 1200 hours over the course of a 6 month block of study (notionally 600 hours per term). The scheduled class hours for each unit will differ, but typically a student can expect to be in class for around 2 to 5 hours per week for each unit. International Culinary Arts units that involve kitchen or restaurant activities will typically require higher levels of contact time.

Some units also incorporate field trips which may involve students in activities taking place for periods of between several hours to several days. Students are given detailed information at the beginning of each unit about the way study hours are divided up and how class time and activities are scheduled. Guided support and learning resources is also provided on `Moodle` for each Unit and Unit tutors provide additional support outside of class through tutorials and arranged meetings with students.

5.6 Supervised Work Experience:

The development of students' employability skills, through work-based learning and engagement with external organisations, forms a critically important element of the programme. After the first semester of the programme (level 4) students have the option to undertake a paid 6 months internship in the international culinary industry. After level 5 studies there is compulsory internship experience and a final internship opportunity will follow the level 6 semester of study, but will be open only to those students who enter at level 6 who have not had a prior internship experience.

In identifying an internship opportunity, students are supported by a dedicated team of academics and administrative staff who ensure that they secure an internship that matches their aspirations and abilities. IMI recognises the importance of matching students with the right internship experience and employer and our team have extensive experience of matching students with appropriate employers. Students are guided in understanding the competences employers value and in how to articulate their achievements through job application and interview stages. Students are therefore not left to find their own internship but are instead guided towards employment opportunities by highly experienced tutors. All students are interviewed by the internships team at IMI prior to applying and will be matched to specific employers from an extensive network of employers (for examples of recent work placement organisations see section 9). During the internship experience support includes workplace visits and on-going advice from the internships team.

5.7 Extra and Co-Curricular Opportunities:

There are a very wide range of extra and co-curricula learning opportunities within IMI and students are encouraged to take full advantage of these. Additional language classes are provided, specifically in French and German, for those students who wish to undertake an internship in Switzerland. IMI students also have the opportunity to participate in the organisation and delivery of external events, e.g. the World Tourism Forum in Luzern and the Luzern Marathon and also have the opportunity to attend events, e.g. the Munich career fair. Visits to local industry are organised to support learning in certain units, e.g. the Luzern Eichhof Brewery as an adjunct to the Wine and Beverage Studies unit.

As IMI is a residential institution, numerous social and sporting activities take place. These help to bond the national and cultural diversity of the student body into a whole: sports days and international nights occur 4 times a year and visits to local attractions and site of interest are organised. The IMI Student

Representative Council plays a key role in the organisation these social and sporting activities (see section 7 for more information on the Student Representative Council).

SECTION 6: ADMISSIONS

6.1 Entry criteria:

General Admission Requirements

- a) Admission to the ICA programme shall be subject to the principle that IMI, through the Registrar and Programme Leader, has a reasonable expectation that the applicant will be able to fulfil the learning objectives of the programme chosen and achieve the standard required for the award.
- b) In dealing with admissions, the Programme Leader/Registrar shall have regard for such policies as the IMI Programmes Committee and Dean and Oxford Brookes University may determine.
- c) When considering an application to the programme, evidence will be sought of personal, professional and educational experience that provides indications of the applicant's ability to meet the programme aims.
- d) All applicants must have a sufficient command of the English language to be able to meet the programme requirements.
- e) By the commencement date of any programme, students must have attained a minimum age of 18.

Programme Specific Entry Requirements

Entry to Level 4 of the ICA Programme

All candidates should:

- a) possess an appropriate school leaving qualification as defined by the UK UCAS and British Council guidelines or have successfully completed the IMI level 3 Certificate award.
- b) hold a professional qualification or an award which is deemed to be of equivalent academic standing to the IMI level 3 certificate i.e. normally a level 3 award in a culinary or a related subject (e.g. hotel management) that contains a culinary element.
- c) be able to demonstrate a proficiency in English to IELTS 5/TOEFL 500 or equivalent. (On entry, all students are tested on their level of English competence. Those failing to meet the required standard will be required to improve their competence to the standard before commencing the programme, i.e., completion of the IMI UEPP1 and UEPP2 Programmes as necessary).

Entry to Level 5 of the ICA Programme

All candidates should:

- a) hold a professional qualification or an award which is deemed to be of equivalent academic standing to the IMI level 4 qualification, normally a level 4 award in a culinary or related subject (e.g. hotel management) that contains a significant culinary element.
- b) be able to demonstrate a proficiency in English to IELTS 5.5/TOEFL 550 or equivalent. (On entry, all students are tested on their level of English competence. Those failing to meet the required standard will be required to improve their competence to the standard before commencing the programme, i.e. completion of the IMI UEPP1 and UEPP2 Programmes as necessary).

Entry to Level 6 of the ICA Programme

All candidates should:

- a) have successfully completed the IMI level 5 programme or possess a recognised cognate qualification, normally a level 5 higher diploma in culinary arts.
- b) be able to demonstrate a proficiency in English to IELTS 6.0/TOEFL 600 or equivalent. (On entry, all students are tested on their level of English competence. Those failing to meet the required standard will be required to improve their competence to the standard before commencing the programme, i.e. completion of the IMI UEPP2 and UEPP3 Programmes as necessary).

Admission with Credit

At the discretion of the Programme Committee and Programme Leader, an applicant may be admitted with credit to the ICA programme where they have fulfilled equivalent assessment and progression requirements, and they will be able to fulfil the learning outcomes of the programme and attain the standards for the award.

On entry to the Level 4 and Level 5 of the programme, credit for one unit at either or each level may be awarded when clear and unambiguous evidence that the subjects for which credit has been applied for has been assessed and evidence that the learning outcomes have been achieved has been provided. Each application for credit will be considered individually on its own merit. No credit will be granted for level 6 of the programme.

6.2 CRB checks

N/A

SECTION 7: STUDENT SUPPORT AND GUIDANCE

A variety of policies and procedures are in place to support students throughout the programme:

All students on entry are given a formal induction to the policies and procedures of IMI, a library tour, introduction to the computing facilities of the School, clear guidelines on staff responsibilities (Academic and Pastoral) and the IMI Information Technology team who provide information technology support. The induction sessions go beyond an introduction to IMI and the programme, they also provide information on living in Switzerland and the canton of Luzern. All students are provided with a general IMI student handbook. As IMI is a residential school, this outlines what constitutes acceptable behaviour both in class and at the evenings and weekends. This handbook also outlines key student duty responsibilities in the context of a residential school.

Within the School there is a Professional Attitude model and system that encourages students to comply with explicit codes of dress and conduct in their daily educational programme. The employers who visit IMI value this stress on a professional conduct model as it translates to the external business world.

All students are provided with an IMI written guide to core academic skills. Formal seminars and lectures, as part of an induction programme, are given to support the material contained therein. The Personal and Professional Development units at all levels also provide support for wider academic study.

The Hospitality, Culinary, Tourism and Events Management Undergraduate Programme Leader is the first point of contact for academic issues. The Programme Leader monitors attendance and academic performance and initiates academic and pastoral counselling as appropriate. As IMI is a residential school, residential supervisors are on duty 7 days per week, 365 days of the year, and a member of the senior management team is always on emergency call.

The 'student voice' is 'heard' through the use of unit review forms, school review forms (for essentially non-academic matters) and a formally elected Student Representative Council which meets on average every three weeks. The minutes of the Student Representative Council are circulated publicly and academic matters are referred to the Programmes Committee which deals with the School's undergraduate programmes. The relatively small scale of IMI and an 'open door' policy related to academic staff offices also facilitates easy communication and exchange of views with students.

SECTION 8: GRADUATE EMPLOYABILITY

IMI provides individual assistance to students to secure their internships during their studies and also offers a careers service for graduates and alumni to secure employment. Our dedicated Careers and Internships staff hold individual meetings with all students and also organise workshop sessions on career related topics such as CV writing, interview skills and work permit information sessions.

The culinary arts graduates will have gained sufficient culinary theoretical, practical and technical skills to allow them to perform at Chef de Partie or Demi Chef de Partie level in a kitchen within a hotel, restaurant, catering company or other culinary environment. Some students will go on to manage their own restaurants or attain management positions within the broader culinary industries. The position they can attain upon graduation is also dependent on their previous experience and choice of internship locations. Many culinary students opt to gain experience in a culinary rotation as a trainee and the USA proves to be very popular with our international students.

Twice yearly (normally in February/March and September/October) Career Days are organised on campus and industry visitors are invited to present and interview directly on campus. This has proved to be highly popular with employers and students alike as they are allowed the opportunity to interact directly with each other. Interviews are organised for internships and job opportunities.

Some examples of recent internship and job placements:

Culinary Coordinator at The London West Hollywood by Gordon Ramsay, Los Angeles, USA
Culinary Trainee at Houston Country Club, Texas, USA
Culinary Trainee at Frenchman's Creek Beach & Country Club, USA
Culinary Trainee at Marriott Hanbury Manor, UK
Culinary Trainee at Seehotel Kastanienbaum, Luzern, Switzerland
Culinary Trainee at Kempinski Mont Pélérin, Vevey, Switzerland
Culinary Trainee at Président Wilson Hotel by Starwood, Geneva, Switzerland
Culinary Trainee at The Saujana Hotel, Kuala Lumpur
Culinary Intern at Noma Restaurant, Copenhagen, Denmark
Culinary Intern at The Fat Duck Restaurant, Bray, UK
Demi Chef de Partie at One & Only Reethi Rah Resort, Maldives
Commis 1 at Waldorf Astoria Hotel in Ras Al Khaimah, USA
Commis 1 at The Ritz Carlton Millenia, Singapore

On graduation from IMI, students become part of the IMI Alumni and are able to interact with previous graduates; they also receive notifications of jobs posted on the Alumni website and continue to receive career support.

SECTION 9: LINKS WITH EMPLOYERS

The culinary arts programme involves a number of visiting tutors and industry professionals who conduct specific sessions on a variety of culinary related themes, such as:

- Food, vegetable and ice carving
- Confiserie, bakery and chocolate work
- Molecular cuisine and underpinning theory
- Traditional French/European cuisine specialist workshops
- Banqueting patisserie
- Culinary industry human resources management

The classwork is complemented by excursions organised for the culinary students, such as visits to bakeries, factories, breweries and local farms and firms. This allows students to further appreciate and understand the sourcing of ingredients and to view production or processes in the various establishments. Industry exposure for students is reinforced by participation in events organised internally as well as externally when our students are invited to assist at special events. The internship experience also gives a major opportunity for work based learning.

Contact with local and international partners in the culinary field are further enhanced by the awards received by our senior Chef Shaun Leonard, as well as his participation in a number of recognised associations, such as the CCCL in Luzern as a committee member, medals won in various culinary competitions locally and internationally. Chef Shaun Leonard is a member of the Swiss Cooking Association, the Craft Guild of Chefs in the UK and is also a recognised Culinary Instructor in WACS. ICA students will also have the opportunity to become involved in these competitions.

SECTION 10: QUALITY MANAGEMENT

IMI fully complies with the Oxford Brookes Quality Assurance systems and has had many years of experience in operating such systems.

- Two exam boards take place each year, in January and June. External examiners, approved by Oxford Brookes, visit IMI for 2 days for each exam board, where they inspect samples of student work and provide feedback to the IMI Academic Management Team and Programmes Committee.
- Unit evaluations are implemented every term where the students anonymously give feedback on all units.
- Classroom based peer observation, in relation to academic members of staff, takes place once a year. The outcomes of which are used to inform improvements to teaching.
- Annual programme reviews are carried out and the results communicated to Oxford Brookes.
- An Academic Calendar is in place for all academic and administrative staff: with key academic, administrative deadlines and academic team meetings identified.
- A Student Representative Council is elected by the students twice a year. The elected representatives attend the programme committee meetings and give feedback to the Academic Team. Staff student liaison meetings are held in advance of each programme committee so that key concerns and issues are brought to the programme committee meetings.
- Students complete an online survey twice a year in relation to IMI's overall service provision. Areas surveyed relate to academic provision, accommodation (teaching and residential), food, extracurricular activities, events, business field trips and career services.
- All IMI employees are requested to answer an online survey once a year in relation to their working environment and conditions and areas for staff development. The results of this survey help inform staff development s and facility improvements.

IMI is a member of the UK Council for Hospitality Management Education and the Institute of Hospitality. IMI is also audited by and has accreditations from the:

- British Accreditation Council – Last audit April 2013 - IMI received reaccreditation with minor recommendations until May 2017. (See appendix 1)
- ISO 9001 - Last audit February 2013 - IMI received reaccreditation with minor recommendations. IMI is currently working on implementing the ISO 29990 - Learning services for non-formal education and training.
- EduQua – IMI is validated until January 2014 with an audit coming up in December 2013.
- QQQ – IMI received re-certification in December 2013 until 2015.
- IMI is a member of the Federation of Swiss Private Schools and the Swiss Private Schools Register.
- Has been awarded the World Association of Chefs `Recognition of Quality Culinary Education`.