EXTERNAL REVIEW REPORT OF NEW PROGRAMMES

1.	Title of Programme(s): (incl. Award Type and Specify Embedded Exit Awards)	BA (Hons) in Culinary Arts (with embedded exit award of BA in Culinary Arts)				
2.	NFQ Level(s):	8				
3.	Duration:	3 years				
4.	ISCED Code:	1013				
5.	School / Centre:	College of Tourism and Arts				
6.	Department:	Department of Culinary Arts				
7.	Type of Review:	New Programme:	Yes:	x	No:	
		Differential Validation:	Yes:		No:	x
8.	Date of Review:	19th June 2017				
9.	Delivery Mode:	Full-time	x	Part-time		Blended	
10.	Panel Members:	Dr Joe McGarry, Retired IoTI, Chair Mr Jeremy Hutchinson, Retired, Les Roches International Hotel Management School Mr Donnacha McNamara, LIT Ms Eimear Killian, Brasserie on the Corner and Restaurant Association of Ireland Ms Carmel Brennan, GMIT, Secretary				
11.	Proposing Staff:	Ms Cait Noone Mr Gerry Talbot Mr Ulriche Hoeche Dr Francesco Noci Mr Brian Morrissey Ms Mary Reid Mr Martin Ruffley Ms Orla O'Doherty Mr Richard Nielsen				
12.	Programme Rationale:	The Department of Culinary Arts currently offers a 60-credit, add-on Level 7 BA in Culinary Arts delivered on a part-time basis. At present, there is no part-time offering available for those students who wish to progress to a Level 8 programme. Following a review of the existing Level 7 programme, feedback from stakeholders and analysis of the				

changing industry, it was decided to develop a 120 credit add-on level 8 degree.

The hospitality sector has expanded significantly. The industry is currently experiencing a shortage of chefs which is threatening further growth and expansion in the industry (Expert Group on Future Skills Needs, 2016). In addition, the role of the chef has become more complex requiring more advanced knowledge and skills. The proposed programme includes important industry topics including nutrition, food sustainability, modern technologies and techniques supporting culinary innovations, national and regional food culture and provenance, and responsible sourcing of food. The programme will be delivered in a flexible mode using blended delivery.

Research authorised by CERT – Benchmarking of Best Practice in Culinary Arts (CERT, 2000) examined the development of programmes in this discipline at all levels of the NQAI framework and identified the need for dual progression paths for people undertaking a professional career in the Culinary Arts. This report was commissioned in 2000. It was updated in 2009, as it was recognised that the profile of jobs had changed significantly in the culinary arts industry over the previous decade and that standards and skills needs in the industry had also undergone considerable transformation from the time previous programme development had taken place. The report identified that the culinary arts sector had become a more complex area within which to operate. The knowledge and competencies required at both an operational and managerial level had increased without a direct response from educational and training providers. Many of these shortcomings have been addressed since, however the industry is faced with new challenges. The shortage of chefs throughout the country has now reached a critical stage, directly threatening the opportunity for growth and expansion in the hospitality sector as identified by the Expert Group on Future Skills Needs (EFGSN, 2016). In addition, many trained professionals are leaving the industry due to changes in the workplace. It is intended that this programme will address some of the changes and demonstrate the many career opportunities available to those wishing to further their experience.

13.	Potential Demand for Entry:	Historically, demand for the culinary arts degree (part-time level 7) has been consistent, averaging 20+ applicants. It is anticipated that similar numbers will be attracted to the level 8 programme.
14.	Stakeholder Engagement:	Interviews were conducted involving stakeholders ranging from a variety of restaurants, hotels and bistros. All the participants identified that industry needs highly educated and multi-skilled chefs. In addition to cookery skills, contemporary chefs are now expected to be competent in a wide range of areas: leading a team, training staff, food provenance, menu planning, costing, marketing, healthy eating and nutrition, and local and ethical sourcing of ingredients. The industry representatives also identified the need for part time courses, which will enable them to continue working and study simultaneously. Informal interviews conducted with the current and past BA Culinary Arts students showed positive interest in a Level 8 BA Culinary Arts degree part-time.
15.	Graduate Demand:	There is an identified shortage of chefs in Ireland, and this programme will enable chefs working in industry continue in employment while furthering their studies. Graduates will have enhanced knowledge and skills enabling them to seek more advanced roles in industry.
16.	Entry Requirements:	Entry requirements are a relevant Higher Certificate qualification or equivalent in a cognate area. Applications will also be accepted from mature individuals who have worked at an appropriate level within the catering industry who may seek recognition for their prior learning.
17.	Access, Transfer & Progression:	Graduates of the following level 7 programmes may enter stage 2 of the proposed programme: BA in Culinary & Gastronomic Science BB in Culinary Arts Management BB in Food Innovation & Enterprise BA in Culinary Arts (part-time, L7) Graduates of the BA (Hons) in Culinary Arts may apply for entry to relevant masters programmes.
18.	Programme Structure:	Stage 1 of this programme has a 30 credit Work-based Learning module designed to give learners the opportunity to demonstrate the application of their learning and art at

		work through the completion of an illustrative and reflective Work Based Report, Employment Diary and Performance Evaluation in the work place. Generally, the programme consists of a mixture of 5 and 10 credit modules culminating in a capstone 'Applied Project' module.
19.	Learning, Teaching & Assessment Strategies:	Teaching and learning will focus on active learning and it will be student-centred. In culinary disciplines students learn in an environment of mutual respect where lecturers support the intrinsic motivation of students to self-regulate their culinary passion. The proposed programme will use various media to deliver and achieve the learning outcomes. The teaching and learning media include practical culinary classes, laboratories, and lectures, library workshops, tutorials, field trips and Moodle. Moodle will be utilised as the teaching and learning management system to enable students to learn anywhere, anytime. Moodle will allow lecturers upload course materials, engage syllabus discussion prior to class (flipped learning), issue assignments, and provide feedback. Students are encouraged to be active learners and problem solvers where practical skills are mastered, knowledge is cultivated, and lifelong learning is nurtured. The philosophy of a constructivist learning environment will support the students to develop techniques, skills and competencies in a community of practice where knowledge sharing is encouraged and embraced. In group work situations students share ideas, tease through difficult topics, establish social networks, improve communication skills, and build knowledge and confidence. In demonstrations and field trips students are given the opportunity to see new techniques and innovations in the commercial food sector so they can try to replicate it in the learning and working environment support and establish proficiency. The focus of the Programme Assessment Strategy is to promote effective teaching and learning and to ensure the programme and module learning outcomes are achieved. All modules contribute in an integrated manner to the achievement of the programme learning outcomes.
20.	Resource Implications:	As the programme will be replacing an existing programme, it will be delivered within existing resources. No additional resource requirements were highlighted to the panel.

21.	Synergies with Existing Programmes:	Given the flexible delivery mode of the proposed programme, it is not anticipated that there will be common delivery with any other programme.
22.	Findings and Recommendations:	**General:**
		The panel welcomed the proposed programme, including the embedded exit award, and noted its relevance for stakeholders. The panel commends the programme board on their engagement with industry and suggests that this should be further used as a selling point for the programme. The programme was approved subject to the following recommendations:
		Special conditions attaching to approval (if any):
		None.
		Recommendations of the panel in relation to award sought:
		1. Consider developing the programme to be more strongly focussed on online learning, to support the needs of the students who are in full-time employment. 2. The Institute should consider introducing online academic writing support to facilitate part-time students. 3. Identify the supports that this specific cohort of students requires initially and an ongoing basis, and develop a plan as to how these will be delivered. The provision of supports online should be strongly considered. 4. Incorporate HR including recruitment, selection and employment law into one of the modules. 5. Explicitly incorporate online marketing and the use of social media from a chef's perspective into 'Integrated Business Management'. 6. Broaden the indicative syllabus for Culinary Nutrition and Health, taking a more holistic view of nutrition outside the perspective of just restaurants.

		7. Review module assessment strategies to ensure that over-assessment does not occur. Where possible utilise scenario based assessments. 8. Review documentation to remove any typos and ensure that all book lists are current.

23.	FAO: Academic Council:		
		Approved:	
		Approved subject to recommended changes:	X
		Not approved at this time:	
	Signed:		
		Chair	Secretary