Course Specification

<table>
<tr><th colspan="4">A. Course Information</th></tr>
<tr><td>Final award title(s)</td><td colspan="3">DipHE Advanced Baking and Pastry Technology</td></tr>
<tr><td>Intermediate exit award title(s)</td><td colspan="3">CertHE Baking and Pastry Technology (120 credits)</td></tr>
<tr><td>UCAS Code</td><td>D632</td><td>Course Code(s)</td><td>5737</td></tr>
<tr><td></td><td colspan="3">London South Bank University</td></tr>
<tr><td>School</td><td colspan="3">☒ ASC ☐ ACI ☐ BEA ☐ BUS ☐ ENG ☐ HSC ☐ LSS</td></tr>
<tr><td>Division</td><td colspan="3">The National Bakery School</td></tr>
<tr><td>Course Director</td><td colspan="3">Elaine Thomson</td></tr>
<tr><td>Delivery site(s) for course(s)</td><td colspan="3">☒ Southwark ☐ Havering
☐ Other: please specify</td></tr>
<tr><td>Mode(s) of delivery</td><td colspan="3">☒Full time ☐Part time ☐other please specify</td></tr>
<tr><td>Length of course/start and finish dates</td><td colspan="3">
<table>
<tr><th>Mode</th><th>Length years</th><th>Start - month</th><th>Finish - month</th></tr>
<tr><td>Full time</td><td>2</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>
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</td></tr>
<tr><td>Is this course generally suitable for students on a Tier 4 visa?</td><td colspan="3">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.</td></tr>
<tr><td rowspan="2">Approval dates:</td><td colspan="2">Course(s) validated</td><td>December 2020</td></tr>
<tr><td colspan="2">Course specification last updated and signed off</td><td>July 2021</td></tr>
<tr><td>Professional, Statutory & Regulatory Body accreditation</td><td colspan="3">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.</td></tr>
</table>

Reference points:	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

Distinctive features of course	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 marketplace. In so doing, it will also embed the skills which will enable students to diagnose operational problems and recommend possible Industry solutions. 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. Our DipHE Advanced Baking and Pastry Technology course is the first two years of a potential three year course of study. While potential students may wish to enrol on to our three year BSc course from the outset, successful completion of the two year DipHE would be suitable for individual who wish to develop the core skills required to enter the baking industry, with the advanced skills required for supervisory level roles in a range of settings. The structure of our qualifications then provides students with an opportunity to return to complete an additional year to be awarded a BSc, following a period of time working in the industry. This 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.
Course Aims	The Diploma in Baking and Pastry Technology aims:

	- 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. - To provide an interdisciplinary course of study in a technological environment that offers students every opportunity to develop their intellectual and personal skills. - 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. - 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. - To prepare students for responsible and technologically authoritative roles within the Baking industry on a European and global basis. - To provide a pool of employable technologists with skills needed by bakeries in the context of local, national and / or international environments. - To develop students' practical skills whilst promoting safe working practices, enabling them to become confident, technically proficient and responsible technologists. - 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. - To encourage a student awareness of the ethical, moral and social implications of current developments in their field. - To manage and continually improve the quality of the student learning experience through module, subject and course review. - To develop the interdisciplinary knowledge and understanding needed to effectively develop innovative bakery products in a market economy. - 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 needs of employers and professional bodies. - 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.

Course Learning Outcomes	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. **A. Students will acquire knowledge and understanding of the:** **A1** 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. **A2** Range of innovative and practical strategies for creating, developing and sustaining the Baking business or enterprise initiatives. **A3** Experimental method and the development and testing of current/ future practice relevant to the manufacturing and baking process/ product and / or service. **A4** Methods used in the analysis, evaluation and critical review of evidence in the study and production of baking technology to include practical and conceptual awareness of the wider environmental constraints acting on the Baking industry. **A5** Moral, ethical, social and global context in which a bakery provision is operating. **A6** 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. **B. Students will develop their intellectual skills such that they are able to:** **B1** Analyse and interpret rational argument. **B2** Identify the key features of a problem and suggest possible means of investigation. **B3** Work independently to derive a viable experimental design that will effectively test a properly formed hypothesis. **B4** Synthesise analyse and summarise a body of information and come to an informed and logically consistent conclusion. **C. Students will acquire and develop practical skills in Baking Technology Management such that they are able to:**

	C1 Select , apply and demonstrate appropriate techniques and methodology for Bakery Production Management to include Bread, Pastry and Chocolate Production. **C2** Select, analyse and test appropriate raw materials for Bakery Production Management to include Bread, Pastry and Chocolate Production. **C3** Evaluate alternative manufacturing and baking processes/ products and / or services to include new and innovative product design and development. **C4** Demonstrate competence in the recording and handling of data and use of relevant numerical and quantitative techniques to validate, calibrate and analyse. **D. Students will acquire and develop transferable skills such that they are able to:** **D1** Adopt skills and techniques to address a particular problem. **D2** Communicate ideas and utilise the full range of information sources, citing references properly. **D3** Assume responsibility for the planning and development of their own learning and hence to work independently. **D4** Manage and monitor their role within a group working to meet specific targets.

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, Confectionery and NPD), although there will be aspects of this embedded within the theoretical topics of Baking Composition, Business Management and Human Nutrition 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 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. (Business Management, NPD and Human Nutrition).

The key practical skills are embedded in module delivery and built throughout each term demonstrating progressive development. There will be a series of workshops at Level 5 further developing independent and group interaction,

(Bread Fermentation, Artisan chocolate, Advanced Confectionery and NPD), 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. (Both theoretical i.e. Business Management and practical, i.e. NPD). 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. (i.e. in modules as advised above).

Given the practical nature of delivery (circa 60 credits practical orientation and 60 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 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 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 require guidance and transition from level 4/ previous work-based experience to level 5 provision. 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. 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 work environment and via the use of problem-based scenarios which can be both theoretical and practical in nature.

D. Assessment

Students experience a variety of assessment during their Diploma year at level 5. 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. accredited nutritional qualifications.

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 six 20 credit modules at level 5 (5 core modules and one elected option) and are eligible to either leave the programme after successful completion of levels 4 and 5 or be considered for progression to the BSc (Hons) at level 6. Passing all level 5 modules does not offer automatic progression to level 6. Those students who wish to be considered for level 6 will need to be able to demonstrate their suitability for a level 6 course of study. Not all students will hold the appropriate level of academic maturity to progress seamlessly from level 5 to the BSc (Hons) provision. The staff team will therefore schedule a face:face panel towards the end of level 5 study to help establish and prepare students psychologically for the sharp incline required for level 6 study.

For those students who leave after level 5, suitable job opportunities include Assistant Bakery Manager/ Assistant Food Technologist/ Assistant Production Manager. These positions become more readily available for level 5 Diploma students who can demonstrate more advanced 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 31st 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).

For students seeking direct entry on to the second year/Level 5 of the BSc, they would be expected to have:

- Successfully completed the NBS L4 CertHE Baking and Pastry Technology within the last 5 years;
- Another qualification judged by the Admissions Tutor as being equivalent to a L4 CertHE Baking and Pastry Technology;
- Other qualifications or experiential learning judged by the Admissions Tutor to be equivalent. Applications in this class will be considered in accordance with the University's policy on APL and APEL.

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 5 Diploma in Advanced 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 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 example 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 Certificate in Baking and Pastry Technology
Level 5 Diploma in Advanced Baking and Pastry Technology
Level 6 BSc (Hons) in Baking and 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.

The chart below outlines a rough structure at levels 4 and 5.

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)
5	Artisan Chocolate Production (20)	Advanced Bread Fermentation and Technology Part 2 (20)
5	Advanced Confectionery and Pastry Production (20)	Baking Products Composition Properties and Analysis(20)
5	New Product Design and Development (20)	
Options, select one of:		
5		Business Management and Marketing (20)
5		Human Nutrition (20)

Across all three levels, theoretical modules will be delivered in semesters 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 as directed during each module. Level 5 and 6 follows a similar pattern with an opportunity for formative assessment to be judged during practical classes and during scheduled production/ NBS Bake Shop weeks.

This will be a full-time undergraduate course, leading to a level 5 DipHE in Advanced Baking and Pastry Technology. Assuming successful completion of this course, students would be able to progress to the BSc (Hons) provision at level 6 (refer to separate Course Specification outlining this qualification).

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 exactly as reflected within the above structure. Instead, the days may be different. 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.

Students will be invited to select one optional module. Optional modules will only run if there is a minimum of 5 students per module. Should students progress to level 6 study, the intention is that they should continue to the next level of their chosen option.

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 been approved through 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 to allow the team to 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 the practical delivery.

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 (60/ 40)
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
NBS_5_AFT	Advanced Bread Fermentation and Technology - N	5	Semester 2	20	60% Cw 40% Ex
NBS_5_APR	Artisan Chocolate Production - N	5	Semester 1	20	60% Cw 40% Ex
NBS_5_ACP	Advanced Confectionery and Pastry Production - N	5	As above	20	60% Cw 40% Ex
NBS_5_BPA	Baking Products Composition Properties and Analysis - N	5	Semester 2	20	40% Test 60% Cw
NBS_5_NPD	New Product Design and Development - N	5	Semester 1	20	60% Ex 40% Cw
Options, Choose one of :					
NBS_5_BMM	Business, Management and Marketing - NO	5	Semester 2	20	100% (25/75)Cw
ASC_5_440	Human Nutrition - EO	5	As above	20	100% Ex

Please 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).

Students can elect to take one of two optional modules offered at level 5 (Business or Nutrition). This allows students to focus on the required area of specialism that better suits their needs.

It is anticipated that many students who complete level 5 will wish to progress to level 6 study. For those students who end their studies at the DipHE level, they will be qualified to enter the industry with job opportunities including Assistant Bakery Manager/ Assistant Food Technologist/ Assistant Production Manager. Opportunities to return to continue L6 study would remain open to successful graduates of this course. The Admissions Team would utilise their discretion in viewing prospective students for direct entry to Level 6.

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**
5	Advanced Bread Fermentation and Technology	NBS_5_AFT	TDA	TDA	TDA	TDA	DA	DA		DA	DA	DA	TDA	TDA	TDA	D	DA	A	DA	DA
5	Artisan Chocolate Production	NBS_5_APR	TDA	TDA	TDA	TDA	DA	DA		DA	DA	DA	TDA	TDA	TDA	D	DA	A	DA	DA
5	Advanced Confectionery and Pastry Production	NBS_5_ACP	TDA	TDA	TDA	TDA	DA	DA		DA	DA	DA	TDA	TDA	TDA	D	DA	A	DA	DA
5	Baking Products Composition Properties and Analysis	NBS_5_BPA	TDA	D	D	TDA	D		TDA	TDA	TDA	TDA		DA	D	TDA	TDA	TDA	TDA	D
5	New Product Design and Development	NBS_5_NPD	D	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	DA
5	Business Management and Marketing (Optional)	NBS_5_BMM	D	TDA	DA		TDA	TDA	TDA	TDA		TDA					TDA	TDA	TDA	TDA
5	Human Nutrition (Optional)	ASC_5_440	D	D	T	D	TD	DA	DA	TDA	TDA	TDA		D		D	TDA	TDA	DA	TDA
4	Baking Core Skills	NBS_4_BCS	TD	TD	D	DA	D	TDA		TD	TD	D			TDA	TDA	TDA	D	TD	TDA
4	Bread Production and Technology	NBS_4_BPT	DA	TDA	TDA	DA	TDA	DA		TDA	DA	TDA	TDA	TDA	TDA	A	TDA	DA	DA	TDA
4	Chocolate Production	NBS_4_CHP	DA	TDA	TDA	DA	TDA	DA		TDA	DA	TDA	TDA	TDA	TDA	A	TDA	DA	DA	TDA
4	Confectionery and Pastry Production	NBS_4_CPP	DA	TDA	TDA	DA	TDA	DA		TDA	DA	TDA	TDA	TDA	TDA	A	TDA	DA	DA	TDA
4	Applied and Sustainable Food Safety	NBS_4_ASF		TDA	TD	TDA	TDA	D	TDA	D	D	TDA			D	TDA	TDA	TDA	DA	D

4	Applied Baking Chemistry	NBS_4_ABC	TDA	D	TDA	D	D	D	TDA	TDA	TDA	TDA			D	TDA	TDA	TDA	DA	D

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	Outcomes focus and professional/employer links 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&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.	• Guest Lectures • Workshops • Demonstrations • Field Trips • Competitions • Careers Fairs • Alumni input • Employer Panels for real world impact/ feedback
Embedded learning development	Support for transition and academic preparedness 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.	• Core Skills module enables this support at level 4 • At Level 5, Bakery Science and Business will support • Additional modules such as Applied Chemistry and Applied Food Safety assist in the transition.
High impact pedagogies	Group-based learning experiences 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 **professionalism** and	• Practical modules include a team based learning experience. • Further formative assessment opportunities enable this in Baking Food Composition.

	inclusivity. 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.	
Inclusive teaching, learning and assessment	<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.	• 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.
Assessment *for* learning	<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 **excellence**.	• 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.
High impact pedagogies	<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	• Research and enquiry experiences continue at level 5 within all modules and is built on further should the student wish to progress to a

	as well as prepare them to engage in 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 **creativity** and problem-solving. Dissemination of student research outcomes, for example via posters, presentations and reports with peer review, should also be considered.	higher level of course provision. The next stage would be the level 6 BSc (Hons) qualification. • There is an opportunity for poster review/ presentations and peer review to help build the framework for research and enquiry.
Curricula informed by employer and industry need / Assessment *for* learning	<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 **excellence**, **professionalism**, **integrity** and **creativity**. A live brief is likely to develop research and enquiry skills and can be linked to assessment if appropriate.	• Employer and alumni interaction allows for the integration/ use of realistic work based scenarios which can be used to allow for experiential learning. • Work experience and internship openings also allow for this. • Additional support within extra curricular content available via the Clarence Centre for Enterprise will offer further basis to cement understanding/ knowledge and application. • There is also scope for further interaction with LSBU careers/ placement departments alongside external professional bodies. • Students can also be encouraged to obtain HEAR recognition through extra curricular activities.
Inclusive teaching, learning and assessment	<u>Course content and teaching methods acknowledge the diversity of the student cohort</u> An inclusive curriculum incorporates images, examples, case studies and other	• The NBS works within a sector which is both inclusive and diverse and full consideration is given to this in the course content.

	resources from a broad range of cultural and social views reflecting diversity of the student cohort in terms of, for example, gender, ethnicity, sexuality, religious belief, socio-economic background etc. This commitment to **inclusivity** enables students to recognise themselves and their experiences in the curriculum as well as foster understanding of other viewpoints and identities.	
Curricula informed by employer and industry need	<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, **professionalism** and **integrity**. 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.	• Work based learning takes place via in house work experience and annual work placements/ internships.
Embedded learning development	<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	• 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.

	applicable to those working in the profession. For example, project report, presentation, poster, lab or field report, journal or professional article, position paper, case report, handbook, exhibition guide.	
High impact pedagogies	<u>Multi-disciplinary, interdisciplinary or interprofessional group-based learning experiences</u> 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 **inclusivity**, communication and networking.	• This will become effective for level 5 students through the range of core and optional modules.
Assessment *for* learning	<u>Variation of assessment</u> 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.	• Modules are assessed using a wide variety of methodologies. For example : group work/ Individual work/ presentations/ assignments/ reports/ portfolios/ reflection/ video/ practical examination. • A mix is used to allow for diversity yet retaining the need to address the industry work ready requirements and not disadvantaging students.
Curricula informed by employer and industry need	<u>Career management skills</u> 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-	• Focus throughout the curriculum with particular emphasis within the core skills module.

	related learning opportunities, understand the role of self-appraisal and planning for lifelong learning in career development, develop resilience and manage the career building process. This should be designed to inform the development of **excellence** and **professionalism**.	• The course team maintain currency to also help mentor/ prepare/ support students with career management skills.
Curricula informed by employer and industry need / Assessment *for* learning / High impact pedagogies	<u>Capstone project/dissertation</u> 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 **professionalism**, **integrity** and **creativity**.	• This becomes effective at level 6.

Appendix C: Terminology

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

HEAR	Higher Education Achievement Report

higher education provider	organisations that deliver higher education
IFST	Institute for Food Science and Technology
independent learning	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
intensity of study	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
lecture	a presentation or talk on a particular topic; in general lectures involve larger groups of students than seminars and tutorials
learning zone	a flexible student space that supports independent and social earning
material information	information students need to make an informed decision, such as about what and where to study
mode of study	different ways of studying, such as full-time, part-time, e-learning or work-based learning
modular course	a course delivered using modules
module	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
national teaching fellowship	a national award for individuals who have made an outstanding impact on student learning and the teaching profession
navigability (of websites)	the ease with which users can obtain the information they require from a website
optional module	a module or course unit that students choose to take
performance (examinations)	a type of examination used in performance-based subjects such as drama and music
professional body	an organisation that oversees the activities of a particular profession and represents the interests of its members
prospective student	those applying or considering applying for any programme, at any level and employing any mode of study, with a higher education provider

regulated course	a course that is regulated by a regulatory body
regulatory body	an organisation recognised by government as being responsible for the regulation or approval of a particular range of issues and activities
scholarship	a type of bursary that recognises academic achievement and potential, and which is sometimes used interchangeably with 'bursary'
semester	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)
seminar	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
summative assessment	formal assessment of students' work, contributing to the final result
TESTA	Transforming the Experience of Students through Assessment
term	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)
total study time	the total time required to study a module, unit or course, including all class contact, independent learning, revision and assessment
tutorial	one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project
work/study placement	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
workload	see 'total study time'
written examination	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