



## Course Specification

<b>A. Course Information</b>																								
<b>Final award title(s)</b>	CertHE Baking and Pastry Technology																							
<b>Intermediate exit award title(s)</b>	N/A																							
<b>UCAS Code</b>	D631	<b>Course Code(s)</b>	5738																					
	London South Bank University																							
<b>School</b>	<input checked="" type="checkbox"/> ASC <input type="checkbox"/> ACI <input type="checkbox"/> BEA <input type="checkbox"/> BUS <input type="checkbox"/> ENG <input type="checkbox"/> HSC <input type="checkbox"/> LSS																							
<b>Division</b>	The National Bakery School																							
<b>Course Director</b>	Elaine Thomson																							
<b>Delivery site(s) for course(s)</b>	<input checked="" type="checkbox"/> Southwark <input type="checkbox"/> Havering <input type="checkbox"/> Other: please specify																							
<b>Mode(s) of delivery</b>	<input checked="" type="checkbox"/> Full time <input type="checkbox"/> Part time <input type="checkbox"/> Other please specify																							
<b>Length of course/start and finish dates</b>	<table border="1"> <thead> <tr> <th>Mode</th> <th>Length years</th> <th>Start - month</th> <th>Finish - month</th> </tr> </thead> <tbody> <tr> <td>Full time</td> <td>1</td> <td>September</td> <td>June</td> </tr> <tr> <td>Full time with placement/ sandwich year</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>Part time</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>Part time with Placement/ sandwich year</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> </tbody> </table>	Mode	Length years	Start - month	Finish - month	Full time	1	September	June	Full time with placement/ sandwich year	N/A	N/A	N/A	Part time	N/A	N/A	N/A	Part time with Placement/ sandwich year	N/A	N/A	N/A			
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	Part time with Placement/ sandwich year	N/A	N/A	N/A																				
<b>Is this course generally suitable for students on a Tier 4 visa?</b>	Please complete the International Office questionnaire Yes Students are advised that the structure/nature of the course is suitable for those on a Tier 4 visa but other factors will be taken into account before a CAS number is allocated.																							
<b>Approval dates:</b>	Course(s) validated	December 2020																						
	Course specification last updated and signed off	July 2021																						

<b>Professional, Statutory &amp; Regulatory Body accreditation</b>	None at present although the School may look to IFST, The Institute of Food Science and Technology, accreditation once the course has been approved and is fully embedded. There will also be scope to include EntreComp accreditation.	
<b>Reference points:</b>	Internal	Corporate Strategy 2020-2025 Academic Quality and Enhancement Manual School Strategy LSBU Academic Regulations
	External	QAA Quality Code for Higher Education March 2018 Framework for Higher Education Qualifications Subject Benchmark Statements (Dated) PSRB Competitions and Markets Authority SEEC Level Descriptors 2016

### **B. Course Aims and Features**

<b>Distinctive features of course</b>	<p>The previously named FdSc Baking Technology Management Foundation Degree offered by The National Bakery School (NBS) has been instrumental in generating suitable candidates to fulfil roles within the baking industry since 2007. To future proof our provision, we recently redesigned our educational offer. With the elevated standing of the baking profession, the education provided via the NBS is now able to re position/ focus by developing students into broader and deeper thinkers on behalf of the industry. It seeks to build confidence within the individual student to enable them to work in different organisational contexts and manage the manufacturing and baking process/ product and / or service from inception through to the market place. In so doing, it will also embed the skills which will enable students to diagnose operational problems and recommend possible Industry solutions.</p> <p>The NBS now offers a unique and distinctive suite of qualifications which fulfill the needs of all stakeholders. The course provision will allow for ‘step on/step off’ routes in keeping with changing needs of both students and industry. Students will be able to select the qualification that best suits their needs whether it be the Level 4 Certificate, the Level 5 Diploma or the Level 6 BSc. Content will be delivered holistically allowing for the integration/ interweaving of additional complementary module content as students travel through their educational journey. Rather than semesters, content will largely be delivered in terms to reduce subject matter covered at any one time but offer the greater detail that students need to be of greatest value to the industry and in keeping with personal objectives.</p> <p>Our CertHE Baking and Pastry Technology course is the first year of a potential three year course of study. While potential students may wish to enrol on the DipHE or BSc courses from the outset, successful completion of the one year CertHE would be suitable for individual who wish to develop the core skills required to enter the baking industry. The structure of our qualifications then provides students with an opportunity to return to complete higher levels of study, at DipHE or BSc levels, following a period of time working in the industry. This</p>
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	<p>flexibility in our offer is designed to meet the needs of both students and the industry, where different levels of training and education are required for different roles – and reflects our commitment to lifelong learning whereby we recognise that individual students may wish to switch between work and study at different points in their career.</p>
<p><b>Course Aims</b></p>	<p>The CertHE Baking and Pastry Technology aims:</p> <ul style="list-style-type: none"> <li>- To provide a course that adds value in relation to entry qualifications and to provide the academic and pastoral support to enable students to progress to awards at successive levels within the undergraduate framework.</li> <li>- To provide an interdisciplinary course of study in a technological environment that offers students every opportunity to develop their intellectual and personal skills.</li> <li>- To be responsive to the changing needs of students, particularly those from local areas in accordance with the policies and practice of equal opportunities and diversity.</li> <li>- To provide a learning environment and course of study that fosters students’ enthusiasm for their subject, enabling them to develop intellectual, personal, practical and transferable skills as a sound basis for progression into work or further study.</li> <li>- To prepare students for responsible and technologically authoritative roles within the Baking industry on a European and global basis.</li> <li>- To provide a pool of employable technologists with skills needed by bakeries in the context of local, national and / or international environments.</li> <li>- To develop students’ practical skills whilst promoting safe working practices, enabling them to become confident, technically proficient and responsible technologists.</li> <li>- To give students the opportunity to undertake experimental investigations into selected areas of work relevant to their studies and to work effectively as a team member.</li> <li>- To encourage a student awareness of the ethical, moral and social implications of current developments in their field.</li> <li>- To manage and continually improve the quality of the student learning experience through module, subject and course review.</li> <li>- To develop the interdisciplinary knowledge and understanding needed to effectively develop innovative bakery products in a market economy.</li> </ul>

	<ul style="list-style-type: none"> <li>- To maintain an up-to-date curriculum, delivered by high quality teaching and informed by consultancy, research and current practice, providing graduates that meet the future needs of employers and professional bodies.</li> <li>- To build a strong awareness of the interdisciplinary nature of baking technology where the production and distribution of safe products demands commercial and technological compromise.</li> </ul>
<p><b>Course Learning Outcomes</b></p>	<p>The detailed learning outcomes associated with each module of study are set out in the module guides, which also contain details of specific content and the assessment schedule for each module.</p> <p><b>A. Students will acquire knowledge and understanding of the:</b></p> <p><b>A1</b> Underlying concepts and principles of bakery science and the way in which these principles have evolved and developed to support the start-up and operation of a small business or enterprise initiative to work within the food manufacturing/ bakery sector.</p> <p><b>A2</b> Range of innovative and practical strategies for creating, developing and sustaining the Baking business or enterprise initiatives.</p> <p><b>A3</b> Experimental method and the development and testing of current/ future practice relevant to the manufacturing and baking process/ product and / or service.</p> <p><b>A4</b> Systems, practices and procedures employed to assure food safety and consistent quality.</p> <p><b>A5</b> Moral, ethical, social and global context in which a bakery provision is operating.</p> <p><b>A6</b> Effective performance within a team environment including: effective communication and people skills, application of appropriate IT skills, management and leadership skills which fully embrace an appropriate work ethic.</p> <p><b>B. Students will develop their intellectual skills such that they are able to:</b></p> <p><b>B1</b> Analyse and interpret rational argument.</p> <p><b>B2</b> Identify the key features of a problem and suggest possible means of investigation.</p>

	<p><b>B3</b> Work independently to derive a viable experimental design that will effectively test a properly formed hypothesis.</p> <p><b>B4</b> Synthesise analyse and summarise a body of information and come to an informed and logically consistent conclusion.</p> <p><b>C. Students will acquire and develop practical skills in Baking and Pastry Technology such that they are able to:</b></p> <p><b>C1</b> Select, apply and demonstrate appropriate techniques and methodology for Bakery Production Management to include Bread, Pastry and Chocolate Production.</p> <p><b>C2</b> Select, analyse and test appropriate raw materials for Bakery Production Management to include Bread, Pastry and Chocolate Production.</p> <p><b>C3</b> Adopt safe practices and advise on safety procedures associated with a particular technique or methodology.</p> <p><b>C4</b> Organise and allocate duties, set targets and evaluate progress in achieving a specific technical goal.</p> <p><b>D. Students will acquire and develop transferable skills such that they are able to:</b></p> <p><b>D1</b> Adopt skills and techniques to address a particular problem.</p> <p><b>D2</b> Communicate ideas, arguments and concepts in a rational and systematic way, using a variety of media.</p> <p><b>D3</b> Assume responsibility for the planning and development of their own learning and hence to work independently.</p> <p><b>D4</b> Manage and monitor their role within a group working to meet specific targets.</p>
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### **C. Teaching and Learning Strategy**

**Lectures, seminars and workshops:**

Lectures will deliver key topic areas across the academic levels. Guest speakers/ Alumni from the sector will bring specialist knowledge into the classroom/ practical laboratories. Interactive seminars and workshops will support the lectures with strong focus on small group activities to encourage the active participation of students, develop peer learning, and the sharing of knowledge and support amongst our diverse student body. This mode of delivery will apply across all modules with particular emphasis on practical modules (Bread, Chocolate and Confectionery Production), although there will be aspects of this embedded within the theoretical topics of Applied and Sustainable Food Safety and Applied Baking Chemistry as sharing of practice within industry assists in assimilating content delivered in class.

An integrated formative and summative assessment and feedback process will be a key component to a student's independent acquisition of knowledge and understanding in **every** module on this course. Seminars and workshops will encourage student development in this area with the application of knowledge to baking case studies and practitioner-driven live cases to develop creativity and problem-solving skills. In-class presentations/ debate, (Applied and Sustainable Food Safety and Applied Baking Chemistry), will allow for the sharing of ideas amongst peers and the evaluation of opinions within a diverse student body to enable students to develop and learn from each other. Support is given to basic cognitive and resilience skill development through the baking core skills module. The key practical skills are embedded in module delivery, (Bread/ Chocolate and Confectionery Production), and built throughout each term demonstrating progressive development. There will be a series of workshops at Level 4, (Baking Core Skills), further developing independent and group interaction, generating work ready ethics and allowing focus on enterprise awareness and the entrepreneurial mind-set.

As students move through the programme their ability to evaluate and synthesise information will undergo further development. Methods will be interactive and practical by nature, for example, group work based upon case study and in-class presentations are used across modules. This will involve application of theoretical content (delivered in Applied and Sustainable Food Safety and Applied Baking chemistry) into a practical laboratory situation (for all three practical modules mentioned above). Where possible teaching, learning and assessment is applied using existing and projected scenarios within the Food manufacturing/ bakery sector which helps develop real life problem-solving skills, ideas and solutions. (Explored within theory modules and to be executed within the practical modules allowing for exploration and realisation at the point of assessment and whilst undertaking 'in house' production and work experience).

Given the practical nature of delivery (circa 100 credits practical orientation and 20 credits theoretical application), students will be expected to attend at least 80% of modular content as to miss more would severely limit students understanding and application.

#### **Self-managed & independent learning:**

Self-managed learning activities to supplement and consolidate classroom-based/ lab-based activity are included within each module (refer to module descriptors). This may include reading recommended texts and relevant journal articles, demonstrating application of knowledge to additional problem-based exercises, engaging in coursework, group discussion, review of key topics and examination preparation where appropriate. Many of these activities are supported via Moodle, the virtual learning environment (VLE). The development of intellectual skills will be delivered via a structured and progressive strategy of support, delivered over the length of the programme. The learning style moving forward will continue to provide greater emphasis on a blended learning approach which will help students to assimilate content whilst off campus yet still remain engaged/ focussed. All practical components will predominantly be delivered on campus although there is scope to include aspects of remote learning via the use of panopto and embedded video links which can repeatedly demonstrate some of the more simpler yet essential aspects of knowledge acquisition, i.e. the use of equipment within bakeries.

#### **Learning support:**

LSBU's well-stocked library provides a range of study environments for individual and group/social learning, course materials, online information resources as well as library staff who are dedicated to the School of Applied Sciences to provide support. Free computer access is available for all students across the University. Printing, scanning, photocopying, and wireless internet access facilities are available, along with specialist online support and training. The library provides bookable group rooms and laptop computers for loan. The Learning Resource Centre also offers a wealth of additional support as students transition from FE to HE

provision and require guidance. Many workshops/ seminars/ video tutorials are also available to assist as required. Current students can find more information on <https://my.lsbu.ac.uk>.

**Teaching staff:**

A variety of experienced academic staff teach on the course, some of whom have considerable industry experience which they bring to the classroom/ practical sessions. Others are actively engaged in relevant real-world research which they use to inform their teaching. Please refer to the appendices of the Resources Document for staff CVs.

**Virtual learning environment:**

Digital technology is used to increase academic support for students and to improve the efficiency of the teaching and assessment processes –with the eventual transformation of student learning so that the student experience becomes truly ‘blended’ and extends well beyond the use of the VLE as merely a document repository.

**Enterprise:**

Students are actively encouraged to engage with The Clarence Centre for Enterprise which offers phenomenal support in the way of business set up and / or encourage a more intrapreneurial mind-set for those working alongside others in business. There are regular opportunities to network and learn skills which will enhance the calibre of graduates leaving university and either seeking employment or setting up in their own right.

**Work Experience/ Placements:**

The ability to participate within ‘in house’ work experience opportunities via the NBS Bake Shop in addition to the annual scheduled placement/ internship offering, students are in a unique position of being able to continue their teaching/ learning whilst also being able to fully demonstrate their learning and understanding within a working environment. Students will readily be able to draw together the range of skills acquired across all modules and implement these into effective practice generating a positive impact whilst also adhering to the importance of work ethic.

**Extra Curricular:**

- Links with societies, in particular internal LSBU societies and external student membership of ABST
- Attending Student June Conference for ABST
- Entry to a variety of shows/ conferences, for example: Hotel, Restaurant and Catering Show/ Cake and Bake Show/ Food matters Live with opportunities to participate in external competitions and receive professional feedback to inform on future practice.
- Careers Fairs
- Industry visits

To summarise, teaching and learning strategies to enable outcomes to be achieved and demonstrated will include lectures; tutor led tutorials; student and tutor led seminars; practical work within a realistic working environment and via use of problem-based scenarios which can be both theoretical and practical in nature.

**D. Assessment**

Students experience a variety of assessment during their first year. Practical knowledge is tested on an ongoing basis with practical examinations staged at the end of each module. Portfolios are also recommended to encourage reflection and evaluation and inform future work. Theoretical modules assess using essays, practical laboratory work, reports of investigations, case studies, assignments or problem-solving exercises. Written

examinations are only used where there is a need to demonstrate full credibility to the industry, i.e. level 4 Advanced Food Safety.

The School of Applied Sciences has recently undergone TESTA, (Transforming the Experience of Students through Assessment), with the intention of ensuring that assessment and feedback is both more meaningful and useful, helping direct students forward. With this in mind, module assessment generally comprises a 100% coursework model. However, this is further subdivided to allow for effective formative and summative assessment as the student progresses through the year.

#### **Formative :**

Formative assessment activities provide opportunity for developmental feedback and reflective learning and are a key feature of teaching and learning strategy throughout the course, to ensure students engage in a process of continuous learning.

As students progress through the course, in-class debate and discussion will provide students and staff with an understanding of the knowledge gained and areas of syllabi needing further reinforcement and delivery. This will allow staff to reflect on student performance and feed forward into future delivery.

The VLE and in-class presentations can provide formative feedback to both staff and students as to the development of key intellectual skills.

Formative assessment via in-class tests, observation, peer review and debate can inform students and staff of the progress that has been made in areas of skill development.

Peer and staff review on a variety of in-class activities can provide formative feedback to students on the development of their transferable skills. This will allow staff to reflect on student performance and feed forward into future delivery.

#### **Summative:**

The summative coursework assignments will be used to assess knowledge, understanding and application of baking and pastry processes. These will be diverse, taking into consideration current needs/ trends whilst also projecting and considering future industry goals.

Examples of the range of assessment types are practical examination, lab reports, written examinations, group work and individual assignments.

As students progress through the course, assessment methods will reflect the expectation that students will exhibit greater autonomy in their learning, refine their intellectual skills, and approach their work in a more evaluative manner.

Summative assessment will be via individual and group coursework through which practical skills can be demonstrated. IT skills will be necessary to produce supplementary evidence via portfolio for practical input and for coursework to be submitted in support of theoretical modules.

The diversity of assessment will also allow for the summative assessment of transferable skills.

Students are required to pass all modules and are eligible to either leave the programme after successful completion of level 4 or progress to the Diploma at level 5. For those students who leave after level 4, they will



be awarded a CertHE and will be well equipped to enter the industry to demonstrate competence/ application of bakery production, having grasped a foundation of the basic concepts of Baking and pastry Technology.

### **E. Academic Regulations**

The University's Academic Regulations apply for this course.

<https://my.lsbu.ac.uk/page/regulations>

### **F. Entry Requirements**

Students seeking admission to the Programme will normally be 18 years of age by December 31<sup>st</sup> in year of entry and will also be expected to have:

- A Level: CDD or;
- BTEC National Diploma MMM or;
- Access to Science with 39 Merits and 6 Passes or;
- Equivalent level 3 qualifications worth 96 UCAS points
- Applicants must hold 5 GCSEs minimum grade C including Maths and English or equivalent (reformed GCSEs grade 4 or above).

LSBU welcomes qualifications from around the world. English language qualifications for international students: IELTS score of 6.0 or Cambridge Proficiency or Advanced Grade C.

Selection will be considered via submission of portfolio and UCAS statement. Applicants may be invited to attend an interview process which may include an element of practical testing to gauge level of practical ability. Further evidence of experiential learning/ work experience and academic integrity may also be sought as informed by the above.

### **G. Course structure(s)**

#### **Course overview:**

**Level 4 Certificate in Baking and Pastry Technology- Full Time over one academic year.**

The development of the course has been informed by the QAA Subject Benchmark Draft Statement: Agriculture, Horticulture, Forestry, Food, Nutrition and Consumer Sciences: Draft for consultation February 2016, Framework for Higher Qualifications (QAA, 2014) and the SEACC guidelines (2010).

The wider NBS curriculum is designed to be delivered as a full-time programme with the optionality from the outset for students to elect the number of years which they are required to complete to obtain the end qualification offered. In this way, students can study one, two or three years in total depending upon the end result desired. Much of this will also be dictated by career opportunities within the industry. For the CertHE qualification at level 4, students can seek employment in bakery production. At level 5, job opportunities include Assistant Bakery Manager/ Assistant Food Technologist/ Assistant Production Manager and at level 6 with the progression of more scientific informed research coupled with analytical thinking/ problem solving and project management, student will be better suited for jobs in management roles. Each year will comprise 120 credits across the modules taken.

Module options will become available from level 5 with business or nutrition allowing students to specialise within the most appropriate channel for their desired outcomes/ career progression.

The curriculum is therefore devised as follows:

- Level 4 CertHE Baking and Pastry Technology
- Level 5 DipHE Advanced Baking and Pastry Technology
- Level 6 BSc (Hons) Baking Science and Technology

In keeping with guidelines, the 20 CAT points per module will imply a notional student study time of 200 hours with around 48 hours contact time per theoretical module and 75 for practical modules. Placement and blended learning hours will also contribute towards the 200 hours of study time allocated per module.

Each level of delivery will be offered over the two semesters which make up the current LSBU academic calendar.

The chart below outlines a rough structure at level 4.

Level of Study	Semester 1	Semester 2
4	Baking Core Skills (20)	Chocolate Production (20)
4	Bread Production and Technology (20)	Confectionery and Pastry Production (20)
4	Applied and Sustainable Food Safety (20)	Applied Baking Chemistry (20)

This will be a full-time undergraduate course, leading to a level 4 CertHE Baking and Pastry Technology qualification. Assuming successful completion of level 4, students will be able to progress to the DipHE provision at level 5 (refer to separate Course Specification outlining this qualification). Students can complete one year of level 4 study and successfully achieve a CertHE. This qualification will allow them to progress to level 5 at a later stage providing the time lapse does not exceed 10 years and providing they can meet the direct entry criteria which will request evidence of experience gained during the absence of study. The admissions team will therefore utilise discretion skills to determine later direct entry applicants.

Due to predicted numbers in student cohort and resource availability, students are likely to be split into two (or more) groups. The NBS cannot accommodate 40 students in a practical setting so whilst practical modules can be delivered in semesters, they may not be scheduled for the same day for each group of student. In this way, the course structure will remain true and ensure that the relevant module content will be delivered within the specified semester. Programme modules are addressed throughout delivery and will provide the necessary focus to allow students to fully engage rather than learn ‘in silo’ as has been the case up until now.

This new structure will come into effect from September 2021. Due to the complex nature of scheduling delivery the recommendation will be to launch all levels of delivery from September 2021. This has required student consultation with existing students who will be affected by this transition. The revised curricula however is sufficiently nuanced to retain the individual levels of expertise that attracted students to the varying pathways which previously existed (i.e. Management/ Science/ Nutrition/ NPD). These aspects are now included more holistically within the programme and also allow for additional relevant content to be shared by a wider audience rather than being restricted to a specific pathway. It should also be noted that at this present moment in time, the vast majority of students are still working towards a management focussed pathway so are likely to review the proposed changes in a favourable light. The responses from a recent student survey also verify this stance. This suggested recommendation has been subject to further review prior to full launch/

implementation so that the team remain confident that the best decision is being made in accordance with all relevant stakeholders.

A number of the modules include opportunities for focussed visits and field trips. For example linked with core skills and the three practical modules.

At the moment there is no intention to offer the programme via a part time mode of study but this can be subject to further review once the full time programme is in place and thoroughly embedded to ensure effective implementation.

**Placements information:**

Students will complete realistic work experience 'in house' for the NBS Bake Shop. Placements/ Internships will also be encouraged and will take place during the summer period with an option to extend throughout the year dependant upon student/ employer and study requirements. Open negotiation will take place to devise the best mode of application to suit each individual student.

Work placements are being recognised as useful employability tools and students will be encouraged to complete a period within industry at a specified interval within the course schedule. Additionally, students will undertake mandatory work experience within the NBS Bake Shop, again at prescribed intervals within the course structure. This can be extended to other activities during the year as long as this does not detract from individual study. Students will be invited to submit reflection reports after each period of industrial involvement to inform on future direction.

Days/ hours of work and any remuneration will be negotiated with employer/ student and Placement Officer. A minimum wage/ National Living wage is preferred but in the current economic climate cannot be dictated. Placements will be for a minimum of 120 hours. Again this can be negotiated with relevant parties.

The role of the employer will be to ensure that the student is given the opportunity to develop the theoretical and practical skills covered during the year 1 modules by allowing them to work within all relevant areas of the organisation. The employer will not dictate but act as a mentor in guiding the student through their work placement. Should a student wish to give particular emphasis to one or two specific areas, this can be discussed and negotiated with all relevant parties.

Employers will be invited to complete a final proforma rating the student performance as the placement draws to a close. This will be "user friendly" to ensure that it can be completed with ease. It is likely to incorporate tick boxes and simple statements. If preferred by the employer, this can be completed over the 'phone or via email with a member of the course team.

During work placements, students will be required to complete a portfolio which will allow the opportunity for students to maintain a diary / logbook. This will provide students with the opportunity to reflect upon their continuing professional education in addition to consolidating the work covered in the year 1 modules. Guidance notes will be issued to allow students to prepare appropriate documentation. The latter part of the portfolio will also encourage students to focus upon the expectations of year 2 and direct students towards areas for consideration whilst in work placement.

Learning outcomes achieved from portfolio completion will include:

- Reflection of individual role within the organisation
- Application of individual technological skills to a real work situation
- Demonstration of effective time management and organisation

- Contribution to the goals of the employer
- Co-operation with team members to plan and complete programmes of work.

The portfolio will be subject to review by the course team but will not currently be graded. It is a tool to equip students for effective career opportunities and can also be used to gauge student progress/ development whilst in work placement.

The placement opportunities will be mandatory and will be managed via a dedicated NBS Staff member who will liaise with the expertise of the LSBU placement team who have implemented the 'InPlace' placement tool to assist students in obtaining placements and be afforded the necessary LSBU support/ guidance. In the event that students find difficulty in accessing external placement opportunities, the 'in house' offering will offer a suitable, although not ideal, 'fallback' option.

### H. Course Modules

Module Code	Module Title N = New E = Existing O = Option	Level	Semester	Credit Value	Assessment
NBS_4_BCS	Baking Core Skills - N	4	Semester 1	20	100% Cw
NBS_4_BPT	Bread Production and Technology - N	4	As above	20	60% Test 40% Cw
NBS_4_CHP	Chocolate Production - N	4	Semester 2	20	60% Test 40% Cw
NBS_4_CPP	Confectionery and Pastry Production - N	4	As above	20	60% Test 40% Cw
NBS_4_ASF	Applied and Sustainable Food Safety - N	4	Semester 1	20	40% Cw 60% Test
NBS_4_ABC	Applied Baking Chemistry - N	4	Semester 2	20	100% Cw

Across level 4, theoretical modules are delivered as above and formative/ summative assessment is retained within those modules. Students are encouraged to apply these theoretical skills during their practical application of work experience and during the scheduled production/ NBS Bake Shop weeks.

Practical modules are also delivered over semesters. Practical application is further tested during scheduled production / NBS Bake Shop weeks. Level 4 practical assessment takes place within the relevant module and at other times as will be advised.

Please also refer to content supplied within section G regarding course structure. This provides further detail. The above chart provides an indication as to module status (New/ Existing/ Optional).

Optional modules do not feature within the level 4 certificate format as this level is designed to cover key/ core content to enable students to step off at the end should they so wish and be qualified to enter the industry as competent bakery production operatives.

### **I. Timetable information**

Timetabling takes place in consultation with central timetabling which ensures that the confirmed versions are released for student view/ access well in advance of commencement of study. Similarly, any amendments are also notified in this fashion with further supporting communications released by the Course Director/ Course Teams from a central communications channel which serves to reach out to all students within the National Bakery School.

It is recognised that students are permitted to a teaching-free afternoon to allow for sporting/ cultural activities. As far as is possible, this will be addressed within the timetable. However, it should be noted that there can be exceptional circumstances which occur which preclude from this being fully effective/ possible.

Dependant upon student numbers, there may also be a need to introduce further delivery options to ensure that the NBS does not exceed capacity levels at any one time within its practical bakery labs. In all cases, due and advance notice will be provided.

### **J. Costs and financial support**

#### **Equipment Provided for Students**

Students are provided with specific equipment and resources to support their learning, as part of the standard course fee:

- Protective Clothing – including personalised Baker's Whites
- Essential small equipment, including knives and a protective case

#### **Course related costs**

Students who commit to this course may incur additional optional expenditure, beyond the annual tuition fees, such as:

- ABST/ IFST Membership
- Additional expenditure to cover optional extracurricular course materials delivered and tested via an external source. These complement delivery and enhance student employability options, i.e. Level 2 Nationally recognised qualification in HACCP.

#### **Tuition fees/financial support/accommodation and living costs**

- Information on tuition fees/financial support can be found by clicking on the following link - <http://www.lsbu.ac.uk/courses/undergraduate/fees-and-funding> or
- <http://www.lsbu.ac.uk/courses/postgraduate/fees-and-funding>
- Information on living costs and accommodation can be found by clicking the following link- <https://my.lsbu.ac.uk/my/portal/Student-Life-Centre/International-Students/Starting-at-LSBU/#expenses>

## **List of Appendices**

- Appendix A: Curriculum Map
- Appendix B: Educational Framework (undergraduate courses)
- Appendix C: Terminology

### Appendix A: Curriculum Map

This map provides a design aid to help course teams identify where course outcomes are being developed (D), taught (T) and assessed (A) within the course. It also provides a checklist for quality assurance purposes and may be used in validation, accreditation and external examining processes. Making the learning outcomes explicit will also help students to monitor their own learning and development as the course progresses.

Modules			Course outcomes																	
Level	Title	Code	A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4
4	Baking Core Skills	NBS_4_BCS	TD	TD	D	D	D	TD		TD	TD	D			TD	TD	TD	D	TD	TD
					A	A	A	A							A	A	A			A
4	Bread Production and Technology	NBS_4_BPT	D	TD	TD	D	TD	D		TD	D	TD	TD	TD	TD	A	TD	D	D	TD
			A	A	A	A	A	A		A	A	A	A	A	A		A	A	A	A
4	Chocolate Production	NBS_4_CHP	D	TD	TD	D	TD	D		TD	D	TD	TD	TD	TD	A	TD	D	D	TD
			A	A	A	A	A	A		A	A	A	A	A	A		A	A	A	A
4	Confectionery and Pastry Production	NBS_4_CPP	D	TD	TD	D	TD	D		TD	D	TD	TD	TD	TD	A	TD	D	D	TD
			A	A	A	A	A	A		A	A	A	A	A	A		A	A	A	A
4	Applied and Sustainable Food Safety	NBS_4_ASF		TD	TD	TD	TD	D	TD	D	D	TD			D	TD	TD	TD	D	D
				A	A	A	A		A			A				A	A	A	A	
4	Applied Baking Chemistry	NBS_4_ABC	TD	D	TD	D	D	D	TD	TD	TD	TD			D	TD	TD	TD	D	D
			A		A				A	A	A	A			A	A	A	A	A	

## **Appendix B: Embedding the Educational Framework for Undergraduate Courses**

The Educational Framework at London South Bank University is a set of principles for curriculum design and the wider student experience that articulate our commitment to the highest standards of academic knowledge and understanding applied to the challenges of the wider world.

The Educational Framework reflects our status as University of the Year for Graduate Employment awarded by *The Times and The Sunday Times Good University Guide 2018* and builds on our 125 year history as a civic university committed to fostering social mobility through employability and enterprise, enabling our students to translate academic achievement into career success.

There are four key characteristics of LSBU's distinctive approach to the undergraduate curriculum and student experience:

- Develop students' professional and vocational skills through application in industry-standard facilities
- Develop our students' graduate attributes, self-awareness and behaviours aligned to our EPIIC values
- Integrate opportunities for students to develop their confidence, skills and networks into the curriculum
- Foster close relationships with employers, industry, and Professional, Statutory and Regulatory Bodies that underpin our provision (including the opportunity for placements, internships and professional opportunities)

The dimensions of the Educational Framework for curriculum design are:

- **informed by employer and industry** needs as well as professional, statutory and regulatory body requirements
- **embedded learning development** for all students to scaffold their learning through the curriculum taking into account the specific writing and thinking requirements of the discipline/profession
- **high impact pedagogies** that enable the development of student professional and vocational learning through application in industry-standard or authentic workplace contexts
- **inclusive teaching, learning and assessment** that enables all students to access and engage the course
- **assessment for learning** that provides timely and formative feedback

All courses should be designed to support these five dimensions of the Educational Framework. Successful embedding of the Educational Framework requires a systematic approach to course design and delivery that conceptualises the student experience of the curriculum as a whole rather than at modular level and promotes the progressive development of understanding over the entire course. It also builds on a well-established evidence base across the sector for the pedagogic and assessment experiences that contribute to high quality learning.



This appendix to the course specification document enables course teams to evidence how their courses meet minimum expectations, at what level where appropriate, as the basis for embedding the Educational Framework in all undergraduate provision at LSBU.

Dimension of the Educational Framework	Minimum expectations and rationale	How this is achieved in the course
Curricula informed by employer and industry need	<p><u>Outcomes focus and professional/employer links</u>            All LSBU courses will evidence the involvement of external stakeholders in the curriculum design process as well as plan for the participation of employers and/or alumni through guest lectures or Q&amp;A sessions, employer panels, employer-generated case studies or other input of expertise into the delivery of the course provide students with access to current workplace examples and role models. Students should have access to employers and/or alumni in at least one module at level 4.</p>	<ul style="list-style-type: none"> <li>• Guest Lectures</li> <li>• Workshops</li> <li>• Demonstrations</li> <li>• Field Trips</li> <li>• Competitions</li> <li>• Careers Fairs</li> <li>• Alumni input</li> <li>• Employer Panels for real world impact/ feedback</li> </ul>
Embedded learning development	<p><u>Support for transition and academic preparedness</u>            At least two modules at level 4 should include embedded learning development in the curriculum to support student understanding of, and familiarity with, disciplinary ways of thinking and practising (e.g. analytical thinking, academic writing, critical reading, reflection). Where possible, learning development will be normally integrated into content modules rather than as standalone modules. Other level 4 modules should reference and reinforce the learning development to aid in the transfer of learning.</p>	<ul style="list-style-type: none"> <li>• Core Skills module enables this support.</li> <li>• Additional modules such as Applied Chemistry and Applied Food Safety assist in the transition.</li> </ul>
High impact pedagogies	<p><u>Group-based learning experiences</u>            The capacity to work effectively in teams enhances learning through working with peers and develops student outcomes, including communication, networking and respect for diversity of perspectives relevant to <b>professionalism</b> and</p>	<ul style="list-style-type: none"> <li>• Practical modules include a team based learning experience.</li> <li>• Further formative assessment opportunities enable this in Applied Chemistry and Applied Food Safety.</li> </ul>

	<p><b>inclusivity.</b> At least one module at level 4 should include an opportunity for group working. Group-based learning can also be linked to assessment at level 4 if appropriate. Consideration should be given to how students are allocated to groups to foster experience of diverse perspectives and values.</p>	
Inclusive teaching, learning and assessment	<p><u>Accessible materials, resources and activities</u> All course materials and resources, including course guides, PowerPoint presentations, handouts and Moodle should be provided in an accessible format. For example, font type and size, layout and colour as well as captioning or transcripts for audio-visual materials. Consideration should also be given to accessibility and the availability of alternative formats for reading lists.</p>	<ul style="list-style-type: none"> <li>The School is adopting a standardised and consistent approach to enhance the student learning experience. The main site used for this purpose is the VLE. This will become ever more focussed with a move to more blended learning opportunities.</li> </ul>
Assessment for learning	<p><u>Assessment and feedback to support attainment, progression and retention</u> Assessment is recognised as a critical point for at risk students as well as integral to the learning of all students. Formative feedback is essential during transition into university. All first semester modules at level 4 should include a formative or low-stakes summative assessment (e.g. low weighted in final outcome for the module) to provide an early opportunity for students to check progress and receive prompt and useable feedback that can feed-forward into future learning and assessment. Assessment and feedback communicates high expectations and develops a commitment to <b>excellence</b>.</p>	<ul style="list-style-type: none"> <li>The incorporation of TESTA has facilitated this provision to allow for formative and summative assessment whereby the formative helps prepare the students for the end assessment in addition to maintaining the relevance and on going understanding and assimilation for the student.</li> </ul>
High impact pedagogies	<p><u>Research and enquiry experiences</u> Opportunities for students to undertake small-scale independent enquiry enable students to understand how knowledge is generated and tested in the discipline as well as prepare them to engage in</p>	<ul style="list-style-type: none"> <li>Research and enquiry experiences commence at level 4 within all modules and is built on further should the student wish to progress to a higher level of course</li> </ul>

	<p>enquiry as a highly sought after outcome of university study. In preparation for an undergraduate dissertation at level 6, courses should provide opportunities for students to develop research skills at level 4 and 5 and should engage with open-ended problems with appropriate support. Research opportunities should build student autonomy and are likely to encourage <b>creativity</b> and problem-solving. Dissemination of student research outcomes, for example via posters, presentations and reports with peer review, should also be considered.</p>	<p>provision. The next stage would be the level 5 Diploma qualification.</p> <ul style="list-style-type: none"> <li>• There is an opportunity for poster review/ presentations and peer review to help build the framework for research and enquiry.</li> </ul>
<p>Curricula informed by employer and industry need / Assessment for learning</p>	<p><u>Authentic learning and assessment tasks</u> Live briefs, projects or equivalent authentic workplace learning experiences and/or assessments enable students, for example, to engage with external clients, develop their understanding through situated and experiential learning in real or simulated workplace contexts and deliver outputs to an agreed specification and deadline. Engagement with live briefs creates the opportunity for the development of student outcomes including <b>excellence, professionalism, integrity</b> and <b>creativity</b>. A live brief is likely to develop research and enquiry skills and can be linked to assessment if appropriate.</p>	<ul style="list-style-type: none"> <li>• Employer and alumni interaction allows for the integration/ use of realistic work based scenarios which can be used to allow for experiential learning.</li> <li>• Work experience and internship openings also allow for this.</li> <li>• Additional support within extra curricular content available via the Clarence Centre for Enterprise will offer further basis to cement understanding/ knowledge and application.</li> <li>• There is also scope for further interaction with LSBU careers/ placement departments alongside external professional bodies.</li> <li>• Students can also be encouraged to obtain HEAR recognition through extra curricular activities.</li> </ul>
<p>Inclusive teaching, learning and assessment</p>	<p><u>Course content and teaching methods acknowledge the diversity of the student cohort</u> An inclusive curriculum incorporates images, examples, case studies and other resources from a broad range of cultural and social views reflecting diversity of the</p>	<ul style="list-style-type: none"> <li>• The NBS works within a sector which is both inclusive and diverse and full consideration is given to this in the course content.</li> </ul>

	<p>student cohort in terms of, for example, gender, ethnicity, sexuality, religious belief, socio-economic background etc. This commitment to <b>inclusivity</b> enables students to recognise themselves and their experiences in the curriculum as well as foster understanding of other viewpoints and identities.</p>	
<p>Curricula informed by employer and industry need</p>	<p><u>Work-based learning</u>          Opportunities for learning that is relevant to future employment or undertaken in a workplace setting are fundamental to developing student applied knowledge as well as developing work-relevant student outcomes such as networking, <b>professionalism</b> and <b>integrity</b>. Work-based learning can take the form of work experience, internships or placements as well as, for example, case studies, simulations and role-play in industry-standards settings as relevant to the course. Work-based learning can be linked to assessment if appropriate.</p>	<ul style="list-style-type: none"> <li>• Work based learning takes place via in house work experience and annual work placements/ internships.</li> </ul>
<p>Embedded learning development</p>	<p><u>Writing in the disciplines: Alternative formats</u>          The development of student awareness, understanding and mastery of the specific thinking and communication practices in the discipline is fundamental to applied subject knowledge. This involves explicitly defining the features of disciplinary thinking and practices, finding opportunities to scaffold student attempts to adopt these ways of thinking and practising and providing opportunities to receive formative feedback on this. A writing in the disciplines approach recognises that writing is not a discrete representation of knowledge but integral to the process of knowing and understanding in the discipline. It is expected that assessment utilises formats that are recognisable and applicable to those working in the profession. For example, project report, presentation, poster, lab or field report,</p>	<ul style="list-style-type: none"> <li>• The broad curriculum offered affords the opportunity for students to develop, learn from others and improve writing skills to fully meet the requirements of the discipline. Students will be involved in report submissions/ presentations and lab reports as an example.</li> </ul>

	journal or professional article, position paper, case report, handbook, exhibition guide.	
High impact pedagogies	<p><u>Multi-disciplinary, interdisciplinary or interprofessional group-based learning experiences</u></p> <p>Building on experience of group working at level 4, at level 5 students should be provided with the opportunity to work and manage more complex tasks in groups that work across traditional disciplinary and professional boundaries and reflecting interprofessional work-place settings. Learning in multi- or interdisciplinary groups creates the opportunity for the development of student outcomes including <b>inclusivity</b>, communication and networking.</p>	<ul style="list-style-type: none"> <li>• This will become effective for those students who progress to the level 5 qualification.</li> </ul>
Assessment for learning	<p><u>Variation of assessment</u></p> <p>An inclusive approach to curriculum recognises diversity and seeks to create a learning environment that enables equal opportunities for learning for all students and does not give those with a particular prior qualification (e.g. A-level or BTEC) an advantage or disadvantage. An holistic assessment strategy should provide opportunities for all students to be able to demonstrate achievement of learning outcomes in different ways throughout the course. This may be by offering alternate assessment tasks at the same assessment point, for example either a written or oral assessment, or by offering a range of different assessment tasks across the curriculum.</p>	<ul style="list-style-type: none"> <li>• Modules are assessed using a wide variety of methodologies. For example : group work/ Individual work/ presentations/ assignments/ reports/ portfolios/ reflection/ video/ practical examination.</li> <li>• A mix is used to allow for diversity yet retaining the need to address the industry work ready requirements and not disadvantaging students.</li> </ul>
Curricula informed by employer and industry need	<p><u>Career management skills</u></p> <p>Courses should provide support for the development of career management skills that enable student to be familiar with and understand relevant industries or professions, be able to build on work-related learning opportunities, understand the role of self-appraisal and planning for lifelong learning in career development, develop resilience and</p>	<ul style="list-style-type: none"> <li>• Focus throughout the curriculum with particular emphasis within the core skills module.</li> <li>• The course team maintain currency to also help mentor/ prepare/ support students with career management skills.</li> </ul>

	manage the career building process. This should be designed to inform the development of <b>excellence</b> and <b>professionalism</b> .	
Curricula informed by employer and industry need / Assessment <i>for learning</i> / High impact pedagogies	<p><u>Capstone project/dissertation</u></p> <p>The level 6 project or dissertation is a critical point for the integration and synthesis of knowledge and skills from across the course. It also provides an important transition into employment if the assessment is authentic, industry-facing or client-driven. It is recommended that this is a capstone experience, bringing together all learning across the course and creates the opportunity for the development of student outcomes including <b>professionalism, integrity</b> and <b>creativity</b>.</p>	<ul style="list-style-type: none"> <li>• This becomes effective at level 6.</li> </ul>

## Appendix C: Terminology

<b>ABST</b>	Alliance for Bakery Students and Trainees
<b>awarding body</b>	a UK higher education provider (typically a university) with the power to award higher education qualifications such as degrees
<b>bursary</b>	a financial award made to students to support their studies; sometimes used interchangeably with 'scholarship'
<b>collaborative provision</b>	a formal arrangement between a degree-awarding body and a partner organisation, allowing for the latter to provide higher education on behalf of the former
<b>compulsory module</b>	a module that students are required to take
<b>contact hours</b>	the time allocated to direct contact between a student and a member of staff through, for example, timetabled lectures, seminars and tutorials
<b>coursework</b>	student work that contributes towards the final result but is not assessed by written examination
<b>current students</b>	students enrolled on a course who have not yet completed their studies or been awarded their qualification
<b>delivery organisation</b>	an organisation that delivers learning opportunities on behalf of a degree-awarding body
<b>distance-learning course</b>	a course of study that does not involve face-to-face contact between students and tutors
<b>extracurricular</b>	activities undertaken by students outside their studies
<b>feedback (on assessment)</b>	advice to students following their completion of a piece of assessed or examined work
<b>formative assessment</b>	a type of assessment designed to help students learn more effectively, to progress in their studies and to prepare for summative assessment; formative assessment does not contribute to the final mark, grade or class of degree awarded to students

<b>HEAR</b>	Higher Education Achievement Report
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<b>higher education provider</b>	organisations that deliver higher education
<b>IFST</b>	Institute for Food Science and Baking Technology
<b>independent learning</b>	learning that occurs outside the classroom that might include preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks, or revision
<b>intensity of study</b>	the time taken to complete a part-time course compared to the equivalent full-time version: for example, half-time study would equate to 0.5 intensity of study
<b>lecture</b>	a presentation or talk on a particular topic; in general lectures involve larger groups of students than seminars and tutorials
<b>learning zone</b>	a flexible student space that supports independent and social learning
<b>material information</b>	information students need to make an informed decision, such as about what and where to study
<b>mode of study</b>	different ways of studying, such as full-time, part-time, e-learning or work-based learning
<b>modular course</b>	a course delivered using modules
<b>module</b>	a self-contained, formally structured unit of study, with a coherent and explicit set of learning outcomes and assessment criteria; some providers use the word 'course' or 'course unit' to refer to individual modules
<b>national teaching fellowship</b>	a national award for individuals who have made an outstanding impact on student learning and the teaching profession
<b>navigability (of websites)</b>	the ease with which users can obtain the information they require from a website
<b>optional module</b>	a module or course unit that students choose to take
<b>performance (examinations)</b>	a type of examination used in performance-based subjects such as drama and music
<b>professional body</b>	an organisation that oversees the activities of a particular profession and represents the interests of its members
<b>prospective student</b>	those applying or considering applying for any programme, at any level and employing any mode of study, with a higher education provider

<b>regulated course</b>	a course that is regulated by a regulatory body
<b>regulatory body</b>	an organisation recognised by government as being responsible for the regulation or approval of a particular range of issues and activities
<b>scholarship</b>	a type of bursary that recognises academic achievement and potential, and which is sometimes used interchangeably with 'bursary'
<b>semester</b>	either of the parts of an academic year that is divided into two for purposes of teaching and assessment (in contrast to division into terms)
<b>seminar</b>	seminars generally involve smaller numbers than lectures and enable students to engage in discussion of a particular topic and/or to explore it in more detail than might be covered in a lecture
<b>summative assessment</b>	formal assessment of students' work, contributing to the final result
<b>TESTA</b>	Transforming the Experience of Students through Assessment
<b>term</b>	any of the parts of an academic year that is divided into three or more for purposes of teaching and assessment (in contrast to division into semesters)
<b>total study time</b>	the total time required to study a module, unit or course, including all class contact, independent learning, revision and assessment
<b>tutorial</b>	one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project
<b>work/study placement</b>	a planned period of experience outside the institution (for example, in a workplace or at another higher education institution) to help students develop particular skills, knowledge or understanding as part of their course
<b>workload</b>	see 'total study time'
<b>written examination</b>	a question or set of questions relating to a particular area of study to which candidates write answers usually (but not always) under timed conditions