EXTERNAL REVIEW REPORT OF NEW PROGRAMMES

1.	Title of Programme(s):	BB (Hons) in Food Innovation and Enterprise BB in Food Innovation and Enterprise HC in Business in Food Innovation (Exit Award)					
2.	School / Centre:	College of Tourism & Arts					
3.	Duration:	4 years Level 8 3 years Level 7 2 years Level 6 (Exit Award)					
4.	NFQ Level:	Level 8 Level 7 (Level 6 Exit Award)					
5.	Type of Review:	New Programme:	Yes:	X	No:		
		Differential Validation:	Yes:		No:	X	
6.	Date of Review:	11th October 2016					
7.	Delivery Mode:	Full-time	X	Part-time		Blended	
8.	Panel Members:	Mr Billy Bennett, Registrar, LYIT Mr Damien Courtney, Retired Head of Faculty, CIT Dr Ralf Burbach, Assistant Head of School Mr Enda McEvoy, Chef Patron LOAM Restaurant Ms Carmel Brennan, Secretary					
9.	Proposing Staff:	Cait Noone Gerry Talbot Ann O'Leary Sadie Davoren Larry Elwood Clare Gilsenan	Francesco Noci Michelle Lynch Tom Edwards Lucia Cloonan Tomas Mangan				

| 10 | Programme Rationale: | Management capability is one of the skills that underpin the future growth of the hospitality industry within Ireland as identified as part of the Irish Tourism Strategy 2025 (Dept. of Transport, Tourism and Sport, 2015). There is an acknowledged lack of graduates in the food industry with a good knowledge of food interlinked with a knowledge of business and science. Graduates of this programme would be ideally placed to fill that gap. Currently businesses are experiencing a shortage of chefs within the tourism industry to meet their business needs. The shortage of chefs throughout the country has now reached crisis point, where it threatens to affect the growth and expansion of the Hospitality Industry. There is a deficit of 5,000 chef trainees to service industry annually. With growing tourism numbers, the industry will not be able to perform without qualified chefs of all grades.

The National Skills Bulletin 2015 has identified that there is a shortage of managers in the hospitality industry (in restaurants, bars, hotels and catering) as well as professionals such as food technologists in the area of food, process, product development, R&D and the provision of technical solutions (Expert Group on Future Skills Needs, 2015a).

Exports by Enterprise Ireland (EI) supported companies grew across all sectors and international markets. In export market share terms "food and drink" with traditional manufacturing and business services account for the majority of exports by EI clients. Supporting entrepreneurship is the key to increasing enterprise activity and employment. It is estimated that 67% of all new job-creation comes from businesses in the first five years of existence. SMEs account for 99.7% of active enterprises in Ireland. 91% of enterprises in the Irish business economy are micro enterprises. Micro and small firms are involved in a broad spectrum of sectors and activities. Food production and business are two of those sectors. The National Competitiveness Council (2015) stresses the importance of encouraging market oriented innovation (i.e. oriented away |

		from pure science and technology to a greater focus on consumer and entrepreneurs needs). The proposed programmes are built on three strong pillars of business, food and science, supporting the market needs outlined above.
11.	Potential Demand for Entry:	36 students (Level 8), 12 students (Level 7)
12.	Stakeholder Engagement:	Two focus groups were held with executive and head chefs from the Galway and Mayo region, lecturers from GMIT, CIT and Fáilte Ireland representatives. These confirmed the need for trained chefs, and highlighted the issues involved in retaining chefs in industry and the need for food product development in both the home and export markets. Seven in-depth interviews were held with food industry experts. These provided insight into the challenges facing the food industry, and the strengths, weaknesses and gaps in the proposed programme. Research was also conducted to critically assess the effectiveness of culinary arts modules to meet the professional needs of the Bachelor of Business in Culinary Arts Management students (BBCAM) in the Galway Mayo Institute of Technology. A triangulated approach was used in this action research study, consisting of a review of relevant literature, a survey of participating students, and in-depth industry mentor interviews. Focus groups were also conducted with staff and students from the current culinary arts degree programme, and in addition feedback was garnered from various culinary events held by GMIT recently, and through the various organisations that staff are members of. All of the research with stakeholders informed the design of the proposed programme.

13.	Graduate Demand:	The targeted roles for graduates of this programme are: • Hospitality Industry: Graduates with suitable post-qualification experience may expect to fill positions as qualified chefs, sous chefs and /or head chefs in the hotel, restaurant, health and industrial catering sectors of the industry. • Food Product Development: Assisting in the steering of pilot products through the development process from initiation to launch including carrying out recipe trials, taste panelling, customer consultation and presentation and first production. • Food/Culinary related sales representatives • Food safety advisors to the hospitality industry
14.	Entry Requirements:	Students will have to meet the entry requirements as indicated in GMIT's Academic Code of Practice No. 4 (Access, Transfer and Progression), at any given time.
15.	Programme Structure:	The programme will be delivered over eight semesters, with five mandatory modules and one elective choice each in semesters 1 to 8. The programme was designed around three pillars, namely *business, food and science.* The programme also incorporates a period of work placement.
16.	LTA:	The learning and teaching strategies employed by the programme team will aim to help students achieve module and programme learning outcomes. Inevitably, there will be variations in the methodologies employed by lecturers; however, the common theme will be interactive, student-centred approaches. Each lecturer strives to motivate students to learn, and plans and organises their teaching to guide and assist student learning. Students are informed of the context of what they are studying and what they aim to achieve in the class session, with material linked to any prior learning if relevant. Methodologies include traditional lecturing, practical tasks, discussions, and presentations as appropriate to the topic/discipline. Increasingly, lecturers are using technology to enhance student learning. Authentic assessment is used where possible to reflect industry scenarios and tasks that graduates will be expected

		to complete. The programme board shall ensure that core transferable skills will be assessed regularly throughout the programme. A wide range of assessment methodologies will be used within the programme, and consideration will be given to the balance in methodologies and timing.
17.	ATP:	GMIT's Code of Practice No 4 on Access, Transfer and Progression applies.
18.	Resource Implications:	As these programmes will be replacing existing programmes, they will be delivered within existing resources. It is however envisaged that one technical person will be required to support activities in areas such as food safety, food science and technology and sensory analysis which is currently completed by lecturers. New equipment and upgrades to kitchens and the provision of a designated sensory lab would benefit the delivery of this programme in the future.
19.	Synergies with existing programmes:	The programme shares common modules with other programmes including the Higher Certificate in Culinary Arts and the proposed BA in Culinary and Gastronomic Sciences.
20.	Findings and Recommendations:	Recommendations of the panel in relation to award sought: 1. Include the award title and programme schedule for the exit award at Higher Certificate level in the programme submission. 2. Consider whether the term 'culinary' should also be included in the programme title. 3. It is strongly recommended that the programme team review the programme content to ensure that innovation, which forms part of the programme title, is explicitly addressed in the programme content, for example including more product design, artisan foods and digital marketing communications. 4. Entry requirements should be written to reflect the new Leaving Certificate examination grades and the revised title of QQI FET awards. 5. Revise the programme learning outcomes to ensure they are written concisely as level 8 learning

outcomes and using measurable, active verbs. There should be a clear distinction between the level 8 and level 7 programme learning outcomes.

6. Review the contact hours for the programme with a view to reducing the contact hours in the latter stages of the programme to reflect the increased emphasis on independent learning.

7. Review the assessment mix to ensure that students have an appropriate mix of assessment types, pitched at the appropriate level of the programme. A draft assessment schedule should also be included in the programme submission and integrated assessment should be considered.

8. Revise the module learning outcomes to ensure that they are written using suitable language at the appropriate level, and using measurable and active verbs. Formally map the modules/module learning outcomes to the programme learning outcomes, clearly illustrating how the modules contribute to the overall programme learning outcomes.

9. The presentation of all modules should be reviewed. The 'short title' should reflect the 'long title' as closely as possible. The reading lists and resources should be up to date and modules should include detailed teaching, learning and assessment strategies, and module descriptions.

10. Review how contact hours are reflected in the proposed programme schedule to reflect actual delivery of the modules e.g. tutorials, workshops, practicals. The programme schedule should reflect the actual contact hours for the student.

11. Revise the programme schedule in the programme submission to reflect the revised schedule presented on the day to the panel. Yearlong modules and ECTS credits per semester should be clearly articulated. Separately, the total student contact hours per semester should be articulated in the programme submission.

12. Increase the ECTS credits for the capstone Business Plan module (up to 10 or 15 credits). This could be achieved by combining two existing modules such as

		Innovation & Enterprise Creation or Marketing Communications modules with the Business Plan. 13. Review the appropriateness of the Advanced Pastry module as a final year module at level 8. Modules: 14. Innovation and Enterprise: Reconsider the assessment breakdown to emphasise continuous assessment more. 15. Classic & Contemporary Cuisine 2: Review the number of module learning outcomes. 16. Environmental Management: Review the level of detail in module content. 17. Employee Resourcing: Reconsider the assessment breakdown and include modern themes such as managing talent. 18. Research Methodology: Remove this module from the programme as presented in error. 19. The Sociology of Food: Reconsider the assessment breakdown and expand the syllabus to give it more of a sociological perspective. 20. Food Product Development: Include concepts and techniques and remove failed element. 21. Services Marketing: revisit this module to reflect it's presence at level 8 of a programme. 22. Include up to date Learning & Innovation Skills module.
		Special conditions attaching to approval (if any):
		None.
22.	FAO: Academic Council:	

		Approved:	
		Approved subject to recommended changes:	X
		Not approved at this time:	
	Signed:		
		Chair	Secretary