

## Course Specification

| A. Course Information   |  |                       |               |                |              |               |                |           |   |           |      |  |     |     |     |           |     |     |     |  |     |     |     |
|---|--|-----------------------|---------------|----------------|--------------|---------------|----------------|-----------|---|-----------|------|--|-----|-----|-----|-----------|-----|-----|-----|--|-----|-----|-----|
| <b>Final award title(s)</b>   | DipHE Advanced Baking and Pastry Technology  |                       |               |                |              |               |                |           |   |           |      |  |     |     |     |           |     |     |     |  |     |     |     |
| <b>Intermediate exit award title(s)</b>                                 | CertHE Baking and Pastry Technology (120 credits)  |                       |               |                |              |               |                |           |   |           |      |  |     |     |     |           |     |     |     |  |     |     |     |
| <b>UCAS Code</b>  | D632   | <b>Course Code(s)</b> | 5737          |                |              |               |                |           |   |           |      |  |     |     |     |           |     |     |     |  |     |     |     |
|   | London South Bank University   |                       |               |                |              |               |                |           |   |           |      |  |     |     |     |           |     |     |     |  |     |     |     |
| <b>School</b>   | <input checked="" type="checkbox"/> ASC <input type="checkbox"/> ACI <input type="checkbox"/> BEA <input type="checkbox"/> BUS <input type="checkbox"/> ENG <input type="checkbox"/> HSC <input type="checkbox"/> LSS  |                       |               |                |              |               |                |           |   |           |      |  |     |     |     |           |     |     |     |  |     |     |     |
| <b>Division</b>   | The National Bakery School   |                       |               |                |              |               |                |           |   |           |      |  |     |     |     |           |     |     |     |  |     |     |     |
| <b>Course Director</b>  | Amar Aouzelleg   |                       |               |                |              |               |                |           |   |           |      |  |     |     |     |           |     |     |     |  |     |     |     |
| <b>Delivery site(s) for course(s)</b>                                   | <input checked="" type="checkbox"/> Southwark <input type="checkbox"/> Havering<br><input type="checkbox"/> Other: please specify  |                       |               |                |              |               |                |           |   |           |      |  |     |     |     |           |     |     |     |  |     |     |     |
| <b>Mode(s) of delivery</b>  | <input checked="" type="checkbox"/> Full time <input type="checkbox"/> Part time <input type="checkbox"/> other please specify   |                       |               |                |              |               |                |           |   |           |      |  |     |     |     |           |     |     |     |  |     |     |     |
| <b>Length of course/start and finish dates</b>                          | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Mode</th> <th style="width: 25%;">Length years</th> <th style="width: 25%;">Start - month</th> <th style="width: 25%;">Finish - month</th> </tr> </thead> <tbody> <tr> <td>Full time</td> <td style="text-align: center;">2</td> <td style="text-align: center;">September</td> <td style="text-align: center;">June</td> </tr> <tr> <td>Full time with placement/<br/>sandwich year</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">N/A</td> </tr> <tr> <td>Part time</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">N/A</td> </tr> <tr> <td>Part time with Placement/<br/>sandwich year</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">N/A</td> </tr> </tbody> </table> |                       |               | Mode           | Length years | Start - month | Finish - month | Full time | 2 | September | June | Full time with placement/<br>sandwich year | N/A | N/A | N/A | Part time | N/A | N/A | N/A | Part time with Placement/<br>sandwich year | N/A | N/A | N/A |
|   | Mode   | Length years          | Start - month | Finish - month |              |               |                |           |   |           |      |  |     |     |     |           |     |     |     |  |     |     |     |
|   | Full time  | 2                     | September     | June           |              |               |                |           |   |           |      |  |     |     |     |           |     |     |     |  |     |     |     |
|   | Full time with placement/<br>sandwich year   | N/A                   | N/A           | N/A            |              |               |                |           |   |           |      |  |     |     |     |           |     |     |     |  |     |     |     |
|   | Part time  | N/A                   | N/A           | N/A            |              |               |                |           |   |           |      |  |     |     |     |           |     |     |     |  |     |     |     |
|   | Part time with Placement/<br>sandwich year   | N/A                   | N/A           | N/A            |              |               |                |           |   |           |      |  |     |     |     |           |     |     |     |  |     |     |     |
| <b>Is this course generally suitable for students on a Tier 4 visa?</b> | Please complete the International Office questionnaire<br>Yes<br>Students are advised that the structure/nature of the course is suitable for those on a Tier 4 visa but other factors will be taken into account before a CAS number is allocated.  |                       |               |                |              |               |                |           |   |           |      |  |     |     |     |           |     |     |     |  |     |     |     |
| <b>Approval dates:</b>  | Course(s) validated  | December 2020         |               |                |              |               |                |           |   |           |      |  |     |     |     |           |     |     |     |  |     |     |     |
|   | Course review date   | December 2025         |               |                |              |               |                |           |   |           |      |  |     |     |     |           |     |     |     |  |     |     |     |
|   | Course specification last updated and signed off   | September 2023        |               |                |              |               |                |           |   |           |      |  |     |     |     |           |     |     |     |  |     |     |     |
| <b>Professional, Statutory &amp; Regulatory Body accreditation</b>      | None at present although the School may look to IFST, The Institute of Food Science and Technology, accreditation once the course has been approved and is fully embedded. There will also be scope to include EntreComp accreditation.  |                       |               |                |              |               |                |           |   |           |      |  |     |     |     |           |     |     |     |  |     |     |     |

|                          |          |   |
|--------------------------|----------|---|
| <b>Reference points:</b> | Internal | Corporate Strategy 2020-2025<br>Academic Quality and Enhancement Website<br>School Strategy<br>LSBU Academic Regulations  |
|                          | External | Office for Students (OfS) Guidance<br>Framework for Higher Education Qualifications<br>Subject Benchmark Statements (2019)<br>Competitions and Markets Authority<br>SEEC Level Descriptors 2021<br>QAA Quality Code for Higher Education 2018 |

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

|                                       |  |
|---------------------------------------|--|
| <b>Distinctive features of course</b> | <p>The previously named FdSc Baking Technology Management Foundation Degree offered by The National Bakery School (NBS) has been instrumental in generating suitable candidates to fulfil roles within the baking industry since 2007. To future proof our provision, we recently redesigned our educational offer. With the elevated standing of the baking profession, the education provided via the NBS is now able to re position/ focus by developing students into broader and deeper thinkers on behalf of the industry. It seeks to build confidence within the individual student to enable them to work in different organisational contexts and manage the manufacturing and baking process/ product and / or service from inception through to the marketplace. In so doing, it will also embed the skills which will enable students to diagnose operational problems and recommend possible Industry solutions.</p> <p>The NBS now offers a unique and distinctive suite of qualifications which fulfill the needs of all stakeholders. The course provision will allow for 'step on/step off' routes in keeping with changing needs of both students and industry. Students will be able to select the qualification that best suits their needs whether it be the Level 4 Certificate, the Level 5 Diploma or the Level 6 BSc. Content will be delivered holistically allowing for the integration/ interweaving of additional complementary module content as students travel through their educational journey. Rather than semesters, content will largely be delivered in terms to reduce subject matter covered at any one time but offer the greater detail that students need to be of greatest value to the industry and in keeping with personal objectives.</p> <p>Our 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.</p> |
| <b>Course Aims</b>                    | <p>The Diploma in Baking and Pastry Technology aims:</p> <ul style="list-style-type: none"> <li>- To provide a course that adds value in relation to entry qualifications and to provide the academic and pastoral support to enable students to progress to awards at successive levels within the undergraduate framework.</li> </ul>  |

|  |  |
|--|--|
|  | <ul style="list-style-type: none"> <li>- To provide an interdisciplinary course of study in a technological environment that offers students every opportunity to develop their intellectual and personal skills.</li> <li>- To be responsive to the changing needs of students, particularly those from local areas in accordance with the policies and practice of equal opportunities and diversity.</li> <li>- To provide a learning environment and course of study that fosters students' enthusiasm for their subject, enabling them to develop intellectual, personal, practical and transferable skills as a sound basis for progression into work or further study.</li> <li>- To prepare students for responsible and technologically authoritative roles within the Baking industry on a European and global basis.</li> <li>- To provide a pool of employable technologists with skills needed by bakeries in the context of local, national and / or international environments.</li> <li>- To develop students' practical skills whilst promoting safe working practices, enabling them to become confident, technically proficient and responsible technologists.</li> <li>- To give students the opportunity to undertake experimental investigations into selected areas of work relevant to their studies and to work effectively as a team member.</li> <li>- To encourage a student awareness of the ethical, moral and social implications of current developments in their field.</li> <li>- To manage and continually improve the quality of the student learning experience through module, subject and course review.</li> <li>- To develop the interdisciplinary knowledge and understanding needed to effectively develop innovative bakery products in a market economy.</li> <li>- To maintain an up-to-date curriculum, delivered by high quality teaching and informed by consultancy, research and current practice, providing graduates that meet the needs of employers and professional bodies.</li> <li>- To build a strong awareness of the interdisciplinary nature of baking technology where the production and distribution of safe products demands commercial and technological compromise.</li> </ul> |
| <p><b>Course Learning Outcomes</b></p> | <p>The detailed learning outcomes associated with each module of study are set out in the module guides, which also contain details of specific content and the assessment schedule for each module.</p> <p><b>A. Students will acquire knowledge and understanding of the:</b></p> <p><b>A1</b> Underlying concepts and principles of bakery science and the way in which these principles have evolved and developed to support the start-up and operation of a small business or enterprise initiative to work within the food manufacturing/ bakery sector.</p>  |

- 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 enterprise 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 enterprise, 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 enterprise 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://www.lsbu.ac.uk/about-us/policies-regulations-procedures>

## **F. Entry Requirements**

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

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

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 enterprise 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)           |   |
| <b>Options, select one of:</b> |   |   |
| 5                              |   | Entrepreneurial Mindset Business Discovery and Development (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<br>N = New<br>E = Existing<br>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<br>40% Cw |
| NBS_4_CHP                | Chocolate Production -N   | 4     | Semester 2 | 20           | 60% Test<br>40% Cw |
| NBS_4_CPP                | Confectionery and Pastry Production - N                         | 4     | As above   | 20           | 60% Test<br>40% Cw |
| NBS_4_ASF                | Applied and Sustainable Food Safety - N                         | 4     | Semester 1 | 20           | 40% Cw<br>60% Test |
| NBS_4_ABC                | Applied Baking Chemistry - N                                    | 4     | Semester 2 | 20           | 100% Cw            |
| Options, Choose one of : |   |       |            |              |                    |
| NBS_5_AFT                | Advanced Bread Fermentation and Technology - N                  | 5     | Semester 2 | 20           | 60% Cw<br>40% Ex   |
| NBS_5_APR                | Artisan Chocolate Production - N                                | 5     | Semester 1 | 20           | 60% Cw<br>40% Ex   |
| NBS_5_ACP                | Advanced Confectionery and Pastry Production - N                | 5     | As above   | 20           | 60% Cw<br>40% Ex   |
| NBS_5_BPA                | Baking Products Composition Properties and Analysis - N         | 5     | Semester 2 | 20           | 40% Test<br>60% Cw |
| NBS_5_NPD                | New Product Design and Development - N                          | 5     | Semester 1 | 20           | 60% Ex<br>40% Cw   |
| Options, Choose one of : |   |       |            |              |                    |
| NBS_5_BMM                | Entrepreneurial Mindset Business Discovery and Development - NO | 5     | Semester 2 | 20           | 100% (25/75)Cw     |

|               |                      |   |          |    |         |
|---------------|----------------------|---|----------|----|---------|
| ASC_5_4<br>40 | 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/study/undergraduate/fees-and-funding> or

<http://www.lsbu.ac.uk/study/postgraduate/fees-and-funding>

<https://www.lsbu.ac.uk/international/fees-and-funding>

Information on living costs and accommodation can be found by clicking the following link:

<https://www.lsbu.ac.uk/student-life/our-campuses/southwark/cost-of-living>

### **List of Appendices**

Appendix A: Curriculum Map

Appendix B: 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      | A 1             | A 2         | A 3         | A 4         | A 5         | A 6         | B 1         | B 2         | B 3         | B 4         | C 1         | C 2         | C 3         | C 4         | D 1         | D 2         | D 3         | D 4         |
| 5       | Advanced Bread Fermentation and Technology                            | NBS_5_AFT | T<br>D<br>A     | T<br>D<br>A | T<br>D<br>A | T<br>D<br>A | D<br>A      | D<br>A      |             | D<br>A      | D<br>A      | D<br>A      | T<br>D<br>A | T<br>D<br>A | T<br>D<br>A | D           | D<br>A      | A           | D<br>A      | D<br>A      |
| 5       | Artisan Chocolate Production  | NBS_5_APR | T<br>D<br>A     | T<br>D<br>A | T<br>D<br>A | T<br>D<br>A | D<br>A      | D<br>A      |             | D<br>A      | D<br>A      | D<br>A      | T<br>D<br>A | T<br>D<br>A | T<br>D<br>A | D           | D<br>A      | A           | D<br>A      | D<br>A      |
| 5       | Advanced Confectionery and Pastry Production                          | NBS_5_ACP | T<br>D<br>A     | T<br>D<br>A | T<br>D<br>A | T<br>D<br>A | D<br>A      | D<br>A      |             | D<br>A      | D<br>A      | D<br>A      | T<br>D<br>A | T<br>D<br>A | T<br>D<br>A | D           | D<br>A      | A           | D<br>A      | D<br>A      |
| 5       | Baking Products Composition Properties and Analysis                   | NBS_5_BPA | T<br>D<br>A     | D           | D           | T<br>D<br>A | D           |             | T<br>D<br>A | T<br>D<br>A | T<br>D<br>A | T<br>D<br>A |             | D<br>A      | D           | T<br>D<br>A | T<br>D<br>A | T<br>D<br>A | T<br>D<br>A | D           |
| 5       | New Product Design and Development                                    | NBS_5_NPD | D               | T<br>D<br>A | T<br>D<br>A | T<br>D<br>A | T<br>D<br>A | T<br>D<br>A | T<br>D<br>A | T<br>D<br>A | T<br>D<br>A | T<br>D<br>A | T<br>D<br>A | T<br>D<br>A | T<br>D<br>A | T<br>D<br>A | T<br>D<br>A | T<br>D<br>A | T<br>D<br>A | D<br>A      |
| 5       | Entrepreneurial Mindset Business Discovery and Development (Optional) | NBS_5_BMM | D               | T<br>D<br>A | D<br>A      |             | T<br>D<br>A | T<br>D<br>A | T<br>D<br>A | T<br>D<br>A |             | T<br>D<br>A |             |             |             |             | T<br>D<br>A | T<br>D<br>A | T<br>D<br>A | T<br>D<br>A |
| 5       | Human Nutrition (Optional)  | ASC_5_440 | D               | D           | T           | D           | T<br>D      | D<br>A      | D<br>A      | T<br>D<br>A | T<br>D<br>A | T<br>D<br>A |             | D           |             | D           | T<br>D<br>A | T<br>D<br>A | D<br>A      | T<br>D<br>A |
| 4       | Baking Core Skills  | NBS_4_BCS | T<br>D          | T<br>D      | D           | D<br>A      | D           | T<br>D<br>A |             | T<br>D      | T<br>D      | D           |             |             | T<br>D<br>A | T<br>D<br>A | T<br>D<br>A | D           | T<br>D      | T<br>D<br>A |

|   |                                     |           |             |             |             |             |             |        |             |             |             |             |             |             |             |             |             |             |        |             |
|---|-------------------------------------|-----------|-------------|-------------|-------------|-------------|-------------|--------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|--------|-------------|
| 4 | Bread Production and Technology     | NBS_4_BPT | D<br>A      | T<br>D<br>A | T<br>D<br>A | D<br>A      | T<br>D<br>A | D<br>A |             | T<br>D<br>A | D<br>A      | T<br>D<br>A | T<br>D<br>A | T<br>D<br>A | T<br>D<br>A | A           | T<br>D<br>A | D<br>A      | D<br>A | T<br>D<br>A |
| 4 | Chocolate Production                | NBS_4_CHP | D<br>A      | T<br>D<br>A | T<br>D<br>A | D<br>A      | T<br>D<br>A | D<br>A |             | T<br>D<br>A | D<br>A      | T<br>D<br>A | T<br>D<br>A | T<br>D<br>A | T<br>D<br>A | A           | T<br>D<br>A | D<br>A      | D<br>A | T<br>D<br>A |
| 4 | Confectionery and Pastry Production | NBS_4_CPP | D<br>A      | T<br>D<br>A | T<br>D<br>A | D<br>A      | T<br>D<br>A | D<br>A |             | T<br>D<br>A | D<br>A      | T<br>D<br>A | T<br>D<br>A | T<br>D<br>A | T<br>D<br>A | A           | T<br>D<br>A | D<br>A      | D<br>A | T<br>D<br>A |
| 4 | Applied and Sustainable Food Safety | NBS_4_ASF |             | T<br>D<br>A | T<br>D<br>A | T<br>D<br>A | T<br>D<br>A | D      | T<br>D<br>A | D           | D           | T<br>D<br>A |             |             | D           | T<br>D<br>A | T<br>D<br>A | T<br>D<br>A | D<br>A | D           |
| 4 | Applied Baking Chemistry            | NBS_4_ABC | T<br>D<br>A | D           | T<br>D<br>A | D           | D           | D      | T<br>D<br>A | T<br>D<br>A | T<br>D<br>A | T<br>D<br>A |             |             | D           | T<br>D<br>A | T<br>D<br>A | T<br>D<br>A | D<br>A | D           |



## Appendix B: Terminology

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

|             |                                     |
|-------------|-------------------------------------|
| <b>HEAR</b> | Higher Education Achievement Report |
|-------------|-------------------------------------|

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

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