Programme specification

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

1. Overview/ factual information

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| **Programme/award title(s)** | FD Culinary Arts |
| **Teaching Institution** | Belfast Metropolitan College  |
| **Awarding Institution** | The Open University (OU) |
| **Date of first OU validation** | 06.05.2022 |
| **Date of latest OU (re)validation** | N/A |
| **Next revalidation** | 06.05.2027 |
| **Credit points for the award** | 240 points |
| **UCAS Code** |  |
| **HECoS Code** |  |
| **LDCS Code (FE Colleges)** |  |
| **Programme start date and cycle of starts if appropriate.** | September 2022 |
| **Underpinning QAA subject benchmark(s)** | QAA Undergraduate Subject Benchmark Statements for Events, Hospitality, Leisure, Sport and Tourism (2019) |
| **Other external and internal reference points used to inform programme outcomes.****For apprenticeships, the standard or framework against which it will be delivered.**  | * QAA Subject Benchmark Statements (Events, Hospitality, Leisure, Sport and Tourism, Nov 2016)
* Sectoral Partnership Forum;
* Department for Economy
* National and University qualifications and credit frameworks;
* Foundation Degree award benchmark statement;
* Foundation Degree Characteristics
* Hospitality Curriculum Hub Member Activity
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| **Professional/statutory recognition** | We are currently seeking membership for Institute of Hospitality and Hospitality Ulster. We endeavour to be approved for Craft Guild of Chefs. |
| **For apprenticeships fully or partially integrated Assessment.**  |  |
| **Mode(s) of Study (PT, FT, DL,****Mix of DL & Face-to-Face)****Apprenticeship** | Full time - Face to FacePart time - Face to FaceHLA - Face to Face |
| **Duration of the programme for each mode of study** | Full time- 2 yearsPart-time 2.5 yearsHLA- 2.5 years |
| **Dual accreditation (if applicable)** |  |
| **Date of production/revision of this specification** |  |

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| **Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.** **More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in student module guide(s) and the students handbook.** **The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.** |
| **2.1 Educational aims and objectives** |
| The predominant aim of the Foundation Degree in Culinary Arts course is to furnish a coherent yet flexible undergraduate programme of study which will immerse and engage learners in an academically challenging and stimulating educational experience and produce dynamic graduates who are intellectually competent and vocationally prepared to build and develop professional careers in the catering industry. The emphasis is on equipping learners with the ability, skills and knowledge to successfully expand their creativity and develop careers in sustainable product and menu development and hospitality companies or start their businesses. The FD programme is regarded as a natural progression route for students completing the NVQ Level 3 Diploma in Professional Cookery.The Foundation Degree course will focus on developing knowledge of the field (content) while giving the learners the opportunities to apply their learning in practical contexts (experience) while enhancing their learning through problem-solving approaches (challenging and authentic tasks). The learning approaches will consider the diverse backgrounds of learners, nurturing them through Level 4 and 5 while developing them into independent learners and critical divergent thinkers ready for employment or post-graduate study (through an inclusive learning environment and activities linked to the overall student experience).The Foundation Degree programme looks to support the vision of Belfast Met learners by challenging current processes and practices and exploring new concepts. Our learners must be encouraged to adopt a critical approach and challenge conventional thinking about professional kitchen practice and kitchen management concepts. One such evolving and expanding concept is sustainability and this is embedded within the overall context of the programme to reflect the ongoing developments. Learners will be encouraged to apply creative thinking, solve problems, address solutions and apply strategies to identify sustainable issues. The awareness and focus of sustainable issues have increased in the hospitality industry, and so, sustainable principles and practices underpin the learning throughout this course. Culinary practitioners are strategically placed to accelerate changes within the hospitality industry owing to their direct links to food supply chains and consumers. There is evidence of consumer demand for environmental restoration and social progression in the UK hospitality sector as a result of the current pandemic (Sustainable Restaurants Association, 2020). The teaching and learning strategies have been formulated based on research and professional experience and practice. Teaching and learning are conducted through tutor-led lectures and workshops, learner-led workshops, seminars, practical sessions (in ultramodern training and RWE kitchens), independent research and study, set individual and teamwork tasks, discussions and debates, individual and team presentations and showcases, invited industry and external speakers/stakeholders. Assessment is through a variety of assignment strategies (in various forms such as written, oral or practical exams) and research projects with end products and results. Transferable skills gained include presentation, research and communication and a deeper academic understanding of the requirements of kitchen management. Learning will be facilitated in a range of ways such as:* Interaction with an experienced and accomplished lecturer who will contextualise learning relevant to current industry standards and practices.
* Experiential industry visits.
* Interaction with a range of external speakers.
* Working alone as a self-motivated and independent learner to accomplish learning tasks and assignments.
* Working as a team member to achieve a range of learning tasks and assignments.

Learners will have to demonstrate and apply their knowledge and understanding to a range of learning outcomes specific to each learning module providing transferable skills needed for lifelong learning. The learning modules aggregate to fulfil the programme learning outcomes. Learners will be able to graduate from the programme upon the achievement of these outcomes.**Aims**The programme aims have been developed with the learner in mind and that upon completion of the Foundation Degree in Culinary Arts the learner will be able to: * Demonstrate knowledge and understanding of a range of topics in practice and management related to regional and national job opportunities within the sector while also developing the learners’ knowledge and critical perception of contemporary techniques to underpin emerging culinary activities.
* Appreciate the importance of both theory and practice for effective kitchen management.
* Develop critical thinking in practical and technical skills to encourage creativity and innovation.
* Develop academic writing and thinking skills.
* Stimulate the development of students’ culinary skills and apply this to broader business activities and the role of the entrepreneur.
* Apply research methods including design, methodical data collection, analysis and critical interpretation of data collected and use of proper technologies and techniques specific to culinary practices and present in a more constructive and influential manner.
* Evidence the development of practical and professional work-related leadership skills, including the need to meet ethical issues, health and safety requirements, relevant legislation and professional codes of conduct.
* Demonstrate a range of transferable employability and lifelong learning skills, including the use of self-reflection, self-appraisal and independent approaches to learning as reflective practice for continuous professional development and career progression.
* Develop management and business skills relevant to the industry.
* Effectively use a range of communication skills for different purposes, including the effective use of ICT.
* Build confidence in learners presenting and professionally discussing work.
* Utilise enhanced employability skills in developing a career in culinary management.

**Programme Transferable and Generic Skills**Transferable skills, or ‘employability skills’, are those which will help learners on the programme not just in the transition from the classroom to the workplace but throughout their entire career.The recognised need for flexible multi-skilled staff and the move towards a competency-based workforce make the inclusion of transferable skills on the Foundation Degree programme significant. These skills support the subject-knowledge base and practical skills to include lifelong learning and the capacity to adapt to changing job roles. Based on a review and analysis of transferable skills undertaken by Universities UK, the overall content of this programme gives rise to the following transferable skills being gained and put into practice by learners over the course of the programme, through a range of teaching, learning and assessment strategies.

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| Active listening Analysis and decision-making Application of IT Application of numeracy Attention to detailAttitudes and aptitudes for work Business and customer awarenessCharacter/personality Cognitive flexibility Communication skills, oral and writtenComplex problem solving Confidence in selfCoordinating with others CreativityCritical thinking Dealing with peopleDigital application skillsEmotional intelligence Employability SkillsEntrepreneurship | Evaluation of own Performance/Peer PerformanceFlexibilityInitiative and ability to follow instructions Intellectual ability International cultural awareness Interpersonal and communication Judgement and decision making Knowledge of chosen job/career Leadership Lifelong Learning skillsLiteracy Management of learning Managing others Meeting deadlinesMotivation, tenacity and commitment  | Negotiation skillsPassion Personal development skills Persuading/influencing Planning and organisational skills Positive attitudes to work Problem solvingProfessional presentationQuality Control ReasoningReflective practice Resilience ResponsibilitySelf-managementService orientation Social Intelligence Team working Technical skills Time managementUse of effective IT skills |

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| **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)** |
| Belfast Met is the largest and longest established further and higher education college in Northern Ireland. We offer a broad range of innovative high quality, economically relevant provision. Our modern, award-winning estate spans the length and breadth of the city of Belfast. Our Vision is to be a world-class college that nurtures the talent and ambition of the City of Belfast and beyond.Our mission is to make a fundamental impact on the economic and social success of the City of Belfast and beyond by equipping its people, employers and communities with the education and skills for work. Belfast Met has a diverse range of Higher Education (HE) programmes and is committed to excellence in this area in its curriculum strategy. The HE provision at Belfast Met is at credit Level 4 i.e. Higher National Certificate (HNC), Level 5 Higher National Diploma (HND) and Foundation Degree level. Belfast Met also offers BSc (Hons)and full Honours Degree programmes. These partner programmes are with our prestigious partner Universities like the Open University. Higher Education at Belfast Met is aligned to the Framework for Higher Education Qualifications (FHEQ) of the Quality Assurance Agency (QAA). This Framework is an integral part of quality assurance in HE. Belfast Met uses this framework in its planning, delivery and monitoring of all its HE programmes.The Foundation Degree seeks to develop a range of intellectual, cognitive, practical and transferable skills. These are introduced across the programme and are developed both between and across each level. The programme has been designed in a way to provide learners with the opportunity to enhance their knowledge and skills at each level and within modules taught at each level. The programme and module design are based on research against similar programmes, benchmarking, the input of industry representatives and the views of students and alumni.**At Level 4 learners will undertake six compulsory 20 credit modules:*** Food Provenance
* Advanced Kitchen and Larder Skills
* Financial Planning in Culinary Arts
* Patisserie and Confectionery.
* Fair and Ethical kitchen Leadership
* Food Product and Design

**At level 5 learners will undertake four compulsory 20 credit modules and one compulsory 40 credit module:*** Event Planning
* Sustainability through Innovation
* Gastronomy
* Managing Success through Human Resource
* Employability and Work Based Learning.

Upon successful completion of Level 4 and Level 5 modules, students will have attained the award of Foundation Degree (FD). The programme will prepare learners for career progression and opportunities in a range of industry sectors under the umbrella of a global industry; achievement of the Foundation Degree in Culinary Arts may well offer learners professional positions throughout the world. |

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| **2.3 For Foundation Degrees, please list where the 60 credit work-related learning takes place. For apprenticeships an articulation of how the work based learning and academic content are organised with the award.**  |
| **The work-based learning element.**The programme will ensure that the Work-Based Learning (WBL) is relevant and contextualised within the scope of the employer need in this area in order to promote and ensure the availability of a pipeline of talent. WBL will also be structured to support the enhancement of relevant transferable skills needed for employment in this sector. Cognisance will also be given to ensuring the Programme is representing opportunities for employment across small and medium-sized enterprises, and self-employment. WBL will be supported to enable learners to take on appropriate role(s) within the workplace, giving them the opportunity to learn and apply the skills and knowledge they have acquired as an integrated element of the course. Whilst WBL will be supported and encouraged through a range of media including part-time work, integrated work placements, and real work environments, it will be defined clearly within the context where the WBL should lead to the identification and achievement of defined and related learning outcomes for the learner.The structure of the FD in Culinary Arts will have at its core, an integrated approach to demonstration of characteristics that include employer involvement; accessibility; articulation and progression, flexibility; and partnerships with industry.The College has a Work-Based Learning pack to support students on placements (where applicable). The Work-Based Project will be college and employer driven and provide the student with the opportunity to apply the knowledge and skills acquired during year one of the programme to undertake a project. Guidance to employers, students and assessors regarding appropriate roles and responsibilities is provided along with documentation templates for the monitoring/assessment process. In cases where a student is an employee of the company, the module may be completed in the student’s workplace or part of it may be designed to include components of their current working activities. The College will follow the Quality Code guidance:<https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/work-based-learning>This is course/module specific.The College will ensure employer involvement in the monitoring of progress by following the Quality Code, Advice and Guidance Theme ‘Monitoring and Evaluation’<https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/monitoring-and-evaluation>**HLA**The Higher Level Apprenticeship (HLA) programme represents the implementation of this new apprenticeship provision, by providing apprentices with the opportunity to achieve an industry approved qualification from Level 4 up to Level 8, through paid employment and ‘off the job’ training, while ensuring “quality and achievement of the full apprenticeship award/qualification” as envisioned by the strategy.To be eligible a person must, as a minimum, meet each of the following criteria:* + 1. be a new employee in, or about to take up a permanent remunerative employment offer, or an existing employee moving to a new job role that requires a substantial amount of learning and skills development commensurate to the apprenticeship pathway. An exception may be made if an individual is already on an apprenticeship pathway at a lower level, with the HLA providing a progression route without the need to move to a new job role. It is the employer’s responsibility to ensure this criteria is met.
		2. be employed by a company with a permanent base in Northern Ireland, have a contract of employment in place, be contracted to work a minimum of 21 hours per week (which includes day release/off-the-job directed training) with one employer, and in receipt of the appropriate wage.
		3. have achieved all necessary entry academic qualifications determined by the relevant sector for the Departmental approved apprenticeship; and
		4. pass any entry tests specified by the relevant sector for the Departmental approved apprenticeship.

The apprentice may start their employment up to a maximum of 6 months prior to the commencement of their off-the-job training.Apprentices will complete a 4-day week with their employer and will attend College on a day-release basis 1-day per week during the academic year. The structure of the HLA in Culinary Arts will have at its core, an integrated approach to demonstration of characteristics that include employer involvement; accessibility; articulation and progression, flexibility; and partnerships with industry. Modules will be delivered across the two and a half year programme and progress mapped to their individual PTP. Milestones will be drawn down as appropriate progress points are met.    |

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| 2.4 List of all exit awards |
| Certificate of Higher Education (Cert HE) upon successful completion of 120 credits at Level 4.Foundation Degree (FD) upon successful completion of 240 credits at Level 5.Higher Level Apprenticeship in Culinary Arts Level 5 |

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| **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?** | **Year/Semester runs in** |
| Food Provenance | 20 |  |  | Yes | 1/1 |
| Advanced Kitchen and Larder Skills  | 20 |  |  | Yes | Linear |
| Fair & Ethical Kitchen Leadership  | 20 |  |  | Yes | 1/1 |
| Patisserie and Confectionery | 20 |  |  | Yes | Linear |
| Financial Planning in Culinary Arts | 20 |  |  | Yes | 1/2 |
| Food Product and Design  | 20 |  |  | Yes | 1/2 |

**Intended learning outcomes at Level 4 are listed below:**

| Learning Outcomes – LEVEL 4 |
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| 3A. Knowledge and understanding |
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| **A1:** Demonstrate knowledge of some of the theories, concepts and principles underpinning the Culinary Sector.**A2:** Know and understand the processes and procedures for effective operations within sector whilst demonstrating an awareness of entrepreneurial opportunities.**A3:** Demonstrate some knowledge and understanding of the social, cultural, ethical, environmental and legal issues which underpin best practice in the industry.**A4:** Demonstrate knowledge of current and evolving culinary techniques and technology. | * Teaching and Learning Methods: Lectures, tutor directed tutorials, supervised practical sessions, student led seminars and use of the College’s Virtual Learning Environment.
* Assessment Methods: Coursework related to assignments, case studies and projects, written unseen examinations, open book assessments, presentations, practical examination/observation, and project reports.

Application and use of online virtual labs that enable students to construct real-life scenarios to experiment and test out practical approaches to simulate advanced network configurations. |

| 3B. Cognitive skills |
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| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| **B1:** Apply theories, principles and concepts to situations within the Hospitality and Tourism industry.**B2:** Apply management principles and practices.**B3:** Apply a range of study skills and research techniques demonstrating the ability to undertake independent research.**B4:** Recognise issues within the Hospitality and Tourism environment. | **Learning and Teaching Methods**: Learners are challenged to develop their cognitive skills by developing arguments and hypotheses based upon their research. They will explore diverse topics and develop a critical analysis of their findings.  Intellectual qualities are developed mainly through lectures, seminars, tutorials, coursework, assignments, experimental work and projects.  Students will be presented with briefs (both live and simulated) that utilise Project-Based Learning, a student-centred pedagogy where students will learn through the experience of solving an industry-defined problem. This approach enables students to develop their critical thinking, creativity and communication skills. This will create contagious energy among students to develop a deeper understanding of the subject and quest for further knowledge and skills through active learning.  At Level 4, students will be introduced to fundamental practices across the industry that they will further build on and analyse at Level 5.   **Assessment Methods:** Learners will be assessed on their ability to critique and evaluate research. They will develop their knowledge using independent thinking skills and produce recommendations based upon and justified through supporting literature.  The assessment focuses on the coursework submissions, class tests, end-of-semester presentations/examinations, essays and project reports. Some of these skills are assessed in formal presentations.  Assessment strategies offer students clear guidance concerning future development. Self-reflection and peer evaluation constitute an important part of formative assessment. |

| 3C. Practical and professional skills |
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| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| C1: Undertake practical activities using technical skills and procedures whilst working as a team member.**C2:** Demonstrate practical/professional skills with due regard for safe working practices and legislation.**C3:** Undertake independent research and communicate the findings.**C4:** Respond to changes in moral, ethical, safety, environmental and legal issues relating to the sector. | * Teaching and Learning Methods: Lectures, tutor directed tutorials, student led seminars, supervised practical sessions and self-directed learning employing study packs and use of the College’s Virtual Learning Environment.
* Assessment Methods: Coursework related to assignments, case studies and projects, written unseen examinations, open book assessments, presentations, practical examination/observation, and project reports.
* Application and use of online virtual labs that enable students to construct real-life scenarios to experiment and test out practical approaches to simulate advanced network configurations.
* Site visits to organisation and companies to reflect on industry standards, procedures, best practice, and current trends.
* Use of project-based module and case studies to build on knowledge and apply theoretical concepts and practical skills to real life situations.
* Employ case studies in online virtual laboratories to test out advanced network security concepts.
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| 3D. Key/transferable skills |
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| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| **D1:** Develop effective written and oral communication and numerical skills including the application of IT.**D2:** Use organisation skills (including task, time management and problem solving) both individually and in groups.**D3:** Develop the ability to self-appraise and reflect on practice in order to improve future performance.**D4:** Demonstrate personal and interpersonal skills such as effective planning, organising, time management and teamwork. | **Learning and Teaching Methods**: Transferable and fundamental skills are delivered throughout the course, i.e., lectures, coursework assignments, RWE work. The teaching and learning of ICT skills will be within the course structure. Workshops include demonstrations such as ICT skills, PowerPoint and other IT applications, presentations and library research skills. Effective learning environments are engendered in kitchens and on-site industry visits and workshops with staff and students sharing experiences as partners in learning. Other learning and teaching methodologies include team-teaching, demonstration and peer learning.  Workshops with HE Academic Mentors will support learners with research, academic writing and referencing throughout the year. Teaching and learning will be contextualised with social, ethical and legal relevance to the industry. Collaboration and communication techniques will be utilised through all learning and teaching activities, group discussions and simulations, project-based learning activities, report writing and blended and virtual learning platforms. Over the course of the programme, learners are provided with essential information which they must then research, analyse and interpret. Learners will undertake further independent reading to broaden the understanding of specific problems and design principles. This is designed to stretch and challenge learners and develop their ability at Level 4 as preparation for Level 5. Creative thinking and critical analysis are engendered in every aspect of the programme and will be further fostered and encouraged through lecturer mentoring weekly. Discussion and critiques support the development of problem resolution at a higher intellectual level.  **Assessment Methods:** Learners will develop subject knowledge from data examination and enhance their understanding of assessments. Throughout the programme learners will develop digital literacy by completing assessments and presentations using suitable methods.  The testing of learner knowledge is principally through coursework assignments, reports, online assessment, experimental reports and class tests. Assessment of teamwork is through submission of teamwork tasks, student/peer and self-assessment, and oral presentations.  Assessment strategies offer students clear guidance regarding future development. Self-reflection and peer evaluation constitute an essential part of formative assessment. |

**Exit Award: Certificate in Higher Education in Professional Practice in Culinary Arts. (Cert.HE)**

| **Programme Structure - LEVEL 5** |
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| **Compulsory modules** | **Credit points** | **Optional modules** | **Credit points** | **Is module compensatable?** | **Semester runs in** |
| Event Planning  | 20 |  |  | Yes | 2 |
| Sustainability through Innovation  | 20 |  |  | Yes | 1 |
| Gastronomy  | 20 |  |  | Yes | 2 |
| Managing Success through Human Resource | 20 |  |  | Yes | 2 |
| Employability & Work Based Learning | 40 |  |  | Yes | 1 |

**Intended learning outcomes at Level 5 are listed below:**

| Learning Outcomes – LEVEL 5 |
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| 3A. Knowledge and understanding |
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| **A1:** Demonstrate a detailed knowledge of relevant academic theories, conceptual models, and principles within the Culinary Arts Industry in line with the application of leadership and management.**A2:** Be able to apply the processes and procedures for effective operation and management within a culinary context and demonstrate an awareness of entrepreneurial opportunities.**A3:** Develop personal performance in a range of culinary and managerial skills and integrate knowledge, skills, and practices required for careers in the industry.**A4:** Evaluate the impact of the social, cultural, ethical, environmental and legal issues which underpin best practice in the Culinary Arts Sector. | * Teaching and Learning Methods: Lectures, tutor directed tutorials, supervised practical sessions, student led seminars and use of the College’s Virtual Learning Environment.
* Assessment Methods: Coursework related to assignments, case studies and projects, written unseen examinations, open book assessments, presentations, practical examination/observation, and project reports.

Application and use of online virtual labs and realistic working environment that enable students to construct real-life scenarios to experiment and test out practical approaches to simulate advanced network configurations. |

| 3B. Cognitive skills |
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| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| **B1:** Exercise critical thinking in the analysis ofa range of appropriate theories, principles and concepts to situations within the hospitality and tourism industry.**B2:** Develop the ability to provide reasoned analysis of current practices in the Culinary Sector in order to initiate improvement.**B3:** Locate, extract and analyse data from multiple sources, including the appropriate acknowledgement and referencing of sources.**B4:** Exercise appropriate judgement in the planning, selecting and presenting of information methods and sources. | **Learning and Teaching Methods**:These intellectual cognitive skills are developed through lectures, seminars, tutorials or practical-based activities, independent project work and work-based learning activities. As with Level 4, students will be presented with briefs however, at Level 5, project-based learning will move to a more complex industry-defined problem with live briefs, forcing the students to develop their critical thinking, creativity and communication skills. At Level 5, WBL will guide the students to develop more critical awareness, enabling students to formulate ideas and confidently research and experiment to strengthen their outcomes.**Assessment Methods:** The formative and summative assessment focuses on coursework submissions, essays and project reports. Other assessment evidence may be generated using Log Books / Diary / Digital Diary, Reflective Journals, Visual Commentary (including PowerPoint presentations, mood boards, posters and other suitable IT applications) and end product prototypes. Assessment strategies offer students clear guidance regarding future development. Self-reflection and peer evaluation constitute an important part of formative assessment. Where students solve real-life problems, cognitive skills are assessed via pitching and presenting ideas and client feedback on the outcomes produced. |

| 3C. Practical and professional skills |
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| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| C1: Plan, design and execute practical activities using techniques and procedures appropriate to the Culinary Sector.**C2:** Demonstrate practical/professional skills with due regard for safe working practices and legislation – adapting and developing new skills and procedures for new situations whilst self-reflecting and evaluating own performance.**C3:** Plan, design, execute and communicate a sustained piece of independent intellectual work using appropriate media.**C4:** Respond to changes in moral, ethical, safety, environmental and legal issues relating to the industry. | * Teaching and Learning Methods: Lectures, tutor directed tutorials, student led seminars, supervised practical sessions and self-directed learning employing study packs and use of the College’s Virtual Learning Environment.
* Assessment Methods: Coursework related to assignments, case studies and projects, written unseen examinations, open book assessments, presentations, practical examination/observation, and project reports.
* Application and use of online virtual labs that enable students to construct real-life scenarios to experiment and test out practical approaches to simulate advanced network configurations.
* Site visits to organisation and companies to reflect on industry standards, procedures, best practice, and current trends.
* Use of project-based module and case studies to build on knowledge and apply theoretical concepts and practical skills to real life situations.
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| 3D. Key/transferable skills |
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| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| **D1:** Identify key problem areas and choose appropriate tools and methods, numeracy and literacy skills, data and information for their resolution.**D2:** Interact effectively within a team, giving and receiving information and ideas and modifying response where appropriate, to develop professional working relationships.**D3:** Demonstrate personal and interpersonal skills such as the effective planning, organising, management of and responsibility for contributing to the bringing of projects to completion on time either independently or as a team member.**D4:** Evaluate own strengths and weaknesses, challenge received opinion and develop own criteria and judgement. | **Learning and Teaching Methods:** Key/transferable skills will be developed through lectures, seminars and tutorials. This also includes ICT skills, information management, library research skills and preparation for placement activities. All transferable skills apply to theoretical disciplines, practical and work-based activities. Other learning and teaching methodologies include team-teaching, demonstration and peer learning. Learners will be provided with key information which they will research, analyse and interpret, then seek out further reading where they must independently broaden their understanding of specific problems and creative design principles. The fundamental design of the programme is to stretch learners, develop their skills at Level 5 as preparation for Level 6.Work-Based Learning and Leadership modules at Level 5 enable students to work in industry (or simulated) contexts driving them to become effective in their time management, taking responsibility for their work, and managing working with others in a professional environment. Creative thinking and critical analysis are applied to all aspects of the programme and will be further fostered and encouraged through lecturer mentoring weekly. Discussion and critiques support the development of problem resolution at a higher intellectual level. At Level 5, students are encouraged to develop their self-reflection and set targets with the tutor, reflecting on feedback and responding to this.**Assessment Methods:** Formative and summative assessments will be shown through coursework submissions, essays and project reports. Other assessment evidence may be generated using Log Books / Diary / Digital Diary, Reflective Journals, Visual Commentary (including PowerPoint presentations, mood boards, posters and other suitable IT applications), end-product prototypes, peer and supervisory review/evaluation. |

**Exit Award: Foundation Degree in Culinary Arts**

| **Programme Structure - LEVEL 6** |
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| **Compulsory modules** | **Credit points** | **Optional modules** | **Credit points** | **Is module compensatable?** | **Semester runs in** |
| N/A |  |  | 60 |  |  |

**Intended learning outcomes at Level 6 are listed below:**

| Learning Outcomes – LEVEL 6 |
| --- |
| 3A. Knowledge and understanding |
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| A1A2A3etc… |  |

| 3B. Cognitive skills |
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| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| B1B2B3etc… |  |

| 3C. Practical and professional skills |
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| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| C2C3etc… |  |

| 3D. Key/transferable skills |
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| Learning outcomes: | Learning and teaching strategy/ assessment methods |
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**[Please insert here title of exit awards(s) at Level 6]**

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| **4. Distinctive features of the programme structure*** **Where applicable, this section provides details on distinctive featurs such as:**
* where in the structure above a professional/placement year fits in and how it may affect progression
* any restrictions regarding the availability of elective modules
* where in the programme structure students must make a choice of pathway/route
* **Additional considerations for apprenticeships:**
* how the delivery of the academic award fits in with the wider apprenticeship
* the integration of the ‘on the job’ and ‘off the job’ training
* how the academic award fits within the assessment of the apprenticeship
 |
| This programme will facilitate the opportunity for successful progression from Level 3 Kitchen and Larder and/or Patisserie and Confectionery to a Foundation Degree in Culinary Arts. The FD Programme is subject to prominent levels of employer engagement in areas such as curriculum and module design. Employer engagement will be encouraged throughout the programme in curriculum development, evaluation and self-sourced placements on an ongoing basis. The course programme is designed to provide a high-quality academic experience for students and enables student achievement and reliable assessment.This programme of study will offer clear routes that facilitate opportunities for successful progression from Level 3 City & Guilds NVQ qualifications as well as relevant BTEC and A-Level qualifications.Learners will engage and develop skills for personal and professional development. This is embedded throughout the programme modules and the Work-Based Learning module (WBL) in semester 1 of year 2. Personal development planning is embedded into tutorial sessions, whereby learners will engage in activities to allow them to complete their course and progress into employment or level 6 education. This includes career planning, job searching, applications and interview techniques. Access to a strong teaching team with a range of industry experience, academic and professional qualifications supporting high-quality teaching and learning. Continuing professional development of staff responsible for learning and teaching is paramount to the ongoing progression of students. The College is committed to continuous staff training through staff contracts, the lecturers into industry initiative, training needs and staff development seminars. The College’s online learning platform is used extensively to deliver and support learning.Professional culinary practices and kitchen management are disciplines in which practical skills and the associated theoretical underpinning must contribute to the successful education of graduates. Emphasis is placed on involving the learner in work-related activities, this is where the participation of industrial partners will provide a real-world context capable of stimulating the learner’s learning process and help to foster an entrepreneurial spirit in the student. Learners will have the opportunity to engage in research in areas of their choice. The added value of such an approach is to ensure the relevance of the programme requirements to the Catering industry. Side by side with the academic development of learners, the programme looks to develop the learner’s key skills profile. The importance of such personal, transferable skills in graduates is widely recognised. |

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| **5. Support for students and their learning.** ***(For apprenticeships this should include details of how student learning is supported in the work place)*** |
| A Personal Tutor is assigned to each cohort of learners in order to assist students in regularly reviewing their academic progress and performance. They will encourage students to reflect on their learning, both within and beyond the formal curriculum, and how it contributes to their future development and career decisions. Pastoral support is provided for each learner and an ILP (Individual Learning Plan) is developed throughout the academic year. A Tutorial slot is timetabled 1 hour per week.The department for Learner Success sits alongside the five curriculum schools and the department for Curriculum Operations and Planning Services (COPS) as part of the remit of the Director of Curriculum. The Department’s primary role is to enable learners to succeed at Belfast Metropolitan College. This is done by providing effective operational and support services via our Student Services teams and our Student Support teams. The Student Services function is made up of the Admissions, Examinations Services and Library and Information Services teams. The Student Support function is made up of the Careers and Employability, Inclusive Learning, Student Funding, Students’ Union, and Student Wellbeing teams.As well as supporting our students, the Department also provides related support to staff throughout the College.  The College offers a wide range of student support services. These include: · The Careers and Employability service.· The Inclusive Learning service.· The Student Finance Service.· Students’ Union.· The Faith Room.· Centre for Student Wellbeing· Safeguarding Services; and· Administration Services. Full details on all of our student support services and service operating times can be found in your student support handbook, which can be found athttps://www.belfastmet.ac.uk/siteFiles/resources/docs/Booklets/StudentHandbook2021.pdf Further details can be accessed through the [College website](https://www.belfastmet.ac.uk/life-at-the-met/students-support/careers-and-employability/) and the College Student Activities and Advice section on Canvas (VLE). College Student Activities and Advice notifications are also displayed at Campus reception and in the Student Union in every campus. Please note because of Covid-19 restrictions some learner services during term 1 may operate as a remote provision only. Updates on all Learner services will be communicated to students via their student email, all Learner Services’ Canvas sites and the Colleges social media outlets. As part of a NI College Approach, BMC has invested and rolled out EBS as a data and performance dashboard; this is a software tool which consolidates relevant data from multiple sources into a single application and presents data through graphics and dashboards. The system is now firmly embedded to ensure the availability of data right down to team level to aid quality improvement, to improve data and its reporting across the College and underpin the performance review process. Live student attendance reports are available to be able to identify students at risk and trigger support interventions as well as course retention, achievement, and success rates. These approaches to evaluate performance, support and monitor learners have substantially contributed to the sustained year on year sustainability in the college’s student success rates. The College has a Work-Based Learning pack to support students on placements (where applicable). The Work-Based Project will be college and employer driven and provide the student with the opportunity to apply the knowledge and skills acquired during year one of the programme to undertake a project. Guidance to employers, students and assessors regarding appropriate roles and responsibilities is provided along with documentation templates for the monitoring/assessment process. In cases where a student is an employee of the company, the module may be completed in the student’s workplace or part of it may be designed to include components of their current working activities. The College will follow the Quality Code guidance:<https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/work-based-learning>This is course/module specific.The College will ensure employer involvement in the monitoring of progress by following the Quality Code, Advice and Guidance Theme ‘Monitoring and Evaluation’<https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/monitoring-and-evaluation>In addition, Higher Level Apprentices will have a college mentor who will liaise with their workplace mentor to monitor progress and to offer support. |

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| **6. Criteria for admission*****(For apprenticeships this should include details of how the criteria will be used with employers who will be recruiting apprentices.)*** |
| **Students who wish to gain admission at first year of the Foundation Degree.** Applicants must have reached the age of 18 years on admission.  Possess NVQ Level 3 Diploma in Professional Cookery or equivalent recognised qualifications in Hospitality and Catering. Applicants must have achieved a minimum of Grades C or above in English and Maths or other equivalent qualifications, such as Essential Skill Level 2 in Literacy and Numeracy. A work placement in a catering environment is recommended. Applicants holding non-catering-related qualifications but presenting with appropriate industrial experience will need to demonstrate they have the required level of industry skill and experience. This will be assessed via a practical Skills test as part of the interview and selection process.  Applicants who do not hold any formal Level 3/4 qualifications but hold significant and relevant Industrial experience may gain admission through experiential learning and should request the College APEL procedure. In both above instances the applicant may be required to participate in a series of intense skills masterclasses as a condition of their acceptance onto the programme.2. HLA – In addition to GCSE English & Maths Grade C & 60 UCAS Points - To be eligible a person must, as a minimum, meet each of the following criteria:* + 1. be a new employee in, or about to take up a permanent remunerative employment offer, or an existing employee moving to a new job role that requires a substantial amount of learning and skills development commensurate to the apprenticeship pathway. An exception may be made if an individual is already on an apprenticeship pathway at a lower level, with the HLA providing a progression route without the need to move to a new job role. It is the employer’s responsibility to ensure this criteria is met.
		2. be employed by a company with a permanent base in Northern Ireland, have a contract of employment in place, be contracted to work a minimum of 21 hours per week (which includes day release/off-the-job directed training) with one employer, and in receipt of the appropriate wage.
		3. have achieved all necessary entry academic qualifications determined by the relevant sector for the Departmental approved apprenticeship; and
		4. pass any entry tests specified by the relevant sector for the Departmental approved apprenticeship.

A person who is a graduate or has previously achieved a recognised vocational qualification is eligible to enter HLA provision if:* + 1. it is at a higher level to their achieved qualification; or
		2. it is in a subject unrelated to their qualification.

**Students may gain admission through Recognised Prior Learning.**RPL is the process by which the College can identify, assess, and certify an applicant’s past educational and vocational achievements. Applicants wishing to be considered for APL for a particular program for the purpose of admission or credit must bring this to the attention of the course director at the application and interview stage. Applicants wishing to be considered for direct entry into a level above four or five would normally only be credited a maximum of 240 credits. APEL is where applicants can gain admission to a program based on their experiential learning. At the application stage applicants should inform the admissions staff and the relevant course director of their intention to apply for APEL. APEL can only be used for admission purposes and not to gain credit or exemptions.**International Students**An international student is defined as a student who requires a Tier 4 (student) visa to study in the UK. Such applicants may or may not be living overseas at the time of making their course application. International applicants should apply via the usual route for full-time undergraduates. All International students must meet the College general entry requirements and academic qualifications requirements of the course. In addition, International students must have the required level of English Language IELTS academic 6.0.All international qualifications will be checked for academic comparability using the online UKNaric qualifications database. The Admissions team has access to UKNaric training materials and guidance on the evaluation and verification of international qualifications. |

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| **7. Language of study**  |
| *English only* |

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| **8. Information about non-OU standard assessment regulations (including PSRB requirements)** |
| Modules will be assessed by a mix of continuous assessment, coursework, and written examinations. Within the Work-based learning module there will be a final year project that will be assessed through a portfolio of evidence based on their work placement experience. This module will be 40 credits. In each module students will be required to complete a number of coursework assignments. Assignments will assess knowledge and understanding; cognitive skills; practical and professional skills; and key/transferable skills. The Foundation Degree in Culinary Arts is a mixture of coursework, practical exercises, and examination assessment. The aims and learning outcomes of the programmes are achieved through the application of a variety of learning and teaching methods across the modules. The range of modules allows a varied and interesting mix of methods to be used to enhance knowledge and understanding as well as allowing students to practice and develop their professional and transferable skills. A variety of teaching methods and learning environments are utilised within the programme to provide an optimal framework for study, the development of skills and expertise, the production of coursework, work-ready skills, and preparations for examinations. Assessment is provided in both formative and summative formats. Students’ experiences on their course should be such as to meet the aims of the course in developing their facility for critical thinking, problem solving, professional attitudes and the capacity for sustained independent work. In each taught module the relative weighting assigned to all assessment constructs is specified. Assignments will take the form of case-studies, practical activities, podcasts and/or research. Examinations are used mainly to assess the students’ understanding of the theoretical basis of each subject and will be used when this is deemed to be the appropriate assessment vehicle. This approach facilitates students coming from a range of assessment experiences and “gradually” builds experience and academic rigor, thus “widening participation”. The assessment methods associated with each module may be found within that module description. Feedback will be provided promptly in a meaningful and effective manner. An assessment strategy will be in place to provide valid, reliable, and fair assessment and grading within a realistic and achievable timeframe. Feedback will be given in a prompt and timely manner throughout the semester thus allowing for a series of formative assessment opportunities. Staff members provide prompt and detailed feedback to all students within 15 working days. The Course Director and Team currently monitor the assessment burden on students in each year and take action where necessary. The staggering of submissions is considered essential in determining student workload is as balanced as possible throughout the semester. It is also hoped that the indirect impact of which is that marking and feedback workload for the teaching is also addressed in increments. Assessment strategies will be closely related to the aims and learning outcomes of individual modules, but similar types of strategies are assessed and given feedback by standard methods to promote consistency across modules. Central to any assessment strategy is the need to assess whether learning outcomes have been met by candidates in relation to not only the course aims and objectives but also as a form of feedback to students in terms of their learning progression. It is in furthering this clarity that feedback sheets (included in the assessment details and brief), contain a marking scheme with detailed reference to the learning outcomes also stated on the Cover Sheets.Students will be provided with comprehensive information at the start of each module detailing assessment schedules throughout. Individual Assessment Specifications clearly articulate requirements (including submission and return deadlines) and a marking scheme will be provided.A comprehensive range of assessment strategies will be employed by the course team, involving both individual and group work. These include: Unseen Written Examinations and coursework. These are essential to assess students’ skills of report writing and incorporate the understanding and development of academic skills in helping students to appreciate a range of presentation media and appreciate where and how best to apply these media. Coursework is also a vehicle with which to allow students to illustrate academic rigour in research and referencing. Students are made aware of the concepts of intellectual property and plagiarism. Coursework can be presented in a variety of assessment methods such as:* Group Based work,
* Time Constrained Practical Exercises
* Project Reports
* Multiple Choice Tests
* Portfolios of evidence
* Podcasts

All coursework and examination material is both internally and externally moderated prior to it being made accessible to students. Also following its marking, cross marking is generally accepted as essential before summative feedback is delivered to the students to ensure adequate validity, reliability and fairness.  Innovative approaches are used in the assessment process, including class test, practical exercises, case studies, exams, etc. In some units the assessment involves group activity.The following outlines those regulations specific to the programme:* Pass mark for the module shall be 40%. Where a module is assessed by a combination of coursework and examination a minimum mark of 35% shall be achieved in each element.
* Modules have the ability to use compensation.

Results will be reported through our Markbook tool in EBS.**Summary of assessment requirements**The Programme adopts in full the Awarding Body Academic Principles and Regulations. Students will be provided with a copy of the Student Assessment Regulations at the point of registration for their programme. **Internal Verification/External Verification*** **Internal Verification of Assessment**

In Belfast Metropolitan College Internal Verification is one of the key Quality Assurance processes used to ensure consistency, transparency, validity, and reliability of assessment design, grading, and marking. All assessed work submitted will be sampled by an internally allocated standards verifier in accordance with College’s standard Operating Procedures, with no confirmation of criteria achieved reported to students until this has been completed.**Internal Verification Process**In line with Open University Handbook for validated awards and Open University regulations:[OU-Handbook-for-Validated-Awards-2021-22.pdf (belfastmet.ac.uk)](https://www.belfastmet.ac.uk/siteFiles/resources/docs/public-documents/FEHEDOCS/OUHandbooks/2021/OU-Handbook-for-Validated-Awards-2021-22.pdf)[OU Validation Regulations Single Awards (belfastmet.ac.uk)](https://www.belfastmet.ac.uk/siteFiles/resources/_noindex/OU/RegulationsforOUValidatedawardsatBelfastMet2021_22.pdf)Each module has an identified Internal Verifier.The process at level 4-7 is monitored and overseen by External Examiners.The College employs a three-tier system of internal assessment quality control which includes:* Assessment validation carried out by module Internal Verifier.
* Internal verification of assessment decisions by module Internal Verifier; and
* Assessment sampling by External Examiners.

Every student will have their assessed work, including the assessment decision sampled at some stage during the programme; Belfast Met considers assessment validation and internal verification of assessment decisions to be the cornerstones of the assessment Quality Assurance process. All assessment briefs are validated by an Internal Verifier prior to use and a sample of ALL assessments submitted will have the assessment decisions internally verified, prior to feedback to the students. * **External Examination / Verification**

The programme is externally verified by an External Examiner (EE) appointed by the Open University. This will be a subject specialist who will ensure that the student work meets the Academic Standard. This external appointee will visit annually to carry out this verification.**Assessment Principles** The Programme adopts in full the Awarding Body Academic Principles and Regulations. Students will be directed to the location of the Student Assessment Regulations at the point of registration for their programme.  |

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| **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)*** |
| *Not Applicable*  |

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| **10. Methods for evaluating and improving the quality and standards of teaching and learning.** |
| The Programme is managed and operated in accordance with College and Open University regulations and procedures. This will include representation and input from employers who will contribute to curriculum development and review. Reports will be made to the College’s Quality Department (and the Awarding Body) which will take appropriate action including reviews and audits to continually enhance the programme. College standard mechanisms for review and evaluation of teaching, learning and assessment of the curriculum and outcome standards include:* Formal cycle of student engagement and feedback to include Module Evaluations, Course Evaluations and Staff Student Consultative Committees.
* Annual Programme Review.
* External Examiners visits.
* College internal quality assurance arrangements including internal auditing of programme management.
* External quality assurance arrangements.
* Staff Appraisal; and
* Staff development including scholarly activity.

The committees with responsibility for monitoring, evaluating, and improving quality include:* Internally
	+ The Centre for Curriculum Quality Assurance and Performance Development.
	+ HE Coordinators Forum.
	+ HE Quality Forum.
	+ Monthly Performance review Process; and
	+ Management through the Appraisal Process.
* Externally
	+ External Examiners; and
	+ The Quality Assurance Agency.

Mechanisms for gaining student feedback on the quality of their learning experience include:* Formal cycle of student engagement and feedback to include Module Evaluations, Course Evaluations and Staff Student Consultative Committees.
* Weekly personal tutor review of student progress/e-ILP (Individual Learning Plan); and
* Supervised Work based learning visits and reports – where applicable.
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| **10. Changes made to the programme since last (re)validation** |
| *Not applicable* |

Annexe 1: Curriculum map

Annexe 2: Curriculum mapping against the apprenticeship standard or framework (delete if not required.)

Annexe 3: Notes on completing the OU programme specification template

Annexe 1 - Curriculum map

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

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|  |  | **Programme outcomes** |
| **Level** | Study module/unit | **A1** | **A2** | **A3** | **A4** | **B1** | **B2** | **B3** | **B4** | **C1** | **C2** | **C3** | **C4** | **D1** | **D2** | **D3** | **D4** |
| 4 | Food Provenance | ü | ü | ü | ü |  | ü | ü | ü |  |  | ü | ü | ü | ü |  |  |
| Advanced Kitchen and Larder Skills | ü | ü | ü | ü | ü | ü | ü |  | ü | ü | ü |  | ü | ü | ü | ü |
| Fair & Ethical Kitchen Leadership  | ü | ü | ü |  | ü | ü |  | ü |  | ü | ü | ü | ü | ü |  | ü |
| Patisserie and Confectionery | ü | ü | ü | ü | ü |  | ü | ü | ü | ü | ü |  | ü | ü | ü | ü |
| Financial Planning in Culinary Arts | ü | ü | ü |  | ü | ü |  | ü | ü | ü | ü | ü | ü |  | ü |  |
| Food Product and Design | ü | ü | ü | ü | ü |  | ü | ü | ü | ü | ü |  | ü | ü |  | ü |
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|  |  | **Programme outcomes** |
| **Level** | **Study module/unit** | **A1** | **A2** | **A3** | **A4** | **B1** | **B2** | **B3** | **B4** | **C1** | **C2** | **C3** | **C4** | **D1** | **D2** | **D3** | **D4** |
| 5 | Event Planning  |  | ü | ü |  | ü | ü | ü | ü | ü | ü | ü |  | ü | ü | ü | ü |
| Sustainability through Innovation  | ü | ü | ü | ü | ü | ü | ü | ü |  | ü | ü | ü | ü | ü | ü |  |
| Gastronomy  | ü | ü |  |  | ü | ü | ü |  | ü | ü | ü |  | ü | ü | ü |  |
| Managing Success through Human Resource | ü |  | ü | ü | ü |  |  | ü |  |  |  | ü | ü |  | ü |  |
| Employability & Work Based Learning |  |  | ü |  |  |  | ü | ü |  |  |  |  | ü | ü |  | ü |
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|  |  | **Programme outcomes** |
| **Level** | **Study module/unit** | **A1** | **A2** | **A3** | **A4** | **A5** | **A6** | **A7** | **A8** | **B1** | **B2** | **B3** | **B4** | **B5** | **B6** | **B7** | **B8** | **C1** | **C2** | **C3** | **C4** | **C5** | **C6** | **C7** | **C8** | **D1** | **D2** | **D3** | **D4** | **D5** | **D6** | **D7** |
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Annexe 3 - Curriculum mapping against the apprenticeship standard

This table indicates which study units assume responsibility for delivering (shaded) and assessing (ü) particular knowledge, skills and behavious.

Please ammend this mapping to suit Frameworks used within the different Nations if appropriate.

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|  |  | **Apprenticeship standard** |
| **Level** | **Study module/unit** | **K1** | **K2** | **K3** | **K4** | **K5** | **K6** | **K7** | **K8** | **S1** | **S2** | **S3** | **S4** | **S5** | **S6** | **S7** | **S8** | **B1** | **B2** | **B3** | **B4** | **B5** | **B6** | **B7** | **B8** |  |
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|  |  | **Apprenticeship standard** |
| **Level** | **Study module/unit** | **K1** | **K2** | **K3** | **K4** | **K5** | **K6** | **K7** | **K8** | **S1** | **S2** | **S3** | **S4** | **S5** | **S6** | **S7** | **S8** | **B1** | **B2** | **B3** | **B4** | **B5** | **B6** | **B7** | **B8** |  |
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|  |  | **Apprenticeship standard** |
| **Level** | **Study module/unit** | **K1** | **K2** | **K3** | **K4** | **K5** | **K6** | **K7** | **K8** | **S1** | **S2** | **S3** | **S4** | **S5** | **S6** | **S7** | **S8** | **B1** | **B2** | **B3** | **B4** | **B5** | **B6** | **B7** | **B8** |  |
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**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 mustalso 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.