Course Addendum: Changes to 2020/21 Teaching In Response to Covid-19

Whilst we hope to deliver as much activity on-campus as possible, the government's guidance and social distancing measures will inform how much teaching we can deliver face-to-face in the 2020/21 academic year. Working to government guidelines we have adapted the delivery of our courses to a model of blending learning, which consists of a mix of online and on-campus activities. We are equipped to move between blended learning to fully online, or face–to–face, as the Covid-19 situation evolves.

The learning outcomes of your course remain the same but there are changes to its delivery, assessment and structure, as set out in the Changes section of this document. The subsequent pages of this document contain the original teaching and learning schedule of this course, for your reference.

24th July 2020

Course Details

Course Title(s)	Baking Science & Technology
Course Code(s)	5010, 5018,5017,5014,5015, 5021,5020
Course Director	Elaine Thomson
Shared Modules?	**Semester 1 :** Level 4 Foodology : ASC_4_411 . Level 6 Advanced Topics in Human Nutrition ASC_6_442 **Semester 2 :** Level 4 Nutrition health and disease ASC_4_409/ Level 5 Human Nutrition ASC_5_440/ Level 5 Food Composition ASC_5_446(No longer delivered to others so just NBS??)

Changes to sequencing of modules:

No change required	**See Below:**	
Module code and name (please list by level)	**S2→S1/ Term 1/2**	**S1→S2/ Term 2/3**
Level 4		
Level 5	Finance NBS_5_BLF Research NBS_5_ARM	Confectionery NBS_5_CRC Chocolate NBS_5_ARC
Level 6	BEM NBS_6_BEM	CAL NBS_6_CAL

To safely accommodate the high volume of practical activity which is required on our courses, we have moved from a 2-semester to a 3-term teaching model. This means that students will be studying two modules rather than three modules at any one time, enabling us to provide safe access to the campus for practical classes, while reducing the total number of classes which need to run in parallel.

Term 1 : September to December

Level 4 : Food Safety/ Science (opportunity to select the Optional Module Foodology).

Level 5 : Bread/ Optional Module Finance (NB. To support safe social distancing, Bread will be delivered either 3 days per week with 6 participants in class or via 3 x tutors on one day with 6 participants per class.).

Level 6 : Can remain in semesters with Science/ Dissertation (opportunity to select Optional Module Business or Advanced Topics in Nutrition).

Term 2 : January to March

Level 4 : Chocolate or confectionery/ Research / (opportunity to select Optional Module Foodology or Nutrition).

Level 5 : Chocolate or confectionery/ Product Development/ (opportunity to select optional module Level 5 Nutrition or Level 5 Food Composition).

Level 6 : Dissertation/ Science and Technology of Fermentation / CAL

Term 3 : March to May

Level 4 : Confectionery or chocolate / Bread

Level 5 : Confectionery or chocolate/ Research (opportunity to select Optional Module Nutrition or Food Composition)

Level 6 : Dissertation/ Science and Technology of Fermentation/ CAL

The staged approach to practicals in terms 2 and 3 allow for elements of practical to be delivered across all year groups thereby retaining student interaction and engagement and balancing on site/ off site delivery.

Changes to the mode of delivery and course composition

N.B. Report year/level changes, and only highlight modules if they vary from the general approach at that year/level of study (e.g. if most modules have on-site delivery, but one module will be entirely online, then this module needs to be highlighted)

Year/Level/Module	**Changes to delivery mode**	**Changes contact hours (Estimation)**		
		Current		**New**
Level 4/5/6 Theory Modules (See key below for indication of Theory Modules)	Face to face lectures are replaced by pre-recorded sessions and supplemented with a scheduled online meeting Face to face seminars are delivered entirely online as scheduled virtual meetings You are required to be on campus for Lab sessions (Level 4 & 6 Science)	Lecture Seminar Self directed Online sessions	20% 20% 60%	15% 15% 60% 10%
Level 4/5/6 Practical Modules (See key below for indication of Practical Modules)	10 x On Campus Delivery within a socially distant environment with fewer students per sub group, effective PPE and safeguarding measures in place. Face to face seminars are delivered entirely online as scheduled virtual meetings	Practical Application Seminar Self directed Online sessions	70% 30%	60% 20% 20%

Changes to assessment strategy

No change required	**See below:**

Module code and name	Changes to weightings of assessment	
	Current	**New**
NBS_4_BFH	2 hour Written Exam – 100%	Written assessment to be submitted online within an allocated timescale – 100%

Removal / Alterations of placements

No change required	**See below:**

Module or course and name	Change / alteration to placement
Students will be actively encouraged to obtain work experience but within the current climate not penalised if unable to do so. Where possible with easing of the current pandemic, there may be an opportunity for 'in house' work experience.	

Additional information

Any additional information
The nature of our degree programme in the National Bakery School is such that there is a requirement for students to attend a number of classes throughout the academic year. For theory-based modules, we have shifted their delivery online, to minimise the requirement for students to attend campus. For practical modules, due to the nature of the specialist equipment and ingredients being used, and the need to demonstrate and practice practical techniques, remote delivery cannot be supported while still ensuring that students meet the learning outcomes for the course.

Original Course Specification

For reference, the following pages contain the original teaching and learning schedule of this course, prior to the changes implemented in response to Covid-19.

A. Course Information			
Final award title(s)	BSc (Hons) Baking Science and Technology (Management / Science/ Nutrition/ NPD) (Stand alone and as a Top Up Provision to the FdSc) FdSc Baking Science and Technology (Management / Science/ Nutrition/ NPD)		
Intermediate exit award title(s)	Dip HE / Cert HE Human Nutrition (Exercise Science)		
UCAS Code		**Course Code(s)**	5018,5017,5014,5015, 5021,5020
	London South Bank University		
School	☒ ASC ☐ ACI ☐ BEA ☐ BUS ☐ ENG ☐ HSC ☐ LSS		
Division	Food Sciences		
Course Director	Elaine Thomson		
Delivery site(s) for course(s)	☒ Southwark ☐ Havering ☐ Other: please specify		
Mode(s) of delivery	☒Full time ☐Part time ☐other please specify		

Length of course/start and finish dates

Mode	Length years	Start - month	Finish - month
Full time	3 years		
Full time with placement/ sandwich year	4 years		
Part time			
Part time with Placement/ sandwich year			

Is this course generally suitable for students on a Tier 4 visa?	Please complete the International Office questionnaire Yes No 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.
Approval dates:	Course(s) validated / Subject to validation: February 2012 Course specification last updated and signed off: October 2019 ET
Professional, Statutory & Regulatory Body accreditation	None

Reference points:	Internal	Corporate Strategy 2015-2020 Academic Quality and Enhancement Manual School Strategy LSBU Academic Regulations
	External	QAA Quality Code for Higher Education 2013 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 FdSc BTM Foundation Degree offered by The National Bakery School has elevated the standing of the baking profession by producing technologists in the context of commercial exploitation, which has also had the added advantage of developing students into broader and deeper thinkers on behalf of the industry. It sought 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 also embedded the skills which enabled students to diagnose operational problems and recommend possible Industry solutions. The National Bakery School, within the Faculty of Business, has offered a FdSc in Baking Technology Management since September 2007. On completion of the Foundation degree, successful graduates are keen to seek an appropriate progression route. Since 2009, the BSc (Hons) BTM has satisfied this need. Currently, there is only one other HE provision offering a similar qualification, making the LSBU provision relatively unique within the UK. Direct Entry candidates are also encouraged and where appropriate have joined the programme and achieved success levels matching needs of all relevant parties. Involvement with the Sector Skills Council, Improve, The Worshipful Company of Bakers and other keyplayers within the Bakery field thoroughly endorse the need for this progression route. In addition, student surveys provide positive feedback regarding the development/ modernisation of a BSc (Hons) in Baking Technology Management.
Course Aims	The **FdSc** provision has the following 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. The **Top Up** Provision to BSc (Hons) has the following aims: - To give students a thorough understanding of the scientific principles underlying the Baking Industry. - To build on students' practical skills to enable them to explore more creative and innovative production methods whilst capturing the essentials required within a successful business enterprise. - To give students a full appreciation of the importance of effective control/ quality mechanisms in the production of safely manufactured goods.

	- To provide guidance in Business skills in respect of business planning, business set up, business operation and evaluation to promote success. - To give students the opportunity to undertake a detailed individual study in an area relevant to Baking Technology Management. - • To give students a detailed understanding of the philosophy and methodology of research. - To give students an understanding of the responsibilities of the Baking industry with regard to the interests and welfare of the consumer. - • To encourage students to consider the social and economic contexts in which the Industry operates. - To allow students to recognise and respond to the environmental, moral, ethical, sustainable and safety issues which directly relate to the Baking Industry. - To provide an intellectually stimulating and coherent programme of study relevant to the needs of the students in the Baking industry. - To provide students with the knowledge and skills necessary to enhance their career prospects. - To allow students the best possible opportunity to develop and mature both professionally and personally. **Combined, the overall aims meet the needs of the BSc (Hons) stand alone option.**
Course Learning Outcomes	**a) Students will have knowledge and understanding of:** **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 an international food company. **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 hypotheses 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 Processes and procedures in sampling, data analysis and expressing precision, accuracy and reproducibility. **A6** Moral, ethical, social and global context in which a bakery provision is operating and the need to marshal reasoned and fully informed arguments to defend a position. **A7** Effective communication and Information technology for business applications within the field of baking. **A8** Effective performance within a team environment including: leadership, team building, people skills, influencing and project management skills. **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** Critically evaluate hypotheses, experimental data and rational arguments. **B4** Apply a theory, concept or subject-specific principle to a new context. **B5** Work independently to derive a viable experimental design that will effectively test a properly formed hypothesis. **B6** 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 such that they are able to:** C1 Select and apply appropriate techniques and methodology for Bakery Production Management to include Bread, Confectionery and Chocolate Production. C2 Select, analyse and test appropriate raw materials for Bakery Production Management to include Bread, Confectionery and Chocolate Production. C3 Evaluate alternative manufacturing and baking processes/ products and / or services to include new and innovative product design and development. C4 Adopt safe practices and advise on safety procedures associated with a particular technique or methodology. C5 Organise and allocate duties, set targets and evaluate progress in achieving a specific technical goal. C6 Present data in a seminar or lecture and within related coursework.

	C7 Record and handle data accurately, precisely and demonstrate competence in a range of basic statistical procedures. C8 Use relevant numerical and quantitative techniques both to validate, calibrate and analyse data. C9 Demonstrate competence in the use of software manipulation. **D. Students will acquire and develop transferrable skills such that they are able to:** **D1** Apply knowledge to the solution of familiar and unfamiliar problems. **D2** Demonstrate effective communication and presentation skills. **D3** Take and demonstrate responsibility for their own learning and continuing personal And professional development. **D4** Self appraise and reflect on practice. **D5** Demonstrate competence within the field of information systems and technology. **D6** Manage and adapt learning strategies and work schedules. **D7** Access and effectively utilize the full range of information sources, citing references in an appropriate, recognized manner The programme outcomes have primary reference to the benchmark statements for food manufacturing and for **BSc Honours degrees**. The detailed learning outcomes associated with each module of study are set out in the module guides, which also supply details of specific content and the assessment schedule for each module. **A. Students will acquire knowledge and understanding of the:** **A1** Underlying Scientific Processes and Applications for the Baking Industry. **A2** Main UK/EU Legislative controls in relation to the Baking industry and how they are enforced. **A3** Methods and Techniques commonly used to evaluate Quality Assurance and its management within the Baking Industry **A4** Systems, practices and procedures employed to conduct effective business planning initiatives.

	A5 Research methodologies and data sources for enabling critical assessing and evaluation of evidence in support of project submission. **A6** Appropriate level of planning, designing, managing and executing of practical activities using appropriate techniques and procedures whilst demonstrating high levels of relevant skill. **A7** Environmental, moral, ethical, sustainable and safety issues which are directly relevant to the Baking Industry. **B. Students will develop their intellectual skills such that they are able to:** **B1** Analyze problems, identify associated key issues and suggest possible methods of investigation that will lead to workable and realistic solutions. **B2** Develop a sustained reasoned argument, perhaps challenging previously held assumptions. **B3** Generate creative ideas/ concepts, proposals and solutions to meet differing needs. **B4** Work effectively independently and with others. **B5** Apply a theory, concept or subject-specific principle to a new context. **B6** Describe, synthesize, interpret, analyses and evaluate information and data relevant to the Baking Industry **C. Students will acquire and develop practical skills such that they are able to:** C1 Execute practical activities using appropriate techniques and procedures whilst demonstrating relevant level of skill. C2 Undertake practical work with continuous regard for safety and risk assessment. C3 Demonstrate vocationally relevant managerial skills and knowledge by exposure to professional practice. C4 Evaluate and apply vocationally relevant concepts associated with the operational and

	strategic management of financial, human and physical resources. C5 Demonstrate evidence of practical competence within scientific methods of enquiry. C6 Present data within a seminar or lecture and within related coursework/ project submission as appropriate. d) Students will acquire and develop transferrable skills such that they are able to: **D1** Manage and be able to adapt their work schedule and learning strategy. **D2** Adopt skills and techniques to address a particular problem. **D3** Use the full range of sources of information, citing references properly. **D4** Communicate ideas, arguments and concepts in a rational and systematic way, using a variety of media. **D5** Assume responsibility for the planning and development of their own learning and hence to work independently. **D6** Manage and monitor their role within a group working to meet specific targets. **D7** Appreciate the social moral and ethical context of their subject.

C. Teaching and Learning Strategy

<u>FdSc Baking Science and Technology</u>

The modules of the first year mean that all students are introduced to the concepts and principles of bakery science. These are explored in Bakery Food Science, Bread Theory, Chocolate Production and Flour Confectionery. Much of the first year seeks to raise student proficiency in A1, A7 and part of A5. Many of the first year modules concentrate on practical exercises that students have to complete to demonstrate competence. Similarly, diagnostic tests in Bakery Food Science, Bread Production, Chocolate Production and Flour Confectionery allow an assessment of student ability in Mathematics and English, and these modules are the student's induction into the scientific method (A3 and A4). The latter is further developed in the second year modules, in particular in Advanced Research Methodology and Statistics, which concentrates on data analysis and presentation, including accessing and review of published sources. The social and ethical context of science also begins in Research Methods (A6).

Experimental skills and technical proficiency in investigatory methods (A3, A4 and A5) are developed from the first year modules through to those studied as level 5 modules. The majority of the modules have some practical element that develops specific techniques.

The creative processes of innovation and development are explored through level 5 modules (A2, A3).

Management and business skills to develop proficient knowledge are covered throughout with added emphasis on effective communication skills and work performance (A7, A8).

A schedule of personal tutoring is used to monitor student progress especially during the first year, which is informed initially by student progress on the Bakery Food Science module, and this contributes to the Student's Personal Development Plan.

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.

All modules employ teaching methods that encourage students to consider and challenge the evidence with which they are presented. Very often the assessment schedule encourages students to question and evaluate the arguments surrounding some key concept or principle. This may either be formally assessed or simply be part of group discussions, debates or as part of some problem-solving exercises. Research Methods at level 4 has specific lectures on how to approach the primary literature and evaluate the evidence presented (B1). This is assessed further by the final assessment in the level 5 module Advanced Research Methodology which brings together all modules allowing the student to research and investigate a scenario, (B2,B4, B5), and evaluate possible solutions by placing the findings in the context of current thinking (B6). As discussed previously under assessment strategies for knowledge and understanding, intellectual skills can be further encouraged/ enhanced and evaluated through the valuable resource of recording student formal presentations. All students can learn from their own and others contributions.

To summarise, teaching, learning and assessment strategies to determine intellectual skills are as previously specified.

The majority of the modules are predominantly practically oriented. Over time, this allows for demonstration of skilled competent safe practice, which is further reinforced via work placement. Assessment at periodic intervals will require students to work within a given scenario, without direct supervision.

A key emphasis of the Baking Technology Management programme is the development of the student's practical and analytical skills through subject-specific and generic practical work. Students are inducted into teamwork skills and their evaluation from their first practicals in Bread Production, Flour Confectionery and Chocolate Production. Part of their assessment is to evaluate their performance and that of their group, to encourage them to be reflective about their approach (C5), and to manage their activity to best effect. Group work, including presentations that review recent baking technology issues, features in several subject-specific modules, particularly Product Design and Development and in Advanced Research Methodology, (C5, C6). Level 4 and 5 Research

Methodology and subject-specific modules encourage the students to consider alternative ways to approach specific problems, or to address specific questions (C1, C2, C3, C4), typically through their practical work. In this way, this FdSc programme will build student confidence in their technical and practical skills and reinforce the basic concepts delivered in the associated lecture programme. This will be further reinforced by assessment in the second year, which allows for the acquisition and development of practical skills. Students will be expected to utilise practical skills within a work based scenario, provide a written report and deliver a formal verbal presentation which will be recorded thus providing two fold benefits: experience of the practical work involved and experience of the practical nature of work/ client based formal presentations.

Part of the assessment in Research Methodology requires the students to demonstrate their competence in a range of basic statistical methods using worksheets completed on a weekly basis (C7). The rest of the assessment for this module requires students to produce a viable experimental design through discussion with their supervisor, in preparation for their final year modules and top up provision as appropriate, (C1, C2, C3, C7, C8). Similarly, their capacity to summarise and critically evaluate methodologies is assessed in Level 5 modules, (C1, C2, C3, C4, C6, C8), which also seeks to establish good investigative techniques, by applying skills and attributes acquired in other modules (C8, C9).

These skills are fully mapped through the curriculum of the programme and each is met by the module combination. This has been achieved by ensuring that each is tested at each level. A number of tasks assessed in the level 4 modules, in particular, Bakery Food, Health and Safety and HR Management measures student progress in managing their own learning (D1) and students are required to assume responsibility for this under the guidance of their personal tutor, following the early diagnostic tests (D5). This forms the first stage of Personal Development Planning, which will span the whole course of study (D1- D5). In-class worksheets, problem-solving exercises and group-based practical work are used at Levels 4 and 5 to provide rapid feedback and to encourage students to review and develop their individual / group approaches to their learning.

A range of modules at Level 5 require students to manage a task and to be able to communicate their findings to their cohort. Research Methodology requires them to summarise the recent scientific literature on a topic and use this to develop a hypothesis and associated experimental design. These all require a flexible approach to data acquisition, interpretation and presentation, not least because of the range of topics being covered (D1). The development of a research proposal and establishing an investigation protocol begins the second year and this is part of the assessment of Advanced Research Methodology (D2, D5).

Presentations, debates and seminars are used extensively at each level and through feedback; students are encouraged to refine these skills up to their final year (D4). Many of these skills and attributes need to be harnessed to bring a final year Project to completion (D1-D7), and the assessment of these is one of the principal elements by which the graduate status of the student is assessed.

BSc (Hons) Baking Science and Technology

The level 6 modules mean that all students are able to understand and appreciate the underlying scientific principles and applications for the Baking industry. These are explored in Applied Bakery Science, Fermentation, Creative Artisan Chocolate / Luxury Continental Patisserie and the double project module. The “top up” year seeks to raise student proficiency in all of the above areas. Additional specific focus on A3, A4 and A7 is delivered in the Business, Environmental Management and QM Best Practice module. Practical input further develops A6 above and A5 is further enhanced through completion of the double project module.

A schedule of personal tutoring is used to monitor student progress during the year and this contributes to the Student's Personal Development Plan. The implementation of an additional Mentoring programme is available to further maximise student potential

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.

All modules employ teaching methods that encourage students to consider and challenge the evidence with which they are presented. Very often the assessment schedule encourages students to question and evaluate the arguments surrounding some key concept or principle. This may either be formally assessed or simply be part of group discussions, debates or as part of some problem-solving exercises. All modules are designed to intellectually challenge students and encourage them to develop the skills above. The programme encourages constructive feedback from all relevant parties to further enhance student ability progress. This is both formative and summative and includes tutors/ peers/ external input via External Examiners and / or business operatives. All students can learn from their own and others contributions.

To summarise, teaching, learning and assessment strategies to determine intellectual skills are as previously specified.

The majority of the modules are predominantly practically oriented. Over time, this allows for demonstration of skilled competent safe practice. Students are also actively encouraged to maintain contact with previous work placement opportunities to embellish the practical input and ensure that is effective and current. Assessment at periodic intervals will require students to work within a given scenario, without direct supervision.

A key emphasis of the Baking Technology Management programme is the development of the student's practical and analytical skills through subject-specific and generic practical work. In this way, this BSc programme will build student confidence in their technical and practical skills and reinforce the concepts delivered in the associated lecture programme. This will be further reinforced by the double project module which allows for the acquisition and development of practical skills. Students are expected to utilise practical skills within a work based scenario, maintain a diary log and provide a written report. This will bring two fold benefits: experience of the practical work involved and experience of the practical nature of work/ client based formal presentations.

These skills are fully mapped through the curriculum of the programme and each is met by the module combination. A number of tasks assessed in the level 6 modules, in particular, Applied Bakery Science, Business, Environmental Management and QM Best Practice measures student progress in managing their own learning (D1) and students are required to assume responsibility for this under the guidance of their personal tutor. This forms the first stage of Personal Development Planning, which will span the whole course of study (D1- D5). In-class worksheets, problem-solving exercises and

group-based practical work are used at Levels 6 to provide rapid feedback and to encourage students to review and develop their individual / group approaches to their learning.

A range of modules at Level 6 require students to manage a task and to be able to communicate their findings to their cohort. This requires a flexible approach to data acquisition, interpretation and presentation, not least because of the range of topics being covered (D1). The development of a research proposal and establishing an investigation protocol begins from Semester 1, (D2, D5).

Presentations, debates and seminars are used extensively at level 6 and through feedback; students are encouraged to refine these skills throughout the year, (D4). Many of these skills and attributes need to be harnessed to bring a final year Project to completion (D1-D7), and the assessment of these is one of the principal elements by which the graduate status of the student is assessed.

D. Assessment

Students experience a variety of assessment during their first year. Knowledge is tested by unseen written and/ or practical examination in a selection of modules. Other modules assess using essays, practical work, reports of investigations, case studies, assignments or problem solving exercises. There are two/ three forms of assessment per module.

Thereafter, level 5 assessment is a combination of coursework, including, essays, in-class problem-solving exercises, case studies and calculations.

Students leaving the programme on successful completion of Level 4 will be eligible for a Cert HE. They will have a foundation in the basic concepts of Baking Technology Management.

The programme outcomes have primary reference to the benchmark statements for food manufacturing and for BSc Honours degrees. The detailed learning outcomes associated with each module of study are set out in the module guides, which also supply details of specific content and the assessment schedule for each module.

Students experience a variety of assessment during their “top up” year. Knowledge is tested by unseen written and/ or practical examination in a selection of modules. Other modules assess using essays, practical work, reports of investigations, case studies, assignments or problem solving exercises. With the exception of the project module, there are two/ three forms of assessment per module.

The double project module ties together all modules, including those previously assessed at both levels 4 and 5. The project requires the student to conduct research and present evidence in a written report.

E. Academic Regulations

The University’s Academic Regulations apply for this course. Any course specific protocols will be identified here.

F. Entry Requirements

In order to be considered for entry to the course applicants will be required to have the following qualifications:

Level 4

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:

- Five GCSE passes, at grade C or above, including Mathematics and English (or another subject that demonstrates an adequate command of English). Overseas entrants must have reached minimum standards of English language competence as set out in the University regulations
- One GCE / Vocational A level pass, or equivalent.

Equivalent qualifications include:

- BTEC National Diploma/Certificate in an appropriate subject.
- Advanced GNVQ in an appropriate subject relating to the Baking / Food Science and Manufacturing Industry.
- NVQ 3 in an appropriate subject relating to the Baking / Food Science and Manufacturing Industry.
- Successful completion of an appropriate Access course or Foundation year.
- Any other qualification certified by the Admissions Tutor as being equivalent
- Other qualifications or experiential learning judged to be equivalent. Applications in this class will be considered in accordance with the Department's policy on APL and APEL.

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

Direct entry to Level 5

Students with the knowledge and skills equivalent to the required outcomes for Level 4 of a science degree course will be encouraged to make direct entry to Level 5. Such knowledge and skills should be commensurate with those identified in the guidelines on levels and learning outcomes produced by the South East of England Consortium for Credit Accumulation and Transfer (SEEC/CAT, 2010).

Direct Entry to Level 6 – Progression from Foundation Degree

Students who have successfully completed the Foundation Degree in Baking Technology Management will be eligible for direct entry to the BSc (Hons) "top up" programme at level 6, applicants will be required to have the following qualification:

Foundation Degree, FdSc, in Baking Technology Management, BTM.

Applicants may be considered for Direct Entry if they can provide sufficient evidence of other qualifications or experiential learning judged to be equivalent. Applications in this class will be considered in accordance with the Faculty policy on APL and APEL.

G. Course structure(s)

Course overview

BSc (Hons) Baking Science and Technology (Management)– Full time

	Semester 1		Semester 2	
Level 4	Bakery Food Science (compulsory)	20	Bread, Theory & Analysis of Production Management (compulsory)	20
	Research for Baking Innovation (compulsory)	20	Chocolate Production, Computer Labelling & Packaging *****(compulsory)	20
	Bakery Food Safety, Health and HR (compulsory)	20	Technology of Flour Confectionery* (compulsory)	20
Level 5	Advanced Bread Technology (compulsory)	20	Advanced Research Methodology (compulsory)	20
	Artisan Chocolate* ((compulsory)	20	Finance (Business Leadership, Financial Management and Organisation (compulsory)	20
	Creative Confectionery* (compulsory)	20	Product Design, Development, Packaging, Labelling & Flow Processes *(compulsory)	20
Level 6	Baking Innovation Dissertation (compulsory)	40		
	Creative Artisan Chocolate & Luxury Continental Patisserie* (compulsory)	20	Business, Environmental Management & QM Best Practice (compulsory)	20
	Applied Bakery Science (compulsory)	20	The Science and Technology of Bread Fermentation* (compulsory)	20

BSc (Hons) Baking Science and Technology (Science)- Full Time

	Semester 1		Semester 2	
Level 4	Bakery Food Science (compulsory)	20	Bread, Theory & Analysis of Production Management *(compulsory)	20
	Foodology (compulsory)	20	Chocolate Production, Computer Labelling & Packaging *(compulsory)	20
	Bakery Food Safety, Health and HR (compulsory)	20	Technology of Flour Confectionery* (compulsory)	20
Level 5	Advanced Bread Technology* (compulsory)	20	Advanced Research Methodology (compulsory)	20
	Choc Artisan Chocolate* (compulsory)	20	Product Design, Development, Packaging, Labelling & Flow Processes* (compulsory)	20
	Creative Confectionery *(compulsory)	20	Food Composition, Properties and Analysis (compulsory)	20
Level 6	Baking Innovation Dissertation (compulsory)	40		
	Applied Bakery Science (compulsory)	20	Advanced Topics in Food Science (compulsory)	20
	Creative Artisan Chocolate & Luxury Continental Patisserie* (compulsory)	20	The Science and Technology of Bread Fermentation* (compulsory)	20

BSc (Hons) Food Science (New Product Development)- Full Time

	Semester 1		Semester 2	
Level 4	Bakery Food Science (compulsory)	20	Bread, Theory & Analysis of Production Management* (compulsory)	20
	Research for Baking Innovation (compulsory)	20	Chocolate Production, Computer Labelling & Packaging* (compulsory)	20
	Bakery Food Safety, Health and HR (compulsory)	20	Technology of Flour Confectionery* (compulsory)	20
Level 5	Advanced Bread Technology* (compulsory)	20	Advanced Research Methodology (compulsory)	20
	Artisan Chocolate* (compulsory)	20	Product Design, Development, Packaging, Labelling & Flow Processes *(compulsory)	20
	Creative Confectionery* (compulsory)	20	Business Leadership, Financial Management and Organisation (compulsory)	20
Level 6	Baking Innovation Dissertation (compulsory)	40		
	New Product Development (compulsory)	20	Creative Artisan Chocolate & Luxury Continental Patisserie *(compulsory)	20
	Applied Bakery Science (compulsory)	20	The Science and Technology of Bread Fermentation *(compulsory)	20

	Semester 1		Semester 2	
Level 4	Bakery Food Science (compulsory)	20	Bread, Theory & Analysis of Production Management *(compulsory)	20
	Nutrition Health & Disease (compulsory)	20	Chocolate Production, Computer Labelling & Packaging* ((compulsory)	20
	Bakery Food Safety, Health and HR (compulsory)	20	Technology of Flour Confectionery* (compulsory)	20
Level 5	Advanced Bread Technology Bread* (compulsory)	20	Advanced Research Methodology (compulsory)	20
	Human Nutrition (compulsory)	20	Food Composition, Properties and Analysis (compulsory)	20
	Creative Confectionery* (compulsory)	20	Artisan Chocolate* (compulsory)	20
Level 6	Baking Innovation Dissertation (compulsory)	40		
	Applied Bakery Science (compulsory)	20	Advanced Topics in Human Nutrition(compulsory)	20
	Creative Artisan Chocolate & Luxury Continental Patisserie *((compulsory)	20	The Science and Technology of Bread Fermentation* (compulsory)	20

BSc (Hons) Food Science (Nutrition)

***** Due to predicted numbers in student cohort and resource availability, students are likely to be split into two groups. The NBS cannot accommodate 40 students in a practical setting so semester 1 and 2 cannot always run as scheduled. For example, Group A will complete semester 1 modules in semester 1 whereas Group B will complete semester 2 modules in semester 1. This will then be reversed in semester 2 so that both groups are provided with an opportunity to complete all 6 modules within the first year. A similar pattern will follow in year 2.

These are full-time undergraduate courses, leading to BSc (Hons) award. Students leaving the programme after successfully completing level 4 will be eligible for a Cert HE or, after completing level 5, Dip HE. There is further optionality for students to complete a two-year foundation degree with one further top up year leading to the award of a BSc or commencing from the outset on a BSc programme.

A number of the modules include opportunities for focussed visits and field trips.

Work placements are being recognised as useful employability tools and students will be encouraged to complete a period within industry at each level of study. At levels 4 and 5, students will be encouraged to obtain work experience of significant value during the summer period. 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. At level 6, students will be encouraged to complete a work placement whilst completing their double module dissertation. This will help capture relevant real life opportunity and will complement the element of innovation factored into the dissertation module.

For FdSc students, work placements will take place from mid-June to mid-September following completion of semester 2 in years1and 2. 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.

As this will be a “Summer Placement”, there will be no visit requirement. 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.

At level 6, the work placement will run alongside the dissertation innovation module and will allow students to complete a dissertation which has value to the industry by reflecting for example upon relevance/ currency/ constraints and ‘real life impact’. Where students are unsuccessful in obtaining a placement, alternative ‘in house’ remedies will be sourced. This would act as a ‘last resort’ as it is very clear that the work placement element will provide credibility in addition to an unenviable opportunity for employability prospects for prospective graduates. The future success of the baking industry will rely heavily on the next generation of student bakers and it is essential that these bakers are not only suitably qualified but hold the additional skillset to meet the needs of an evolving industry. Work placement opportunities will help to embed this.

Placements information

H. Course Modules

[Provide information on:
- core and optional modules;
- the circumstances when optional modules may not run; and
- how and when students will be informed if optional modules are changed]

Module Code	Module Title	Level	Semester	Credit value	Assessment
NBS_4_BFS	Bakery Food Science	4	1	20	
NBS_4_RMB	Research for Baking Innovation	4	1	20	
NBS_4_BFH	Bakery, Food Safety, Health and HR	4	1	20	
ASC-4-409	Nutrition Health & Disease	4	2	20	
NBS_4_BTA	Bread, Theory and Analysis of Production Management	4	2	20	
ASC_4_439	Foodology	4	1	20	
NBS_4_CPC	Chocolate Production, Computer Labelling and Packaging	4	2	20	
NBS_4_TFC	Technology of Flour Confectionery	4	2	20	
NBS_5_ARM	Advanced Research Methodology	5	2	20	
ASC_5_440	Human Nutrition	5	1	20	
NBS_5_ABT	Advanced Bread Technology	5	1	20	
NBS_5_ARC	Artisan Chocolate	5	1	20	
NBS_5_CRC	Creative Confectionery	5	2	20	
ASC_5_446	Food Composition, Properties and Analysis	5	2	20	
NBS_5_BLF	Business Leadership, Financial Management and Organisation	5	1	20	
NBS_5_PDD	Product Design, Development, Packaging and Flow Processes	5	2	20	
NBS_6_BID	Baking Innovation Dissertation	6	1 & 2	40	

NBS_6_CAL	Creative Artisan Chocolate and Luxury Continental Patisserie	6	1 & 2	20	
NBS_6_ABA	Applied Bakery Science	6	1	20	
EAA_6_415	Advanced Topics in Food Science	6	2	20	
EAC_6_414	New Product Development	6	2	20	
NBS_6_BEM	Business, Environmental Management and QM Best Practice	6	1	20	
ASC_6_454	Advanced Topics in Human Nutrition	6	2	20	
NBS_6_STE	The Science and Technology of Bread Fermentation	6	2	20	

I. Timetable information

[indicate:
Provide as much information as possible,

- when students can expect to receive a confirmed timetable for study commitments; and
- if there is a teaching-free afternoon set aside for e.g. sporting/cultural activities.
- Don't specify a day(s) when teaching will take place if it may be changed.
- Prospective students should be kept informed of any changes.]

J. Costs and financial support

Course related costs

- provide information about other course-related costs (explain what is and what is not included in the tuition fees, e.g. such additional expenses as cost of books or other learning materials, specialist equipment, uniforms, clothing required for work placements, field trips, bench fees).

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: Personal Development Planning (postgraduate courses)

Appendix D: Terminology

Appendix A: Curriculum Map

This map provides a design aid to help course teams identify where course outcomes are being developed, taught and assessed 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.

APPENDICES 1A : Curriculum Map for FdSc BTM, (BAKING TECHNOLOGY MANAGEMENT)

MODULES	**Programme outcomes**																												
	Knowledge & Understanding								Intellectual Skills						Practical Skills									Transferable Skills						
Title	A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6	C7	C8	C9	D1	D2	D3	D4	D5	D6	D7
Level 4																														
Bread	DTA	D	DT	DTA	DTA	D	DA	DTA		DTA		DTA	DA	D	DTA	D	DTA	TA	TA	A		DTA	D	DTA	DTA	A	A	DTA	DTA	D
Chocolate	DTA	D	DT	DTA	DTA	D	D	DTA		DTA		D	DA	D	DTA	TA	DTA	TA	TA	A		DTA	D	DTA	D	A	A	DTA	DA	D

Science	DTA		DT	DTA	DTA	D	D	D	D	DTA	D	D	D	D	D	D		DTA	D	D	D	DTA	DTA	DTA	D	DTA	DA	DTA	DA	D
Safety	D		D	D	D	D	DT	TA	D	TA		TA	D	DA				DTA	T	TA				DA	D		TA	TA	TA	D
Research			DA	DA	DTA	TA	D	D	DTA	DA	TA	D	D	DA				D	D	A	DTA	DTA	DA	DA	TA	TA	DA	DA		TA
Nutrition, .. Disease	T/A	T			A				T	T	A	T	A	T	T	T	A	T	A	T	T	A		T	D	T	A		D	
Foodology	DTA		DT	DTA	DTA	D	D	DTA	D	DTA	D	D	D	D	D	D		DTA	D	D	D	DTA	D	DTA	D	DTA	DA	DTA	DA	D
Flour Confectionery	DTA	D	DT	DTA	DTA	D	D	TA		DTA		D	D	DA	TA	D	DTA	TA	TA	TA		DTA	D	DTA	D	A	A	A	DA	D
Level 5																														
Prod. Development / Flow Processes	D	DTA	DTA	DTA	DTA	D	D	DTA	D	DTA	TA	DTA	TA	DTA	TA	D	DTA	TA	TA	DTA	DA	DTA	DTA	DA	D	TA	DA	DTA	DTA	D

Advanced Bread	D T A	D	D T	D T A	D T A	D	D	D		D T A	T A	D T A	D	D T A	T A	D	D T A	T A	T A	T A	D	D T A	D	D A	D	A	A	D	D	D
Artisan Chocolate	D T A	D	D T	D T A	D T A	D	D	D		D T A	T A	D T A	D	D T A	T A	D	D T A	T A	T A	T A	D	D T A	D	D A	D	A	A	D	D	D
Creative Confectionery	D T A	D	D T	D T A	D T A	D	D	D		D T A	T A	D T A	D	D T A	T A	D	D T A	T A	T A	T A	D	D T A	D	D A	D	A	A	D	D	D
Business Leadership	D T	D		D		D	D T	D TA	D	T	T	D		D T A					D T A	D				D T A	D T A	T A		D		D
Food Composition	T	T	A		D				T	T		A		A	D	D	T	A						D	T		A			
Human Nutrition	T	T	A		D				T	T		A		A	D	D	T	A						D	T		A			
Research Methodology			D A	D A	D T A	D T A	D T A	D	D T A	D A	T A	D	D	D A				D	D	A	D T A	D T A	D A	D A	T A	T A	D A	D A		TA

APPENDICES 1 B- **Curriculum Map for BSc (Hons) BTM, Top Up (BAKING TECHNOLOGY MANAGEMENT)**

MODULE	**Programme outcomes**

	Knowledge & Understanding							Intellectual Skills						Practical Skills						Transferable Skills						
Title	**A 1**	**A 2**	**A 3**	**A 4**	**A 5**	**A 6**	**A 7**	**B 1**	**B 2**	**B 3**	**B 4**	**B 5**	**B 6**	**C 1**	**C2**	**C3**	**C4**	**C5**	**C6**	**D1**	**D2**	**D3**	**D4**	**D5**	**D6**	**D7**
Level 6																										
Applied Bakery Science	D T A	D T A	D A	D	D T A	D T A	D	D T A	D	D	D T A	D T A	D T A	D T A	DT A	D	D	DT A	DA	DT A	DA	D	D	DT A	DT A	DA
Fermentation	D	D A	D A	D A	D A	D T A	D	D T A	D	D T A	D T A	D T A	D	D T A	DT A	DT A	DT A	D	DA	DT A	DA	D	D	DT A	DT A	DA
Bus/ Env & QM Best Practice		D T A	D T A	D T A	D T A	D T A	D T A	D A	D T A	D A	D A	D	D	D T A	DA	D	DT A	D	DT A	DT A	DT A	DT	DT	D	D	DA

Chocolate	D	DA	DA	D	DA	DTA	D	DTA	D	DTA	DTA	DTA	D	DTA	DTA	DTA	DTA	D	DA	DTA	DA	D	D	DTA	DTA	DA
Adv Topics Science	DTA	DTA	DA	D	DTA	DTA	D	DTA	D	D	DTA	DTA	DTA	DTA	DTA	D	D	DTA	DA	DTA	DA	D	D	DTA	DTA	DA
Adv Topics Nutrition		D	A	T	D			T	D		A		A		D		A				D	A	T	A	D	D
NFPD	D	DTA	DTA	DTA	DTA	D	D	DTA	D	DTA	TA	DTA	TA	D	DTA	DTA	TA	TA	DTA	TA	D	TA	TA	DTA	DTA	D
Project (Double Unit)	DA	DA	DA	DA	DA	DA	DA	DA	DA	DA	DA	DA	DA	DA	DA	DA	DA	DA	DA	DA	DA	DTA	DA	DA	DA	DTA

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.	
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.	
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 **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.	
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**.	
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 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.	
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.	
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 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	Work-based learning 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.	
Embedded learning development	Writing in the disciplines: Alternative formats 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, journal or professional article, position paper, case report, handbook, exhibition guide.	
High impact pedagogies	Multi-disciplinary, interdisciplinary or interprofessional group-based learning experiences 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.	
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.	
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-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**.	
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**.	

Appendix C: Personal Development Planning

Personal Development Planning (PDP) is a structured process by which an individual reflects upon their own learning, performance and/or achievement and identifies ways in which they might improve themselves academically and more broadly. Course teams are asked to indicate where/how in the course/across the modules this process is supported.

Approach to PDP	Level 7
1 Supporting the development and recognition of skills through the personal tutor system.	
2 Supporting the development and recognition of skills in academic modules/modules.	
3 Supporting the development and recognition of skills through purpose designed modules/modules.	
4 Supporting the development and recognition of skills through research projects and dissertations work.	
5 Supporting the development and recognition of career management skills.	

6 Supporting the development and recognition of career management skills through work placements or work experience.	
7 Supporting the development of skills by recognising that they can be developed through extra curricula activities.	
8 Supporting the development of the skills and attitudes as a basis for continuing professional development.	
9 Other approaches to personal development planning.	
10 The means by which self-reflection, evaluation and planned development is supported e.g. electronic or paper-based learning log or diary.	

Appendix D: Terminology

[Please provide a selection of definitions according to your own course and context to help prospective students who may not be familiar with terms used in higher education. Some examples are listed below]

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

higher education provider	organisations that deliver higher education
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,
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
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
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

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
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