Programme specification

(Notes on how to complete this template are provide in Annexe 3)

1. Overview/ factual information

Programme/award title(s)	Foundation Degree in Culinary Arts
Teaching Institution	South Eastern Regional College (SERC)
Awarding Institution	The Open University (OU)
Date of first OU validation	May 2022
Date of latest OU (re)validation	N/A
Next revalidation	May 2027
Credit points for the award	240
UCAS Code	N/A
HECoS Code	
LDCS Code (FE Colleges)	
Programme start date and cycle of starts if appropriate.	September 2022
Underpinning QAA subject benchmark(s)	QAA Undergraduate Subject Benchmark Statements for Events, Hospitality, Leisure, Sport, and Tourism (2019)
Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.	South Eastern Regional Colleges' Development Plan Feedback from industry Student focus groups
Professional/statutory recognition	
For apprenticeships fully or partially integrated Assessment.	
Mode(s) of Study (PT, FT, DL, Mix of DL and Face-to-Face) Apprenticeship	Full time - Face to Face Part time - Face to Face
Duration of the programme for each mode of study	FT – 2 Years PT – 3 Years
Dual accreditation (if applicable)	
Date of production/revision of this specification	

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in student module guide(s) and the students handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.

2.1 Educational aims and objectives

The general aim of the Foundation Degree in Culinary Arts is to produce industry focused graduates who have an in-depth knowledge of the core principles of Culinary Arts with a practical understanding of how theory informs professional practice in preparation for a career in the wider Hospitality Industry and/or progression to a higher qualification either through the professional bodies or a university. Within that context, the aim is to provide an academically challenging, intellectually stimulating, vocationally relevant programme of study at a level appropriate for the achievement of a Foundation Degree.

As a pathway to higher level study, this Foundation Degree programme supports the Colleges and Open University's widening participation and social inclusion agenda, providing opportunities to those who for several reasons may not otherwise have been able to access a degree education. Access to higher education is further enhanced through the inclusion of a Higher-Level Apprenticeship pathway, which offers a work-based learning solution not previously available across the Culinary Sector, a development which is aligned to the NI Department for the Economy's Higher Education and Apprenticeship strategies, and which offers increased choice to students; whether school leavers, those with existing experience in the sector, or those seeking a change in their career.

Furthermore, it is anticipated that this Foundation Degree programme will provide opportunities for students to enhance their employability skills base and develop specific occupational competencies aligned to the needs of employers in the hospitality industry.
The emphasis is on equipping learners with the ability, skills, and knowledge to successfully expand their creativity and develop careers in sustainable product and menu development and hospitality companies or start their businesses. The FD programme is regarded as a natural progression route for students completing the NVQ Level 3 Diploma in Kitchen and Larder and/or Patisserie and Confectionery.
The general aim of the Foundation Degree in Culinary Arts is to produce industry focused graduates who have an in-depth knowledge of the core principles of Culinary Arts with a practical understanding of how theory informs professional practice in preparation for a career in the wider Hospitality Industry and/or progression directly to a higher qualification either through the professional bodies or the University. Within that context, the aim is to provide an academically challenging, intellectually stimulating and

broadly based programme of study at a level appropriate for the achievement of a Foundation Degree.

Specifically, the Foundation Degree in Culinary Arts aims to:

Demonstrate theoretical knowledge and understanding of the core principles and concepts of the Culinary Arts Sector
Develop skills in self-appraisal and reflection
Develop operational skills, personal attributes and competencies required for employment internationally within the Culinary Arts Sector
Understand and appreciate managerial, financial, and legal principles within the Culinary Arts Sector
Develop and apply a range of operational/supervisory, entrepreneurial, and problem-solving skills
Develop academic writing and thinking skills
Demonstrate the principles necessary for career development and have an appropriate balance between the vocational skills required for immediate employment and the more fundamental principles necessary for further study
Develop a range of transferable skills and apply them to communication, presentations, entrepreneurship, teamwork, customer service and time management
Demonstrate an understanding of the political, economic, legislative, environmental, social, professional codes of conduct and technological influences which impact on the International Culinary Arts Sector
Acquire a professional attitude through a range of transferrable skills within the workplace to develop a career in culinary management
Build confidence in learners presenting and professionally discussing work
Effectively use a range of communication skills for different purposes, including the effective use digital literacy skills.
Demonstrate the ability to develop Transversal Skills in Citizenship, Working with Others, Problem Solving and Decision Making, Self-Management, and Work Professionalism.
Demonstrate the ability to develop Meta Skills in Critical Thinking, Leadership, Emotional Intelligence, and Entrepreneurship.

2.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

The college offers a full range of curriculum in this vocational area, ranging from Level 2 to Level 5 and across Professional Cookery, Bakery and Patisserie, Food and Beverage Service and Supervision, Hospitality and Hospitality and Tourism with Specialisms. The needs of full time, part-time and apprenticeship learners are addressed, as well as an increasing focus on employee upskilling via tailored programmes and DfE initiatives.

One of the key aims of the Curriculum Hub for Hospitality and Tourism, is to review and refresh all curriculum in this area to ensure industry relevance and improved consistency in offer and standard across NI. The introduction of Traineeships at level 2 and curriculum reform at level 3 provide the foundation and feeder to the culinary arts programme.

A communications strategy will play a critical role in addressing sectoral image as a career of choice, with clearly articulated study pathways and entry points aligned to job roles from Levels 2 and 3 through to Level 5. This programme makes an important contribution to Higher Education provision within SERC and offers a progression pathway to FE students from Level 3.

The Foundation Degree in Culinary Arts seeks to develop a range of intellectual, cognitive, practical, and transferable skills. These are introduced across the programme and are developed both between and across each level. The programme has been designed in a way to provide learners with the opportunity to enhance their knowledge and skills at each level and within modules taught at each level. The programme and module design are based on, research against similar programmes, benchmarking, the input of industry representatives and the views of students.

2.3 For Foundation Degrees, please list where the 60-credit work-related learning takes place. For apprenticeships, an articulation of how the work based learning and academic content are organised with the award.

The work-related learning takes place in the modules below:

Level 4 – The Compliant Kitchen (20 credits)

Level 5 – Work Based Learning (40 credits)

The concept of work-based learning and employer engagement will further be developed in the modules The Innovative Chef and The Sustainable Chef through live industry projects.

2.4 List of all exit awards

Certificate of Higher Education in Culinary Arts (Cert HE) upon successful completion of 120 credits at Level 4.

Foundation Degree in Culinary Arts (FD) upon successful completion of 240 credits at Level 5.

3. Programme structure and learning outcomes
(The structure for any part-time delivery should be presented separately in this section.)

Full Time

<table>
<tr><td colspan="6">Programme Structure - LEVEL 4</td></tr>
<tr><th>Compulsory modules</th><th>Credit points</th><th>Optional modules</th><th>Credit points</th><th>Is module compensatable?</th><th>Year/Semester runs in</th></tr>
<tr><td>Modern and Classical Gastronomy</td><td>20</td><td></td><td></td><td>Yes</td><td>1/1</td></tr>
<tr><td>Research and Study Skills</td><td>10</td><td></td><td></td><td>Yes</td><td>1/1</td></tr>
<tr><td>Food photography and Social Media Presence</td><td>20</td><td></td><td></td><td>Yes</td><td>1/1</td></tr>
<tr><td>The Compliant Kitchen</td><td>20</td><td></td><td></td><td>Yes</td><td>1/1</td></tr>
<tr><td>Contemporary Patisserie and Confectionary</td><td>20</td><td></td><td></td><td>Yes</td><td>1/2</td></tr>
<tr><td>The Profitable Kitchen Planner</td><td>20</td><td></td><td></td><td>Yes</td><td>1/2</td></tr>
<tr><td>Modern Kitchen Culture</td><td>20</td><td></td><td></td><td>Yes</td><td>1/2</td></tr>
</table>

Part Time

Programme Structure - LEVEL 4					
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**	**Is module compensatable?**	**Year/Semester runs in**
Modern and Classical Gastronomy	20			Yes	1/1
Research and Study Skills	10			Yes	1/1
Food Photography and Social Media Presence	10			Yes	1/1
The Compliant Kitchen	20			Yes	1/2
Contemporary Patisserie and Confectionary	20			Yes	1/2
The Profitable Kitchen Planner	20			Yes	2/1
Modern Kitchen Culture	20			Yes	2/1

Intended learning outcomes at Level 4 are listed below:

Learning Outcomes – LEVEL 4	
3A. Knowledge and understanding	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
A1: Demonstrate knowledge of the processes, procedures theories, concepts and principles underpinning the culinary arts sector. **A2:** illustrate knowledge of the social, cultural, ethical, environmental, and legal issues which underpin culinary best practice. **A3:** Demonstrate an awareness of commercial and entrepreneurial opportunities.	**Learning and Teaching Methods**: Subject-related qualities are acquired mainly through lectures, tutorials, seminars, practical-based exercises, directed reading, videos, ICT-based resources, case studies, virtual learning environment (VLE) integration and experiential learning. Tutorials promote reflective learning and the development of generic skills. Live projects and work-related learning also provide vehicles for learning and teaching. Exploration, analysis, and evaluation of industry practice will enable learners to work on academic writing skills, make judgements and develop arguments pertaining to the industry while expanding their knowledge and understanding at Level 4. This familiarity of terminology and context at Level 4 will form the basis of their knowledge and understanding for Level 5. **Assessment Methods:** Testing the knowledge base is principally through coursework, assignments, examinations, reports, online tests, research reports and presentations to include PowerPoint presentations and story boards.

Learning Outcomes – LEVEL 4

3A. Knowledge and understanding

	Assessment strategies offer students clear guidance regarding future development. Self-reflection constitutes an influential part of formative assessment. Summative assessment provides learners with clear and concise feedback to embed good practice in future knowledge acquisition. It also informs learners how to improve and expand their knowledge in continuing studies, particularly as they move from Level 4 to Level 5 and beyond.

3B. Cognitive skills

Learning outcomes:	Learning and teaching strategy/ assessment methods
B1: Analyse the culinary arts sector and apply theories, principles, concepts, and practices in context. **B2:** Apply a range of study skills and research techniques from a range of sources to develop creative and innovative solutions to simple well-defined problems. **B3:** Demonstrate a range of professional skills; culinary, financial, marketing, leadership and team working.	**Learning and Teaching Methods**: Learners are challenged to develop their cognitive skills by developing arguments and hypotheses based upon their research. They will explore diverse topics and develop a critical analysis of their findings. Intellectual qualities are developed mainly through lectures, seminars, tutorials, coursework, assignments, experimental work and projects. Students will be presented with briefs (both live and simulated) that utilises Project-Based Learning, a student-centred pedagogy where students will learn through the experience of solving an industry-defined problem. This approach enables students to develop their critical thinking, creativity, and communication skills. This will create contagious energy among students to develop a deeper understanding of the

3B. Cognitive skills	
	subject and quest for further knowledge and skills through active learning.

At Level 4 students, will be introduced to fundamental practices across the industry that they will further build on and analyse at Level 5.

Assessment Methods:
Learners will be assessed on their ability to critique and evaluate research. They will develop their knowledge using independent thinking skills and produce recommendations based upon and justified through supporting literature.

The assessment focuses on the coursework submissions, class tests, end-of-semester presentations/examinations, essays, and project reports. Some of these skills are assessed in formal presentations.

Assessment strategies offer students clear guidance concerning future development. Self-reflection and peer evaluation constitute an important part of formative assessment. |

3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
C1: Demonstrate practical and professional skills, techniques and procedures with due regard for safe working practices and legislative requirements. **C2:** Operate effectively, independently, and collaboratively as a member of a team in a professional environment, while recognising own limitations and areas requiring future development. **C3:** Respond to changes in moral, ethical, professional, and environmental standards applicable to business and individuals in the culinary arts sector.	**Learning and Teaching Methods**: The learning and teaching methods place emphasis on lectures, practical and experimental work, and team projects. Project briefs simulating realistic practice also contribute to teaching and learning. Project briefs simulating realistic practice also provide students with opportunities to hone practical and professional skills and produce excellent outcomes. Working within allotted timeframes and resource constraints develops professional skills worthy of any workplace. Underpinning practical skills are developed throughout the Level 4 modules, providing students with the building blocks needed to acquire new techniques and practices as they progress through the year. At Level 4, the key practical skills will be designed to develop the technical capability needed by students to answer uncomplicated practical problems or briefs, taking responsibility to produce resolute outcomes. **Assessment Methods:** Learners will have the opportunity to use modern, industry-standard equipment to apply their knowledge and develop the skills required for employment. Testing the knowledge base is principally through coursework assignments, reports, and essays. Assessment of practical and professional skills is achieved through the practical elements of the level

3C. Practical and professional skills	
	4 modules. Formative feedback occurs throughout the learning and assessment process. Summative feedback is used to indicate the areas of strength, highlight areas for improvement to strengthen the knowledge, skills, and abilities of learners.

3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
D1: Develop effective written and oral communication, numeracy skills and the application of digital literacy. **D2:** Apply organisation and interpersonal skills (including task, time management, teamwork and problem solving) both individually and in groups. **D3:** Develop the ability to self-appraise and reflect on practice in order to improve future performance.	**Learning and Teaching Methods**: Transferable and fundamental skills are delivered throughout the course, i.e., lectures, coursework assignments, RWE (Realistic Work Environment) work. The teaching and learning of ICT skills will be within the course structure. Workshops include demonstrations such as ICT skills, PowerPoint and other ICT applications, presentations, and library research skills. Effective learning environments are engendered in kitchens and on-site industry visits and workshops with staff and students sharing experiences as partners in learning. Other learning and teaching methodologies include team-teaching, demonstration, and peer learning. The Study Skills module with HE Academic Mentors will support learners with research, academic writing and referencing throughout the year.

3D. Key/transferable skills	
	Teaching and learning will be contextualised with social, ethical, and legal relevance to the industry. Collaboration and communication techniques will be utilised through all learning and teaching activities, group discussions and simulations, project-based learning activities, report writing and blended and virtual learning platforms.

Over the course of the programme, learners are provided with essential information which they must then research, analyse and interpret. Learners will undertake further independent reading to broaden the understanding of specific problems and design principles. This is designed to stretch and challenge learners and develop their ability at Level 4 as preparation for Level 5. Creative thinking and critical analysis are engendered in every aspect of the programme and will be further fostered and encouraged through lecturer mentoring weekly. Discussion and critiques support the development of problem resolution at a higher intellectual level.

Assessment Methods:
Learners will develop subject knowledge from data examination and enhance their understanding of assessments. Throughout the programme learners will develop digital literacy by completing assessments and presentations using suitable methods.

The testing of learner knowledge is principally through coursework assignments, reports, online assessment, experimental reports, and class tests. Assessment of teamwork is through submission of teamwork tasks, student/peer and self-assessment, and oral presentations. |

3D. Key/transferable skills	
	Assessment strategies offer students clear guidance regarding future development. Self-reflection and peer evaluation constitute an essential part of formative assessment.

Exit Award Certificate in Higher Education in Culinary Arts. (Cert.HE) 120 Credits

Full Time

Programme Structure - LEVEL 5					
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**	**Is module compensatable?**	**Year/Semester runs in**
Global Gastronomy	20			Yes	2/1
Talent Management and Leadership	20			Yes	2/1
The Innovative Chef	20			Yes	2/1
The Sustainable Chef	20			Yes	2/2
Work Based Learning	40			No	2/2

Part Time

Programme Structure - LEVEL 5					
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**	**Is module compensatable?**	**Year/Semester runs in**
Global Gastronomy	20			Yes	2/2
Talent Management and Leadership	20			Yes	2/2
The Innovative Chef	20			Yes	3/1
The Sustainable Chef	20			Yes	3/1
Work Based Learning	40			No	3/2

Intended learning outcomes at Level 5 are listed below:

Learning Outcomes – LEVEL 5
3A. Knowledge and understanding

Learning outcomes:	Learning and teaching strategy/ assessment methods
A1: Critically evaluate the theories, concepts, processes and principles underpinning the culinary arts sector. **A2:** Evaluate the impact of the social, cultural, ethical, environmental, and legal issues which underpin culinary best practice. **A3:** Evaluate current and evolving entrepreneurial opportunities in the culinary arts sector.	**Learning and Teaching Methods:** Subject-related qualities are acquired through lectures, seminars, directed and self-directed reading, videos and ICT-based resources, case studies, virtual learning environment (VLE) integration and experiential learning. The use of practical RWE settings is an invaluable aspect of the teaching and learning process. Group critiques and individual tutorials promote reflective learning and the development of generic skills. Live projects also provide vehicles for learning and teaching. At Level 5, the students will be encouraged to contextualise their work, research to expand and strive for improvement in their knowledge, understanding and application of the theoretical contexts and concepts encountered. Work-based learning will challenge students to put their acquired knowledge into independent professional practice at Level 5, preparing students for the challenges of Level 6 or industry practice.

Learning Outcomes – LEVEL 5

3A. Knowledge and understanding

	Assessment Methods
	Formative and summative assessment is principally through coursework, assignments, and reports. Other assessment evidence may be generated using Logbooks / Diary / Digital Diary, Visual Commentary (including PowerPoint presentations, mood boards, posters, and other suitable ICT applications) and end-product prototypes.
	Assessment strategies offer students clear guidance regarding future development. Self-reflection and peer evaluation constitute an important part of formative assessment.

3B. Cognitive skills

Learning outcomes:	Learning and teaching strategy/ assessment methods
B1: Exercise critical thinking in the analysis of a range of appropriate principles, concepts, and situations within the culinary arts sector. **B2:** Locate, extract, and analyse data from multiple sources, including the appropriate acknowledgement and referencing of sources.	**Learning and Teaching Methods**: These intellectual cognitive skills are developed through lectures, seminars, tutorials or practical-based activities, independent project work and work-based learning activities. As with Level 4, students will be presented with briefs however, at Level 5, project-based Learning will move to a more complex industry-defined problem with live briefs, forcing the students to develop their critical thinking, creativity, and communication skills.

3B. Cognitive skills	
B3: Critically evaluate the effectiveness of different approaches to solving practical problems in a range of technical and/or supervisory situations related to products, services, and the operations of culinary arts.	At Level 5, WBL will guide the students to develop more critical awareness, enabling students to formulate ideas and confidently research and experiment to strengthen their outcomes. **Assessment Methods:** The formative and summative assessment focuses on coursework submissions, essays, and project reports. Other assessment evidence may be generated using Logbooks / Diary / Digital Diary, Visual Commentary (including PowerPoint presentations, mood boards, posters, and other suitable ICT applications) and end-product prototypes. Assessment strategies offer students clear guidance regarding future development. Self-reflection and peer evaluation constitute an important part of formative assessment. Where students solve real-life problems, cognitive skills are assessed via pitching and presenting ideas and client feedback on the outcomes produced.

3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
C1: Operate in a professional, legal, moral, sustainable, and ethical way in an industrial environment and evaluate the outcomes for a culinary business.	**Learning and Teaching Methods**: Practical and professional skills are developed through structured practical activities in Realistic Work Environments (RWE) and catering-related settings. These include practical activities, team projects and ideas generation and solution development workshops and work-based

3C. Practical and professional skills	
C2: Plan, design, execute and communicate a sustained piece of independent intellectual work evaluating own performance and establish developmental actions. **C3:** Propose creative yet practical solutions to a range of complex problems related to the culinary arts context.	learning experiences. The course team will use guest speakers to enhance delivery and to place emphasis on practical and professional skills within the industry. Learners will also utilise the work placement as an extension of the learning opportunity to build upon skills fostered in Level 4 and will now be enhanced at Level 5. At Level 5, practical and professional skills are inherent in all modules, as learners are expected to deliver practical outcomes to a professional standard at this level. Learn to study and develop independent thinking, problem-solving, analysing, and evaluation and self-reflection skills. Collaborative group-based work will be assessed by work submitted individually and may include an element of assessment by tutor observation of each candidate's contribution to the team and effectiveness as a team member while the team is working on the project. Moving with confidence from fundamental technical skills to become flexible, adaptive, and experimental. Responding to live briefs and work experience to successfully adapt to this ever evolving and creative industry by identifying and solving complex, challenging issues. **Assessment Methods:** Formative and summative assessments provided through coursework submissions, essays and project reports. Other assessment evidence may be generated using Log Books / Diary / Digital Diary, Visual Commentary (including PowerPoint presentations, mood boards, posters

3C. Practical and professional skills	
	and other suitable ICT applications), end-product prototypes, peer and supervisory review/evaluation. Assessment strategies offer students clear guidance regarding future development. Self-reflection and peer evaluation constitute an important part of formative assessment. At Level 5, learners must prove their professional practice in the Work-Based Learning module. To be successful, learners must display independence, make reasoned judgements in a professional setting. Learners will present outcomes of product design and development during a presentation to a panel industry experts.

3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
D1: Apply sound numeracy, literacy and digital skills choosing appropriate tools and methods. **D2:** Interact effectively within a team, giving and receiving information and ideas, modifying response where appropriate while developing professional working relationships. **D3:** Evaluate own strengths and weaknesses, challenge received opinion and develop own criteria and judgement.	**Learning and Teaching Methods:** Key/transferable skills will be developed through lectures, seminars, and tutorials. This also includes ICT skills, information management, library research skills and preparation for placement activities. All transferable skills apply to theoretical disciplines, practical and work-based activities. Other learning and teaching methodologies include team-teaching, demonstration, and peer learning. Learners will be provided with key information which they will research, analyse, and interpret, then seek out further reading where they must

3D. Key/transferable skills	
	independently broaden their understanding of specific problems and creative design principles. The fundamental design of the programme is to stretch learners, develop their skills at Level 5. Work-Based Learning and Leadership modules at Level 5 enable students to work in industry (or simulated) contexts driving them to become effective in their time management, taking responsibility for their work, and managing working with others in a professional environment. Creative thinking and critical analysis are applied to all aspects of the programme and will be further fostered and encouraged through lecturer mentoring weekly. Discussion and critiques support the development of problem resolution at a higher intellectual level. At Level 5, students are encouraged to develop their self-reflection and set targets with the tutor, reflecting on feedback, and responding to this. **Assessment Methods:** Formative and summative assessments will be shown through coursework submissions, essays and project reports. Other assessment evidence may be generated using Log Books / Diary / Digital Diary, Reflective Journals, Visual Commentary (including PowerPoint presentations, mood boards, posters and other suitable ICT applications), end-product prototypes, peer and supervisory review/evaluation.

Exit Award – Foundation Degree Culinary Arts 240 Credits

4. Distinctive features of the programme structure

- **Where applicable, this section provides details on distinctive featurs such as:**

  ➢ where in the structure above a professional/placement year fits in and how it may affect progression

  ➢ any restrictions regarding the availability of elective modules
  ➢ where in the programme structure students must make a choice of pathway/route
- **Additional considerations for apprenticeships:**
  ➢ how the delivery of the academic award fits in with the wider apprenticeship
  ➢ the integration of the 'on the job' and 'off the job' training
  ➢ how the academic award fits within the assessment of the apprenticeship

This programme will facilitate the opportunity for successful progression from Level 3 Diploma Kitchen and Larder and/or Patisserie and Confectionery to a Foundation Degree in Culinary Arts.

The FD Programme is subject to prominent levels of employer engagement in areas such as curriculum and module design. Employer engagement will be encouraged throughout the programme in curriculum development, evaluation, and self-sourced placements on an ongoing basis. The course programme is designed to provide a high-quality academic experience for students and enables student achievement and reliable assessment.

This programme of study will offer clear routes that facilitate opportunities for successful progression from Level 3 City & Guilds NVQ qualifications as well as relevant BTEC, A-Level, NVQ, and Level 4 qualifications, Certificate in Higher Education to this Foundation Degree in Culinary Arts.

Access to dedicated staff to aid project-based learning, research, and enterprise. Students have access to high-quality resources allows them to relate closely to industry-based problems and provides the opportunity for them to offer solutions where appropriate. It is clear from retention statistics that the availability of excellent resources improves the students learning experience and adds value to those learners who prefer practical-based problems.

Learners will engage and develop skills for personal and professional development. This is embedded throughout the programme modules and the Work-Based Learning module (WBL) in semester 2 of year 2 for full time learners and semester 2 of year 3 for part time learners.

Personal development planning is embedded into tutorial sessions, whereby learners will engage in activities to allow them to complete their course and progress into employment or level 6 education. This includes career planning, job searching, applications and interview techniques.

The work-based learning module will provide the student with opportunities to apply the knowledge and skills attained from level 4, they will benefit from being exposed to the industry in practice and from meeting and working with other professionals and industry representatives. As well as giving opportunities for the application of knowledge, the Work-Based Learning module develops character and realistic attitudes and improves students' skills in communication and decision-making and teamwork. It plays a significant part in producing an understanding of the complete process of management and operation and has proved to be a vital factor in preparing students for the world of

work. Details of the Work-Based Learning are outlined within the module descriptor. Successful completion of the Work-Based Learning module is essential to the achievement of the Foundation Degree.

5. Support for students and their learning.
(For apprenticeships this should include details of how student learning is supported in the workplace)

Students and their learning are supported in several ways:

- A comprehensive programme induction for new students.

- Student programme and module handbooks are placed on the VLE (MOODLE) for students to reference at any time from any location.

- A HE Student Handbook for the academic year is available on the college website and VLE highlighting internal processes, codes of conduct, academic practices, support services and general college information for the learner.

- Assignment of students to a studies advisor and a year tutor.

- Access for students to the Course Director and academic staff through an 'office hours' system.

- Student representation on course committees and HE Review Boards.

- Opportunity to address general concerns through the student/staff consultative committee.

- Facilities and assistance offered by the library and computer services.

- Student e-mail accounts and full access to the College VLE (MOODLE).

- The Student Support Hub provide help in the field of customer service, young career support, health, counselling and guidance, careers, finance, learning support, pastoral care, library and resource centre and Students Union.

- Dedicated Work Placement department providing advice and support through the complete process for securing and undertaking Work Based Learning.

- Provision of Dedicated Work Based Learning tutor.

- The College has procedures for assessment of, and for making arrangements to meet the additional support needs of students with disabilities. These procedures follow DSA guidance.

- Timetabled tutorial sessions on a weekly basis will be provided for all students.

- College email system accessible for student to contact tutors for support and advice in and out of office hours.

- College Microsoft Teams system accessible for students to contact tutors for

support and advice whilst working remotely.

- The colleges operations a robust complaints and appeals process that the students can avail of as required.

Work Placement Support:

Learners are required to undertake WBL for not less than 12 weeks (300 hours) in a suitable kitchen environment, which can deliver the aims set out above. The precise nature of placement will vary depending on the culinary sector and employer.

Work based learning has been in place in the college for many years, the college has a bank of placements held on a system named SPICE (Specialist Provision for Industry using College Expertise) for which any student can apply, for example Hastings Hotels, Hilton Hotels, local councils, Visit Derry, Ulster American Folk Park, and local independent businesses. Students also have the opportunity to find their own placement providers. All placements are agreed as a tripartite agreement between the college, employer and learner. The placement opportunities are quality assured by the WBL tutors in line with the College placement guidelines and are outlined in the 'Student Placement Employer Pack' document.

Course Tutors will assist students to obtain placements by:

a) Inviting speakers into the College from local employers. These industry speakers inform students about career opportunities, requirements and applications
b) Taking groups on "site" visits.
c) Maintaining contacts already established with local organisations
d) Liaising with professional organisations

Students also have access to the Colleges' Careers Advice Services which helps them with CV writing and interview skills.

Students apply for placements and are interviewed by the placement provider. Students will be supported by an appointed industrial employer supervisor on site in the placement who will act a contact for the student and liaise with the college tutor when appropriate.

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6. Criteria for admission
(For apprenticeships this should include details of how the criteria will be used with employers who will be recruiting apprentices.)

Entry point - Year 1: **Level 4**

Students who wish to gain admission at first year of the Foundation Degree.

Applicants must have reached the age of 18 years on admission. Successful applicants must have normally reached their 18th birthday by 31 August in the year of entry.

Possess NVQ Level 3 or above in Kitchen and Larder and/or Patisserie and Confectionery or equivalent recognised qualifications in Hospitality and Catering.

Applicants must have achieved a minimum of Grades C or above in English and Maths or other equivalent qualifications, such as Essential Skill Level 2 in Literacy and Numeracy.

A work placement in a catering environment is recommended.

Applicants holding non-catering-related qualifications but presenting with appropriate industrial experience will need to demonstrate they have the required level of industry skill and experience. This will be assessed via a practical Skills test as part of the interview and selection process. The skills test will require applicants to produce an industry style dish acceptable for service in a high street restaurant to demonstrate their level of cooking ability.

Applicants who do not hold any formal Level 3/4 qualifications but hold significant and relevant Industrial experience may gain admission through experiential learning and should request the College Recognition of Prior Learning (RPL) procedure.

In both above instances the applicant may be required to participate in a series of intense skills masterclasses as a condition of their acceptance onto the programme during the 6-week induction programme alongside the academic skills induction provision.

Entry point - Year 2: Level 5

Students who wish to gain admission at year two of the Foundation Degree Learner will have successfully completed and achieved all learning modules of the Level 4.

Learners will require a Certificate in Higher Education or a Higher National Certificate (or equivalent) in a related subject, qualifications deemed equivalent or by the College's policy relating to APEL.

A work placement in a catering environment is recommended.

Recruitment Strategy
All applications will be individually considered.
All applicants will be interviewed to assess their suitability for this programme of study. Entry criteria may be enhanced to facilitate selection.

International Students
An international student is defined as a student who requires a Tier 4 (student) visa to study in the UK. Such applicants may or may not be living overseas at the time of making their course application. International applicants should apply via the usual

route for full-time undergraduates, All International students must meet the College general entry requirements and academic qualifications requirements of the course. In addition, international students must have the required level of English Language IELTS academic 6.0.

All international qualifications will be checked for academic comparability using the online UKNaric qualifications database. The Admissions team has access to UKNaric training materials and guidance on the evaluation and verification of international qualifications.

Students may gain admission through Recognised Prior Learning. RPL is the process by which the College can identify, assess, and certify an applicant's past educational and vocational achievements. Applicants wishing to be considered for APL for a particular program for the purpose of admission or credit must bring this to the attention of the course director at the application and interview stage. Applicants wishing to be considered for direct entry into a level above four or five would normally only be credited a maximum of 240 credits.

APEL is where applicants can gain admission to a program based on their experiential learning. At the application stage applicants should inform the admissions staff and the relevant course director of their intention to apply for APEL. APEL can only be used for admission purposes and not to gain credit or exemptions.

7. Language of study
English

8. Information about non-OU standard assessment regulations (including PSRB requirements)

N/A

9. For apprenticeships in England End Point Assessment (EPA). *(Summary of the approved assessment plan and how the academic award fits within this and the EPA)*
N/A

10. Methods for evaluating and improving the quality and standards of teaching and learning.
In line with QAA Foundation Degree Characteristics Statement (2020) the following processes are in place: • Cross marking, internal moderation and external examining processes used to ensure validity and reliability of assessment process. • The Course Committee considers student feedback from each module. • Student/staff consultative meetings provide the means of highlighting any difficulties, relating to the course, experienced by the cohort. • Annual Course Review procedures consider quantitative and qualitative feedback from each course within a subject area. • Students are given the opportunity to be represented at staff / student consultation meetings. • Staff teaching performance is monitored annually • Staff appraisal is carried out on a two-year cycle with attention given to thedevelopment needs of the individual staff member. • The college annually complete a Self-Evaluation and Quality Improvement Plan for each programme following the Awarding Organisations requirements. • The College has a Staff Development Programme, which facilitates specifictraining/development for staff. • All staff are encouraged to complete Information and Learning Technology

qualifications.

- Views of External Examiners are considered as part of the quality processes and Awarding Organisations reporting mechanisms are followed.
- Informal views and formal written feedback is considered from Employers.
- Student performance data and career progression is annually monitored.
- The Course Director attends annual meetings and workshops as provided by either the Awarding Organisation or Validated Institute. This also helps to regulate codes of practice and course management procedures.

10. Changes made to the programme since last (re)validation
New Programme

Annexe 1: Curriculum map

Annexe 3: Notes on completing the OU programme specification template

Annexe 1 - Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes.

Level	Study module/unit	A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8	C1	C2	C3	C4	C5	C6	C7	C8	D1	D2	D3	D4	D5	D6	D7
4	Modern and Classical Gastronomy	✓	✓							✓	✓	✓						✓	✓	✓							✓	✓				
	Research and Study Skills	✓	✓								✓															✓		✓				
	Food photography and Social Media Presence		✓	✓								✓						✓		✓						✓						
	The Compliant Kitchen	✓	✓	✓							✓							✓								✓		✓				
	Contemporary Patisserie and Confectionary	✓	✓							✓	✓	✓						✓	✓	✓							✓	✓				
	The Profitable Kitchen Planner		✓	✓						✓	✓	✓						✓	✓							✓						
	Modern Kitchen Culture	✓	✓							✓	✓								✓	✓						✓		✓				

Level	Study module/unit	A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8	C1	C2	C3	C4	C5	C6	C7	C8	D1	D2	D3	D4	D5	D6	D7
5	Global Gastronomy	✓	✓	✓						✓	✓	✓						✓	✓	✓						✓	✓	✓				
	Talent Management and Leadership	✓	✓	✓						✓	✓	✓							✓	✓						✓	✓					
	The Innovative Chef	✓	✓	✓						✓		✓						✓	✓	✓						✓	✓					
	The Sustainable Chef	✓		✓							✓	✓							✓	✓						✓						
	Work Based Learning	✓	✓							✓	✓							✓	✓	✓						✓	✓	✓				

Assessment Criteria Level 4

Classification	% Range	Content	Application of Theory	Knowledge and Understanding	Evidence of Reading	Referencing and Bibliography	Presentation, Grammar, and Spelling
1st Class Honours *[Outstanding Work]*	80 – 100	Excellent description and discussion of main issues and material with evidence of critical evaluation	Evidence of detailed, relevant application of theory, where applicable	Excellent knowledge and depth of understanding of principles and concepts	Evidence of reading a wide range of appropriate supplementary sources	Excellent referencing and bibliography	Excellent presentation, logically structured, using correct grammar and spelling
1st Class Honours *[Excellent Work]*	70 – 79	Detailed description of main issues and material with evidence of evaluation	Evidence of relevant application of theory, where applicable	Knowledge and depth of understanding of principles and concepts	Evidence of reading appropriate supplementary sources	Accurate referencing and bibliography	Good presentation logically structured, using correct grammar and spelling
2:1 *[Good Quality Work]*	60 – 69	Description of main issues and material with occasional evidence of discussion	Occasional relevant application of theory	Knowledge and sound understanding of the key principles and concepts	Evidence of directed reading and some supplementary sources	Appropriate referencing and bibliography	Orderly presentation, competently structured, and acceptable grammar and spelling
2:2 *[Adequate Work]*	50 - 59	Description of main issues and material only	Limited evidence of relevant application of theory	Knowledge of the key principles and concepts only	Evidence of directed reading	Adequate referencing and bibliography	Adequate presentation and structure, acceptable grammar and spelling
3rd *[Acceptable Work]*	40 – 49	Limited description of main issues and material only	Very limited evidence of relevant application of theory	Adequate knowledge of key principles and concepts only	Limited evidence of reading	Limited referencing and bibliography	Weak presentation and structure, acceptable grammar and spelling
Fail (marginal) *[Limited Work]*	35 – 39	Omission of some relevant material	Little or no evidence of relevant application of theory	Limited and or inconsistent knowledge and understanding of key principles and concepts	Evidence of minimal reading only	Inadequate referencing and bibliography	Poor presentation, structure, grammar, and spelling

Classification	% Range	Content	Application of Theory	Knowledge and Understanding	Evidence of Reading	Referencing and Bibliography	Presentation, Grammar, and Spelling
Fail *[Unacceptable Work]*	0 – 34	Insufficient and largely irrelevant material	No evidence of relevant application of theory	Little or no evidence of knowledge and understanding of the key principles and concepts	Little or no evidence of reading	Little or no referencing and bibliography	Unacceptable presentation, grammar, and structure

Assessment Criteria Level 5

Classification	% Range	Content	Application of Theory	Knowledge and Understanding	Evidence of Reading	Referencing and Bibliography	Presentation, Grammar, and Spelling
1st Class Honours *[Outstanding Work]*	80 – 100	Extensive critical evaluation and synthesis of issues and material which includes original and reflective thinking	Evidence of detailed, relevant application of theory, and/or empirical results, where applicable	Excellent knowledge and depth of understanding of principles and concepts	Evidence of reading a wide range of supplementary sources	Excellent referencing and bibliography	Exceptional presentation, logically structured, using correct grammar and spelling
1st Class Honours *[Excellent Work]*	70 – 79	Some critical evaluation and synthesis of issues and material which includes some originality	Clear evidence of relevant application of theory and/or empirical results, where applicable	Comprehensive knowledge and depth of understanding of principles and concepts	Evidence of reading a range of supplementary sources	Comprehensive referencing and bibliography	Excellent, well directed presentation, logically structured, using correct grammar and spelling
2:1 *[Good Quality Work]*	60 – 69	Evaluation and synthesis of main issues and material	Appropriate application of theory and/or empirical results, where applicable	Knowledge and sound understanding of key principles and concepts	Adequate evidence of reading supplementary sources	Appropriate referencing and bibliography	Good presentation logically structured, using correct grammar and spelling
2:2 *[Adequate Work]*	50 - 59	Accurate description of main issues and material with some evaluation	Occasional relevant application of theory and/or empirical results	Knowledge and understanding of principles and concepts only	Evidence of directed reading and some supplementary sources	Adequate referencing and bibliography	Orderly presentation, competently structured and acceptable grammar and spelling

3rd *[Acceptable Work]*	40 – 49	Description of main issues and material only	Limited evidence of relevant application of theory and/or empirical results	Basic knowledge and understanding of key principles and concepts only	Evidence of directed reading only	Limited referencing and bibliography	Weak presentation and structure, acceptable grammar and spelling
Fail (marginal) *[Limited Work]*	35 – 39	Omission of some relevant material	Very limited evidence of application of theory and/or empirical results	Limited and/or superficial knowledge and understanding of key principles and concepts	Evidence of minimal reading only	Inadequate referencing and bibliography	Poor presentation, structure, grammar, and spelling
Fail *[Unacceptable Work]*	0 – 34	Insufficient and largely irrelevant material	No evidence of application of theory and/or empirical results	Little or no knowledge and understanding of key principles and concepts	Little or no evidence of reading	Little or no referencing and bibliography	Unacceptable presentation, structure, grammar, and spelling

Annexe 2: Notes on completing programme specification templates

1 **-** This programme specification should be mapped against the learning outcomes detailed in module specifications.

2 – The expectations regarding student achievement and attributes described by the learning outcome in section 3 must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**: http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx

3 – Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award: http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx

4 – In section 3, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section 3 should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.

5 - Where the programme contains validated **exit awards** (e.g., CertHE, DipHE, PGDip), learning outcomes must be clearly specified for each award.

6 - For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.

7 – Validated programmes delivered in **languages other than English** must have programme specifications both in English and the language of delivery.