

EXTERNAL REVIEW REPORT OF NEW PROGRAMMES

1.	Title of Programme(s):	BA (Hons) in Culinary and Gastronomic Sciences BA in Culinary and Gastronomic Sciences Higher Certificate in Culinary Arts (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:	11 th 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:	Ms Cait Noone Mr Gerry Talbot Dr Francesco Noci Ms Ann O'Leary Ms Sadie Davoren Mr Ulriche Hoeche			Mr Martin Ruffley Ms Ann Flanagan Kelly Dr Clare Gilsenan Dr Larry Elwood	

10	<p>Programme Rationale:</p>	<p>At present GMIT offers a Higher Certificate in Culinary Arts programme at Level 6, a Bachelor of Business in Culinary Arts Management programme at level 7 and have a one-year Add-on programme at level 8 in Culinary Arts Management (Hons). In addition, GMIT also offers a part time BA in Culinary Arts at Level 7, focused on the further development of culinary skills, predominantly aimed at workers already employed in the catering sector.</p> <p>By focusing on both the creative and the scientific aspects of food, the proposed programmes will represent a further development of GMIT's offering as it will cover the one area of the culinary/food education that is currently not available for GMIT students. The understanding of science as it applies to foods will assist students interested in a career in food product development and/or food science both as employees, development chefs and as food innovators.</p> <p>The proposed programmes span two industrial sectors where successful graduates will avail of career opportunities. The food and beverage sector has been growing substantially in the last years and is targeted to be one of the areas of major growth according to Food Harvest 2020. The Forfás report 'Guidance for Higher Education Providers on Current and Future Skills Needs of Enterprise', identifies the food and beverage industry as lacking in skilled graduates with new product development skills and skills in R&D and food technology.</p> <p>The fostering of creative skills for innovation and design is considered to be an essential feature of any successful graduate, regardless of the industry sector he/she will operate in. Increasingly, food companies, artisan producers and chefs have filled the divide between food science and the artistic and creative side of cooking. The widespread availability and use, in professional kitchens, of ingredients and processes that were once typical of 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.</p>
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11.	Potential Demand for Entry:	Projected student numbers for the first year are 25-32 students.
12.	Stakeholder Engagement:	As part of the programme development process the programme team conducted research with stakeholders using questionnaires, focus groups and in-depth interviews. Stakeholders consulted were employers of graduates from the Higher Certificate in Culinary Arts, GMIT staff, external examiners, external academic and industry experts, and industry representative groups.
13.	Graduate Demand:	<p>The programme will support graduates in their pursuit of careers in the food industry, and in the culinary and catering sector, by enhancing professional culinary skills in areas such as new product development, food processing and manufacturing.</p> <p>Programme graduates will advance their career prospects, inspire their creativity and innovation, be enabled to network with peers and collaborate with industry leaders in a sector that has been continuously growing, even during economically challenging times, and is targeted as one of the main driving forces for the Irish economy, both in terms of jobs and export.</p> <p>Potential career opportunities for the graduates of this programme are all the levels of chef (commis, sous, head, executive), development chef within the food industry, developer of own novel food products, product developer in the food industry, or self-employment.</p>
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 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

		<p>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. Students will concurrently learn culinary and gastronomy skills, food product development, food science and technology, personal and professional development, and apply their knowledge and skills during work placement modules.</p>
<p>17.</p>	<p>LTA:</p>	<p>This programme will use a mixed approach for its delivery and achievement of the learning outcomes including practical culinary classes, laboratories, classical lectures, tutorials, field trips.</p> <p>In culinary disciplines students learn in an environment of mutual respect where lecturers motivate students to learn through their own passion for their specialist subjects. Students are encouraged to be active learners and problem solvers where knowledge is cultivated and practical skills are mastered. In practical classes students are helped to develop skills and techniques until they can stand alone and complete tasks. Lecturers incorporate a variety of teaching approaches to keep students engaged throughout lectures.</p> <p>The student is exposed to basic techniques in year one in both culinary and scientific skills and the complexity increases as the student progresses through the programme. Practical elements of culinary, food science and gastronomy are an essential part of the programme per se and because they support the theoretical subjects, by putting into practice the scientific knowledge acquired by the student.</p> <p>Student-centered learning places the teacher as a facilitator of learning. Discussion and group work are used. In demonstrations and field trips students are given the opportunity to see how something is done or made in the commercial food sector so they can try to replicate it with support and then master it by themselves.</p> <p>A variety of assessment methods are employed on the programme. Such approaches may include, <i>inter alia</i>,</p>

		<p>academic essays (incorporating a literature review), individual and group case-study assignments, poster presentations, reflective journals/portfolios, e-portfolios, log books, peer assessment, power-point presentations, problem-based learning assignments, book and academic article reviews, various types of project work and mid-session examinations. In addition, modern approaches such as field trips, learning events are also employed throughout the proposed programmes.</p>
18.	Access, Transfer & Progression:	<p>GMIT's Code of Practice No 4 on Access, Transfer and Progression applies.</p>
19.	Resource Implications:	<p>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 this and the Department's other programmes.</p> <p>In the future, student numbers may drive the need for an additional dedicated lecturer (part-time or full-time, depending on numbers). It is envisaged that for a number of modules it would be desirable to upgrade the Food and Wine Laboratory to meet international standards (ISO 8586) for sensory analysis, and to gradually acquire additional equipment for food safety, preparation and analysis (e.g.: Minolta Chromameter, water activity meter, optical density refractometer, UV spectrophotometer, Tablets set). The programmes would benefit from the creation of a physical space for research and development (a dedicated laboratory space) with the view of accommodating research work for dissertation purposes.</p>
20.	Synergies with existing programmes:	<p>The programme shares common modules with other programmes including the Higher Certificate in Culinary Arts, Bachelor of Business in Culinary Arts Management, BA in Culinary Arts and the proposed Bachelor of Business in Culinary Innovation & Enterprise.</p>

21.	Findings and Recommendations:	<p>General:</p> <p>The panel is pleased to recommend approval of the programmes subject to one condition and nine recommendations, as outlined below.</p> <p>Recommendations of the panel in relation to award sought:</p> <ol style="list-style-type: none"> 1. Entry requirements should be written to reflect the new Leaving Certificate examination grades and the revised title of QQI FET awards. 2. 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. 3. 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. 4. Include the award title and programme schedule for the exit award at Higher Certificate level in the programme submission. 5. 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. 6. 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 also be considered. 7. The programme team should review the programme content to ensure the following issues are adequately addressed in the programme: (1) HR / Employee relations (2) Food Product Design. The proposal is not for additional modules/credits.
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		<p>Special conditions attaching to approval (if any):</p>	
		<p>1. Revise the programme schedule to ensure that it is correct and consistent with the contact hours of individual modules and with the programme schedule on module manager. The breakdown of the delivery mode of contact hours should be included in the programme submission. Year long 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.</p>	
22.	FAO: Academic Council:		
		Approved:	
		Approved subject to recommended changes:	X
		Not approved at this time:	
	Signed:		
		Chair	Secretary