

1.	Title of Programme(s): (incl. Award Type and Specify Embedded Exit Awards)	Certificate in Pastry and Baking for Business (Special Purpose Award, 40 ECTS)
2.	NFQ Level(s)/ No. ECTS:	Level 6 40 ECTS
3.	Duration:	1 year
4.	ISCED Code:	1013
5.	School / Centre:	Galway International Hotel School
6.	Department:	Department of Culinary Arts
7.	Type of Review:	New Programme
8.	Date of Review:	22 nd March 2022
9.	Delivery Mode:	Full-time, Part-time, Blended
10.	Panel Members:	Dr. Shelia Flanagan, Registrar & Vice President Academic Affairs, Dundalk Institute of Technology Professor Una McMahon Beattie, Professor in Hospitality Management, Ulster University Business School. Dr. Noel Murray, Head of Department of Tourism & Hospitality, Munster Technological University, Cork Mr. Niall Rochford, General Manager Ashford Castle Estate, Cong, Co. Mayo Ms. Alex Bourke, Sous Chef, Éan Restaurant, Galway Ms. Carmel Brennan, Assistant Registrar (Quality) (Secretary)
11.	Proposing Staff:	Ms Cáit Noone Ms Jacinta Dalton Ms Ann Flanagan Dr Clare Gilsean Ms Maria O'Grady Ms Mary Reid Ms Sadie Davoren Ms Sinéad O'Connor-Lomas Mr Tom Edwards

12.	Programme Rationale:	<p>Certificate in Pastry and Baking for Business</p> <p>Bakery production is worth over a billion euros to the Irish economy. The Central Statistics Office reported bakery exports from Ireland were worth 174 million euros in 2020, and almost five and a half thousand new companies were registered between July and September in 2020. The pastry and bakery sector has adapted successfully to the turmoil of the pandemic. Online sales of pastry and bakery products is booming, and there has been very successful related businesses established during lockdown. The 2022 regional skills report for the western region has identified baking technical skills as a deficit with employers in the western region. It has also highlighted a significant training need in this area as more speciality cafés and retail outlets emerge. The shortage of pastry chefs and bakers poses a fundamental challenge for hospitality and the wider food sector. Each year when the existing pastry & baking programme it fills immediately with a waiting list in operation. Demand is high for these type of programmes for individuals seeking to up-skill or for those looking to set up a micro enterprise in this discipline. Employment opportunities are vast from hospitality to retail to speciality pastry manufacturing and bakeries. GIHS lecturing staff are highly specialised in this discipline and are well-placed to teach students on this programme to the highest standard, meeting the skills gap within the sector. Several of our graduates of the Higher Certificate in Culinary Arts- Professional Chef Program and the BB in Culinary Arts Management have gone onto to have successful careers in the pastry and bakery field.</p> <p>The existing 20 ECTS programme targets students who want to develop skills. This 40 ECTS programme targets those who want to run a business related to pastry and baking.</p>
13.	Proposed Student Intake:	32
14.	Stakeholder Engagement:	The need for this programme and its development and design was informed by a series of stakeholder engagements, the School Advisory Board, desktop research, network contacts and students and graduates of the existing programme.
15.	Graduate Demand/Employment:	The shortage of pastry chefs and bakers poses a fundamental challenge for hospitality and the wider food sector (Bord Bia, 2019). This programme suits students who are seeking a shorter period of study to upskill in pasty and baking. Student may develop careers in restaurants, bakeries, the wider food service industry or set up their own business.

16.	Entry Requirements, Access, Transfer & Progression:	<p>Minimum entry requirements are a Grade o6/H7 or better in five Leaving Certificate subjects including Mathematics and English or Irish with a minimum of 160 points, or a full Level 5/6 QQI FET award.</p> <p>In accordance with GMIT policy Recognition of Prior Learning (RPL) may be used to gain admission to this programme.</p>
17.	Programme Structure:	<p>The programme consists of three 10 ECTS modules running for the duration of an academic year, plus two 5 ECTS modules of a semester each. Half the programme focuses on pastry and baking skills with the remainder examining business and the world of work.</p>
18.	Learning, Teaching & Assessment Strategies:	<p>Practical classes are based on a social constructivist approach, focusing on helping student develop skills and techniques until they can stand alone and complete tasks. There is a focus on 'real world situations'. Sustainability is embedded in the programme. A range of assessment techniques are used.</p>
19.	Resource Implications:	<p>This programme will be self-financing. No additional resources are specified as being required to deliver this programme.</p>
20.	Synergies with Existing Programmes:	<p>The pastry and baking modules are included in another SPA and in the Higher Certificate programme within the school.</p>
21.	Findings and Recommendations:	<p>General:</p> <p>The panel approve the proposed programme subject to the recommendations outlined below.</p> <p>Commendations:</p> <ol style="list-style-type: none"> 1. The enthusiasm of the proposers was evident in their engagement with the panel. Staff are obviously passionate about their subjects and demonstrated a clear student focus. 2. The quality of graduates emerging from this discipline are excellent and an asset to industry. 3. Quality of the documentation received.
		<p>Conditions:</p> <p>None.</p>

Recommendations:

1. The assessment strategy for the placement module should consider the balance between student performance on placement and their reflections on same, ensuring that the student receives a fair and appropriate mark for the module.
2. Specify clearly in promotion material what constitutes an appropriate placement.
3. Ensure that social media is explicitly included in the content of the programme.
4. Clarify in progression that the programme in itself entitles the students to exemptions rather than progression to an advanced stage. Promote the opportunities for students to further and deepen their learning by enrolling on an UG programme and/or taking individual modules of study.
5. Ensure blended hours are listed on all modules, explicitly stating which are online and onsite. The teaching strategy should reflect proposed delivery modes.
6. Clearly articulate the induction that students will undergo and how students will be scaffolded in relation to necessary academic and digital skills.
7. Review the wording of the second Programme Learning Outcome ensuring that the active verb appropriately represents the intent of the Programme Board.
8. Clarify how the hours allocated to the Placement Reporting and Reflection 1 module will be implemented, ensuring that students are adequately supported. Ensure that students are adequately prepared to effectively undertake reflective practice.
9. Essentials of Business – consider whether the wording of MLO2 and 7 reflect what is intended in relation to student achievement. Consider whether marketing should be included as a key skill.
10. Reconsider the wording of MLO2 and the wording of the repeat assessment strategy for the Preparation for Work Placement module
11. Review all reading materials in modules to ensure that they are up to date and required, taking a holistic approach to the acquisition of new texts/ebooks considering increasing costs.
12. Sustainability should be at the core of the programme. Review relevant module descriptors to explicitly embed sustainability in learning outcomes, content and assessment at all stages of the programme.
13. Consider the needs and best interests of students in determining whether to offer this programme in a blended or onsite mode.

22.	FAO: Academic Council:	Approved:	
		Approved subject to recommended changes:	X
		Not approved at this time:	
	Signed:		
		Chair	Secretary