



## VALIDATION REPORT

1.	<b>Title of Programme(s):</b> (incl. Award Type and Specify Embedded Exit Awards)	Bachelor of Arts (Honours) in Gastronomy Science & Food Innovation Bachelor of Arts in Gastronomy Science & Food Innovation Higher Certificate in Culinary Arts, Professional Chef Programme Certificate in Culinary Skills
2.	<b>NFQ Level(s)/</b> <b>No. ECTS:</b>	Level 8 - 240 ECTS Level 7 - 180 ECTS Level 6 – 120 ECTS (Higher Certificate) Level 6 – 60 ECTS (Certificate)
3.	<b>Duration:</b>	Level 8 – 4 Years Level 7 – 3 Years Level 6 – 2 Years (Higher Certificate) Level 6 – 1 Year (Certificate)
4.	<b>ISCED Code:</b>	1013 - Hotel, restaurants & catering
5.	<b>School / Centre:</b>	Galway International Hotel School (GIHS)
6.	<b>Department:</b>	Culinary Arts
7.	<b>Type of Review:</b>	New Programme Validation
8.	<b>Date of Review:</b>	Wednesday, 25 <sup>th</sup> May, 2022
9.	<b>Delivery Mode:</b>	Full Time Blended (Condition must be complied with if blended mode is to be approved)
10.	<b>Panel Members:</b>	Dr Joe McGarry, Education Consultant (Chair) Dr Róisín Burke, Senior Lecturer in Culinary Science and Food Product Development, TU Dublin Izaskun Zurbitu, Lecturers and Business Innovation + Entrepreneurship Area Coordinator, Basque Culinary Centre Colm Foley, Food Technologist, Teagasc Carmel Brennan, Assistant Registrar (Quality) (Secretary)
11.	<b>Proposing Staff:</b>	Ms Jacinta Dalton Dr Francesco Noci Ms Ann Flanagan Ms Mary Reid Mr Tom Edwards Mr Cormac Handy Dr Suzanne O'Reilly Ms Anne O'Leary Mr Ulrich Hoeche Dr Clare Gilsean Mr Richard Nielsen Ms Sinéad Lomas
12.	<b>Programme Rationale:</b>	Currently GIHS offers a Higher Certificate in Culinary Arts Programme at Level 6, a Bachelor of Arts in Culinary and Gastronomic Sciences at level 7 and level 8. In addition, GIHS also offers a part time Special Purpose Awards in different areas of Culinary Arts at Level 6 (Culinary Skills, Pastry and Baking),

		<p>focused on the development of culinary skills. The latter are predominantly aimed at workers seeking to upskill within a kitchen environment or for individuals wishing to commence a career in a culinary environment.</p> <p>By sharpening the focus on the creative, innovative and scientific aspects of food, the current programmes will enhance GIHS's current offering thus in turn creating greater employment opportunities for graduates.</p> <p>The food and beverage sector has been growing substantially in the last decade, despite the difficult years due to Brexit and the Covid 19 Pandemic, the industry is targeted as one of the areas of major growth according to Food Wise 2025 and Food Vision 2030.</p> <p>Some of the areas identified by the food and beverage industry in Ireland's National Skill Strategy 2025 as lacking in the current skillset of graduates; are new product development skills and skills in R&amp;D and food technology.</p> <p>Increasingly, food companies, artisan producers and chefs have filled the divide between food science and the artistic and creative side of cooking, across all environments of the sector, kitchens, product development laboratories and small food enterprises. The widespread availability and use, in professional kitchens, of ingredients and processes that were once typical to a food chemistry laboratory, and the increasing creative input by chefs in the development of industrial food products, make the proposed programmes an excellent educational springboard for professionals that want to pursue a career in these areas. With an ever-increasing number of food SMEs operating regionally and nationally, the proposed programme will provide highly knowledgeable and technically competent professionals to the sector, who will also possess the creativity to be innovative in a very rapidly changing and challenging environment.</p>
13.	Proposed Student Intake:	32
14.	Stakeholder Engagement:	<p>GIHS has a long and established partnership with many internal and external stakeholders. This programme has been developed because of extensive stakeholder engagement.</p> <p>As part of the GIHS strategy 2020-2025 a body of consultation took place with industry experts through focus groups and an industry advisory board was formed with members of the board representing all school disciplines. All programme proposals were reviewed by members of the board and suggested comments were adopted in the programme design process. Industry needs and employability skills are at the core of this programme. A market research company was engaged which gave insights into online engagement with social media and with programme web</p>

		<p>content. The market research company also conducted a comparative study with other schools in Ireland and leading Hotel Schools in Europe and demonstrated that GIHS programmes were researched consistently and engagement with social media was very high relative to other colleges.</p> <p>Feedback from stakeholders influenced new module content and the structure of the programme, professional development, the academic curriculum prior to the industry work experience and the elective choices. The need for food innovation in the food manufacturing sector was highlighted, but it was felt that industry is unwilling to take on students with limited knowledge and technical know-how.</p>
15.	<b>Graduate Demand/Employment:</b>	<p>This programme is designed for individuals hoping to enter the broader food industry whether as a development chef, food technologist or as a professional chef with food product development interests. Graduates from this programme may also work in a professional kitchen within the hospitality industry.</p>
16.	<b>Entry Requirements, Access, Transfer &amp; Progression:</b>	<p>The minimum entry requirements are those stated by the Institution in its Access, Transfer and Progression Policy at any given time. At present they are a Grade O6/H7 or better in five Leaving Certificate subjects including English or Irish and Mathematics with a minimum of 160 points.</p> <p>OR</p> <p>Equivalent qualifications and scores from other countries which will be assessed and scored by the Institute.</p> <p>OR</p> <p>A Pass in any QQI FET Major Award at level 5 or 6.</p> <p>OR</p> <p>A Pass in a QQI FET Foundation Certificate, the NUIG/GMIT Foundation Certificate or any Foundation Certificate delivered by the regional cluster (GMIT, NUIG, IT Sligo or IT Letterkenny).</p> <p><b>Advanced Entry</b></p> <p>Applications are welcome from candidates who have successfully completed cognate programmes at a lower level, and who wish to apply for advanced entry. Candidates who wish to apply for advanced entry to this programme apply directly to the Institution, providing documentation relating to results and programme content. These are assessed, and if appropriate and places are available applicants are admitted at a level appropriate to their prior learning.</p> <p><b>Mature Applicants</b></p> <p>Applications from mature applicants (aged 23 on or before 1st January of the course commencement year) are welcomed by GMIT. A quota of places is reserved for mature applicants. These applicants do not have to meet the Leaving Certificate entry requirements and are considered on an individual basis (previous</p>

education, work experience, and demonstration of ability and competence to undertake the programme). They may be invited for interview. This will be used to rank applicants where demand exceeds the available places on a programme. (Will this happen for this programme?)

#### English Language Requirements

English Language Requirements will be as determined by GMIT and as published in the Access, Transfer and Progression code.

The current requirements are as follows:

Non-EU applicants who are not English speakers must have a minimum score of 5.5 (with a minimum of 5.0 in each component) in the International English Language Testing System (IELTS) or equivalent. All results must have been achieved within 2 years of application to GMIT.

EU applicants who are not English speakers are recommended to have a minimum score of 5.5 (with a minimum of 5.0 in each component) in the International English Language Testing System (IELTS) or equivalent.

Further details on English language requirements are available at <http://www.gmit.ie/international/english-language-requirements-0>

#### Recognition of Prior Learning

GMIT is committed to the principles of transparency, equity and fairness in recognition of prior learning (RPL) and to the principle of valuing all learning regardless of the mode or place of its acquisition. Recognition of Prior Learning may be used to:

- (i) gain access or advanced entry to a programme at Stage 2 or higher, subject to available places. (Stage 1 entry through CAO)
- (ii) gain credits and exemptions from programme modules after admission
- (iii) in award years RPL will be considered, to a 50% maximum (30 credits)

Academic Code of Practice No. 6 outlines the policies and procedures for the Recognition of Prior Learning. Guidance for applicants is provided on [myexperience.ie](http://myexperience.ie)

#### Applications

Applications for year one of this programme are made through the Central Applications Office (CAO). Applications for all other stages are made directly to the Institute.

#### Selection

Standard CAO applicant selection is based on applicants meeting the stated minimum requirements and on points which are calculated in accordance with CAO guidelines. Where applicants exceed available places, applicants are ranked in order of points. Direct applications for advanced stages are normally offered after the summer examination sessions and are initially offered to GMIT applicants in decreasing order of performance until all

		<p>available places are exhausted and are then offered to external candidates in decreasing order of performance all places are filled or there are no further eligible applicants. If places are remaining following the autumn examination session the same selection procedure will apply.</p> <p>Applications are welcome from candidates who have partially completed cognate programmes. Candidates, both internal and external, already registered on programmes who wish to transfer to this programme apply directly to the Institution, providing documentation relating to results and programme content. These are assessed, and if appropriate students are admitted at a level appropriate to their prior learning.</p> <p>Graduates from each programme may apply to progress to the next level of the programme. Graduates of the level 8 programme will be eligible to apply for cognate programmes at level 9.</p>
17.	<p><b>Programme Structure:</b></p>	<p>The Level 8 award will be delivered over eight semesters and the Level 7 award will be delivered over six semesters. The programmes were designed around the principles that during the first two years the student will develop culinary skills while acquiring knowledge in gastronomy and food science-related disciplines, while in the latter two years of the programme there will be a continuation of the creative development of the culinary and gastronomic elements, though with a greater exposure to scientific disciplines related to food. During the programme design process, the development team considered the balance within the degree and the concurrent development of culinary and gastronomy skills, food product development, food science and technology, personal and professional development. There are two periods of work placement built into the programme.</p>
18.	<p><b>Learning, Teaching &amp; Assessment Strategies:</b></p>	<p>In practical classes the philosophy is based on a social constructivist approach, focusing on helping the students to develop skills and techniques until they can stand alone and complete tasks. Sustainability will be embedded in this programme. Much of the learning environment involves "real world situation". Lecturers incorporate a variety of teaching approaches to keep students engaged throughout lectures. Such learning strategies include teaching with powerpoint, kahoots, mentimeters, padlets &amp; prezis as visual aids, discussions, group work, think, pair, share, summarising &amp; note-taking, demonstration of skills, field trips, industry expert lectures, site visits and performance feedback. All activities are supported by extensive use of VLE available in the Institute.</p> <p>In relation to assessment the programme aims to have a balance of continuous assessment and final examination, utilise a variety of assessment types and ensure that the assessment tasks and grading criteria are clear and unambiguous. Methodologies may include, inter alia, academic essays (incorporating a literature review), individual and group case-study assignments, poster</p>

		presentations, reflective journals/portfolios, e-portfolios, log books, peer assessment, student presentations, problem-based learning assignments, book and academic article reviews, student led learning events, field trips, various types of project work and activity reflection.
19.	<b>Resource Implications:</b>	The programme can be delivered within existing resources. However, a dedicated sensory laboratory would enhance teaching on this programme, particularly for the sensory science subjects. (See Recommendation 17)
20.	<b>Synergies with Existing Programmes:</b>	It is planned that some modules will have common delivery with other programmes.
	<b>Findings and Recommendations:</b>	<p><b>Commendations:</b> The latter stages of the programme meet the skills required by the food manufacturing industry and feeds into the regional skills gap. Graduates will have the subject knowledge and transversal skills that are required.</p> <p><b>Overall Finding:</b> The BSc (Hons), BSc and Higher Certificate programmes were approved subject to the conditions (3) and recommendation(s) (18) outlined below. The approval of the Certificate was deferred pending the resubmission of the programme document which is to be reviewed by the Chair and Secretary.</p> <p><b>Conditions:</b></p> <ol style="list-style-type: none"> <li>1. Should the Programme Board wish to deliver elements of the programme using a blended delivery methodology at this time, and with the approval of the university, they need to further consider teaching, assessment and delivery articulating this clearly at both programme and module level. The Programme Board is advised to consider whether blended delivery is appropriate for undergraduate students. Furthermore, modules should be considered on an individual basis as to whether they are suitable for online/blended delivery, with practical/applied modules being better delivered face to face.</li> <li>2. Review all modules as follows: <ul style="list-style-type: none"> <li>- Ensure all module learning outcomes begin with an active verb appropriate to the level of the module.</li> <li>- Provide further detail within individual module descriptors on the assessment strategy, indicating the breakdown of continuous assessment where it is not already provided.</li> <li>- Ensure that reading lists are up to date in all instances.</li> </ul> </li> <li>3. Review the Programme Learning Outcomes for the 60 ECTS Certificate programme with a view to reducing the number of outcomes, ensuring that they are achievable.</li> </ol>

		<p><b>Recommendations:</b></p> <ol style="list-style-type: none"><li>1. Research and reflect on the title of the programme, considering whether it adequately describes the programme content and will be comprehended by, and attractive to, prospective students and their advisors.</li><li>2. Develop a marketing plan for the programme to ensure that the concept and content are understood by prospective students and their advisors.</li><li>3. Consider including more science modules in stages 1 and 2 of the programmes or more science content in existing modules. This will ensure that students will have a strong scientific foundation. Additional science content can be achieved through Culinary Artists and Culinary Scientists working collectively within specific modules.</li><li>4. Include a thematic diagram of the programme linking modules to relevant themes. Indicate the proportion of the programme which is directed towards science, culinary arts and business.</li><li>5. Expand the articulated professional development opportunities available to graduates including for example, food writing, working in government agencies, food product development, food development chef, retail, developing recipes. It might be useful to show graduate opportunities in a diagram for prospective students.</li><li>6. New Food Vision 2030 should be referenced in the programme.</li><li>7. State minimum entry requirements clearly in the programme document.</li><li>8. Incorporate site visits within the programme in a formal manner.</li><li>9. Consider the inclusion of a project management approach early in the programme so that students will be familiar with relevant methods prior to commencing the new product development module.</li><li>10. Consider how spirit and wine studies can be better incorporated into sensory analysis.</li><li>11. Ensure that the placement element required by students completing the Certificate programme is adequately captured in the Preparation for Work Placement module.</li><li>12. Amend the Business Information Tools module to include software relevant to the gastronomy industry.</li><li>13. Consider increasing the CA/project assessment weighting and incorporating more project work in the food science and technology modules.</li><li>14. Explore opportunities to work with industry and showcase student work. Consider the inclusion of a scientific fair in the programme as an integrated assessment and/or industrial challenges. Collaborate with students from other programmes (e.g., agriculture) using hackathons or similar events.</li></ol>
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22.	FAO: Academic Council:	Approved:	
		Approved subject to recommended changes:	X
		Not approved at this time:	
	Signed:		
		Chair	Secretary