

## Programme specification

*(Notes on how to complete this template are provide in Annexe 3)*

### 1. Overview/ factual information

<b>Programme/award title(s)</b>	Foundation Degree in Professional Practice in Culinary Arts
<b>Teaching Institution</b>	South West College (SWC)
<b>Awarding Institution</b>	The Open University (OU)
<b>Date of first OU validation</b>	May 2021
<b>Date of latest OU (re)validation</b>	N/A
<b>Next revalidation</b>	May 2026
<b>Credit points for the award</b>	240
<b>UCAS Code</b>	N/A
<b>HECoS Code</b>	
<b>LDCS Code (FE Colleges)</b>	
<b>Programme start date and cycle of starts if appropriate.</b>	September 2021
<b>Underpinning QAA subject benchmark(s)</b>	QAA Undergraduate Subject Benchmark Statements for Events, Hospitality, Leisure, Sport and Tourism (2019)
<b>Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.</b>	South West College's Development Plan Feedback from industry (Industrial Advisory Board) Student focus groups
<b>Professional/statutory recognition</b>	
<b>For apprenticeships fully or partially integrated Assessment.</b>	
<b>Mode(s) of Study (PT, FT, DL, Mix of DL &amp; Face-to-Face) Apprenticeship</b>	Part time - Face to Face
<b>Duration of the programme for each mode of study</b>	PT – 3 Years
<b>Dual accreditation (if applicable)</b>	N/A

<b>Date of production/revision of this specification</b>
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May 2021
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**Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.**

**More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in student module guide(s) and the students handbook.**

**The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.**

## 2.1 Educational aims and objectives

The predominant aim of the Foundation Degree in Professional Practice in Culinary Arts course is to furnish a coherent, yet flexible, undergraduate programme of study which will immerse and engage learners in an academically challenging and stimulating educational experience and produce dynamic graduates who are intellectually competent and vocationally prepared to build and develop professional careers in the catering industry.

The emphasis is on equipping learners with the ability, skills and knowledge to successfully expand their creativity and develop careers in sustainable product and menu development and hospitality companies or start their businesses. The FD programme is regarded as a natural progression route for students completing the NVQ Level 3 Certificate in Kitchen and Larder and/or Patisserie and Confectionery.

The design of The Foundation Degree will enable students to progress to a BA (Hons) Top-Up in Professional Practice in Culinary Arts at South West College (SWC). The complementary nature of these programmes reflects the continuing changes in the food industry.

The Foundation Degree course will focus on developing knowledge of the field (content) while giving the learners the opportunities to apply their learning in practical contexts (experience) while enhancing their learning through problem-solving approaches (challenging and authentic tasks). The learning approaches will consider the diverse backgrounds of learners, nurturing them through Level 4 and 5 while developing them into independent learners and critical divergent thinkers ready for employment or post-graduate study (through an inclusive learning environment and activities linked to the overall student experience).

The Foundation Degree programme looks to support the vision of SWC for its learners by challenging current processes and practices and exploring new concepts. SWC learners must be encouraged to adopt a critical approach and challenge conventional thinking about professional kitchen practice and kitchen management concepts.

One such evolving and expanding concept is sustainability and this is embedded within the overall context of the programme to reflect the ongoing developments. Learners will be encouraged to apply creative thinking, solve problems, address solutions and apply strategies to identify sustainable issues. The awareness and focus of sustainable issues

have increased in the hospitality industry, and so, sustainable principles and practices underpin the learning throughout this course. Culinary practitioners are strategically placed to accelerate changes within the hospitality industry owing to their direct links to food supply chains and consumers. There is evidence of consumer demand for environmental restoration and social progression in the UK hospitality sector as a result of the current pandemic (Sustainable Restaurants Association, 2020). The principles and practices embedded within the programme content are aligned to the journey SWC is undertaking toward a sustainability-driven and informed College, advised and informed using a ONE PLANET LIVING methodology comprising 10 One Planet Living Principles. This programme will specifically focus on contributing to the principles of 'Sustainable Water', 'Materials and Products' and 'Zero Waste'.

To promote an ethos of self-development, self-management and reflective self-assessment through the curriculum to foster a greater awareness and confidence to engage in culinary management.

The teaching and learning strategies have been formulated based on research and professional experience and practice. Teaching and learning are conducted through tutor-led lectures and workshops, learner-led workshops, seminars, practical sessions (in ultramodern training and RWE kitchens), independent research and study, set individual and teamwork tasks, discussions and debates, individual and team presentations and showcases, invited industry and external speakers/stakeholders. Additional laboratory sessions can be accommodated and implemented at any stage of the programme using available facilities such as the CREST Centre, STEM centre and polytunnels at each SWC site. Assessment is through a variety of assignment strategies (in various forms such as written, oral or practical exams) and research projects with end products and results. Transferable skills gained include presentation, research and communication and a deeper academic understanding of the requirements of kitchen management. Learning will be facilitated in a range of ways such as:

- Interaction with an experienced and accomplished lecturer who will contextualise learning relevant to current industry standards and practices.
- Experiential industry visits.
- Interaction with a range of external speakers.
- Working alone as a self-motivated and independent learner to accomplish learning tasks and assignments.
- Working as a team member to achieve a range of learning tasks and assignments.

Learners will have to demonstrate and apply their knowledge and understanding to a range of learning outcomes specific to each learning module providing transferable skills needed for lifelong learning. The learning modules aggregate to fulfil the programme learning outcomes. Learners will be able to graduate from the programme upon the achievement of these outcomes.

## Aims

The programme aims have been developed with the learner in mind and that upon completion of the Foundation Degree in Professional Practice in Culinary Arts the learner will be able to:

- Demonstrate knowledge and understanding of a range of topics in practice and management related to regional and national job opportunities within the sector while also developing the learners' knowledge and critical perception of contemporary techniques to underpin emerging culinary activities.
- Appreciate the importance of both theory and practice for effective kitchen management.
- Develop critical thinking in practical and technical skills to encourage creativity and innovation.
- Develop academic writing and thinking skills.
- Stimulate the development of their culinary skills and apply this to broader business activities and the role of the entrepreneur.
- Apply research methods including design, methodical data collection, analysis and critical interpretation of data collected and use of proper technologies and techniques specific to culinary practices and present in a more constructive and influential manner.
- Evidence the development of practical and professional work-related leadership skills, including the need to meet ethical issues, health and safety requirements, relevant legislation and professional codes of conduct.
- Demonstrate a range of transferable employability and lifelong learning skills, including the use of self-reflection, self-appraisal and independent approaches to learning as reflective practice for continuous professional development and career progression.
- Develop management and business skill relevant to the industry.
- Effectively use a range of communication skills for different purposes, including the effective use of ICT.
- Confidently present and discuss work in a professional manner.
- Utilise enhanced employability skills in developing a career in culinary management.
- Utilise knowledge and experience gained as a progression route to the Level 6 Honours Degree programme (Top-Up).

### **Programme Transferable and Generic Skills**

Transferable skills, or 'employability skills', are those which will help learners on the programme not just in the transition from the classroom to the workplace but throughout their entire career.

The recognised need for flexible multi-skilled staff and the move towards a competency-based workforce make the inclusion of transferable skills on the Foundation Degree programme significant. These skills support the subject-knowledge base and practical skills to include lifelong learning and the capacity to adapt to changing job roles.

Based on a review and analysis of transferable skills undertaken by Universities UK, the overall content of this programme gives rise to the following transferable skills being gained and put into practice by learners over the course of the programme, through a range of teaching, learning and assessment strategies.

<p>Active listening Analysis and decision-making Application of IT Application of numeracy Attention to detail Attitudes and aptitudes for work Business and customer awareness Character/personality Cognitive flexibility Communication skills, oral and written Complex problem solving Confidence in self Coordinating with others Creativity Critical thinking Dealing with people Digital application skills Emotional intelligence Employability Skills Entrepreneurship</p>	<p>Evaluation of own Performance/Peer Performance Flexibility Initiative and ability to follow instructions Intellectual ability International cultural awareness Interpersonal and communication Judgement and decision making Knowledge of chosen job/career Leadership Lifelong Learning skills Literacy Management of learning Managing others Meeting deadlines Motivation, tenacity and commitment</p>	<p>Negotiation skills Passion Personal development skills Persuading/influencing Planning and organisational skills Positive attitudes to work Problem solving Professional presentation Quality Control Reasoning Reflective practice Resilience Responsibility Self-management Service orientation Social Intelligence Team working Technical skills Time management Use of effective IT skills</p>
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## 2.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

SWC consists of four campuses in Cookstown, Dungannon, Enniskillen and Omagh, which serves a population catchment area of 190,000. The College is the provider of Further Education (FE) and Higher Education (HE) in the west of the province and covers the broadest geographical area. Vocational catering programmes are delivered at three of the campus: Dungannon, Enniskillen and Omagh, offered on a full-time and part-time basis. The Foundation Degree in Professional Practice in Culinary Arts will provide progression opportunities for these learners.

The Foundation Degree seeks to develop a range of intellectual, cognitive, practical and transferable skills. These are introduced across the programme and are developed both between and across each level. The programme has been designed in a way to provide learners with the opportunity to enhance their knowledge and skills at each level and within modules taught at each level. The programme and module design are based on, research against similar programmes, benchmarking, the input of industry representatives and the views of students and alumni.

**At Level 4 learners will undertake six compulsory 20 credit modules:**

- Kitchen Wellbeing and Professional Growth.
- Advanced Kitchen and Larder.
- The Compliant Kitchen.
- Advanced Patisserie and Confectionery.
- The Profitable Menu.
- The Big Event.

**At level 5 learners will undertake four compulsory 20 credit modules and one compulsory 40 credit module:**

- Sustainability – Land and Sea.
- The Ethical Kitchen Leader.
- Food and Society – Changes and Effects.
- The Innovative Chef.
- Work Based Learning.

Upon successful completion of Level 4 and Level 5 modules, students will have attained the award of Foundation Degree (FD).

Successful completion of the FD Level will allow for progression to the BA (Hons) Top-Up Degree in Professional Practice in Culinary Arts.

The programme will prepare learners for career progression and opportunities in a range of industry sectors under the umbrella of a global industry; achievement of the FD in Professional Practices in Culinary Arts may well offer learners professional positions throughout the world.

2.3 For Foundation Degrees, please list where the 60-credit work-related learning takes place. For apprenticeships an articulation of how the work based learning and academic content are organised with the award.

Not Applicable

2.4 List of all exit awards

Certificate of Higher Education (Cert HE) upon successful completion of 120 credits at Level 4.

Foundation Degree (Fd) upon successful completion of 240 credits at Level 5.

### 3. Programme structure and learning outcomes

#### Full Time

<b>Programme Structure - LEVEL 4</b>					
<b>Compulsory modules</b>	<b>Credit points</b>	<b>Optional modules</b>	<b>Credit points</b>	<b>Is module compensatable?</b>	<b>Year/Semester runs in</b>
Kitchen Wellbeing and Professional Growth	20			Yes	1/1
Advanced Kitchen and Larder	20			Yes	1/1
The Compliant Kitchen	20			Yes	1/1
Advanced Patisserie and Confectionery	20			Yes	1/2
The Profitable Menu	20			Yes	1/2
The Big Event	20			Yes	1/2

#### Part Time

<b>Programme Structure - LEVEL 4</b>					
<b>Compulsory modules</b>	<b>Credit points</b>	<b>Optional modules</b>	<b>Credit points</b>	<b>Is module compensatable?</b>	<b>Year/Semester runs in</b>
Advanced Kitchen and Larder	20			Yes	1/1
The Compliant Kitchen	20			Yes	1/1
Kitchen Wellbeing and Professional Growth	20			Yes	1/2
The Profitable Menu	20			Yes	1/2
Advanced Patisserie and Confectionery	20			Yes	2/1
The Big Event	20			Yes	2/1



Intended learning outcomes at Level 4 are listed below:

<b><u>Learning Outcomes – LEVEL 4</u></b>	
<b>3A. Knowledge and understanding</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>A1:</b> Describe and underline the practical applications of relevant theories of the discipline.</p> <p><b>A2:</b> Demonstrate creative thinking and innovation in the food industry</p> <p><b>A3:</b> Develop personal performance in a range of culinary and managerial skills and integrate knowledge, skills, and practices required for careers in the industry</p> <p><b>A4:</b> Apply concepts, principles, terminology, systems and procedures of kitchen and food production operations to practical and theoretical processes.</p>	<p><b>Learning and Teaching Methods:</b> Subject-related qualities are acquired mainly through lectures, tutorials, seminars, practical-based exercises, directed reading, videos, IT based resources, case studies, virtual learning environment (VLE) integration and experiential learning. Tutorials promote reflective learning and the development of generic skills. Live projects and work-related learning also provide vehicles for learning and teaching.</p> <p>Exploration, analysis and evaluation of industry practice will enable learners to work on academic writing skills, make judgements and develop arguments pertaining to the industry while expanding their knowledge and understanding at Level 4. This familiarity of terminology and context at Level 4 will form the basis of their knowledge and understanding for Level 5.</p> <p><b>Assessment Methods:</b> Testing the knowledge base is principally through coursework, assignments, examinations, reports, online tests, research reports and presentations to include PowerPoint presentations.</p> <p>Assessment strategies offer students clear guidance regarding future development. Self-reflection constitutes an influential part of formative assessment. Summative assessment provides learners with clear and concise feedback to embed good practice in future knowledge acquisition.</p>

**Learning Outcomes – LEVEL 4**

**3A. Knowledge and understanding**

**A5:** Develop knowledge of environmental and legal issues which underpin best practice in a kitchen environment

**A6:** Comprehend the roles, responsibilities and skillset of managers working in this industry and challenges faced

It also informs learners how to improve and expand their knowledge in continuing studies, particularly as they move from Level 4 to Level 5 and beyond.

<b>3B. Cognitive skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>B1:</b> Define, explain and critically evaluate a range of case studies, concepts, models, theories, principles and practices in the context</p> <p><b>B2:</b> Select appropriate data from a range of sources and undertake independent research tasks to develop creative and innovative skills and solutions to simple well-defined problems</p> <p><b>B3:</b> Demonstrate self-awareness and be responsible for personal performance while participating actively in critical feedback to make informed choices relating to newly acquired knowledge development</p> <p><b>B4:</b> Illustrate commercial awareness and interpret information to inform the decision-making process</p>	<p><b>Learning and Teaching Methods:</b> Learners are challenged to develop their cognitive skills by developing arguments and hypotheses based upon their research. They will explore diverse topics and develop a critical analysis of their findings.</p> <p>Intellectual qualities are developed mainly through lectures, seminars, tutorials, coursework, assignments, experimental work and projects.</p> <p>Students will be presented with briefs (both live and simulated) that utilises Project-Based Learning, a student-centred pedagogy where students will learn through the experience of solving an industry-defined problem. This approach enables students to develop their critical thinking, creativity and communication skills. This will create contagious energy among students to develop a deeper understanding of the subject and quest for further knowledge and skills through active learning.</p> <p>At Level 4, students will be introduced to fundamental practices across the industry that they will further build on and analyse at Level 5.</p> <p><b>Assessment Methods:</b> Learners will be assessed on their ability to critique and evaluate research. They will develop their knowledge using independent thinking skills and produce recommendations based upon and justified through supporting literature.</p>

<b>3B. Cognitive skills</b>	
<p><b>B5:</b> Communicate in a format appropriate to the discipline and clearly articulate issues and situations in a clear and concise manner</p> <p><b>B6:</b> Demonstrate a range of professional skills; financial, marketing, team-working and leadership.</p>	<p>The assessment focuses on the coursework submissions, class tests, end-of-semester presentations/examinations, essays and project reports. Some of these skills are assessed in formal presentations.</p> <p>Assessment strategies offer students clear guidance concerning future development. Self-reflection and peer evaluation constitute an important part of formative assessment.</p>

<b>3C. Practical and professional skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>C1:</b> Follow and apply safe working practices in practical situations</p> <p><b>C2:</b> Execute practical activities using appropriate techniques and procedures</p> <p><b>C3:</b> Undertake individual and group project work during practical sessions and research projects</p> <p><b>C4:</b> Perform both independently and collaboratively in a professional kitchen environment</p> <p><b>C5:</b> Recognise own limitations and areas requiring further development</p>	<p><b>Learning and Teaching Methods:</b> The learning and teaching methods place emphasis on lectures, practical and experimental work and team projects. Project briefs simulating realistic practice also contribute to teaching and learning.</p> <p>Project briefs simulating realistic practice also provide students with opportunities to hone practical and professional skills and produce excellent outcomes.</p> <p>Working within allotted timeframes and resource constraints develops professional skills worthy of any workplace. Underpinning practical skills are developed throughout the Level 4 modules, providing students with the building blocks needed to acquire new techniques and practices as they progress through the year. At Level 4, the key practical skills will be designed to develop the technical capability needed by students to answer uncomplicated practical problems or briefs, taking responsibility to produce resolute outcomes.</p> <p><b>Assessment Methods:</b> Learners will have the opportunity to use modern, industry-standard equipment to apply their knowledge and develop the skills required for employment.</p> <p>Testing the knowledge base is principally through coursework assignments, reports and essays. Assessment of practical and professional skills is achieved through the practical elements of the level 4 modules. Formative feedback occurs throughout the learning and</p>

<b>3C. Practical and professional skills</b>	
<b>C6:</b> Demonstrate awareness of environmental, sustainable and legal compliance and well being within the catering industry	assessment process. Summative feedback is used to indicate the areas of strength, highlight areas for improvement to strengthen the knowledge, skills and abilities of learners.

<b>3D. Key/transferable skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>D1:</b> Apply a level of numeracy and literacy skills in understanding, analysis and presentation.</p> <p><b>D2:</b> Communicate orally, in writing and demonstrate primary use of media platforms including fundamental IT tools to select audiences.</p> <p><b>D3:</b> Develop an awareness of own ability and limitations and the willingness to seek appropriate support when needed to recognise areas of continuing professional and educational development.</p> <p><b>D4:</b> Source and use appropriate data and information for research and learning</p> <p><b>D5:</b> Work with others, under supervision or with limited independence</p>	<p><b>Learning and Teaching Methods:</b> Transferable and fundamental skills are delivered throughout the course, i.e. lectures, coursework assignments, RWE work. The teaching and learning of ICT skills will be within the course structure. Workshops include demonstrations such as ICT skills, PowerPoint and other IT applications, presentations and library research skills. Effective learning environments are engendered in kitchens and on-site industry visits and workshops with staff and students sharing experiences as partners in learning. Other learning and teaching methodologies include team-teaching, demonstration and peer learning.</p> <p>Workshops with HE Academic Mentors will support learners with research, academic writing and referencing throughout the year. Teaching and learning will be contextualised with social, ethical and legal relevance to the industry. Collaboration and communication techniques will be utilised through all learning and teaching activities, group discussions and simulations, project-based learning activities, report writing and blended and virtual learning platforms.</p> <p>Over the course of the programme, learners are provided with essential information which they must then research, analyse and interpret. Learners will undertake further independent reading to broaden the understanding of specific problems and design principles. This is designed to stretch and challenge learners and develop their ability at Level 4 as preparation for Level 5. Creative thinking and critical analysis are engendered in every aspect of the programme and will be further</p>

<b>3D. Key/transferable skills</b>	
<p><b>D6:</b> Recommend solutions to practical difficulties in limited routine situations.</p>	<p>fostered and encouraged through lecturer mentoring weekly. Discussion and critiques support the development of problem resolution at a higher intellectual level.</p> <p><b>Assessment Methods:</b> Learners will develop subject knowledge from data examination and enhance their understanding of assessments. Throughout the programme learners will develop digital literacy by completing assessments and presentations using suitable methods.</p> <p>The testing of learner knowledge is principally through coursework assignments, reports, online assessment, experimental reports and class tests. Assessment of teamwork is through submission of teamwork tasks, student/peer and self-assessment, and oral presentations.</p> <p>Assessment strategies offer students clear guidance regarding future development. Self-reflection and peer evaluation constitute an essential part of formative assessment.</p>

**Exit Award - Certificate in Higher Education in Professional Practice in Culinary Arts. (Cert HE)**



<b>Programme Structure - LEVEL 5</b>					
<b>Compulsory modules</b>	<b>Credit points</b>	<b>Optional modules</b>	<b>Credit points</b>	<b>Is module compensatable?</b>	<b>Year/Semester runs in</b>
Sustainability – Land and Sea	20			Yes	2/1
Food and Society – Changes and Effects	20			Yes	2/1
The Ethical Kitchen Leader	20			Yes	2/1
The Innovative Chef	20			Yes	2/2
Work Based Learning inc. Research Project	40			No	2/2

**Part Time**

<b>Programme Structure - LEVEL 5</b>					
<b>Compulsory modules</b>	<b>Credit points</b>	<b>Optional modules</b>	<b>Credit points</b>	<b>Is module compensatable?</b>	<b>Year/Semester runs in</b>
Sustainability – Land and Sea	20			Yes	2/2
Food and Society – Changes and Effects	20			Yes	2/2
The Ethical Kitchen Leader	20			Yes	3/1
The Innovative Chef	20			Yes	3/1
Work Based Learning inc. Research Project	40			No	3/2

Intended learning outcomes at Level 5 are listed below:

<b><u>Learning Outcomes – LEVEL 5</u></b>	
<b>3A. Knowledge and understanding</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>A1:</b> Apply technological and managerial principles, methods, materials, products and practices, including codes and standards, appropriate to the study of culinary art, new product development, and related fields employed within the industry.</p> <p><b>A2:</b> Collect and categorise information and ideas in a format to allow evaluation and analysis</p> <p><b>A3:</b> Evaluate management practices of human, economic, and environmental resources</p> <p><b>A4:</b> Build upon and incorporate business resources and concepts; marketing, Human Resources, kitchen operations, and improvement strategies</p>	<p><b>Learning and Teaching Methods:</b></p> <p>Subject-related qualities are acquired through lectures, seminars, directed and self-directed reading, videos and IT based resources, case studies, virtual learning environment (VLE) integration and experiential learning. The use of practical RWE settings is an invaluable aspect of the teaching and learning process.</p> <p>Group critiques and individual tutorials promote reflective learning and the development of generic skills. Live projects also provide vehicles for learning and teaching.</p> <p>At Level 5, the students will be encouraged to contextualise their work, research to expand and strive for improvement in their knowledge, understanding and application of the theoretical contexts and concepts encountered.</p> <p>Work-based learning will challenge students to put their acquired knowledge into independent professional practice at Level 5, preparing students for the challenges of Level 6.</p> <p><b>Assessment Methods</b></p>

<b><u>Learning Outcomes – LEVEL 5</u></b>	
<b>3A. Knowledge and understanding</b>	
<p><b>A5:</b> Develop personal performance through the integration of knowledge, skills and practices in a range of culinary and managerial fields to formulate depth of understanding to strengthen career progression in the industry</p> <p><b>A6:</b> Develop knowledge of moral, ethical, environmental, sustainable and legal issues which underpin best practice in a kitchen environment</p>	<p>Formative and summative assessment is principally through coursework, assignments and reports. Other assessment evidence may be generated using Log Books/Diary/Digital Diary, Reflective Journals, Visual Commentary (including PowerPoint presentations, mood boards, posters and other suitable IT applications) and end product prototypes.</p> <p>Assessment strategies offer students clear guidance regarding future development. Self-reflection and peer evaluation constitute an important part of formative assessment.</p>

<b>3B. Cognitive skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>B1:</b> Research and assess subject-specific facts, theories, case studies, principles, concepts, related laws and processes</p> <p><b>B2:</b> Use appropriate data from a range of sources, undertake independent research tasks to allow for interpretation, description and analyse of information from catering related data.</p> <p><b>B3:</b> Identify, analyse and solve a range of industry problems using appropriate techniques, principles and innovative theories.</p> <p><b>B4:</b> Assess and analyse food business subject matters that involve a degree of complexity, taking into account conflicting priorities, the broader impacts and limitations in available resources.</p> <p><b>B5:</b> Evaluate the appropriateness of different approaches to solving concepts and practices appropriate to elevate and improve business application</p>	<p><b>Learning and Teaching Methods:</b></p> <p>These intellectual cognitive skills are developed through lectures, seminars, tutorials or practical-based activities, independent project work and work-based learning activities.</p> <p>As with Level 4, students will be presented with briefs, however, at Level 5, project-based learning will move to a more complex industry-defined problem with live briefs, forcing the students to develop their critical thinking, creativity and communication skills.</p> <p>At Level 5, WBL will guide the students to develop more critical awareness, enabling students to formulate ideas and confidently research and experiment to strengthen their outcomes.</p> <p><b>Assessment Methods:</b></p> <p>The formative and summative assessment focuses on coursework submissions, essays and project reports. Other assessment evidence may be generated using Log Books/Diary/Digital Diary, Reflective Journals, Visual Commentary (including PowerPoint presentations, mood boards, posters and other suitable IT applications) and end product prototypes.</p> <p>Assessment strategies offer students clear guidance regarding future development. Self-reflection and peer evaluation constitute an important part of formative assessment.</p>

<b>3B. Cognitive skills</b>	
<b>B6:</b> Demonstrate creative and innovative skills to formulate solutions that allow deeper thinking and application	Where students solve real-life problems, cognitive skills are assessed via pitching and presenting ideas and client feedback on the outcomes produced.

<b>3C. Practical and professional skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>C1:</b> Contribute effectively and constructively to work practices and processes</p> <p><b>C2:</b> Undertake individual and group project work in practical sessions and industry-based supervised work experience and be able to act with increasing autonomy with reduced need for supervision and direction within defined guidelines</p> <p><b>C3:</b> Demonstrate objective judgement and decision making</p> <p><b>C4:</b> Identify role within a group and determine the capability of undertaking specific roles in a range of situations</p> <p><b>C5:</b> Demonstrate the qualities necessary for employment in situations requiring personal responsibility and decision-making skills</p>	<p><b>Learning and Teaching Methods:</b></p> <p>Practical and professional skills are developed through structured practical activities in RWE and catering-related settings. These include practical activities, team projects and ideas generation and solution development workshops and work-based learning experiences. The course team will use guest speakers to enhance delivery and to place emphasis on practical and professional skills within the industry. Learners will also utilise the work placement as an extension of the learning opportunity to build upon skills fostered in Level 4 and will now be enhanced at Level 5.</p> <p>At Level 5, practical and professional skills are inherent in all modules, as learners are expected to deliver practical outcomes to a professional standard at this level. Learn to study and develop independent thinking, problem-solving, analysing, and evaluation and self-reflection skills. Collaborative group-based work will be assessed by work submitted individually and may include an element of assessment by tutor observation of each candidate's contribution to the team and effectiveness as a team member while the team is working on the project.</p> <p>Moving with confidence from fundamental technical skills to become flexible, adaptive and experimental. Responding to live briefs and work experience to successfully adapt to this ever-evolving and creative industry by identifying and solving complex, challenging issues.</p> <p><b>Assessment Methods:</b></p>

<b>3C. Practical and professional skills</b>	
<b>C6:</b> Operate in a professional, legal, moral, sustainable and ethical way in an industrial environment	<p>Formative and summative assessments provided through coursework submissions, essays and project reports. Other assessment evidence may be generated using Log Books/Diary/Digital Diary, Reflective Journals, Visual Commentary (including PowerPoint presentations, mood boards, posters and other suitable IT applications), end-product prototypes, peer and supervisory review/evaluation.</p> <p>Assessment strategies offer students clear guidance regarding future development. Self-reflection and peer evaluation constitute an important part of formative assessment.</p> <p>In Semester 2 of Level 5, learners must prove their professional practice in the Work-Based Learning module. To be successful, learners must display independence, make reasoned judgements in a professional setting. Semester 2, learners will present outcomes of product design and development during a presentation to a panel industry experts.</p>

<b>3D. Key/transerable skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<b>D1:</b> Communicate effectively: orally, in writing and by other media platforms, including ICT tools to differing audiences.	<p><b>Learning and Teaching Methods:</b></p> <p>Key/transerable skills will be developed through lectures, seminars and tutorials. This also includes ICT skills, information management, library research skills and preparation for placement activities. All transferable skills apply to theoretical disciplines, practical and work-based activities.</p>

<b>3D. Key/transferable skills</b>	
<p><b>D2:</b> Apply sound numeracy and literacy skills in understanding, analysis and presentation.</p> <p><b>D3:</b> Formulate and manage fundamental personal learning and development, time management, personal organisation and continuing professional and educational development.</p> <p><b>D4:</b> Identify, source, evaluate and select appropriate data from a range of sources to develop relevant research strategies and information when presenting research and reports</p> <p><b>D5:</b> Work effectively with others, with limited supervision and/or independently</p> <p><b>D6:</b> Recognise or anticipate potential problems and become solution-focused</p>	<p>Other learning and teaching methodologies include team-teaching, demonstration and peer learning.</p> <p>Learners will be provided with key information which they will research, analyse and interpret, then seek out further reading where they must independently broaden their understanding of specific problems and creative design principles. The fundamental design of the programme is to stretch learners, develop their skills at Level 5 as preparation for Level 6.</p> <p>Work-Based Learning and Leadership modules at Level 5 enable students to work in industry (or simulated) contexts driving them to become effective in their time management, taking responsibility for their work, and managing working with others in a professional environment.</p> <p>Creative thinking and critical analysis are applied to all aspects of the programme and will be further fostered and encouraged through lecturer mentoring weekly. Discussion and critiques support the development of problem resolution at a higher intellectual level. At Level 5, students are encouraged to develop their self-reflection and set targets with the tutor, reflecting on feedback and responding to this.</p> <p><b>Assessment Methods:</b></p> <p>Formative and summative assessments will be shown through coursework submissions, essays and project reports. Other assessment evidence may be generated using Log Books/Diary/Digital Diary, Reflective Journals, Visual Commentary (including PowerPoint presentations, mood boards, posters and other suitable IT applications), end-product prototypes, peer and supervisory review/evaluation.</p>



3D. Key/transferable skills	

**Exit Award - Foundation Degree in Professional Practice in Culinary Arts**

#### 4. Distinctive features of the programme structure

- **Where applicable, this section provides details on distinctive features such as:**
  - where in the structure above a professional/placement year fits in and how it may affect progression
  - any restrictions regarding the availability of elective modules
  - where in the programme structure students must make a choice of pathway/route
- **Additional considerations for apprenticeships:**
  - how the delivery of the academic award fits in with the wider apprenticeship
  - the integration of the 'on the job' and 'off the job' training
  - how the academic award fits within the assessment of the apprenticeship

This programme will facilitate the opportunity for successful progression from Level 3 Kitchen and Larder and/or Patisserie and Confectionery to a Foundation Degree in Professional Practice in Culinary Arts.

The Foundation Degree Programme is subject to prominent levels of employer engagement in areas such as curriculum and module design. Employer engagement will be encouraged throughout the programme in curriculum development, evaluation and self-sourced placements on an ongoing basis. The course programme is designed to provide a high-quality academic experience for students and enables student achievement and reliable assessment.

This programme of study will offer clear routes that facilitate opportunities for successful progression from Level 3 City & Guilds NVQ qualifications as well as relevant BTEC, A-Level, NVQ, and Level 4 qualifications, Certificate in Higher Education to this Foundation Degree in Professional Practice in Culinary Arts and subsequently onto BA (Hons) Top-Up Degree in Professional Practice in Culinary Arts.

SWC will be the first regional college in Northern Ireland to provide this type of opportunity for chefs holding vocational qualifications with multiple entry points, including the prospect of going forward and availing of a one-year full-time BA (Hons) Top-Up. The programme is designed with multiple entries and exit points.

Access to a range of Innovation Centres (Innotech, CREST, IMAGE, STEM and IDEA) and dedicated staff to aid project-based learning and research. Students having access to high-quality resources allows them to relate closely to industry-based problems and provides the opportunity for them to offer solutions where appropriate. It is clear from retention statistics that the availability of excellent resources improves the students learning experience and adds value to those learners who prefer practical-based problems.

Learners will engage and develop skills for personal and professional development. This is embedded throughout the programme modules and the Work Based Learning module (WBL) in semester 2 of year 2.

Personal development planning is embedded into tutorial sessions, whereby learners will engage in activities to allow them to complete their course and progress into employment

or level 6 education. This includes career planning, job searching, applications and interview techniques.

The Work Based Learning module will provide the student with opportunities to apply the knowledge and skills acquired from level 4, they will benefit from being exposed to the industry in practice and from meeting and working with other professionals and industry representatives. As well as giving opportunities for the application of knowledge, the work based learning module develops character and realistic attitudes and improves students' skills in communication and decision making and teamwork. It plays a significant part in producing an understanding of the complete process of management and operation and has proved to be a vital factor in preparing students for the world of work. Details of the work based learning are outlined within the module descriptor. Successful completion of the work based learning module is essential to the achievement of the Foundation Degree.

Study skills support is an imperative aspect for all students, details of this are outlined in the SWC HE Handbook, all HE students in SWC receive a copy. Study skills are embedded into each module of study at levels 4 and 5, enabling students to gain skills in report writing, referencing, effective group-working, independent learning, taking notes and examination revision covered in modules within the programme. Further study skills are included in the induction programme, in addition, Student Services staff deliver training sessions to students when requested on Study Skills and Revision Skills. A HE Academic Mentor provides support on a range of study skills such as Academic Writing, Harvard Referencing, Plagiarism, Presentation Skills, Research Techniques, Exam Revision tips and Proof-reading. The Academic Mentor can meet students in small groups or on a one-to-one basis via referrals from HE students, HE Course Tutors or Student Services. Course Directors also offer advice and guidance on study skills during tutorial sessions, particularly before assessment submissions and during the pre-exam period.

Access to a strong teaching team with a range of industry experience, academic and professional qualifications supporting high-quality teaching and learning. Continuing professional development of staff responsible for learning and teaching is paramount to the ongoing progression of students. The College is committed to continuous staff training through staff contracts, the Lecturers into Industry initiative, training needs and staff development seminars. Many on the course team have completed 'Lecturers into Industry' staff development which has been an excellent opportunity for staff to upskill in relevant subject areas to ensure their knowledge and skills are up to date with industry standards. The College's VLE is used extensively to deliver and support learning.

The programme structure enables the engagement and support of guest speakers, visits and other initiatives such as:

- Industry masterclasses from Michelin and Bib Gourmet Chefs.
- Collaboration with chef colleagues through SWC's International programme with colleges and partnerships from Finland, the USA, Spain and Portugal.
- Attendance to national and international exhibitions, conferences, workshops and competitions.
- Opportunity to attend Food on the Edge - a two-day annual symposium in Ireland.
- Participation in Food for Thought - a sustainability EU pilot project in conjunction with colleges from the EU.

The Professional Services department also offers overseas CPD for the teaching team and placements for learners through Erasmus and other international links. This is an area we actively expand upon.

Industry experts and local chefs are invited to lecture part-time adding value and focus to current industry demands and offers an opportunity for guest speakers, site visits and specialised seminars.

The extensive use of resources and the employment of differentiated teaching and learning strategies are incorporated to suit the diverse range of learner's needs. The practice and application of technology allow the students to receive an engaging and life-changing learning experience.

Professional culinary practices and kitchen management are disciplines in which practical skills and the associated theoretical underpinning must contribute to the successful education of graduates. Emphasis is placed on involving the learner in work-related activities, this is where the participation of industrial partners will provide a real-world context capable of stimulating the learner's learning process and help to foster an entrepreneurial spirit in the student. Learners will have the opportunity to engage in empirical research in areas of their choice. The added value of such an approach is to ensure the relevance of the programme requirements to the catering industry. Side by side with the academic development of learners, the programme looks to develop the learner's key skills profile. The importance of such personal, transferable skills in graduates is widely recognised.

##### 5. Support for students and their learning.

*(For apprenticeships this should include details of how student learning is supported in the workplace)*

As part of the OU Institutional Approval, all SWC policies and procedures are aligned to the OU regulations.

Within its Development Plan, the College has identified 'support for students' as a key strategic curriculum challenge. As such, the College has developed a comprehensive programme of student support which it recognises contributes to student retention and success. Students and their learning are supported in a number of ways:

##### **Induction process**

A series of phased Induction sessions provide timely advice on the key aspects of the course and services provided by the College. The Manager of the Centre for Excellence in HE carries out induction to all HE students covering HE in SWC. Induction is then delivered by members of staff from the Course Team and the College Student Support staff (Student Services/Finance/Careers/Learning Resource Centre).

Students returning to year 2/3 undertake a refresher induction. Induction includes:

- Introduction to the teaching team (Meet and greet). Who's who (Course Director, Deputy/Head of School, Head of Faculty etc.).
- A tour of the campus facilities.

- Access and contact information for students to the Course Director and academic staff, Student Services, Finance.
- Introduction to the Course, Course Outline, Structure and Content.
- A College HE Handbook provides a guide to life as a student within the College. It welcomes students to the College, gives detailed information on College structure, staff contact information, teaching and learning resources, health and safety, student support services and details on the college environment. It also provides advice concerning assessment and how to approach study in HE. Printed versions are distributed to each student and are also available electronically from the VLE.
- A Course Handbook provides all the necessary information about the course. It includes information on the teaching staff, outline information on modules to be studied, the course specification and the course calendar. Printed versions are distributed to each student and are available electronically from the VLE.
- Module Handbooks describe the content of each module delivered in a particular year. These provide students with the module teaching and assessment schedules and a list of the recommended texts. Skills are identified in the individual module booklets and highlighted to students at each module induction by the lead tutor. These are again re-emphasised on distribution of assessment material. Printed versions are distributed to each student and are available electronically from the VLE.
- Academic demands of the course. Requirements from students and staff.
- Past students' experiences. Where are they now?
- An outline of how students will be assessed for the duration of their course and what assessment methods will be used.
- Outline opportunities for students to gain tutor formative and summative feedback.
- Outline course regulations: Assessment Policy, Plagiarism Policy, and Internal Moderation Policy.
- Academic Appeals Policy, Complaints Procedure, Submission of Course Work, Examination Process and 1st Sits/ Resits, Extenuating Circumstances.
- The role of the External Examiner.
- Opportunities for students to give feedback (Post Induction Surveys, Module Evaluations, South West College Students/Staff Consultative Meetings, Annual Course Reviews).
- Outline Student Services and Support Available – including information of Student Finance (Full-time and Part-time), Hardship Fund, and South West College Bursaries).
- Outline of the Tutorial support system.
- The role and nomination of class representatives.
- Outline of the VLE to support teaching, learning and assessment, Library and Learning Resource Centre.
- Progression Routes.

### **Course Director**

The Course Director provides a single first point of reference for both new and continuing students. The course director is an experienced member of staff with the responsibility of assisting students in their personal and career development. The course director will monitor student achievement in all modules, conduct staff/student meetings and document the teaching team response to all matters raised by students. Students will be informed of their grades by the course director and may raise issues with the course director at any stage.

The Course Director is responsible for the organisation of the course to include the development of a Staff/Student Consultative Committee which will meet each semester and in accordance with the College's HE Quality Cycle.

The Course Director is responsible for the implementation of the programme's Tutorial programme and, as such, plays a pivotal role in providing academic and pastoral support as well as signposting students to other relevant forms of support available within the College. The Course Director will also liaise with Module Coordinators and Lecturers in the event that a student(s) needs subject-specific guidance and support.

### **Course Team**

The Course Team provide ongoing support to students. This is made possible given the size of each cohort. Students are actively encouraged to participate in class discussions and to clarify understanding during lectures. Students know from induction that they can approach lecturers to discuss any aspect of the module and all staff provide students with their email address. The Course Team also makes effective use of seminars to engage students in learning and as a means of providing additional support for learning where required. Each member of the Course Team uploads their module booklets and learning and teaching materials to Canvas (Virtual Learning Environment). This provides students with access to additional materials that support their learning and understanding.

### **Study Skills**

Tutorial sessions provide students with guidance and support in terms of academic writing skills, managing study, rules for referencing and using library sources. This enables students to reflect on their learning and helps them to identify areas where support is required. Students also receive study skills support in the seminar sessions. Student access to Canvas and the HE Academic Mentors help to provide a comprehensive programme of support.

### **Personal Development Planning**

The HE Academic Support service offers various types of academic support to HE students across all campuses. This may take the form of scheduled workshops or specialised one-to-one support. A Personal Development Plan is agreed for each student by the Course Director/Personal Tutor. This process starts at induction.

### **Career Development Centre**

A centralised Careers Service is available through the student support unit to help students determine their future career and support their applications for employment. South West College has a dedicated Careers Officer based at each of its campuses. Students will discuss career options during meetings with their class tutor. This provides advice and direction to students and enables them to make meaningful use of the careers service during the year.

**Diploma Supplement**

Students will exit with a Diploma Supplement detailing all modules and marks attained throughout the programme.

**Learning Resource Centre (LRC)**

The Learning Resource Centre supports the information needs of all members of the College including students, lecturers, managers and support staff. The LRCs offer an excellent range of services and facilities designed to provide access to both the latest technology and traditional learning resources. Experienced staff are available to answer enquiries and help users to access information and resources.

To support HE students in their research all centres provide a range of mentoring services either in group sessions or one to one including the following:

- Getting ready for academic study.
- Student Inductions-introduction to College Systems.
- Referencing- 'how to reference' and referencing tools.
- Researching projects/assignments - using Discovery.
- Understanding plagiarism and copyright.
- Microsoft Office Suite: email, Word, PowerPoint, Excel, Publisher.
- Library Resources.
- Books, Journals and Magazines.
- E-books.
- Databases.
- Newspapers.
- Reports.
- Heritage Online Library Service.
- Inter Campus Loans Service.
- IT Facilities.
- Computer Suite equipped with a wide range of software.
- High Speed Internet access and Wi-Fi.
- Web based learning resources.
- Blackboard learning environment.
- Printing, Photocopying and Scanning.
- Laptop loans for use in the Learning Resource Centre.

**Information Services Department**

SWC has a dedicated technical services team based on each campus. This team is responsible for the day-to-day running, maintenance and troubleshooting all IT and Technical Support. This team locally support the Trading Room labs and setup and prepare labs for use and order equipment and components.

**Student Support Department**

A dedicated student support team who supports both academic staff and students. The student support team support students through personal or academic difficulties through the implementation of college induction, class representative training, organising of ad hoc training and information events, learning support, careers, enrolment, health, finance and pastoral care.

A centralised Counselling Service is available to students who are experiencing problems with aspects of their lives. If these problems are affecting their studies or academic



progress the course tutor and appropriate members of the course team, co-operate to provide recommended help and advice to the student concerned. This service is provided by the college student services on each campus in the Student Services Office. As the College's HE provision has expanded this has been reflected in the expansion of Student Support Services. An example of this is the introduction of HE Academic Mentors who are available in all campuses. These Mentors provide students with one-to-one support in relation to study skills and academic guidance. They also organise a series of workshops throughout the year in response to the student voice e.g., Harvard Referencing and Report Writing. Support is also available to students online via the Student Hub on Gateway. This provides students with online access to information on careers and employability, HE and Student Support.

Support for particular educational needs is provided to meet SENDO requirements. This may take the form of one-to-one additional support or in certain instances additional time allocation for specific coursework as agreed by the Course Team. This is in accordance with the College's Submission of Coursework Policy.

#### **Sport and Recreation Department**

As South West College students, the students have full access to the various clubs and societies internally and externally to the College.

#### **Students' Union**

South West College Students' Union (SWCSU) is a democratically run organisation that actively works to ensure that the students of South West College are getting the most from their experience. There are four key components of our Union that make up the activities that we do: Democracy and Representation, Student Activities and Events, Societies and a Student Welfare Service.

#### **Student Representation**

Each cohort elects a Student Representative(s). This individual/group of students play a key role in advocating for their peers and in ensuring they have access to appropriate arrangements for support where required. Students are encouraged to make their voice heard.

#### **Feedback opportunities**

Feedback is both a formal and an informal process. Students receive both written and verbal feedback on each submission and at the end of each semester on academic progress.

#### **Student Email**

Email accounts and full access to the internet and VLE services. Remote student login to gain access to all module software and resources.

#### **Student Tutorial**

Tutorial classes will be facilitated and the Course Director will provide one to one sessions.

### **6. Criteria for admission**

*(For apprenticeships this should include details of how the criteria will be used with employers who will be recruiting apprentices.)*



### **Entry point - Year 1: Level 4**

#### **Students who wish to gain admission at first year of the Foundation Degree.**

Applicants must have reached the age of 18 years on admission. Successful applicants must have normally reached their 18th birthday by 31 August in the year of entry.

Possess NVQ Level 3 or above in Kitchen and Larder and/or Patisserie and Confectionery or equivalent recognised qualifications in Hospitality and Catering.

Applicants must have achieved a minimum of Grade C or above in English and Maths or other equivalent qualifications, such as Essential Skills Level 2 in Literacy and Numeracy.

A work placement in a catering environment is recommended.

Applicants holding non-catering-related qualifications but presenting with appropriate industrial experience will need to demonstrate they have the required level of industry skill and experience. This will be assessed via a practical Skills test as part of the interview and selection process.

Where an applicant does not hold the formal academic requirements for entry to the programme but can demonstrate relevant experiential learning across a range of industries, they may apply for admission through the College Accreditation of Prior Experiential Learning (APEL) process. In such cases, contact the Course Director for the programme who will advise further.

In both above instances the applicant may be required to participate in a series of intense skills masterclasses as a condition of their acceptance onto the programme during the 6-week induction programme alongside the academic skills induction provision.

### **Entry point - Year 2: Level 5**

#### **Students who wish to gain admission at year two of the Foundation Degree**

Learner will have successfully completed and achieved all learning modules of the Level 4.

Learners will require a Certificate in Higher Education or a Higher National Certificate (or equivalent) in a related subject, qualifications deemed equivalent or by the College's policy relating to APEL.

A work placement in a catering environment is recommended.

#### **Recruitment Strategy**

All applications will be individually considered.

All applicants will be interviewed to assess their suitability for this programme of study.

Entry criteria may be enhanced to facilitate selection.

#### **International Students**

Students, for whom English is not their first language, must demonstrate their competence in written and spoken English at IELTS – Academic 6.0, with minimum 5.5 in all four elements of the test.

**Students may gain admission through Recognised Prior Learning.**

RPL is the process by which the College can identify, assess, and certify an applicant's past educational and vocational achievements. Applicants wishing to be considered for RPL for a particular programme for the purpose of admission or credit must bring this to the attention of the course director at the application and interview stage. Applicants wishing to be considered for direct entry into a level above four or five would normally only be credited a maximum of 240 credits. Gaining credit at level 6 does not qualify.

APEL is where applicants can gain admission to a program based on their experiential learning. At the application stage applicants should inform the admissions staff and the relevant course director of their intention to apply for APEL. APEL can only be used for admission purposes and not to gain credit or exemptions.

7. Language of study

English

8. Information about non-OU standard assessment regulations (including PSRB requirements)

Not Applicable

9. For apprenticeships in England End Point Assessment (EPA).

*(Summary of the approved assessment plan and how the academic award fits within this and the EPA)*

Not Applicable

10. Methods for evaluating and improving the quality and standards of teaching and learning.

All HE programmes at SWC are subject to the Quality Management and Enhancement processes. In line with FHEQ Benchmark Statements the following processes are in place:

- Internal verification/moderation, cross marking and external examining processes used to ensure validity and reliability of assessment process.
- The Course Committee considers learner feedback from each module.
- Staff/Student Consultative Committee meetings provide the means of highlighting any difficulties, relating to the course, experienced by the cohort. Class representatives chosen at the start of each academic year will represent the year group and feed back to the course team any feedback or issues that need to be resolved during the SSCM.
- Annual Course Review procedures consider quantitative and qualitative feedback and formulate action plans.
- Learners complete a module evaluation at the end of each module, each semester/year and at the end of the programme.
- The course team reviews the NSS and annual monitoring to ensure improvement is made where applicable in the area of teaching and learning.
- Staff appraisal is carried out on a two-year cycle with attention given to the development needs of the individual staff member.
- The College will annually complete the OU course review & evaluation documentation if applicable.
- The College has a Staff Development Programme, which facilitates specific training/development for staff. Many staff on the course team have completed 'Lecturers into Industry' and have also become or are working towards being fellows of the HEA.
- All staff are encouraged to complete Information & Learning Technology qualifications.
- Views of external examiners are considered and SWC/OU reporting mechanisms are/will be followed.
- Informal views and formal written feedback are considered from Employers via the Industrial Advisory Board and subject specific focus groups.
- Learner performance data and career progression is annually monitored.
- Peer observation and assessment has been introduced to assessment matrix.

All team members must attend programme specific team meetings during the year, all with pre-set agendas, and the Course Directors must attend Higher Education Committee Meetings, which consider quality management. All fresh staff to the programme are supplied with a dedicated mentor and a full induction, with extra supervision over their first year in many forms such as Teaching & Learning Mentors and additional peer observations.

## 10. Changes made to the programme since last (re)validation

Validation of new programme

Annexe 1: Curriculum map

Annexe 2: Notes on completing the OU programme specification template

## Annexe 1 - Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes. ✓

Level	Study module/unit	Programme outcomes																														
		A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8	C1	C2	C3	C4	C5	C6	C7	C8	D1	D2	D3	D4	D5	D6	D7
4	Kitchen Wellbeing and Professional Growth Skills	✓		✓			✓					✓	✓							✓		✓	✓					✓			✓	
	Advanced Kitchen and Larder	✓	✓			✓				✓		✓			✓			✓	✓	✓	✓	✓	✓			✓		✓		✓		
	The Compliant Kitchen	✓			✓	✓							✓					✓					✓						✓			
	Advanced Patisserie and Confectionery		✓			✓				✓		✓			✓			✓	✓	✓	✓	✓	✓			✓		✓		✓		
	The Profitable Menu	✓		✓	✓					✓			✓		✓	✓			✓		✓		✓	✓			✓	✓		✓		✓
	The Big Event			✓	✓		✓					✓			✓	✓			✓	✓	✓	✓	✓					✓		✓		✓

Level	Study module/unit	Programme outcomes																														
		A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8	C1	C2	C3	C4	C5	C6	C7	C8	D1	D2	D3	D4	D5	D6	D7
5	Sustainability – Land and Sea		✓	✓	✓	✓	✓				✓	✓	✓							✓								✓		✓		✓
	Food and Society – Effects and Changes				✓	✓	✓					✓								✓						✓	✓	✓	✓	✓		
	The Ethical Kitchen Leader	✓		✓	✓	✓	✓			✓		✓	✓	✓	✓			✓		✓			✓					✓				
	The Innovative Chef	✓	✓		✓						✓			✓	✓			✓	✓	✓			✓			✓	✓	✓		✓		✓
	Work Based Learning inc. Research Project	✓	✓				✓			✓	✓			✓				✓	✓		✓	✓	✓					✓	✓	✓	✓	✓

## Assessment Criteria Level 4

Classification	% Range	Content	Application of Theory	Knowledge and Understanding	Evidence of Reading	Referencing and Bibliography	Presentation, Grammar and Spelling
1 <sup>st</sup> Class Honours <i>[Outstanding Work]</i>	80 – 100	Excellent description and discussion of main issues and material with evidence of critical evaluation	Evidence of detailed, relevant application of theory, where applicable	Excellent knowledge and depth of understanding of principles and concepts	Evidence of reading a wide range of appropriate supplementary sources	Excellent referencing and bibliography	Excellent presentation, logically structured, using correct grammar and spelling
1 <sup>st</sup> Class Honours <i>[Excellent Work]</i>	70 – 79	Detailed description of main issues and material with evidence of evaluation	Evidence of relevant application of theory, where applicable	Knowledge and depth of understanding of principles and concepts	Evidence of reading appropriate supplementary sources	Accurate referencing and bibliography	Good presentation logically structured, using correct grammar and spelling
2:1 <i>[Good Quality Work]</i>	60 – 69	Description of main issues and material with occasional evidence of discussion	Occasional relevant application of theory	Knowledge and sound understanding of the key principles and concepts	Evidence of directed reading and some supplementary sources	Appropriate referencing and bibliography	Orderly presentation, competently structured and acceptable grammar and spelling
2:2 <i>[Acceptable Work]</i>	50 – 59	Description of main issues and material only	Limited evidence of relevant application of theory	Basic knowledge of the key principles and concepts only	Evidence of directed reading	Adequate referencing and bibliography	Adequate presentation and structure, acceptable grammar and spelling
3 <sup>rd</sup> <i>[Adequate Work]</i>	40 – 49	Limited description of main issues and material only	Very limited evidence of relevant application of theory	Adequate knowledge of key principles and concepts only	Limited evidence of reading	Limited referencing and bibliography	Weak presentation and structure, acceptable grammar and spelling
Fail (marginal) <i>[Limited Work]</i>	35 – 39	Omission of some relevant material	Little or no evidence of relevant application of theory	Limited and or inconsistent knowledge and understanding of key principles and concepts	Evidence of minimal reading only	Inadequate referencing and bibliography	Poor presentation, structure, grammar and spelling

Fail <i>[Unacceptable Work]</i>	0 – 34	Insufficient and largely irrelevant material	No evidence of relevant application of theory	Little or no evidence of knowledge and understanding of the key principles and concepts	Little or no evidence of reading	Little or no referencing and bibliography	Unacceptable presentation, grammar and structure
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## Assessment Criteria Level 5

Classification	% Range	Content	Application of Theory	Knowledge and Understanding	Evidence of Reading	Referencing and Bibliography	Presentation, Grammar and Spelling
1 <sup>st</sup> Class Honours <i>[Outstanding Work]</i>	80 – 100	Extensive critical evaluation and synthesis of issues and material which includes original and reflective thinking	Evidence of detailed, relevant application of theory, and/or empirical results, where applicable	Excellent knowledge and depth of understanding of principles and concepts	Evidence of reading a wide range of supplementary sources	Excellent referencing and bibliography	Exceptional presentation, logically structured, using correct grammar and spelling
1 <sup>st</sup> Class Honours <i>[Excellent Work]</i>	70 – 79	Some critical evaluation and synthesis of issues and material which includes some originality	Clear evidence of relevant application of theory and/or empirical results, where applicable	Comprehensive knowledge and depth of understanding of principles and concepts	Evidence of reading a range of supplementary sources	Comprehensive referencing and bibliography	Excellent, well directed presentation, logically structured, using correct grammar and spelling
2:1 <i>[Good Quality Work]</i>	60 – 69	Evaluation and synthesis of main issues and material	Appropriate application of theory and/or empirical results, where applicable	Knowledge and sound understanding of principles and concepts	Adequate evidence of reading supplementary sources	Appropriate referencing and bibliography	Good presentation logically structured, using correct grammar and spelling
2:2 <i>[Acceptable Work]</i>	50 - 59	Accurate description of main issues and material with some evaluation	Occasional relevant application of theory and/or empirical results	Knowledge and understanding of key principles and concepts only	Evidence of directed reading and some supplementary sources	Adequate referencing and bibliography	Orderly presentation, competently structured and acceptable grammar and spelling
3 <sup>rd</sup> <i>[Adequate Work]</i>	40 – 49	Description of main issues and material only	Limited evidence of relevant application of theory and/or empirical results	Basic knowledge and understanding of key principles and concepts only	Evidence of directed reading only	Limited referencing and bibliography	Weak presentation and structure, acceptable

							grammar and spelling
Fail (marginal) <i>[Limited Work]</i>	35 – 39	Omission of some relevant material	Very limited evidence of application of theory and/or empirical results	Limited and/or superficial knowledge and understanding of key principles and concepts	Evidence of minimal reading only	Inadequate referencing and bibliography	Poor presentation, structure, grammar and spelling
Fail <i>[Unacceptable Work]</i>	0 – 34	Insufficient and largely irrelevant material	No evidence of application of theory and/or empirical results	Little or no knowledge and understanding of key principles and concepts	Little or no evidence of reading	Little or no referencing and bibliography	Unacceptable presentation, structure, grammar and spelling



## Annexe 2: Notes on completing programme specification templates

- 1 - This programme specification should be mapped against the learning outcomes detailed in module specifications.
- 2 – The expectations regarding student achievement and attributes described by the learning outcome in section 3 must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx>
- 3 – Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx>
- 4 – In section 3, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section 3 should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.
- 5 - Where the programme contains validated **exit awards** (e.g. CertHE, DipHE, PGDip), learning outcomes must be clearly specified for each award.
- 6 - For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.
- 7 – Validated programmes delivered in **languages other than English** must have programme specifications both in English and the language of delivery.