

| Middlesbrough College

| Foundation Degree Culinary Arts Management

| Programme Specifications

February 2024



Programme specification

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

1. Overview / factual information

Programme/award title(s)	Foundation Degree Culinary Arts Management
Teaching Institution	Middlesbrough College
Awarding Institution	The Open University (OU)
Date of first OU validation	September 2018
Date of latest OU (re)validation	September 2024
Next revalidation	2028/2029
Credit points for the award	240
UCAS Code	A146
HECoS Code	101017
LDCS Code (FE Colleges)	
Programme start date and cycle of starts if appropriate.	September 2024
Underpinning QAA subject benchmark(s)	Events, Hospitality, Leisure, Sport and Tourism (2019) Business and Management (2023)
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 QAA Characteristics Statement
Professional/statutory recognition	None
For apprenticeships fully or partially integrated Assessment.	
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face) Apprenticeship	FT – Face-to Face PT – mix of face to face and blended learning
Duration of the programme for each mode of study	FT: 2 years (30 weeks) PT: 2 years (40 weeks)
Dual accreditation (if applicable)	N/A
Date of production/revision of this specification	January 2024

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. Programme overview

2.1 Educational aims and objectives

The overall aims of the programme are to:

- Develop learners' acquisition of knowledge and skills in the subject area of Culinary Arts Studies.

The objectives are to:

- provide curricula, informed by industry professionals and subject specialists, which develop a range of technical, professional, vocational and transferable skills appropriate to the level of the award.
- develop employability skills that enhance productivity in the culinary arts sector and prepare students for a career in the industry.
- develop lifelong, independent and reflective learners.
- develop students' awareness of the applications in culinary arts management in different contexts.
- involve students in an intellectually stimulating and satisfying experience of learning and studying culinary arts management.
- produce capable and well-rounded graduates who will contribute to the skill of the local, regional and national economies within the culinary arts industry.
- provide students with a broad and detailed understanding of key culinary arts concepts.
- develop students' enthusiasm, abilities and interests to bring out their full potential.

- produce graduates with the sector-relevant skills, knowledge, understanding, and professional attitudes required to contribute to - and find/create employment in - the contemporary culinary arts industry.

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)

Applicants will usually progress from Level 3 qualifications or equivalent in professional cookery/patisserie (48 UCAS Tariff Points). On completion of the foundation degree in Culinary Arts Management students have the opportunity to progress a BA Honours Degree in Culinary Arts Management (Top-up) Studies top up award which is being developed by the Programme Team simultaneously with this programme.

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.

Work-based learning takes place at both Level 4 and 5. The work-related learning takes place within the module The Work Environment & Reflective Practice at Level 4 (20 credits) and the Industry Related Project module at Level 5 (40 credits).

Students who are not currently in employment in the Hospitality sector will usually arrange a work placement or enrichments to enhance their studies. Placements are currently organised by the team with their strong links to industry. Placements are vetted according to college policy and procedures to ensure the suitability and safety for the students.

Additionally, students engage weekly in a 'Fine Dine' evening running the restaurant and service to mirroring industry expectations. This allows students to gain work experience alongside their theoretical studies of the programme. Plus embed practical skills taught across the programme.

2.4 List of all exit awards

Cert. HE Culinary Arts Management [120 Credits]

Foundation Degree Culinary Arts Management [240 Credits]

3. Programme structure and learning outcomes

(The structure for any part-time delivery should be presented separately in this section.)

Programme Structure - LEVEL 4					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
Managing and Developing People in the Hospitality Profession	20			Y	Semester 2
Marketing and Communications in the Hospitality Profession	20			Y	Semester 1
Financial and Revenue Management Awareness	20			Y	Year long
Food Nutrition and Beverage Operations	20			Y	Semester 1
Kitchen Management and Practice	20			Y	Semester 2
The Work Environment and Reflective Practice	20			Y	Weeks 1-30 FT Weeks 1-40 PT

Intended learning outcomes at Level 4 are listed below:

<u>Learning Outcomes – LEVEL 4</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>A1: Identify and apply a range of simple research methods in defined and limited contexts relevant to the culinary arts sector.</p>	<p>A1: Tutorial/seminar sessions, students utilise a range of research methods and explore industry case studies. 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. 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 will be a presentation to peers to develop communication skills, supported by a written skills audit and action plan.</p>
<p>A2: Recognise the importance of adopting a reflective and ethical approach to gathering and managing information on organisations, including the use of technology platforms.</p>	<p>A2: Tutorial/seminar sessions are used to introduce students to the importance of ethical issues when gathering and managing information on organisations. 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 is a presentation to peers to develop communication skills, supported by a written skills audit and action plan.</p>

<u>Learning Outcomes – LEVEL 4</u>	
3A. Knowledge and understanding	
A3: Identify, describe, and recognise the importance of key management function, theories and concepts.	A3: Tutorial/seminar sessions facilitate students to explore key theories of human resource management 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. 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 explores theoretical components concerning the key topic areas in employment law, recruitment, selection, and employer and performance management.
A4: Identify and explain recipes and menus in line with current government initiatives, reviewing sustainable practices.	A4: In tutorial/seminar sessions students take part in activities and tasks that explore menu styles, designs in line with current government initiatives. 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 is a question paper which tests understanding of the relationships between the constraints of menu engineering.
A5: Describe key elements of food and beverage operation controls and how these ensure efficient sustainable food production, including purchasing, cost, quality control and design principles within a food production environment.	A5: In tutorial/seminar sessions, students take part in activities and tasks describing and explaining the factors which affect the meal experience and customer profiling. 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

<u>Learning Outcomes – LEVEL 4</u>	
3A. Knowledge and understanding	
	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 is a question paper which tests understanding of the relationships between the constraints of menu engineering.
3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
B1: Gather, record and describe, data/evidence from a range of sources relevant to the culinary arts sector employing the use of technology platforms.	B1: Tutorial/seminar sessions facilitate students to utilise a range of research methods. 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 is a presentation to peers to develop communication skills, supported by a written skills audit and action plan.
B2: Identify personal strengths and areas for development using prescribed reflective practice techniques. Formulate a future development plan to ensure that skills remain current.	B2: Tutorial/seminar sessions facilitate students to utilise a range of reflective practice techniques. 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-

3B. Cognitive skills	
	one feedback relating to the first assignment. Summative assessment is a presentation to peers to develop communication skills, supported by a written skills audit and action plan.
B3: Recognise the ways in which the provisional and changing nature of key management function, theories and concepts influences practice in the hospitality sector.	B3: Tutorial/seminar sessions facilitate students to recognise changes and influences in human resource management and legislation. 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 explores theoretical components concerning the key topic areas in employment law, recruitment, selection, and employer and performance management.
B4: Recognise the sustainable provisions and changing nature of knowledge of government initiatives within the food and beverage trade through menu development and cost control.	B4: Tutorial/seminar sessions facilitate students to explore government initiatives within the food and beverage trade. Sessions provide ample opportunity for ongoing one-to-one demonstrations, formative feedback and tutorial support. Some sessions are used for one-to-one feedback relating to the first assignment. Summative assessment is via a question paper which tests understanding of the relationships between the constraints of menu engineering.
B5: Apply appropriate management concepts in the design and running of kitchen and larder areas, using technology platforms.	B5: Tutorial/seminar sessions facilitate students to apply appropriate management concepts in the design and running of kitchen and larder areas. Sessions provide ample opportunity for ongoing one-to-one demonstrations, formative feedback and tutorial support. Some sessions are used for one-to-one feedback relating to the first assignment. Summative assessment is a portfolio including health and safety in kitchen equipment and quality control in preparation of a range of kitchen and larder dishes. The portfolio includes photographic evidence.

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>C1: Operate ethically in the collection and use of information on organisations employing a reflective approach.</p>	<p>C1: Tutorial/seminar sessions facilitate students to identify how to operate ethically in the collection and use of information on organisations. 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 is a presentation to peers to develop communication skills, supported by a written skills audit and action plan.</p>
<p>C2: Reflect upon the practical, professional skills required in engineering menu development, utilising various technology platforms.</p>	<p>C2: Tutorial/seminar sessions facilitate students will reflect on their engineering menu development. Sessions provide ample opportunity for ongoing one-to-one demonstrations, formative feedback and tutorial support. Some sessions are used for one-to-one feedback relating to the first assignment. Summative assessment is a question paper which tests understanding of the relationships between the constraints of menu engineering.</p>
<p>C3: Perform effectively and efficiently using of a range of equipment and processes in the kitchen and larder areas.</p>	<p>C3: Tutorial/seminar sessions facilitate students to perform effectively and efficiently using of a range of equipment and processes in the kitchen and larder areas. Sessions provide ample opportunity for ongoing one-to-one demonstrations, formative feedback and tutorial support. Some sessions are used for one-to-one feedback relating to the first assignment. Summative assessment is a portfolio concerning the key topic areas in health and safety in kitchen equipment and quality control in preparation of a range of kitchen and larder dishes which includes photographic evidence.</p>

3C. Practical and professional skills	
C4: Identify and apply creativity and innovation in the kitchen and larder department producing a range of dishes.	C4: Tutorial/seminar sessions facilitate students to explore their creativity and innovation in the kitchen and larder department producing a range of dishes. Sessions provide ample opportunity for ongoing one-to-one demonstrations, formative feedback, and tutorial support. Some sessions are used for one-to-one feedback relating to the first assignment. Summative assessment is a portfolio concerning the key topic areas in health and safety in kitchen equipment and quality control in preparation of a range of kitchen and larder dishes which includes photographic evidence.
3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
D1: Identify personal strengths and areas for development creating a personal development plan to improve employability prospects.	D1: Tutorial/seminar sessions facilitate students to assess their personal strengths and areas for development. 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.
D2: Identify and articulate personal skills, abilities, interests, and motivations and relate these to career opportunities.	D2: Tutorial/seminar sessions facilitate students to identify and articulate personal their personal skills, abilities, interests and motivations and relate these to career opportunities. 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.

3D. Key/transferable skills	
D3: Use appropriate communicate skills, including verbal and non-verbal effectively in group discussions and as an individual.	D3: Tutorial/seminar sessions facilitate students to communicate effectively in group discussions and as an individual. 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. Sessions provide ample opportunity for ongoing one-to-one, formative feedback and tutorial support.
D4: Through the use of technology applications demonstrate numerical and statistical skills in simple contexts at a foundation level in the discipline.	D4: Tutorial/seminar sessions facilitate students to explore and utilise numerical concepts in the context of company accounts. Sessions provide ample opportunity for ongoing one-to-one demonstrations, formative feedback and tutorial support.
D5: Learn and employ a range of reflective practice techniques to assist in developing greater self-awareness.	D5: Tutorial/seminar sessions are used to facilitate students to explore and utilise a range of reflective Practice techniques. 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 is a presentation to peers to develop communication skills, supported by a written skills audit and action plan

[Please insert here title(s) of exit award(s) at Level 4, if applicable]

Cert. HE Culinary Arts Management [120 Credits]

<u>Programme Structure - LEVEL 5</u>					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
Business Development and Entrepreneurship	20			Y	Semester 1
International Culture and Communications	20			Y	Semester 2
Advanced Patisserie and Confectionery	20			Y	Semester 1
Molecular Gastronomy	20			Y	Semester 2
Industry Related Project	40			N	Year Long: Weeks 1-30 FT Weeks 1-40 PT

Intended learning outcomes at Level 5 are listed below:

<u>Learning Outcomes – LEVEL 5</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
A1: Apply the skills of research-based approaches to identify solutions to a pre-defined problem or task within an organisation.	A1: Group seminars and one-to-one tutorial sessions are provided to help students critically to review and select research methods to identify solutions to a pre-defined problem or task within an organisation.
A2: Understand the requirements of setting up a business, new product/service development or direction and how these relate to economic and social development, supported by the use of technology platforms.	A2: Group seminars and one-to-one tutorial sessions are provided to help students Understand the requirements of setting up a business, new product/service development or direction.

<u>Learning Outcomes – LEVEL 5</u>	
3A. Knowledge and understanding	
<p>A3: Critically analyse the ethical and a sustainable cultural context in which hospitality businesses operate in the international environment.</p>	<p>A3: Group seminars and one-to-one tutorial sessions facilitate students to explore ethical and cultural challenges in the hospitality business within an international context. 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 is an individual report based around a case study of a multinational organisation.</p>
<p>A4: Critically review molecular gastronomy from both historical and current perspectives.</p>	<p>A4: Practical/kitchen sessions facilitate students to review molecular gastronomy from both historical and current perspectives. 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. Summative assessment is a portfolio with photographic evidence and an essay on a modern patisserie and confectionery kitchen</p>
<p>A5: Demonstrate and apply detailed knowledge of sensory evaluation techniques to assess sustainable food acceptability and quality through molecular gastronomic principles and practices.</p>	<p>A5: Practical/kitchen sessions facilitate students to demonstrate a detailed knowledge of sensory evaluation techniques to assess food acceptability and quality. 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</p>

<u>Learning Outcomes – LEVEL 5</u>	
3A. Knowledge and understanding	
	achieved. Sessions provide ample opportunity for ongoing one-to-one, formative feedback and tutorial support. Some sessions are used for one-to-one feedback supporting the first assignment. Summative assessment is a portfolio with photographic evidence.
A6: Demonstrate a detailed knowledge and a range of creative recipes and dishes through classic and modern patisserie production, with sustainable ingredients and practices.	A5: Practical/kitchen sessions facilitate students to demonstrate a detailed knowledge of patisserie recipes and dishes 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. Sessions provide ample opportunity for ongoing one-to-one, formative feedback and tutorial support. Some sessions are used for one-to-one feedback supporting the first assignment. Summative assessment is a portfolio with photographic evidence and an essay on a classic and modern patisserie and confectionery kitchen.
3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
B1: Analyse and interpret industry related evidence and data to formulate a balanced and logical argument to support proposed solutions in the completion of a project.	B1: Group seminars and one-to-one tutorial sessions facilitate students to identify an aspect of hospitality/management and choose appropriate tools/methods for its investigation in a considered manner. Some sessions are used for one-to-one feedback supporting the first assignment. Summative assessment is a written report.

3B. Cognitive skills	
B2: Create and evaluate strategies and practices in relation to the development of a specified enterprise context and evaluate entrepreneurial skills.	B2: Tutorial/seminar sessions facilitate students to create and evaluate strategies and practices in relation to the development of a specified enterprise context and evaluate entrepreneurial 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. Summative assessment is a strategic/business plan (including theoretical considerations) for a new business proposal/venture and the design of an A3 colour poster to represent a business.
B3: Identify cultural barriers to managing hospitality businesses in international environments and approaches to dealing with them.	B3: Tutorial/seminar sessions facilitate students to identify cultural barriers to managing hospitality businesses in international environments and approaches to dealing with them. 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 is individual report based around a case study provided on a multinational organisation.
B4: Identify, analyse and evaluate key problems associated with patisserie and confectionary development using appropriate tools/methods for their resolution.	B4: Practical/kitchen sessions facilitate students to identify key problems associated with patisserie and confectionary dish development and area management and choose appropriate tools/methods for their resolution. Students evaluate their dishes and with the help of professional and peer criticism and explore the design and layout of patisserie and confectionery

3B. Cognitive skills	
	kitchens. 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. Summative assessment includes a portfolio with photographic evidence and an essay exploring the modern patisserie and confectionery kitchen.
B5: Analyse key areas of concern in the design and layout of a patisserie and confectionery kitchen, through technology platforms in designing.	B5: Practical/kitchen sessions facilitate students to assess key areas of concern regarding the design and layout of a patisserie and confectionery kitchen. 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. Summative assessment includes a portfolio with photographic evidence and an essay exploring the modern patisserie and confectionery kitchen.
B6: Analyse sustainable food production using molecular gastronomic principles.	B6: Practical/kitchen sessions facilitate students to molecular gastronomy to analyse the food products produced for a commercial environment. Students evaluate their dishes and with the help of professional and peer criticism and explore the design and layout of patisserie and confectionery kitchens 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 supporting the first assignment. Summative assessment includes a portfolio with photographic evidence and an essay exploring historic and current perspectives underpinning molecular gastronomy.

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
C1: Act ethically and with increasing autonomy in identifying solutions to a problem or task agreed with a UK or international organisation and its partners.	C1: Group Seminars and one-to-one tutorial sessions help students to develop autonomy in identifying a solution to a problem or task agreed with an organisation. Some sessions are used for one-to-one feedback supporting the first assignment. Summative assessment is a written report.
C2: Demonstrate the entrepreneurial skills required to turn business ideas into practical outcomes, including supported technology platforms.	C2: Tutorial/seminar sessions facilitate students to demonstrate the entrepreneurial skills required to turn business ideas into practical outcomes. 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 is to produce a strategic/business plan for a new business proposal/venture and to design an A3 colour poster to represent the business.
C3: Design and apply creative flair to develop expertise in creating a range of patisserie and confectionery items, following sustainable practices.	C3: Practical/kitchen sessions facilitate students to apply creative flair to - and develop expertise in creating - a range of patisserie and confectionery items. 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. Summative assessment includes a portfolio with photographic evidence and an essay exploring the modern patisserie and confectionery kitchen.

3C. Practical and professional skills	
C4: Design and apply creative flair to develop expertise with a range of molecular gastronomic techniques, using sustainable practices.	C4: Practical/kitchen sessions facilitate students to work effectively with a range of molecular gastronomy techniques. 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 supporting the first assignment. Summative assessment includes a portfolio with photographic evidence and an essay exploring historic and current perspectives underpinning molecular gastronomy.
3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
D1: Utilise a range of communication methods appropriate to communicate effectively within an organisation, including technology platforms suitable.	D1: Group Seminars and one-to-one tutorial sessions facilitate students to utilise a range of communication methods to communicate effectively with an organisation.
D2: Demonstrate a realistic match between career aspirations, aptitudes, interest, and motivations.	D2: Group Seminars and one-to-one Tutorial Sessions help students to demonstrate a realistic match between career aspirations and personal aptitudes, interest, and motivations. Group Seminars and one-to-one Tutorial Sessions help students to determine the specialist hospitality subject areas appropriate to their proposed study topic. Students work under the supervision of a member of academic staff who is responsible for the provision of facilities for the study within the general confines of the school/partner College's resources. Supervisor(s) are assigned as a function of their relevant expertise for the students' study.

3D. Key/transferable skills	
<p>D3: Identify, analyse and evaluate critical success factors in a business enterprise context.</p>	<p>D3: Tutorial/seminar sessions facilitate students to produce a business plan and present business concepts and proposals. 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 to produce a strategic/business plan for a new business proposal/venture and design an A3 colour poster to represent their business.</p>
<p>D4: Contribute to the effective working of a team activity.</p>	<p>D4: Tutorial/seminar sessions facilitate students to contribute to the effective working of a team activity. Formative feedback and tutorial support are on-going. Some sessions are used for one-to-one feedback relating to the first assignment. 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 a case study on a multinational organisation.</p>
<p>D5: Apply numerical and statistical skills in more complex contexts.</p>	<p>D5: Tutorial/seminar sessions facilitate students to apply numerical and statistical skills in more complex contexts through formative feedback and tutorial support. Some sessions are used for one-to-one feedback relating to the first assignment. Some sessions are used for one-to-one feedback relating to the first assignment. Summative assessment is an essay concerning the key topic areas in law and regulatory constraints environmental issues within hotel trading around the 'back of house' provision.</p>

3D. Key/transferable skills	
D6: Develop effective and appropriate academic writing skills.	D6: Tutorial/seminar sessions facilitate students with developing effective and appropriate academic writing skills through formative feedback and tutorial support. Some sessions are used for one-to-one feedback relating to the first assignment. Some sessions are used for one-to-one feedback relating to the first assignment. Summative assessment is an essay concerning the key topic areas in law and regulatory constraints environmental issues within hotel trading around the 'back of house' provision.

[Please insert here title(s) of exit award(s) at Level 5, if applicable]

Foundation Degree Culinary Arts Management [240 Credits]

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
- **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

4.1 Full and Part-Time Study

The Foundation Degree Culinary Arts Management provides students with a wide-ranging learning experience that links to core topics, underpinning knowledge, and areas of best practice in the sector. 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 Work-based Learning

At Level 4, students are supported to research business-related career opportunities within a specific business functional area. e.g. in the module *The Work Environment and Reflective Practice*. This activity enables students to map their learning to the jobs market and to identify an organisation they wish to work for at Level 5 as well as identifying any additional skills/knowledge they need to develop or learn to succeed in their chosen functional area as a career. This employer engagement aspect of the programme seeks to foster meaningful engagement and links between students and employers.

At Level 5, students have the opportunity to apply their skills and knowledge to an industry-based project with a live business organisation (in the module *Industry Related Project*), providing a platform to showcase themselves to a potential employer and to enhance their employability. Part-time students who without relevant employment are able to utilise the College's commercial restaurant. In addition, this project also prepares students to complete an extended piece of writing (such as a dissertation) on a Level 6 programme.

4.3 Commercial Restaurant

The College operates a commercial restaurant – the [Waterside Brasserie](#), an award-winning venue which, as well as offering excellent value for money. 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

The programme enhances the employability of students in a variety of different settings and features innovative assessment strategies that produce confident, critical and adaptable graduates. This programme offers students a wide range of learning opportunities to diversify skills to meet the needs of the current climate.

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.

4.5 Enrichment

The Programme Team arrange visits to a range of local and national venues and exhibitions. Many trips are free all linking to the modules and assessment specifications. The Programme Leader engages with national educational organisations (Erasmus, TEEP and others) offering free work experience abroad.

Prior to the start of the academic year, the PL with the team, outline where enrichments can enhance students' knowledge and understanding of the sector. This commences from the offset during Induction week where students visit 'York Food Festival' understanding the vast depth of the sector.

Kitchen Management Practice students link with Level 5 visiting Hobbart UK, working with industry on kitchen design, which links to part of their assessment.

Students visit yearly Good Food Show, to gain inspiration in their creativity for dishes in their own 'Fine Dine' evening. Also link the visit to Business Entrepreneurship planning future careers and aspirations entering into the sector at all different levels.

Food & Beverage module students visit local business, often each other workplaces to discuss how concepts are planned and designed for customers.

Marketing & Communication often guest speakers in the sector give advice and guidance how to market a business in the sector.

All students visit PSC Alliance expo, showcasing the public sector range of employment, from NHS, care homes, schools, universities.

Gastronomy & Advanced Patisserie students visit and work alongside reputable chefs, Francis Atkins, Feaversham Arms, Rudding Park, Royal Academicians, to enhance their skill level in both modules.

Where possible all students are exposed to a large variety of the culinary sectors, linking visits to their modules and assessments.

5. Support for students and their learning

(For apprenticeships this should include details of how student learning is supported in the workplace)

5.1 Induction

The following activities are provided in Induction Week:

- Students are given an induction to the College IT systems, this includes the VLE and any other communication/file sharing tools necessary. Any required support is also provided
- Students also have an induction session with the College Learning Resource Centre staff.
- Students are provided with Programme Handbooks. The Programme Handbook provides details of learning and support resources available to students at this level of study. It also includes contact details of relevant staff and an overview of the programme, including module timetables and assessment dates.
- Students have the opportunity during induction week to meet with the programme team and staff that they may come into contact with throughout their programme.
- Induction includes information about the range of support that is available to students; this includes an explanation of the different academic staff and roles that they may encounter throughout the programme such as Programme Leader, Module Tutor, Personal Tutor, Higher Education Office staff, including the Director of HE.
- alumni speak to new students about their experience of the programme.
- a representative from the Student Union helps to elect student representatives.

5.2 Engagement Support

Engagement 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 contacted at the end of the session, asking if the student is well and reminding the student that they are required to inform lecturers if they cannot attend.

Where a student misses three consecutive sessions, the year tutor also contacts the student with an invitation to attend a formal meeting. Where attendance problems persist, the year 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, decide to withdraw or suspend as the timing of any withdrawal/suspension can affect their student loan.

5.3 Tutorial and Pastoral Support

- Student tutorial opportunities are embedded in all modules. Formative and summative feedback tutorial sessions are also designed into each module and feedback tutorial sessions are listed in Module Handbooks.
- Students are assigned a Personal Tutor in the first few weeks of the programme and are encouraged to meet with their Personal Tutor at least once a term, who will discuss, record and monitor their progress. The Personal Tutor is able to provide pastoral and educational guidance throughout the programme. This guidance may include signposting students to workshops and seminars available to support students for academic and life skills development available at the College.
- The programme team is relatively small and includes the Personal Tutor and Academic Mentor (as practice link), this consistency of academic support is designed to enhance communication, feedback, and support for students across the modules and year.
- Students are introduced to the HE Student Support and Participation Coordinator (SSPC) and the support services available are outlined to them at induction. This support may also be suggested in written assessment feedback. If a specific need is recommended for a student - e.g., assessment for dyslexia - this need is highlighted to the Programme Leader who liaises with the HE Student Support and Participation Coordinator (SSPC), who is responsible for arranging the referral and supporting the student through the process. The outcome of this process is fed back to the student and Programme Leader so that any specific needs/resources or reasonable adjustments can be addressed.
- Academic tutorials are 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.

5.4 Equality, Inclusion and Diversity

At Middlesbrough College we strive to ensure equality, diversity and inclusion in every aspect of our provision. We recognise and appreciate individual uniqueness and believe these should be embraced. We foster a culture where every individual feels supported,

valued, respected and accepted regardless of their age, race, ethnicity, disability, gender identity or expression, sexual orientation, religion, or any other characteristic that makes them who they are.

Every programme reflects our commitment to create an inclusive environment where everyone has equal opportunities to achieve and succeed. Discriminatory practice, unconscious biases and systemic barriers are challenged and eliminated. We will continue to develop a learning environment where we celebrate diversity, treat everyone with respect, dignity, and fairness.

5.5 Supporting Transition to Level 4

- Students are introduced to academic study skills and principles of evidence-based practice to enhance their searching skills in initial weeks of their programme. All modules prepare students for the demands of higher education study and embraces the wide diversity of students attending the programme.
- Throughout the programme, key academic skills are embedded within the modules and students are encouraged to reflect upon their feedback and use this to improve their written work.

5.6 Reassessment Period

Tutorials and all essential resources are provided for students who are offered reassessment opportunities by a properly constituted Exam Board.

5.7 Academic Support

The delivery of many modules is based upon individual sessions that consist of two parts – a lecture (which introduces concepts and theory) followed by a facilitated session in which students undertake some form of research activity that encourages the increasing independence of students to find and locate academic source material. This delivery strategy ensures that theory is always applied, that key academic skills, knowledge and understanding are regularly checked, and that formative feedback is continuous as well as focussed at specific points in academic year.

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

- Members of the programme team - module leaders and lecturers.
- The programme leader & year tutors: the programme leader (who has overall responsibility for the programme) is available to discuss assessment extensions and barriers to learning. Programme team members are identified to act as personal tutors and are available to discuss emerging issues with personal circumstances and support needs.

Students are supported throughout the programme to explore their progress and determine their continued learning needs through reflection, so developing the attributes necessary to become lifelong learners.

At key points during the academic year, students are supported to identify their continuing personal development needs and are also offered opportunities to review additional educational provision and career opportunities available to them. A Career Service is available within the College. This activity includes help with completing applications for further study or employment and interview technique.

5.8 Programme Documentation and Online Learning Support

Students are provided with programme and module handbooks that contain comprehensive information on how their programme 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 the College Virtual Learning Environment (VLE). All teaching and learning content is made available via the VLE. This online resource includes lecture notes and a range of materials. Assessments are communicated to and submitted by students using the VLE.

5.9 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 their Industry Related Project.

5.10 IT Support

Students can also access remote support for learning via the college Help Desk and log IT support requests via the [HALO system](#).

5.11 Library and Learning Resources

Students can access a range of resources through the college Learning Resource Centre (LRC) and associated online services. Online services are listed in the background document. Students can access specific sessions with the LRC staff regarding advanced academic and research skills. This activity is introduced as part of the induction sessions at the start of each year but can be revisited again throughout the year in refresher sessions. LRC term time opening hours are:

- Mon 08:30 -17:00
- Tues – Thurs 08:30 – 20:00
- Fri 08:30 – 16:30

College holiday opening hours:

- Mon – Thurs 08:30 – 16:00
- Friday 08:30 – 15:30

The LRC has space for individual and group study, including a quiet study area. There are multi-function printers on both floors. All physical books are stored in the LRC, allowing for easy access. In addition to the textbooks, fiction titles and wellbeing books are available to help students relax. Enrichment sessions offered as part of the service are held in the STEAM Lab within the LRC.

The LRC has been involved in the production of the documentation for this programme, all reading lists have been checked for updated versions and new titles purchased. The LRC provides books, e-books, and e-journals for each programme and subscribes to specialist databases needed for students to complete their assignments.

An online LRC Information section is maintained by the LRC (on M365). This is where students can search for books, e-books and e-journals, using:

- [Heritage Online](#) for books and e-books
- [Discovery](#), our one stop shop for books, e-books and e-journals
- E-resources List, which lists each platform we subscribe to individually, as we know that some students find Discovery too large. We also provide user guides, written and video, for all the e-resources on our E-resources Guides page

Each course has a dedicated HE LRC Guides page on LRC Information, which provides quick links to Heritage Online and Discovery, as well as links to:

- Information and research skills pages which include a list of copyright free and open access resources.
- Referencing
- The course's reading list

The LRC offers information skills support on the following:

- Searching expertly
- Referencing
- Using e-resources
- Using Microsoft Office

This is done in a variety of ways:

- Online through LRC Information or in groups either in groups or through Teams, sessions are bookable through the [Request Tutorial](#) page on LRC Information

- For quick queries e-mail at LRCinfo@mbro.ac.uk, telephone on 01642 333226 or in person in the LRC

5.12 Virtual Learning Environment (VLE)

Every programme uses 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.

5.13 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. Initial assessments by the college HE Student Support and Participation Coordinator (SSPC) are provided to support understanding of the range of support that may be needed which will then trigger the provision required. Students declaring any additional need receive a formal assessment, after which the programme team are advised on the steps they must take.

5.14 Student Services

All students can access 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 and signposting to additional or partner services.

5.15 HE Student Areas

All HE students have areas in the college that are exclusively for their use. In the University Centre, all HE students have access to an open-plan working area, which has access control to retain its exclusivity. As well as the open-access area, students may also use the teaching rooms and meeting/tutorial rooms when they are not in use for a pre-booked activity. Access to the University Centre is available 08:00 – 21:00.

5.16 The 'Job Shop'

The college has its own 'Job Shop' which 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 the support is available either through drop/bookable appointments or via on-line tutorials.

5.17 The Fitness Studio

All students are entitled to free membership of the Fitness Studio. The Techno Gym equipped facility, provides a range of cardiovascular 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 are available during opening hours from experienced staff.

5.18 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 several 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, steam room, flotation room, 39 private treatment rooms, and nail bar
- Fully equipped recording studios and control rooms.

5.19 Laptop Scheme

Middlesbrough College's MC Click scheme provides all HE students with a Microsoft Surface to assist with their studies. Students who complete the laptop scheme for 2 years get to keep the device. Any student who leaves within 2 years is required to return the device to the College.

6. Criteria for admission

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

6.1 Admission Criteria Year 1

The most popular (and directly relevant) entry qualifications are the Level 3 Professional Cookery, Level 3 Patisserie & Level 3 Retrain (mature students). In reaching the entry target of 48 UCAS points, the Programme Team require a Level 3 Diploma in grade of MM. However, for applicants who do not meet these entry requirements, the Programme Team explore the applicants' experience and enthusiasm in interviews. All potential students are interviewed by the programme leader.

Where applicants apply with qualifications that are not directly relevant, again the Programme Team looks for evidence of relevant experience. Applications from students with non-standard entry qualifications are welcome, with suitability being assessed through the RPEL process. Admission tutors take into account any alternative qualifications or other wider experience.

All applicants are required to have English and Maths at GCSE Grade 4 or equivalent such as Functional or Key Skills Level 2 Maths and English or be working towards it.

At the point of enrolment at Middlesbrough College, students are required to declare whether they have ever received, or have pending, a criminal conviction, caution, reprimand, final warning, or prosecution. Middlesbrough College has a legal and moral duty to safeguard and promote the welfare of all. Procedures are in place to support any student making a declaration of a criminal offence and provide appropriate guidance.

6.2 Admission Criteria Direct to Year 2

Applications are considered for direct entry to Year 2 of the programme. To be successful in gaining direct entry to Year 2, the Programme Team require 120 credits at Level 4 in related subjects, but applicants must also be able to demonstrate significant industry experience and expertise. Any such application would be considered under the RPEL process.

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

10.1 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 and 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 is to place 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. These approaches have been further refined to form part of the college departmental review process.

10.2 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 college 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 students progress, the balance gradually evolves so that the students become 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.

10.3 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 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. Student feedback is also collected from induction surveys, the Student Reps, the NSS and in both formal and ad hoc tutorials.

10.4 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. The academic year 20/21 saw the introduction of Teaching Innovation Groups (TIG).

10.5 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.

10.6 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, 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 has a research and scholarly activity procedure which encourages and supports staff to maintain and annually update both pedagogical and subject expertise.

10.7 HE Digital Champion

The College is focussed on providing the highest quality online provision to enhance programmes delivered face to face. Each department has been allocated a 'digital champion', who is an expert practitioner using Microsoft 365 for teaching and learning. Digital champions are the first point of contact for any staff member requiring support with online teaching and learning, and they regularly provide in person and online sessions tailored to the specific requirements of staff. Digital champions are managed by the College Director of Digital Innovation who holds regular cross-college meetings where information/updates are shared to be passed on to departments.

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

There have been no changes submitted through the modification process since the last validation.

Annexe 1: Curriculum map

Annexe 2: 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	Programme outcomes																								
		A1	A2	A3	A4	A5			B1	B2	B3	B4	B5			C1	C2	C3	C4			D1	D2	D3	D4	D5
4	Managing and Developing People in the Hospitality Profession		✓	✓				✓	✓	✓														✓		
	Marketing and Communications	✓		✓					✓		✓					✓								✓		
	Financial and Revenue Management Awareness			✓				✓					✓			✓									✓	
	Food Nutrition and Beverage Operations				✓	✓						✓					✓	✓						✓	✓	
	Kitchen Management and Practice			✓	✓	✓						✓	✓				✓	✓	✓					✓	✓	
	The Work Environment and Reflective Practice	✓	✓						✓	✓						✓							✓	✓	✓	

Level	Study module/unit	Programme outcomes																											
		A1	A2	A3	A4	A5	A6			B1	B2	B3	B4	B5	B6			C1	C2	C3	C4			D1	D2	D3	D4	D5	D6
5	Business Development and Entrepreneurship		✓								✓								✓								✓		
	International Culture and Communications	✓		✓						✓		✓							✓						✓			✓	
	Advanced Patisserie and Confectionary						✓						✓	✓					✓		✓				✓				
	Molecular Gastronomy				✓	✓									✓				✓			✓			✓			✓	✓
	Industry Related Project	✓								✓									✓						✓	✓			✓

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.