

| Middlesbrough College

| BA (Honours) Culinary Arts Management [Top-up]

| Programme Specification

June 2019



Programme Specification

(Notes on how to complete this template are provide in Annexe 2)

1. Overview/ factual information

Programme/award title(s)	BA (Honours) Culinary Arts Management [Top-up]
Teaching Institution	Middlesbrough College
Awarding Institution	The Open University (OU)
Date of first OU validation	N.A.
Date of latest OU (re)validation	N.A.
Next revalidation	N.A.
Credit points for the award	120
UCAS Code	N.A.
JACS Code	D600
Programme start date and cycle of starts if appropriate.	September 2019
Underpinning QAA subject benchmark(s)	Events, Hospitality, Leisure, Sport and Tourism (2016) Business and Management (2015)
Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.	SEEC Credit Level Descriptors Framework for Higher Education Qualifications QAA Quality Code
Professional/statutory recognition	None
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face) Apprenticeship	PT & FT Face-to Face
Duration of the programme for each mode of study	PT & FT: 1 year
Dual accreditation (if applicable)	N.A.
Date of production/revision of this specification	February 2019

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 overall aims of the programme are to:

- develop an enthusiasm and the abilities required for independent learning in the context of business and culinary arts management;
- develop the knowledge and skills necessary to operate effectively in a culinary-oriented context;
- provide programmes of study which encourage the acquisition of theoretical knowledge, intellectual development and the application of knowledge in the professional world;
- develop an understanding of the nature and operations of the hospitality/culinary business and its external environment in relation to culinary arts;
- foster an appreciation of the wider economic, political, legal, social, ethical and international contexts in relation to hospitality/culinary arts and general of business;
- develop an awareness of the impact of information and communication technology in decision making;
- stimulate an enquiring, analytical, practical and creative approach to the study and practice of culinary arts;
- lay a foundation for lifelong learning, enquiry and personal and professional development;
- develop knowledge and skills in specialised business-related areas;
- develop fully independent learners.

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 BA (Honours) degree in *Culinary Arts Management* is a natural progression route from the Foundation Degree in *Culinary Arts Management* which the Programme Team developed and which was validated in 17/18.

2.3 For Foundation Degrees, please list where the 60-credit work-related learning takes place

N.A.

2.4 List of all exit awards

Students who successfully achieve 60 credits from the following modules will achieve the BA Culinary Arts Management:

Contemporary Food Principles (20)
Critical Leadership and Management (20)
Food Policy and Legalisation (20)
Managing Strategy (20)

Students who successfully pass all modules and achieve 120 credits will achieve the BA (Honours) Culinary Arts Management

3. Programme structure and learning outcomes

<u>Programme Structure - LEVEL 6</u>					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
Business Research Methods	10			Y	Semester 1 Weeks 1-10
Business Research Project	30			N	Year Long: Weeks 1-30 FT Weeks 1-40 PT
Contemporary Food Principles	20			Y	Semester 1
Critical Leadership and Management	20			Y	Semester 1
Food Policy & Legalisation	20			Y	Semester 2
Managing Strategy	20			Y	Semester 2

Intended learning outcomes at Level 6 are listed below:

<u>Learning Outcomes – LEVEL 6</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy / assessment methods
<p><i>At the end of the module learners will be expected to:</i></p> <p>A1: Evaluate and critically appraise relevant processes, design strategies and methodologies involved in the execution of a business-related project and contentious, contemporary issues.</p>	<p>A1: Group seminars and one-to-one tutorials are utilised to help students apply the skills of research/enquiry-based approaches to technical and/or creative goals and demonstrate an awareness of current issues/creative context and developing topics in Culinary Arts. Lectures, group seminars and one-to-one tutorials facilitate students critically to appraise a range of food policy issues and the ways in which legislation affect social groups. Through exercises and case studies - which require students to work</p>

Learning Outcomes – LEVEL 6

3A. Knowledge and understanding

A2: Assess a range of both quantitative and qualitative research tools and techniques.

A3: Identify appropriate research samples.

independently - students evaluate nutritional policies and consider ethical concerns in the UK and the EU. Students have regular review sessions with the module tutor to ensure that key actions and activities are being completed and that their approach will ensure that all outcomes will be achieved. Sessions provide ample opportunity for ongoing one-to-one tutorials. Formative feedback is utilised to help students prepare their summative assessment of a formal written proposal. Some sessions are used for one-to-one feedback relating to the first assignment. Summative assessment is an essay evaluating the scientific basis of a current food related issue in the UK and EU and a report exploring the use of legislation to influence consumer behaviour.

A2: Group seminars and one-to-one tutorial sessions facilitate students to explore and utilise quantitative and qualitative research tools and techniques. Students have regular review sessions with the module tutor to ensure that key actions and activities are being completed and that their approach will ensure that all outcomes will be achieved. Sessions provide ample opportunity for ongoing one-to-one tutorials. Formative feedback is utilised to help students prepare their summative assessment of a formal written proposal.

A3: Group seminars and one-to-one tutorial sessions are utilised to help students to identify appropriate research sampling methods. Students have regular review sessions with the module tutor to ensure that key actions and activities are being completed and that their approach will ensure that all outcomes will be achieved. Formative feedback is utilised to help students prepare their summative assessment of a formal written proposal.

Learning Outcomes – LEVEL 6

3A. Knowledge and understanding

A4: Develop research questionnaires and develop appropriate interview strategies

A5: Apply the skills of research/enquiry-based approaches to technical and/or creative goals and demonstrate an awareness of current issues/creative context and developing topics.

A4: Group seminars and one-to-one tutorial sessions help students develop research questionnaires and explore interview techniques. Students have regular review sessions with the module tutor to ensure that key actions and activities are being completed and that their approach will ensure that all outcomes will be achieved. Sessions provide ample opportunity for ongoing one-to-one tutorials. Formative feedback is utilised to help students prepare their summative assessment of a formal written proposal.

A5: Group seminars and one-to-one tutorial sessions facilitate students to apply the skills of research/enquiry-based approaches to technical and/or creative goals and demonstrate an awareness of current issues/creative context and developing topics in Culinary Arts. Students have regular review sessions with the module tutor to ensure that key actions and activities are being completed and that their approach will ensure that all outcomes will be achieved. Sessions provide ample opportunity for ongoing one-to-one tutorials. Formative feedback is utilised to help students prepare their summative assessment of a formal written proposal.

Learning Outcomes – LEVEL 6

3A. Knowledge and understanding

A6: Plan, undertake and evaluate a negotiated, self-managed project that demonstrates a comprehensive and detailed knowledge of culinary arts/culinary arts management.

A7: Examine, appraise, compare and contrast, conceptual approaches to the study of strategic management, strategy development and the relationships between quality and safety within contemporary styles.

A6: Group seminars and one-to-one tutorial sessions facilitate students to plan, undertake and evaluate a negotiated, self-managed project relating to culinary arts/culinary arts management. Students have regular review sessions with the module tutor to ensure that key actions and activities are being completed and that their approach will ensure that all outcomes will be achieved. Sessions provide ample opportunity for ongoing one-to-one tutorials. Formative feedback is utilised to help students prepare their summative assessment of a formal written proposal.

A7: Lectures, group seminars and one-to-one tutorials facilitate students to explore conceptual approaches to the study of strategic management through exercises and case studies which require students to work independently. Tutorial/seminar sessions explore contemporary food styles in extant enterprises which students are required independently to research. Sessions provide ample opportunity for ongoing one-to-one tutorials and formative feedback. Some sessions are used for one-to-one feedback relating to the first assignment. Students are provided with regular review sessions with the module tutor to ensure that key actions and activities are being completed and that the approach being taken will ensure that all outcomes will be achieved. Summative assessments include a report exploring strategic management, a practical assessment focusing on students' ability to apply a range of theories and concepts and a report focusing on their ability to apply a range of theories and concepts.

Learning Outcomes – LEVEL 6

3A. Knowledge and understanding

A8: Demonstrate a comprehensive and detailed knowledge of the discipline of leadership, management and contemporary food enterprises/styles.

A9: Synthesise, evaluate and critically appraise conceptual approaches to – or aspects of specialist knowledge in - complex contexts including contentious issues in the food arena, ethical and legal issues, food choice and health behaviour.

A8: Lectures, group seminars and one-to-one tutorials facilitate students to explore examples of leadership and management in Culinary Arts through exercises and case studies which require students to work independently. Tutorial/seminar sessions explore contemporary food styles in extant enterprises which students are required independently to research. Students are provided with regular review sessions with the module tutor to ensure that key actions and activities are being completed and that the approach being taken will ensure that all outcomes will be achieved. Summative assessment includes a written report offering a critical perspective on leadership and management and a practical assessment focusing on students' ability to apply a range of theories and concepts.

A9: Lectures, group seminars and one-to-one tutorials facilitate students critically to appraise a range of food policy issues and the ways in which legislation affect social groups. Through exercises and case studies - which require students to work independently - students evaluate nutritional policies and consider ethical concerns in the UK and the EU. Tutorial/seminar sessions explore contemporary food styles in extant enterprises which students are required independently to research. Students attend regular review sessions with their module tutor to ensure that key actions and activities are being completed and that their approach is effective. Sessions provide ample opportunity for ongoing one-to-one tutorials and formative feedback. Some sessions are used for one-to-one feedback relating to the first assignment.

Learning Outcomes – LEVEL 6

3A. Knowledge and understanding

Summative assessment includes an essay evaluating the scientific basis of a current food related issue in the UK and EU, and a report exploring the use of legislation to influence consumer behaviour.

3B. Cognitive skills

Learning outcomes:	Learning and teaching strategy/ assessment methods
<p><i>At the end of the module learners will be expected to:</i></p> <p>B1: Identify, select, appraise, evaluate and synthesise appropriate sources of information and data/evidence and make independent judgements.</p> <p>B2: Prepare a formal written proposal to undertake a project and draw cited conclusions about a particular topic.</p> <p>B3: Critically analyse/evaluate a range of topics including competitive and development strategies, strategy implementation and the management of strategic changes, utilising appropriate methodologies.</p>	<p>B1: Group seminars and one-to-one tutorial sessions facilitate students to identify and select appropriate sources of information, evaluate appropriate data collection methods/analytical techniques. Lectures, group seminars and one-to-one tutorials facilitate students to explore examples of leadership and management through exercises and case studies which require students to work independently. Lectures, group seminars and one-to-one tutorials facilitate students to explore current food policies and legislation. Students also have regular review sessions with the module tutor to ensure that key actions and activities are being completed and that the approach being taken will ensure that all outcomes will be achieved. Summative assessment includes a report offering a critical perspective on leadership and management in relation to a case study provided by the module leader.</p> <p>B2: Group seminars and one-to-one tutorial sessions facilitate students to prepare a formal, written culinary arts project proposal document. Students also have regular review sessions with the module tutor to ensure that key actions and activities are being completed and that the approach being taken will ensure that all outcomes will be achieved. Sessions provide ample opportunity for ongoing one-to-one tutorials. Formative feedback is evaluated and utilised to help students prepare their summative assessment – a formal, written project proposal document.</p> <p>B3: Tutorial/seminar sessions facilitate students critically to evaluate competitive and development strategies through case study exercises. Tutorial/seminar sessions also facilitate students to explain and assess the issues arising from strategy implementation and the management of</p>

3B. Cognitive skills

B4: Question orthodoxy using balanced, logical and cited argument.

B5: Demonstrate intellectual flexibility and openness to new ideas.

strategic changes in culinary arts using appropriate methodologies. Students also have regular review sessions with the module tutor to ensure that key actions and activities are being completed and that the approach being taken will ensure that all outcomes will be achieved. Sessions provide ample opportunity for ongoing one-to-one demonstrations, formative feedback and tutorial support. Summative assessment includes a report that assess the student's understanding of some of the main concepts, frameworks or key points explained in lectures.

B4: Group seminars and one-to-one tutorial sessions facilitate students to question orthodoxy using balanced, logical and supported argument. Contexts include leadership and management and current food policies/food legislation. Students will have regular review sessions with the module tutor to ensure that key actions and activities are being completed and that the approach being taken will ensure that all outcomes will be achieved. Sessions provide ample opportunity for ongoing one-to-one, formative feedback is evaluated and utilised to help students prepare their summative assessment – a formal, written project proposal document. Summative assessment includes a report offering a critical perspective on leadership and management, an essay evaluating the scientific basis of a current food related issue in the UK and EU and a report exploring the use of legislation to influence consumer behaviour.

B5: Group seminars and one-to-one tutorial sessions facilitate students to demonstrate intellectual flexibility and openness to new ideas. Contexts include leadership and management and current food policies/food legislation. Students will also have regular review sessions with the module tutor to ensure that key actions and activities are being completed and that the approach being taken will ensure that all outcomes will be achieved. Summative assessment includes a report

3B. Cognitive skills

B6: Utilising appropriate models, frameworks and techniques, appraise and analyse/evaluate the management of new concepts and contemporary food design in the culinary industry/ organisations.

offering a critical perspective on leadership and management, an essay evaluating the scientific basis of a current food related issue in the UK and EU and a report exploring the use of legislation to influence consumer behaviour.

B6: Tutorial/seminar sessions explore tactical service activity and the management of new concepts in the culinary industry in extant enterprises which students are required independently to research. Students attend regular review sessions with their module tutor to ensure that key actions and activities are being completed and that their approach is effective. Sessions provide ample opportunity for ongoing one-to-one, formative feedback and tutorial support. Some sessions are used for one-to-one feedback relating to the first assignment. Summative assessment is practical assessment focusing on students' ability to apply a range of theories and concepts delivered throughout the module.

3C. Practical and professional skills

Learning outcomes:	Learning and teaching strategy/ assessment methods
<p><i>At the end of the module learners will be expected to:</i></p> <p>C1: Act autonomously with limited supervision in planning, monitoring and revising project schedules and in the design of contemporary food.</p>	<p>C1: Tutorial/seminar sessions facilitate students to act autonomously with limited supervision in planning, monitoring and revising project schedules. Contexts include exploring and utilising a range of culinary techniques the design of contemporary food, ethical issues that affect the drafting – and implementation – of food policy and strategic management. Students also have regular review sessions with the module tutor to ensure that key actions and activities are being completed and that the approach being taken will ensure that all outcomes will be achieved. Summative assessment includes a practical assessment focusing on students’ ability to apply a range of theories and concepts, a report offering a critical perspective on leadership and management and a report exploring an existing culinary arts organisation, evaluating the strategic choices it made, how its decisions were implemented and their efficacy.</p>

3C. Practical and professional skills

C2: Operate effectively and ethically with limited supervision in complex contexts in designing of contemporary food and in the presentation of results in a clear and concise manner.

C2: Tutorial/seminar sessions facilitate students to act ethically and responsibly in complex contexts taking into account legal, environmental, social and economic factors and to explore and utilise a range of culinary techniques the design of contemporary food. Tutorial/seminar sessions also facilitate students to present the results of analysis, evaluation and synthesis in a clear and concise manner. Students also have regular review sessions with the module tutor to ensure that key actions and activities are being completed and that the approach being taken will ensure that all outcomes will be achieved. Sessions provide ample opportunity for ongoing one-to-one, formative feedback and tutorial support. Some sessions are used for one-to-one feedback relating to the first assignment. Summative assessment includes a presentation to peers (supported by a written skills audit and action plan) and a practical assessment focusing on students' ability to apply a range of theories and concepts delivered throughout the module.

3D. Key/transferrable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p><i>At the end of the module learners will be expected to:</i></p> <p>D1: Communicate complex ideas clearly, fluently and effectively in a range of styles appropriate to the context.</p> <p>D2: Plan, manage and evaluate the acquisition of new knowledge and skills.</p>	<p>D1: Tutorial/seminar sessions facilitate students to complex ideas clearly, fluently and effectively in a range of styles appropriate to the context. Students have regular review sessions with the module tutor to ensure that key actions and activities are being completed and that the approach being taken will ensure that all outcomes will be achieved. Sessions provide ample opportunity for ongoing one-to-one, formative feedback and tutorial support. Some sessions are used for one-to-one feedback relating to the first assignment. Summative assessment includes a presentation to peers, supported by a written skills audit and action plan. For the business research project, students receive feedback on drafts of their research proposal document and then study and work independently.</p> <p>D2: Tutorial/seminar sessions facilitate students to plan, manage and evaluate the acquisition of new knowledge and skills. Students also have regular review sessions with the module tutor to ensure that key actions and activities are being completed and that the approach being taken will ensure that all outcomes will be achieved. Sessions provide ample opportunity for ongoing one-to-one, formative feedback and tutorial support. Some sessions are used for one-to-one feedback relating to the first assignment. Students are encouraged to resolve issues and problems as they arise by themselves but are supported by an operational framework which allows regular reviews of progress and feedback.</p>

3D. Key/transferrable skills	
D3: Engage effectively in academic discussion and present arguments in a professional manner.	D3: Tutorial/seminar sessions facilitate students to engage effectively in academic discussion and present arguments in a professional manner. Students also have regular review sessions with the module tutor to ensure that key actions and activities are being completed and that the approach being taken will ensure that all outcomes will be achieved. Sessions provide ample opportunity for ongoing one-to-one demonstrations, formative feedback and tutorial support. Summative assessment includes an essay, a <i>viva voce</i> , an evaluation and written reports.

[Please insert here title(s) of exit award(s), if applicable]

Students who successfully achieve 60 credits from the following modules will achieve the BA Culinary Arts Management:

Contemporary Food Principles (20)
 Critical Leadership and Management (20)
 Food Policy and Legalisation (20)
 Managing Strategy (20)

Students who successfully pass all modules and achieve 120 credits will achieve the BA (Honours) Culinary Arts Management

4. Distinctive features of the programme structure

- Where applicable, this section provides details on distinctive features 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



4.1 Part-Time Study

Part-time students can opt to study the course over a 2-year period utilising an extended academic year. In response to local market demand, the College offers part-time modes of delivery for some of its programmes that enable students to complete their studies in a 40-week period. The key features of the part-time mode are:

- Each stage of the programmes starts in September and concludes at the end of July.
- This allows an additional 10 weeks of delivery per academic year when compared to the full-time mode.
- The additional 10-week window is to allow an extended period of time for part-time students to complete the project or work-based element of the programme.
- All part-time students receive formal scheduled teaching sessions (FST) each week that cover all of the taught elements of the programme of study.
- Academic Support (AS) sessions for part-time students are supported via the VLE for a proportion of their learning. The approach to managing this is as follows:
 - each programme of study is allocated hours for FST and AS;
 - AS hours for part-time students are delivered via the VLE;
 - students are allocated tasks and activities designed to build on the content delivered in FST sessions;
 - part-time students are expected to complete these tasks away from the College;
 - a window for completion of the tasks is set to allow students time to refer to tutors/peers as required with a specified response time allocated;
 - staff are allocated a time in the week (usually an evening) when they will be available to respond to posted requests for help as well as engage in on-line discussions.

Support for Part-Time Students

To ensure that all part-time students can engage with the delivery model, the following support will be made available:

- Initial support and guidance during induction to ensure that part-time students are able to log-on to the VLE and understand the relevant aspects required to support their engagement in remote AS sessions.
- Information - both on the VLE and in the part-time Student Handbook - to guide students through the process of log-on and use of the various sections.
- Lap-top loans for students that encounter technical difficulties or do not have access to a computer at home.
- Technical help to support students when not at the College.

Help for Staff supporting Part-Time Students

Staff are supported in working with part-time students as follows:

- Staff are allocated time during teaching weeks to manage AS sessions.
- Staff development is provided to ensure staff make best use of the VLE for the delivery of AS sessions.
- Mentor support from the Associate Director HE (Learning and Teaching) is ongoing.

4.2 Commercial Restaurant

The College operates a commercial restaurant – the [Waterside Brasserie](#), an award-winning venue which, as well as offering excellent value for money, is regularly rated in the top 5 of 175 Teesside Restaurants on Trip Advisor. The Waterside Brasserie is utilised to deliver aspects of the programme. In addition, students have the opportunity to plan, arrange and deliver commercial events in the restaurant.

4.3 Kitchens and Specialist Staff

Students have access to five industry-standard commercial kitchens equipped with state of the art equipment and resources. In addition, students are able to work with College-employed professional catering and hospitality staff including a Michelin Star Chef. Students have access to both the commercial kitchens and the brasserie outside timetabled sessions to practice and refine their skills.

4.4 Employability

Employability skills are developed throughout the programme and students are supported in identifying and accessing potential employers as part of the assessment process. Full-time students are given the opportunity to work in management at the [Waterside Brasserie](#) on 'Fine Dine' evenings. Students are able to run front-of-house with a team of students to help develop leadership skills. The modules *Food Policy and Legalisation* and *Contemporary Food Principles* are supported by Health Environmental Officers who provide information sessions to students regarding current practices and policy trends. Students are also able to sit a Food Safety Management Level 4 qualification.

4.5 Enrichment

For a small fee, the Programme Team arrange visits to a range of local and national venues and exhibitions.

5. Support for students and their learning

5.1 Induction

A detailed induction programme is provided to help students settle into the course and also to 'gel' as a group. The programme is designed to ensure that all students understand how to get the most from their programme of study and understand what the benefits being enrolled with the College. The following activities are provided in Induction Week:

- Students are given an induction assignment to give them a feel for the course themes and assessment methods and to get them into group working as early as possible.
- Tours of resources are included to encourage early engagement with support and facilities.
- Key information relating to health and safety, safeguarding and student regulations will also be provided.
- Where possible, Alumni speak to new students about their experience of the programme and specifically address what students need to do to achieve
- A representative from the Student Union helps to elect Student Representatives.

5.2 Attendance Support

Attendance is monitored closely to ensure that all students are getting the best from the programme. Should a student need to miss a session for any reason, they are required to email the lecturer beforehand. Where a lecturer notes that a student is absent with no prior warning, the student is emailed at the end of the session, asking if the student is well and reminding the student that they are required to let lecturers know if they cannot attend. Where a student misses three consecutive sessions, the Personal Tutor also contacts the student with an invitation to attend a formal meeting. Where attendance problems persist, the Personal Tutor works with the college Student Support Staff who, where necessary, direct students to the relevant confidential support (personal, financial, etc.). Where students are facing difficulties, it is vital to ensure they get the right support and where necessary, make a decision to withdraw or suspend as the timing of any withdrawal/suspension can affect their Student Loan.

5.3 Tutorial Support

Formative and summative feedback tutorials sessions are also designed into each module and feedback tutorial sessions are listed in Module Handbooks.

5.4 Encouraging Completion

One of the significant advantages offered by the programme is the amount of time students spend with tutors. This is due to the relatively small number of students and a mode of delivery that includes a significant amount of facilitation. There are, therefore, plenty of opportunities to encourage students to meet assignment deadlines. With respect to assessment, the mantra of 'little and often' is repeated from Induction Week onwards from staff in both formative and written, summative feedback.

5.5 Summer Reassessment Period

Tutorials are provided for students offered reassessment and the facilities remain available.

5.6 Pastoral Support

The amount of *ad hoc* pastoral support noted above is greatly valued by the students. More challenging are students who don't attend as is the effect of non-attendance upon their performance. In recent years, the number of students declaring Asperger's or dyslexia has increased slightly. The Programme Team have all attended Staff Development sessions relating to both conditions - attendance at many of these sessions is mandatory. For students with dyslexia, staff have started to offer dyslexia-friendly versions of their notes and to include a higher-contrast background for notes projected to electronic whiteboards. Students declaring either condition receive a formal assessment after which the Programme Team are advised on the steps they must take. The Programme Team have received many emails from students offering thanks for sensitive and timely support.

5.7 Academic Support

The delivery of many modules is based upon individual sessions that consist of two parts – a lecture (which is built around demonstrations and practical exercises) followed by a facilitated session in which students tackle the practical exercises outlined in the first part of the session. This delivery strategy ensures that theory is always applied, that practical skills, knowledge and understanding are regularly checked, and that formative feedback is continuous rather than focussed at specific points in academic year.

In addition to in-session help, students can also make appointments (via email) to get support from:

- Members of the Programme Team - Module leaders, lecturers and instructor/demonstrators.
- The Programme Leader & Year Tutors: The Programme Leader (who has overall responsibility for the programme) is also the Year 1 & 2 Tutor.

The personal tutoring system is in place to support students' full engagement with their programme of study and gain as much as possible from their time at the College. Though the emphasis is on academic support, tutorials are also an opportunity to raise pastoral issues which may be having an impact on a student's academic performance. Tutors can offer support and advice and, if required, direct students to further support services available within the College. In the final year students are encouraged to arrange tutorials as and when required.

5.8 Programme Documentation and Online Learning Support

Students are provided with Programme and Module Handbooks that contain comprehensive information on how their degrees and modules are structured and delivered. These documents are also available to students throughout each academic year (and for the duration of their registration) via a web-based Virtual Learning Environment (VLE). This online resource (and a number of custom staff web sites) include lecture notes. Students use the Canvas VLE to submit assignments.

5.9 Library and Learning Resources

Students can access a range of resources through the College Learning Resource Centre (LRC). As well as access to general physical and on-line learning resources, students can access specific sessions with the Subject Information Team Leader with regard to advanced academic and research skills. This is introduced as part of the induction activities at the start of each year but can be re-visited again throughout the year either through refresher sessions, printed factsheets or on-line tutorials.

Open access computers are available at various locations throughout the College and in all of the buildings where teaching takes place. In addition, there is a quiet room in the College LRC exclusively for higher education students. Access is dependent upon demand but is provided on a drop-in basis.

5.10 Virtual Learning Environment (VLE)

Every programme has its own site on the College VLE which is a key resource to support student learning as well as engagement with the programme and the College in general. All teaching materials and general course information is backed up on the VLE, ensuring that students can access what they need when they need it. The VLE is also used as a portal to other sources of support. Students can access the programme of informal workshops designed to support their learning, including; improving writing style and referencing, planning assignments, developing critical thinking and other key skills.

5.11 Support for Part-time Students

Part-time students will receive blended learning support via the College VLE which will enable them to keep pace with the standard module delivery pattern experienced by the full-time students. In addition, the academic year for part-time students will be extended by 10 weeks to provide additional time to complete the work-related projects. Should a part-time student lose their employment throughout the academic year, they will be supported to continue their studies in the College commercial restaurant. (See also Section 4.1 above.)

5.12 Additional Learning Support

Any student that considers that they have - or may have - additional learning support needs can access a range of support through the College and the University. Initial assessments are provided to support understanding of the range of support that may be needed which will then trigger the provision required.

5.13 Student Services

All students are able to access the College Student Services which are based in the Dock Street building which has its own reception and drop in facilities. As well as general advice about the College, the Student Services team also provide; counselling, financial support, learning support, sign posting to additional or partner services.

5.14 HE Student Areas

All HE students have areas in the College that are exclusively for their use. In the main Dock Street building all HE students have access to the HE Lounge, which has access control to retain its exclusivity.

5.15 The 'Job Shop'

The College provides has its own 'Job Shop' which was opened in 2013, and provides a range of support to students. As well as advertising vacancies provided by local employers, the Job Shop also provides a range of support to students, including; help with job applications, CV writing, interview preparation, job searching, writing covering letters and finding work experience. All of the support is available either through drop/bookable appointments or on-line tutorials <http://mbrojobshop.co.uk>.

5.16 The Fitness Studio

All students are entitled to free membership of the Fitness Studio. The Techno Gym equipped facility, provides a range of cardio vascular and resistance exercise equipment. Together with the latest innovations in IT wellness programme monitoring, students can engage in regular exercise in a friendly and easily accessible

environment. Support and guidance is available during opening hours from experienced staff.

5.17 Other facilities

The College has a wide range of other facilities which students can access either free of charge or at subsidised or nominal rates. Examples include:

- 156 seat theatre which produces a number of performances throughout the year many of which are free for students to attend;
- hair Salon providing low cost services;
- beauty Spa facility which offers; Jacuzzi, light therapy sauna and steam room, dry;
- flotation room, 39 private treatment rooms and nail bar.

6. Criteria for admission

The directly relevant entry qualification for the BA (Honours) Culinary Arts Management is a Foundation Degree in Culinary Arts Management. Applicants will be eligible on reaching the entry target of 240 credits at Level 4/5. However, for applicants who do not meet these minima, the Programme Team explore the applicants' Foundation Degree qualifications in relevant, related fields at Foundation Degree or HND level. The programme leader interviews all applicants.

In all cases, successful candidates require qualifications in English Language and Mathematics to at least GCSE grade 4 level (or equivalent) or have demonstrated adequate skills and competencies in an interview.

Non-standard entrants are interviewed to assess their ability to complete the course. This will entail a review of any professional experience and training gained in the work place to ensure that this adequately prepares them to cope with the academic level of study.

7. Language of study

English.

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

N.A.

9. Methods for evaluating and improving the quality and standards of teaching and learning.

9.1 College HE Teaching and Learning

The College has recognised the importance of having a distinct approach to HE learning and teaching for over ten years. The first HE specific Learning and Teaching process was introduced in 2009. Subsequent reviews and updates in 2011, 2014, have enhanced the process to reflect the aims of the [UK Professional Standards Framework](#) and prepared the College to meet the expectations of the [Teaching Excellence Framework](#).

Many of the innovations established in the evolution of this process have been subsumed into the current Cross-College Learning and Teaching model for all levels, including a non-graded observation process. The underlying principle throughout, has been around placing the student at the centre of the process to ensure that their learning and attainment of Learning Outcomes drives the process. Underpinning this has been a focus on ensuring that lecturing staff are fully engaged in the process to match outcomes to professional discussion and peer review.

As the College moves into 2017, the approach is being further refined to form part of the Departmental Review process which is being applied across the College. The distinct nature of HE provision however, is still reflected in the approach. A mark of the success of the approaches taken to date are reflected in the [award of the GOLD standard](#) in the recent Year 2 Teaching and Excellence Framework.

9.2 Observation of Teaching and Learning (OTL)

The OTL process for HE provision has been contextualised to reflect the differences between HE and FE. The OTL process for FE courses is based upon the expectations of the Common Inspection Framework, whereas the HE model, is aligned to the expectations of the [UKPSF](#) and the [TEF](#). Central to the process is the student as an independent learner, developing their academic skills as they progress through their academic career.

The model distinguishes between different levels of study and differing abilities of the students. At Level 4, teaching staff take a lead role in the student learning process, but as the students' progress, the balance gradually evolves to involve students as leaders/co-leaders of learning. To facilitate this model, student learning and reflection may not take place at the same time as content delivery, making it difficult for an observer to see the product of the model. To work around this, the OTL process for HE lessons is based on mapping the observation of the session to the scheme of work and planned assessment tasks.

The outcome of the OTL forms the basis of a professional discussion with a Teaching and Learning mentor as well as with members of the HE teaching team, to ensure that good practice is shared across the College. Any trends identified from OTL reports or

staff feedback are used to inform relevant CPD activity. The current policy and procedure is nearing the end of a recent review and redevelopment ready for a September 2017 launch.

9.3 Feedback from Students

Another input to the process of evaluating and improving the quality and standards of teaching and learning is feedback from students. Feedback emerges through several routes. The most significant is through the Module Evaluation Questionnaires. In addition to five-point Likert scale questions, students are asked to state 'what worked and what could be improved' regarding any aspect of the module. The results and comments from the Module Evaluation Questionnaires feed into Module Reports. Over the past twelve years this student feedback has been vital in informing the major and minor modifications the programme has undergone. Student feedback is also collected from induction surveys, the Student Reps, the NSS and in both formal and *ad hoc* tutorials.

9.4 Staff Workforce Development

Improving the quality and standards of teaching and learning is also a focus of the internal and external Workforce Development (WFD) sessions. Academic staff attend a range of internal and external staff development events aimed at improving teaching and learning. A significant WFD programme in this regard is the Advanced Practitioner programme. Two Programme Team members have successfully completed the programme in 2014 (and the refresh in 2016). Advanced Practitioners share good practice around the college through a range of Staff Developments activities. The Programme Leader is also the Executive Director with Professional Association for Catering Education (PACE) and an External Examiner for Northampton University.

9.5 Staff New to HE

All staff new to teaching HE at the College are required to hold a relevant degree and a PgCE as part of the terms of their employment. A higher degree is desirable for all staff and for those teaching Level 6, holding a relevant level 7 qualification or the commitment to study for one is essential. Staff new to teaching HE at the College receive initial tailored CPD to help them to make the transition.

9.6 Staff New to Delivering at Level 6

New staff employed for the delivery of Level 6 awards are required to hold a relevant level 7 qualification. Those staff already teaching at the College making the transition to level 6 delivery are provided with funding and support to complete a level 7 qualification at the earliest opportunity.

Programme teams new to Level 6 awards, are provided with advice and guidance from the Higher Education Office (HEO) during the programme development phase to ensure that the teams have an understanding of the difference in expectations at level 6. As well as general information, which is also available via the VLE, teams are required to submit draft submissions for feedback. A process of meetings and regular reviews of the design and content of the new awards ensures that awards are aligned to the FHEQ and expectations of the UK Quality Code for Higher Education. In programme teams where there is no prior expertise amongst the team of delivering at level 6, mentor support is provided by the HEO and experienced staff throughout the first year of delivery.

9.7 Ongoing Subject and Pedagogic Development

All HE teams share resources and good practice via the HE Staff Zone located in the HEO. The area is set up to encourage HE staff from across the College to meet, both formally and informally, to share good practice and discuss ideas and approaches to

module and programme design and delivery. All teaching staff are supported by more experienced members of the team who act as mentors. In addition, the Cross-College learning and teaching mentors, made up of advanced practitioners, provide 1:1 support to teams as well as tailored CPD sessions. The College is adding a new post for the start of 2018, to further support the HE team as the College develops a range of new programmes and increases the number of Level 6 awards it offers. The College has a HE Research and Scholarly Activity procedure which encourages and supports staff to maintain and annually update both pedagogical and subject expertise.

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

N.A.

Annexe One: Curriculum map

Annexe Two: Notes on completing the OU programme specification template

Annexe One - 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	A9		B1	B2	B3	B4	B5	B6		C1	C2		D1	D2	D3
6	Business Research Methods	✓	✓	✓	✓	✓	✓					✓	✓	✓					✓	✓		✓	✓	
	Business Research Project	✓	✓	✓	✓	✓	✓					✓	✓	✓	✓	✓			✓	✓		✓	✓	
	Contemporary Food Principles							✓	✓	✓						✓			✓	✓		✓	✓	✓
	Critical Leadership and Management					✓			✓			✓			✓	✓			✓			✓	✓	✓
	Food Policy and Legislation	✓									✓		✓		✓	✓			✓	✓		✓	✓	✓
	Managing Strategy							✓						✓			✓			✓				✓

Annexe Two: 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. Cert HE, 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.