

Report of External Peer Review Group for the Programmatic Review of:

Programme	Code	Level	ECTS	Duration	Award Type	Embedded Awards
Bachelor of Arts (Honours) in International Hotel Management	GA_OIHMG_H08	8	240	4	Major	Bachelor of Business in Hotel and Catering Management Higher Certificate in Arts in Hotel and Hospitality Operations
Bachelor of Business in Hotel and Catering Management	GA_OHCAG_B07	7	180	3	Major	Higher Certificate in Arts in Hotel and Hospitality Operations
Higher Certificate in Arts in Hotel and Hospitality Operations	GA_OHOPG_C06	6	120	2	Major	None
Certificate in Pastry and Baking	GA_OPASG_N06	6	20	1 P/T	Minor	Parent Award: Higher Certificate in Arts in Culinary Arts - Professional Chef Programme

Date of Panel:

22nd March 2022

External Peer Review Group:

Panel	
Chairperson	Dr. Shelia Flanagan Registrar & Vice President Academic Affairs, Dundalk IoT
Uni/IoT Representative	Professor Una McMahon Beattie, Professor in Hospitality Management, Ulster University Business School.
Uni/IoT Representative	Dr. Noel Murray, Head of Department of Tourism & Hospitality, MTU Cork
Industry Representative	Mr. Niall Rochford General Manager Ashford Castle Estate, Cong, Co. Mayo
Graduate Representative	Ms. Alex Bourke, Sous Chef, Éan Restaurant, Galway
Secretary	Ms. Carmel Brennan, Assistant Registrar (Quality) (Secretary)

1 Introduction to Programmatic Review

Programmatic review involves a periodic, formal, systematic, comprehensive and reflective review and evaluation of each programme and award offered by the Institute for purposes of programme development, quality enhancement and revalidation. It is an important means of ensuring and assuring, *inter alia*:

- that required academic standards are being attained;
- that programmes and awards remain relevant and viable;
- that student needs, including academic and labour-market needs, are addressed;
- that the quality of programmes and awards is enhanced and improved;
- public confidence in the quality of GMIT's programmes and awards.

GMIT last conducted Programmatic Review in 2014 and was due to undertake it again in 2019/20. The process was delayed until this year due to the COVID-19 pandemic.

The objective of a programmatic review is to review the development of the programme over the previous five to seven years, with particular emphasis on the achievement and improvement of educational quality. The focus is principally on the evaluation of quality and the flexibility of the programmes' responses to changing needs in light of the validation criteria and relevant awards standards. In particular, a programmatic review seeks to confirm that the promise evidenced at the original validation (or since the last programmatic review) in terms of academic quality, relevance and viability has been realised, and that the programme is adapting appropriately to evolving circumstances.

The specific objectives of a programmatic review are, *inter alia*, to:

- analyse and evaluate the effectiveness and efficiency of the programme, including details of student numbers, retention rates and success rates;
- review the development of the programme in the context of the requirements of employers, industry, professional bodies, the Irish economy and international developments;
- evaluate the response of the programme to regional and societal requirements and to educational developments;
- evaluate the feedback mechanisms for students and the processes for acting on this feedback;
- review the feedback from students relating to the student experience of the programme
- evaluate stakeholder engagement including links and collaboration with industry, business and the wider community;
- review feedback from employers and graduates;
- evaluate the physical facilities and resources provided for the provision of the programme;
- review any research activities in the field of learning in the disciplinary areas and their impact on teaching and learning;
- consider likely future developments in the disciplinary areas;
- make proposals in relation to updating programmes and modules, and to discontinuing programmes or parts of programmes.

Academic Council identified three themes to be specifically addressed during the 2021/22 Programmatic Review namely:

- Assessment – ensure the assessment strategy and methodology are appropriate and aligned with learning outcomes and that students are not over-assessed.
- Employability – ensure that students develop career skills necessary to prepare them for employment. Embed professional practice (e.g., work placement, work-based projects in the programme, ensuring that there is an appropriate plan for their management)
- Sustainability – review modules and learning outcomes to ensure that the sustainability agenda is addressed, debated, and applied within student learning and assessment, as appropriate.

2 Methodology

The programmatic review process involves a self-evaluation by each programme board followed by an external peer review. The Programme board engaged in a process of the collection and review of data related to the programme and feedback from stakeholders including students, graduates and industry. The overall programme and each individual module have been reviewed and recommendation(s) for updates made as required.

The External Peer Review Group (EPRG) received a copy of the Self Evaluation Review documentation and the programme documentation including any proposed changes. The EPRG then met the Programme Board (Appendix A) to discuss the programme and the documentation provided, as well as meeting a representative sample of students (Appendix B). The schedule for the review visit is contained in Appendix C.

3 Background to Programme(s) Being Reviewed

Bachelor of Arts (Honours) in International Hotel Management Bachelor of Business in Hotel and Catering Management Higher Certificate in Arts in Hotel and Hospitality Operations

The Bachelor of Arts (Honours) in International Hotel Management evolved from the first-degree programme offered in 1976, at the then, Regional Technical College (RTC) Galway. It was the first degree in the RTC sector. The programme is regarded as the leading programme within a suite of Hospitality related degree and certificate programmes offered in the GIHS.

The programme was developed to provide learners with a theoretical and practical education in preparation for management careers in hotel, catering, and tourism organisations nationally and internationally. Appropriate theoretical and practical education remains core to the programme delivery. The programme produces graduates of a standard comparable to that attained on similar degree programmes offered elsewhere in Ireland. The programme integrates in-depth academic and conceptual understanding with an emphasis on applied knowledge and a professional orientation.

The rationale for the Bachelor of Arts in International Hotel Management is to progress hotel and hospitality education on a regional, national, and international basis by preparing potential graduates with the required skills, knowledge, and competencies to gain appropriate and rewarding employment in the hotel, hospitality, and related industries.

The hotel and hospitality industry, nationally and internationally, has witnessed exponential advancement. The hotel industry is resilient, prevailing many challenges, from the economic collapse of 2007 to the current pandemic. According to (Grant Thornton 2020, p.3) opportunities are plentiful for hoteliers prepared to adapt to change. The Irish Times (Dan O'Connor, 2021) expects strong hotel transaction activities for 2022 with estimated volumes to exceed €400 million above 2021 figures. Graduates are equipped with the knowledge to manage the operations of a hotel, resort, or any other similar establishment. Therein providing lodging and multiple hospitable services for guests. Hotels are significant players in the Irish Hospitality sector providing multiple opportunities for employment. Globally the Hospitality sector and particularly the Hotel industry has returned to growth figures for the first time since quarter one 2020 (Hospitality Market Insights Report, December 2021). Many of the programme graduates progress their career path at an international level.

Certificate in Pastry and Baking

In the food landscape of Ireland, culinary education in GMIT has an excellent reputation for the quality of teaching and learning in this discipline, nationally and internationally. The first students entered the Regional Technical College Galway on 18th September 1972 and for decades GMIT had one of the highest outputs of graduates in culinary arts nationally. Dating back to 1967, The Mulcahy Report recommended that the RTC Galway be designated as the main centre, outside of Dublin, for craft and management education and training for the hospitality industry. Demand for culinary arts courses were high for decades, this was due in part to the fact that culinary arts programmes were funded by Fáilte Ireland for many years. However, in recent years there has been a significant decline in demand at undergraduate level for full time culinary programmes in Ireland and indeed globally. Funded courses by Fáilte Ireland were eliminated in 2012 and there was a strategic focus at Government level on STEM at undergraduate level, this coupled with negative publicity on culinary careers has impacted on demand for culinary programmes in recent years.

The aim of the Certificate in Pastry and Baking is to progress pastry and baking education locally, regionally, and nationally, by equipping graduates with the required skills, knowledge, and competencies to gain appropriate and rewarding employment in the hospitality industry and the broader food industry. These programmes also aim to meet the needs of industry by providing educational programmes to meet a skills deficit in these essential areas. Despite a decline in demand for full time culinary programmes, technical skills and knowledge are still regarded as essential pre-requisites to support the recovery of the tourism/hospitality sector post pandemic. Demand is still relatively high for part-time programmes as they meet the needs of industry and learners as it allows learners to upskill whilst working. There has been an increasing chef shortage globally for the past decade and this has been further impacted during the covid crisis as many culinary professionals looked to alternative sectors for job security. Although the covid crisis has had many negative impacts on business, it has also seen the emergence of a resilience which has seen the industry evolve and innovate. This in turns requires culinary education to evolve at the same rate of change to meet the new needs of the sector.

4 General Findings of the External Peer Review Group

Having considered the documentation provided and discussed it with the Programme Board, the External Peer Review Group recommends the following:

Accredited until the next programmatic review	
Accredited until the next programmatic review subject to conditions and/or recommendations ¹	x
Re-design and re-submit to the same External Peer Review Group after additional developmental work	
Not Accredited	

¹ Note:

Approval is conditional on the submission of a revised programme document that takes account of the conditions and recommendations outlined in the report and a response document describing the actions to address the conditions and recommendations made by the External Peer Review Group (EPRG). In this report, the term 'condition' is used to indicate an action or amendment which in the view of the EPRG must be undertaken prior to the commencement of the next delivery of the programme. Conditions are mandatory if the programme is to be approved. The term 'recommendation' indicates an item to which the Programme Board should give serious consideration for implementation at an early stage and which should be the subject of on-going monitoring.

5 Programme-Level Findings – BA (hons) in International Hotel Management and embedded Awards

Consideration for the panel	Overall finding: Yes/No/Partially
Is there an ongoing need for the programme and has evidence been provided to support it?	Yes
Is the level and type of the award appropriate?	Yes
Are the entry requirements for the proposed programme clear and appropriate?	Yes
Is there a relationship between this programme and further education?	Yes
Are the access, transfer and progression procedures appropriate?	Yes
Does the programme comply with the Institute norms for retention, both in first year and subsequent years? Where not, does the Programme Board proactively take appropriate measures to optimise student engagement and retention?	Yes
Does the programme meet the required standards for programmes at its NFQ level (i.e., conform to GMIT Award Standards ²)? For Parent Award? For Embedded Award(s) (if applicable)? For Exit Award (if applicable)? For Minor Award (if applicable)?	Yes
Is the programme structure logical, well designed, and can the stated programme intended learning outcomes, in terms of employment skills and career opportunities, be met by this programme?	Yes
Have appropriate learning and teaching strategies been provided for the programme that supports Student Centered Learning (SCL)?	Yes
Have appropriate programme assessment strategies been provided for the programme taking account of the student workload?	Yes
Is there evidence that learning and teaching is informed by research?	Yes
Have appropriate quality management procedures been implemented in line with GMIT's Quality Assurance Framework? (e.g. Induction, Programme Handbook, Programme Board, Student Feedback, External Examiners)	Yes
Does the proposed programme demonstrate an international dimension? (e.g. content, mobility, collaboration)	Yes
Does the programme encompass sustainable development principles and ethos?	Yes
Does the programme embed employability through the inclusion of work placements, employment preparatory module(s) and/or work-based projects?	Yes
Is there evidence of strategies to promote diversity and inclusion?	Yes
Is entrepreneurship, creativity and innovation embedded in the programme?	Yes
Has the efficiency of the programme's design been considered? For example, does the programme meet the Institute norms on staff:student ratios for programmes of this type?	Yes
Is the programme externally facing? (e.g. Stakeholder engagement, guest speakers, fieldtrips, applied projects)	Yes

² GMIT has adopted QQI's award standards which are available [HERE](#).

Declining numbers of students has underlined the need for effective marketing and recruitment. To that end the school commissioned an audit on the strength and weaknesses of their social media marketing which will assist in improved campaigns in future. At Institute level additional marketing staff have been recruited, one of which is focussed on working with Schools to develop school specific marketing plans. The school recognises that they have overly concentrated on the CAO market and now need to consider alternative demographics.

It was recognised that the issues the school faces are national, and that a country wide strategy is required if the industry is to thrive and develop. Staff from the school are working on industry and national forums examining the issues with employment and careers in the industry and how they can best be addressed.

Targeting young people is important. The school has recently launched an initiative targeting transition and fifth year students which will teach food and beverage skills as well as CV development. It is hoped that this taster programme will provide an inspiring insight into the industry as a possible study and career route, as well as providing training for summer jobs. It is important to educate parents as well as young people given their strong role in determining career and course choice.

The programme has a broad focus with students learning skills as well as management. Recently teams from Galway International Hotel School were recently placed first and second in the Irish Hospitality Institute National Hospitality Business Management Game 2022. Students are exposed to the range of disciplines offered in the school – hospitality, culinary, tourism, event and heritage.

While it was recognised that mature learners need to be an increased focus, the school has always facilitated students from industry. For example, students who completed 3-year diplomas come back to take the fourth year (L8 degree) on a part-time basis. Experiences gained through the Covid pandemic have shown that it will be possible to deliver some material for this cohort online allowing for increased flexibility.

The Programme Board proposed moving more to 10 ECTS modules and reducing the amount of assessment, to avoid over assessment. First year of the programme is practical and prepares student for placement. Assessment is used to provide students with regular feedback on their performance. Based on feedback a new module in year 1 has been included to prepare students for placement, and the reporting and reflection on placement will now take place in a second-year module where students can be supported in both. 10 ECTS modules will also provide increased flexibility for cross-module assessment. It is recognised that modules should reflect industry and not operate in silos.

The Managers and Programme Board recognise the need for the programme to be sustainable. To assist with this it was decided to have a suite of level 6, 7 and 8 programmes to provide student choice. Efficiencies were introduced through aligning modules, where appropriate, across programmes within the school. These efficiencies were pursued with a clear focus on not compromising standards.

Placement is an important aspect of the programme, and students are supported before and after, as well as in their preparation and search for graduate jobs. The school has a dedicated placement office – The Links Office – who aim to match students with placements which provide training and opportunities. The international element of the programmes culminates in an international field trip.

There was evidence that lecturers were keeping up to date with the industry and bringing key trends into the programme e.g., business intelligence, revenue management, sustainability. Whilst many examples were provided showing strong evidence of sustainability being taught on the programme, this was not adequately reflected in module descriptors.

Due to diminishing numbers in the school and demand for space elsewhere in the Institute some kitchens have been repurposed, and one of the restaurant/bars will become a multi-purpose resource. However, there was confidence that as numbers increase that space will be provided for this and other programmes within the school as required.

As the Institute becomes Atlantic Technological University (ATU) there will be more expectation for staff to be research active. The limitations and challenge posed by the teaching contract was recognised.

Diversity is embedded in the programme. The programmes themselves cater for students from diverse backgrounds and prepare them to work in diverse work environments. For example, the HR modules focus on the value of diverse work environments, and some students have focussed their dissertations on topics related to equality, diversity and inclusion in the hospitality industry. A few staff have also upskilled in Universal Design for Learning (UDL).

The panel met several students from the programme, discussing why they chose the programme, their aspirations on completion of their studies, and how they felt the programme could be improved. Open Days were influential in students choosing the programme, with some students previously working on a part-time basis in the industry. All the students hoped to work within the sector in a range of roles on graduation. The online aspect of the programme was challenging during Covid with students expressing a preference for face-to-face classes. Placements were deemed important, but students would like assured opportunities for growth and progression when on placement. Practical learning was valued with students desiring more is possible, particularly in the first two years before placement, with more management focussed content preferable in the final two years.

Based on their review of the programme, the Programme Board proposed a range of changes, the most significant of which were changes to programme titles at level 7 and level 8. These were considered and approved by the panel as a Differential Validation and reported on separately. Other changes included the revision of Programme Learning Outcomes, a change in module sequencing, the inclusion of new modules, revised APS regulations, new transfer routes, updated Teaching, Learning and Assessment Strategies and changes to individual modules. These changes as outlined in Appendix D were approved and the programme was accredited until the next programmatic review subject to the conditions and recommendations below.

Commendation(s):

1. The range and quality of the documentation produced as part of the review as well as the positive engagement with the panel during the validation process.
2. The stakeholder input into the review process and how this has informed changes to the programme.
3. The targeting of Transition Year students in a hands on and interactive manner. This will assist in getting the message across to younger students that the industry provides positive job and career opportunities.
4. Continued focus on placement and employability and the positive impact of the LINKS office.
5. The response of the Programme team to declining numbers through the implementation of a strategic approach to programme rationalisation and sustainability through the inclusion of relevant shared modules,

Condition(s):

None.

Recommendation(s):

1. Develop a school marketing plan which should include the targeting of parents as well as CAO students. The plan should also encompass non-traditional cohorts including mature learners, those working in the industry and FET graduates.

2. Set specific targets for each programme intake which will be a key performance indicator in relation to the success of the marketing and recruitment plan.
3. Utilise current students to connect with prospective students including involving them in the delivery of taster programmes.
4. Work with industry employers who are providing work experience for Transition Year students to devise a varied programme of content and experience which will inspire students to work in the industry.
5. Formalise integrated assessments in the programme and module assessment strategies to ensure that they take place irrespective of who is teaching the module.
6. Sustainability should be at the core of the programme. Review relevant module descriptors to explicitly embed sustainability in learning outcomes, content, and assessment at all stages of the programme.
7. Formalise the engagement with industry in the programme generally and in individual modules. This should incorporate guest speakers and field trips as relevant.
8. Review all reading materials in modules to ensure that they are up to date and required, taking a holistic approach to the acquisition of new texts/eBooks considering increasing costs.
9. Devise a plan to develop research active staff with a view to increasing research informed teaching and developing the sector.
10. Develop distinct profiles of level 6, level 7 and 8 graduates to provide clarity to students, their advisors and to industry as to the output of each programme.
11. Review module assessment strategies, particularly for 10 ECTS modules, elaborating on the constituent parts of continuous assessment where relevant, ensuring that the overall student workload is appropriate.
12. Explicitly include emotional intelligence, stress, and wellbeing within the programme.
13. Ensure appropriate coverage of accommodation, hospitality, culinary and events within the programme. The breadth and depth of interdisciplinary content should be clear in the promotion of the programme to prospective students.
14. Regulations relating to pass marks and the detail of failed elements need to be included as special regulations on the Approved Programme Schedule (APS) as well as within modules. Clarify that the placement is 30 weeks in the APS special regulations.
15. Map out the progression of elective pathways for students, ensuring it is communicated in the programme handbook or equivalent.
16. Make sure that there is an appropriate focus on management in the latter part of the programme to ensure that graduates are work ready and progress quickly in their careers.
17. Provide further guidance to students in relation to placement options to assist them in deciding on the type of role and company they wish to work for.
18. Work closely with placement providers who can provide rich placement opportunities with options for students to gain a broad range of experiences and progression opportunities ensuring that appropriate agreements are in place to optimise student learning.
19. Review module learning outcomes for the following modules ensuring that the wording is appropriate and at the correct level, that the volume of learning outcomes is appropriate and aligned with indicative content and that they read appropriately in light of the introductory sentence: Cultural Studies: Ireland, Management Principles, Business Intelligence, Festival & Event Management, Hotel Revenue & Distribution Management.

For office use only (To be completed by Head of Department)	
Changes due to be implemented in:	
Changes to be implemented on phased or simultaneous basis:	
NB: If the programme changes are to be implemented simultaneously (all stages at once) then the Academic Information Systems Office must be notified immediately where modules have moved stages and an interim APS is required.	

6 Programme-Level Findings – Certificate in Pastry and Baking for Business (20 ECTS)

Historically this programme has been attractive to a mature market. It is an attractive programme for those who wish to acquire pastry and baking skills. There is demand for graduates from regional bakeries and coffee shops.

The Programme Board proposed amendments to module titles and content. All changes as outlined in Appendix E were approved, and the programme was accredited until the next programmatic review subject to the recommendations below.

Commendation(s):

1. The enthusiasm of the proposers was evident in their engagement with the panel. Staff are obviously passionate about their subjects and demonstrated a clear student focus.
2. The quality of graduates emerging from this discipline are excellent and an asset to industry.
3. The quality of the documentation prepared during the review process and provided to the panel.

Condition(s):

None.

Recommendation(s):

1. Review the title of this programme to further differentiate graduate outcomes from those of the 40 ECTS programme. Consider including 'skills' in the title of this programme.
2. Sustainability should be at the core of the programme. Review relevant module descriptors to explicitly embed sustainability in learning outcomes, content, and assessment at all stages of the programme.

Module Recommendation(s)

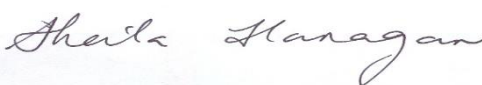
Module Title	Findings
All modules	Review all reading materials in modules to ensure that they are up to date and required, taking a holistic approach to the acquisition of new texts/eBooks considering increasing costs.
Placement Reporting and Reflection 1	Clarify how the hours allocated will be implemented, ensuring that students are sufficiently supported. Ensure that students are adequately prepared to effectively undertake reflective practice.

Essentials of Business	Consider whether the wording of module learning outcomes 2 and 7 reflect what is intended in relation to student achievement. Consider whether marketing should be included as a key skill.
Preparation for Work Placement	Reconsider the wording of module learning outcome 2 and the wording of the repeat assessment strategy.

For office use only (To be completed by Head of Department)	
Changes due to be implemented in:	
Changes to be implemented on phased or simultaneous basis:	
NB: If the programme changes are to be implemented simultaneously (all stages at once) then the Academic Information Systems Office must be notified immediately where modules have moved stages and an interim APS is required.	

Validation Panel Report Approved By:

Signed:



Dr Sheila Flanagan
Chairperson

Date: 21/6/2022

Appendix A - Programme Board Members

The panel met with the following staff:

Ms. Cait Noone	Mr. Tom Edwards	Ms. Beatrice Colleran
Mr. Diarmuid O’Conghaile	Ms. Margaret Gannon	Mr. Brian Morrissey
Ms. Jacinta Dalton	Ms. Deirdre Fahy	Ms. Michelle Glynn
Mr. Cian Marnell	Mr. Barry McMillan	Mr. Ulrich Hoeche
Mr. Tomas Mangan	Ms. Orla O Doherty	Ms. Marie Burke
Dr. Laurence P. Elwood	Ms. Suzanne O Reilly	Ms. Sally Reidy
Dr. John Carty	Ms. Helen Delargy	Ms. Magali Berbey Anderson
Mr. Colin Gilligan	Mr. George Finnegan	Ms. Elizabeth Fox
Ms. Ann Flanagan	Dr. Clare Gilsenan	Ms. Maria O’Grady
Ms. Mary Reid	Ms. Sadie Davoren	Ms. Sinead O’Connor-Lomas
Ms. Helen Owen Scully	Ms. Maria Murphy	

Appendix B - Student Representatives

The panel met with the following student representatives:

Student Name	Programme	Stage
Ms. Karyn Golden	Bachelor of Arts (Honours) in International Hotel Management	4
Mr. Shane Egan	Bachelor of Arts (Honours) in International Hotel Management	4
Ms. Aoife Hanley	Bachelor of Arts (Honours) in International Hotel Management	3
Mr. Jack Forde	Bachelor of Business in Hotel and Catering Management	3
Ms. Emma Ryan	Bachelor of Arts (Honours) in International Hotel Management	1
Mr. Ronan Kingston	Bachelor of Arts (Honours) in International Hotel Management	4
Ms. Ellen Ryder	Bachelor of Arts (Honours) in International Hotel Management	4

Appendix C - Schedule of Meetings

Agenda	
Date:	22nd March 2022
9am	Panel Meet
9.45am	Meeting with Hotel Management Programme Board*
12am	Meeting with Students
12.30pm	Lunch
1.30pm	Meeting with Pastry & Baking Programme Board
2.30pm	Panel Private Deliberations
3.15pm	Initial Feedback
The agenda may be subject to slight alteration on the day. * Break will be scheduled at discretion of chair.	

Appendix D - Proposed Changes to Bachelor of Arts (Honours) in International Hotel Management and embedded Awards

Topic	Proposed Change	Rationale
Programme Learning Outcomes	These have been rewritten	These have been rewritten to take account of the new programme content and structure.
Structure or Sequencing of Modules	Yes	Modifications have been made to the sequencing of modules, to improve the inter-relatedness of the programme.
Addition of New Module(s)	Yes	New modules have been included for the following reasons: to enrich programme content and to enhance our graduates' employability. Descriptions of all new modules, along with existing ones, can be found in the Module Manager Programme Documentation. And are presented in stage-by-stage process below.
New APS Regulations	Yes	To take account of changes to the programmes.
Minimum Entry Requirements	No change	
Changed transfer or progression routes	As detailed in Programme documentation.	Increased flexibility for students following year 1 and year 3.
Teaching & Learning Strategy	Yes	To take account of changes to the programmes.
Assessment Strategy	Yes	To take account of changes to the programmes.

Appendix E - Proposed Changes to Certificate in Pastry and Baking

Topic	Proposed Change	Rationale
Programme Learning Outcomes	none	

Structure or Sequencing of Modules	None	
Addition of New Module(s)	None	
New APS Regulations	None	
Minimum Entry Requirements	None	
Changed transfer or progression routes	None	
Teaching & Learning Strategy	None	
Assessment Strategy	None	
Module changes		
All Modules	Review all reading materials in modules to ensure that they are up to date and required, taking a holistic approach to the acquisition of new texts/eBooks considering increasing costs.	
Fundamentals of Pastry Baking and Dessert	Name change: The Art of Pastry Baking and Dessert 1	As well as focusing on the fundamental skills of pastry, there is an additional focus on local, seasonal, sustainable and artisan products to reflect modern trends.
Modern and Innovative Pastry Baking and Desserts	Name change: The Art of Pastry, Baking & Desserts 2	This module assists learners to demonstrate with confidence and creativity the skills required for pastry in a contemporary industry with a focus on sustainable practice.
Placement Reporting and Reflection 1	Clarify how the hours allocated will be implemented, ensuring that students are sufficiently supported. Ensure that students are adequately prepared to effectively undertake reflective practice.	
Essentials of Business	Consider whether the wording of module learning outcomes 2 and	

	7 reflect what is intended in relation to student achievement. Consider whether marketing should be included as a key skill.	
Preparation for Work Placement	Reconsider the wording of module learning outcome 2 and the wording of the repeat assessment strategy.	