

## PROGRAMMATIC REVIEW OF THE FACULTY OF BUSINESS & HUMANITIES 2015-2016

Phase 2: Programme Review

# PROGRAMME PANEL REPORT

SCHOOL: Humanities  
DEPARTMENT: Tourism & Hospitality  
DATE: 19-20 April 2016

### PROGRAMMES SUBMITTED FOR REVIEW

#### **Major Awards**

Higher Certificate in Arts in Culinary Studies (Exit Award, not embedded in anything)

Higher Certificate in Arts in Culinary Studies (day release version set up)

Bachelor of Business in Culinary Arts

Bachelor of Arts in Culinary Arts

### PROGRAMME REVIEW PANEL MEMBERSHIP

Mr Mark Farrell, Programme Chair, BA (Hons) in Culinary Arts, School of Culinary Arts and Food Technology, Dublin Institute of Technology (Chairperson)

Mr Michael Fleming, Chef Proprietor, Fleming's Restaurant, Tivoli, Cork

Dr Áine Ní Shé, Head, Department of Mathematics, Cork Institute of Technology

### PROGRAMME REPRESENTATION

#### **Programme Staff**

Mr Adrian Gregan, Head, Department of Tourism & Hospitality

Ms Breda Buckley, Lecturer, Department of Tourism & Hospitality, Stage 2 Course Coordinator, Higher Cert in Culinary Studies

Mr John A. Hartnett, Lecturer, Department of Tourism & Hospitality, Stage 1 Course Coordinator, Higher Cert in Culinary Studies

Ms Linda Hayes, Lecturer, Department of Tourism & Hospitality

Ms Mary McCarthy, Lecturer, Department of Tourism & Hospitality, Stage 1 Course Coordinator, BBus in Culinary Arts

Ms Ann O'Connor, Lecturer, Department of Tourism & Hospitality

Ms Catherine O'Mahony, Lecturer, Department of Tourism & Hospitality, Stages 2 and 3 Course Coordinator, BBus in Culinary Arts

Mr Ciarán Scully, Lecturer, Department of Tourism & Hospitality, Course Coordinator, BA in Culinary Arts

Ms Laura Walsh, Lecturer, Department of Tourism & Hospitality

Ms Michelle Collins, Lecturer, Department of Management & Enterprise

Mr Jonathan Plaice, Lecturer, Department of Accounting & Information Systems

### **Learner Representatives**

Ms Elaine Connolly, Higher Cert in Culinary Studies, Stage 2

Mr Colm Foley, Higher Cert in Culinary Studies, Stage 1

Ms Sharon O'Keeffe, Higher Cert in Culinary Studies, Stage 2

Ms Eve O'Mullane, Higher Cert in Culinary Studies, Stage 1 (also student representative on the HC in Culinary Studies programme board)

Ms Ciara O'Sullivan, BBus in Culinary Arts, Stage 3

### **Graduates**

Ms Aisling Moore, (Higher Cert in Culinary Studies, 2016), Commis Chef, No. 5 Fenn's Quay Restaurant, Cork, also part-time student on BA in Culinary Arts, CIT

Ms Saoirse O'Brien, (Higher Cert in Culinary Studies, 2016), Commis Pastry Chef, Hayfield Manor Hotel, Cork, also part-time student on BA in Culinary Arts, CIT

### **External Stakeholders**

Ms Martina Cronin, Chef & Co-owner, The Square Table Restaurant, Blarney, Co. Cork / Placement Supervisor for Culinary Arts programmes in CIT

Mr Peter Hennessy, Head Chef, Clarion Hotel, Cork / Placement Supervisor for Culinary Arts programmes in CIT

Mr Damien O'Sullivan, Head Chef, Seaview House Hotel, Ballylickey, Bantry, Co. Cork / Placement Supervisor for Culinary Arts programmes in CIT

Mr Ben Scott, Head Chef, Midleton Park Hotel, Midleton, Co. Cork / Placement Supervisor for Culinary Arts programmes in CIT

## A. PROGRAMME SUMMARY AND MAJOR CHANGES PROPOSED

### 1. HIGHER CERTIFICATE IN ARTS IN CULINARY STUDIES

#### 1.1. Programme Summary

The Higher Certificate in Arts in Culinary Studies is a two-year ab-initio programme at NFQ Level 6 attracting 120 credits. It was initially validated in its current format in the programmatic review of 2010-11, at which time it was developed out of the FETAC National Certificate in Professional Cookery. The programme aims to provide the learner with the knowledge, skills and competences necessary for a career in the culinary sector, in particular as a chef in the world of professional cookery. On completion of this programme, graduates may subsequently apply for membership of various chefs' organisations such as Euro-Toques, The Panel of Chefs, Chefs' Network. Since 2010, enrolment per annum has fluctuated between 48 and 78. The particularly high enrolments of 70+ in 2013/14 and 2014/15 may have been partly due to the support of Fáilte Ireland with registration fees. Minimum and average CAO points have steadily increased in the period 2010-2014, though there were signs in 2015 that points are reducing slightly (2015 min/average CAO points were 235, 315 respectively). The retention rate is a steady 80% over this period. There is an established progression scheme in place for FE applicants.

Graduates of this programme who wish to progress further with their studies can do so by entering Stage 2 of the BBus in Culinary Arts (they are granted exemptions from the culinary modules of Stage 2 of the BBus programme).

#### 1.2. Major Changes Now Proposed

It is proposed to separate the larder and pastry strands of the programme. Previously they were combined in modules and this allowed students to balance one against the other.

The programme team also plans to offer the Higher Cert as a part-time day release programme, whereby five credits per semester would be taken in the workplace, with the learner taking ten more credits per semester in CIT. At the Phase 2 meeting, the programme team presented separate documentation to the Panel for this day release option, which is intended to commence in September 2017.

### 2. BACHELOR OF BUSINESS IN CULINARY ARTS

#### 2.1. Programme Summary

The Bachelor of Business in Culinary Arts is a three-year ab-initio programme at NFQ Level 7 attracting 180 credits. The programme aims to provide the learner with a wide range of knowledge, skills and competences necessary for a career in the culinary and hospitality sectors. Career opportunities for graduates of this programme include specialist chef positions (e.g. pastry, confectionery), food product innovation/development specialists, culinary training and education, food critique, food marketing and food styling, event management, as well as entrepreneurial opportunities in one's own business. Since 2010, enrolment per annum has varied from 15 and 42, with a target cohort of 32. There is no discernible pattern in the enrolment trends from year to year. Minimum and average CAO points have been quite stable in the period 2010-2015, and in 2015 were 300, 360, respectively. Retention rates have been

constantly improving, from 80% in 2009/10, to 94% in 2014/15. There is an established scheme in place for FE applicants and for non-standard applicants (involving RPL). Suitably qualified graduates are eligible to apply for the one year add-on BBus (Hons) in Hospitality Management. Given developments in the food business sector, the programme team, following consultation with industry stakeholders, is of the opinion that the time is now right to develop a new Level 8 programme in BBus (Hons) in Culinary Food Entrepreneurship. The projected start date is September 2017. This new programme will, in time replace the current Level 7 offering, though the Level 7 programme may be retained as an exit award.

## 2.2. Major Changes Now Proposed

No major changes are proposed to this programme. The future development of the new Level 8 programme will be taken under CIT's Programme Validation Process.

## 3. BACHELOR OF ARTS IN CULINARY ARTS

### 3.1. Programme Summary

The Bachelor of Arts in Culinary Arts is a two-year add-on part-time programme at NFQ Level 7 attracting 60 credits. The programme aims to provide the learner with a wide range of knowledge, skills and competences which will enable him/her to progress into senior roles within kitchen management, food and beverage management, and a wide variety of other hospitality and food-related careers. Career opportunities for graduates of this programme include executive/head/specialist chef positions, kitchen manager, chef patron, food product innovation/development specialists, culinary training and education, and enterprise development.

Entrants to this programme will normally hold a recognised Culinary Arts / Professional Cookery Qualification or equivalent, and will have at least one year's industry experience in a professional kitchen environment. Each applicant is also interviewed in order to further assess suitability for entry. The programme benefits hugely from a strong tripartite relationship between the learner, the Institute, and industry. Typically the learner is currently in full-time employment as a chef in a recognised catering establishment, and attends CIT one day per week. There is a bi-annual intake of 24-30 students, and retention is currently 90%.

### 3.2 Major Changes Now Proposed

Following consultation with the various stakeholders, it was identified that there were certain shortfalls in the learning outcomes of some practical modules, and that a link between practical and theoretical knowledge was key to the programme. Furthermore, it was also identified that the two modules in the area of research methods and synoptic study would be better suited to a Level 8 programme. To this end, it is proposed to introduce two new modules - *Advanced Theory of Food*, *Advanced Theory of Pastry* - to the programme. These modules are to replace HOSP7044 *Research Methods & Styles* and HOSP7038 *Synoptic Studies* from it.

On a separate point, and given current developments in the culinary industry, it is proposed to replace the module HOSP7045 *Service Business Environment* with the new module *Food Business Entrepreneurship*.

## B. PANEL FINDINGS AND RECOMMENDATIONS

### 1. OVERALL RECOMMENDATION TO ACADEMIC COUNCIL ON REVALIDATION

Continent upon confirmation of one Panel requirement, and the successful completion of the internal programme and module moderation process, the Panel **recommends to Academic Council that the listed programmes be revalidated** for five years or until the next Programmatic Review, whichever is sooner, with effect from 1 September 2016.

As a condition of revalidation, the following Panel requirement must be met:

- 1.1. **Requirement:** The Panel requires that the documentation for the day release Higher Certificate be reviewed before finalisation. Further details of this requirement are given in Section 5.1.

### 2. GENERAL

#### 2.1 Commendation

The Panel would like to congratulate the programme team for a suite of very high quality programmes. Feedback on these programmes from students, graduates and employers is excellent. Graduates of all three programmes are well positioned for excellent employment opportunities and are well regarded, both nationally and internationally.

#### 2.2 Commendation

The Panel would like to commend the obvious engagement and palpable enthusiasm of all staff involved in the culinary programmes, both of the Department of Tourism & Hospitality, and of the other CIT departments which provide service teaching on the programmes. The Panel would also like to commend the Head of Department of Tourism & Hospitality, Mr Adrian Gregan, for his leadership of the programmes, and extends its best wishes to him for this forthcoming retirement.

#### 2.3 Commendation

During the various Phase 2 sessions, the Panel was very impressed by the open and constructive engagement by all stakeholders – students, graduates, staff, and industry – with the programme review process.

#### 2.5 Recommendation

Notwithstanding the fact that these programmes are delivered in the modern purpose-built Tourism & Hospitality facility, the Panel notes from the Phase 2 deliberations that there continue to be some space issues, in particular in relation to the availability of kitchen space. Given the high demand that exists for graduates of these programmes (witness, for example, the current *Wild Atlantic Way* initiative), the Panel recommends that Cork Institute of Technology should seek specific funding from government in order to fit out one kitchen which remains to be fully set up for teaching purposes. This would facilitate the admission of more students and/or the provision of increased elective choice.

### 3. ENTRANT AND GRADUATE PROFILE, AWARD AND PROFESSIONAL ENVIRONMENT

#### 3.1 Commendation

The Panel wishes to commend the programme team and the industry stakeholders for their efforts in relation to the placement modules. Placement is an integral part of these programmes, and is key to ensuring the employability of graduates. The care and attention to detail shown by lecturers in matching students to employers and in supporting each learner before, during and after the paid placement is extremely impressive. Furthermore, it is also clear that the industry stakeholders play a key mentoring role, and that the placement is a major transition point in the formation of the graduate. Indeed, the Panel notes that many students are actually retained on a part-time basis by their employers after placement, therefore gaining valuable relevant experience and some financial support during their studies.

#### 3.2 Commendation

The Panel commends the intention of the programme team to develop a Bachelor of Business (Hons) programme in Culinary Food Entrepreneurship. This programme will be a valuable addition to this suite of programmes, and the Panel looks forward to its development, validation and roll-out in due course.

#### 3.2. Commendation

The Panel also commends the proposal to introduce a part-time (day release) delivery of the Higher Certificate in Arts in Culinary Studies.

#### 3.3 Recommendation

The Panel recommends that the programme team review the title of each of this suite of programmes in advance of the next programmatic review. While the current programme titles are familiar to guidance counsellors and to prospective applicants, the Panel nonetheless suggests that further clarity may be needed in relation to defining specific programme descriptions. In relation to the Higher Certificate in Culinary Studies, for example, it must be apparent to the prospective applicant that this is a route to a professional career as a chef. Thus, for example, use of the words “professional cookery” (or equivalent nomenclature) in the title of this programme should be considered.

### 4. PROGRAMME OPERATION AND PERFORMANCE

#### 4.1 Commendation

The Panel commends the clearly articulated entry pathways for FETAC and non-standard applicants to these programmes. Furthermore, it commends the well-defined progression routes in place for Level 6 and Level 7 graduates to Level 8. With the current developments in the Department of Tourism & Hospitality and the School of Humanities in relation to postgraduate study, it is open to a graduate of any of these programmes under review, subject to ability, performance and interest, to progress all the way to PhD.

## 4.2 Commendation

The Panel commends all stakeholders for their efforts in ensuring that graduates of this programme are of excellent quality, and industry ready. Through the delivery of a very practical programme to small classes, lecturers ensure that students get regular feedback on their work. Graduates of these programmes have gained employment in various well-regarded culinary establishments regionally, national, and internationally, and may apply for membership of various chefs' organisations such as Euro-Toques, The Panel of Chefs, Chefs' Network.

## 4.3 Commendation

The Panel wishes to commend the Department for the way in which it interacts with inspectors in relation to hygiene and food safety. The programme team reported that it works proactively with agencies and representatives to ensure best practice. Thus students, rather than looking upon inspection as a reactive process, instead perceive it as being a process that is planned collectively with the inspectors.

# 5. PROPOSED PROGRAMME SPECIFICATION (INCL. DELIVERY AND ASSESSMENT)

## 5.1 Requirement

The Panel **requires** that the documentation for the day release Higher Certificate be reviewed before finalisation. The following points must be addressed:

- 5.1.1 As the day release programme is intended to be a direct entry programme, the entry requirements should be documented.
- 5.1.2 There should be just one programme descriptor to cover both full-time and day release ACCS delivery modalities of what is one programme.
- 5.1.3 Given that the day release programme is to be offered in ACCS mode, the part-time workload must be specified in each module descriptor.
- 5.1.4 In the case of the industry based modules, it is crucial that the descriptors of these allow for reasonable flexibility in relation to the culinary establishment.

## 5.2 Commendation

The Panel commends the induction scheme for each of these programmes. Through the CIT module students are given training in Health & Safety, First Aid, knife skills, etc. Initiatives such as *Good Start* and field trips promote a sense of empowerment and allow the students to bond with each other. First year students participate in their first live event midway through Semester 1.

## 5.3 Commendation

The Panel wishes to commend lecturers of all departments involved in these programmes in relation to the service-in modules in Mathematics and Business, in particular in relation to the improvement of engagement and retention through module review.

#### 5.4 Requirement

Given the practical nature of the programmes, it is understandable that there is a relatively high proportion of practical skills-based modules for which the learner who fails the module must retake it in entirety. This is most pronounced in the Higher Certificate. In these modules, assessment is inextricably linked to the delivery of the module, with ongoing assessment, often on a weekly basis. The Panel acknowledges that lecturers provide regular feedback to students during the practical sessions, and that lecturers confer with each other regularly in relation to benchmarking, in the interests of fairness and consistency. Notwithstanding this, the panel **requires** that the assessment criteria be formally documented. An indicative list of the modules to be reviewed under this requirement is provided in the appendix to this report.

#### 5.5. Requirement

As already mentioned, there is an emphasis on weekly skills-based assessment in the practical modules. However industry feedback also indicates a need to provide for summative assessment in order to assess learning over the semester. Furthermore, there is a need to ensure that there is sufficient assessment material available for these modules for consideration in appeals. For some modules, a short in-class test is already included. The Panel **requires** that the programme team consider the inclusion of the reflective journal and/or portfolio as a suitable instrument of summative assessment in these skills-based modules. (The Panel notes that reflective journals/portfolios already feature in the BBus programme, and recommends that formal assessment marks be allocated to these if not already done so).

An indicative list of the modules to be reviewed under this recommendation is provided in the appendix to this report.

#### 5.6 Recommendation

In the practical modules, the treatment of theory varies from, for example, the inclusion of a formal 1 hour theory lecture per week to the integration of the theory into the practical sessions. In the case of the Higher Cert, learner feedback would seem to suggest the inclusion of a formal theory hour in order to give time to develop understanding of culinary processes. However, the Panel acknowledges the challenges involved in dealing with a range of students with varying aptitude for formal theory. Following on the previous requirement, the Panel recommends that the development of a reflective journal and/or portfolio assessment component would also promote independent learning of theory. Furthermore, the Panel advises use of social media, student blogs, cinema club, information sharing re themes such as gastronomy, etc. in these journals/portfolios. The programme team should liaise with the Teaching & Learning Unit in developing these new assessment instruments.

### 6. MODULES

This section presents the findings and recommendations from an indicative review of modules carried out by the members of the Peer Review Panel. The Panel notes that a comprehensive survey of module specifications could not be carried out in the context of this review.



Therefore, a requirement of the Panel to revalidate the programme(s) under review is contingent on the successful completion of the subsequent internal programme and module moderation process carried out by, or on behalf of, the CIT Registrar's Office.

### 6.1 Recommendation

The Panel strongly recommends that the combined workload and assessment timings of the modules HOSP7014 *New Product Development* and HOSP6027 *New Business Development* continue to be monitored carefully. Taken together, these two modules can be the equivalent of a capstone project for the BBus programme, especially when there is a direct link between the new food product of HOSP7014 and the business plan of HOSP6027. The Panel acknowledges that the maintenance of the current 2 \* 5 credits allocation offers more flexibility for the Level 7 learner. The Panel recommends that consideration be given to the introduction of cross-modular assessment, if appropriate. Finally, the Panel does acknowledge that the forthcoming development of the new Level 8 programme will allow the space for a more suitable allocation of credits to this strand of work.

### 6.2 Recommendation

The Panel notes that, in the case of a small number of modules, the percentage allocated to the end-of-semester examination is less than 40%:

Module Code	Module Title	Programme
HOSP6057	Pastry & Confectionery	OCULS_6
HOSP6075	Modern Pastry Techniques	OCULS_6
HOSP6001	Culinary Arts Operations	OCULA_7

Given that, under the CIT M&S framework, the formal end-of-semester examination is to be of two hours' duration, the Panel recommends that this be reviewed in the interests of balancing student workload.

### 6.3 Requirement

The Panel notes that, in the case of small number of modules, the learner workload is apparently fully comprised of contact hours. Ostensibly, this implies that no provision has been made for independent learning on the part of the student. The Panel **requires** that this be addressed during the Module Moderation process.

Module Code	Module Title	Programme
HOSP6060	Culinary Skills 2	OCULS_6
HOSP6056	Culinary Learning Event 1	OCULS_6
HOSP6061	Culinary Learning Event 2	OCULS_6

### 6.4 Requirement

The two new theory modules (*Advanced Theory of Food*, *Advanced Theory of Pastry*) of the BA programme **require** specific review during the internal module moderation process. In

particular, it must be ensured that all learning outcomes are formulated as per the current CIT academic policy and practice (use of active verbs, etc.).

### **6.5 Commendation**

Since the previous programmatic review, the module MATH6025 *Business Mathematics for Hospitality* has been reviewed, in accordance with CIT's module change process. The Panel commends the efforts of the lecturing team for this module who worked together to review the assessment schema and to include plenty of examples contextualised to student discipline. The Panel heard that the module is now working well on the various programmes to which it is attached, and that student engagement and retention have improved accordingly. Given the adage that "the calculator is as important as the knife", the Panel would like to encourage the programme team in its efforts to improve students' mathematical competence.

### **6.6 Requirement**

The resource listings of every module descriptor should be reviewed and updated as necessary during the internal module moderation. In particular, ISBNs and edition numbers (rather than "latest edition") should be included.

## **7. OTHER FINDINGS AND RECOMMENDATIONS**

7.1. Full provision is made for free choice in the Higher Certificate and BBus programmes, but this can be difficult to realise in practice, given current resource and space constraints.

## **8. DEROGATIONS SOUGHT**

No new derogations from CIT's policy on Free Choice are requested in this programme review.

## C. PROGRAMME FINALISATION

*[This section will be completed by the **CIT Registrar's Office**.*

*It records the implementation of any panel requirements and the completion of the internal module moderation process. Confirmation of completion by the CIT Registrar's Office is required for both before the programmes can be submitted to the CIT Academic Council for revalidation.]*

### 1. IMPLEMENTATION OF PANEL REQUIREMENTS

### 2. MODULE AND PROGRAMME MODERATION

## D. APPENDIX – TIMETABLE OF PHASE 2 MEETINGS

<b>School of Humanities</b>		
<b>PR Phase 2 Panel Visit</b>		
<b>Panel 5 – Culinary Studies</b>		
<b>Day One</b>		
<b>Tues 19 April 2016</b>		
11.00 to 11.30 pm	Private Panel Meeting including presentation by Registrars Office	Meeting Room 1 Student Centre
11.30 to 12.30pm	Faculty Overview Presentation / Discussion	Meeting Room 1 Student Centre
12.30 to 1.30 pm	<b>Private Panel Lunch (Bistro)</b>	
1.30 to 3.00 pm	Meeting with Dept. Teams re Programme Operation and Performance	Nimbus Boardroom
3.00 to 3.30 pm	<b>Private Panel Meeting (Tea/Coffee)</b>	Nimbus Boardroom
3.30 to 5.00 pm	Meet with Dept. Teams re Proposed Changes to Programme Structures	Nimbus Boardroom
5.00 to 5.30 pm	Meet with Recent Graduates	Nimbus Boardroom
5.30 to 6.00 pm	Meet with Employers	Nimbus Boardroom
8pm	Panel Dinner	
<b>Day Two</b>		
<b>Wed 20 April 2016</b>		
8.45 to 9.00 am	Private Panel Meeting - emerging themes	Nimbus Boardroom
9.00 to 9.30 am	Meet with Students	Nimbus Boardroom
9.30 to 10.00 am	Research and Project Overview (School of Humanities)	Meeting Room 1 Student Centre
10.00 to 10.45 am	Tour of Relevant Dept. Facilities	Tourism & Hospitality Building
10.45 to 11.00 am	<b>Private Panel Meeting (Tea/Coffee)</b>	Nimbus Boardroom
11.00 am to 12.30 pm	Meet with Dept. Teams re General Review of Modules	Nimbus Boardroom
12.30 to 1.30 pm	<b>Private Panel Lunch (Bistro)</b>	
1.30 to 3.00 pm	Sub-panel meetings to draft outline reports	Nimbus Boardroom
3.00 to 3.30 pm	Feedback to overall panel - themes	Meeting Room 1 Student Centre
3.30 to 3.45 pm	Feedback to faculty, school and department management	Meeting Room 1 Student Centre