

## **Response to findings of the Validation Panel for the Postgraduate Diploma in Global Food and Drink Leadership**

Dear Panel,

Thank you for the comprehensive feedback you have provided in the Q3 Validation Report Form. On behalf of the programme team and the School of Culinary Arts and Food Technology I'd like to express our sincere thanks to all members of the validation panel and especially the external representatives from both industry and academia.

The programme team found both the verbal feedback on the day and the written feedback in the Q3 report extremely useful. They have now addressed each of the Panel's conditions and the recommendations as follows:

### **Validation Panel Condition and Response**

1: The School should review the entry requirements to ensure that there is clarity regarding the level of relevant work experience required of ordinary degree graduate applicants and experience required, if any, of honours degree graduate applicants.

### **Programme Team Response**

We have revised the Programme Admission Criteria as follows:

Successful completion of an undergraduate degree or equivalent at honours classification (2.2 or higher) in a relevant discipline. Successful completion of an undergraduate degree (Ordinary or Bachelor) or equivalent in a relevant discipline together with significant industrial or academic experience. Significant industrial experience comprises a minimum of three years in a supervisory role/senior position in a food related industry. Candidates will be required to submit evidence of relevant experience and ability to undertake the programme. Where a potential candidate does not reach the minimum academic standards but can show deep sectoral knowledge and experience, a panel of assessment may be convened to consider entry to the programme.

All candidates may be required to attend an admission interview where professional experience and background will be considered in the selection criteria. This may include identification of the ability to carry out relevant research and to contribute actively to class mix.

In addition, some candidates may be required to undertake and successfully complete support modules in a specific area as determined by the Head of School and Programme Committee.

Such a requirement shall apply only to candidates presenting with qualifications where a deficit has been identified concerning pre-requisite subject matter.

All applicants must provide evidence of competence in both written and spoken English when English is not their first or native tongue, in addition to the requirements outlined above as appropriate.

Applications are also invited from mature students and students with disabilities. The appropriate TU Dublin admissions procedures for such candidates shall be applied.

## **Validation Panel Recommendations and Responses**

**1: The Programme Team should consider the inclusion of the medium of radio in the Food Discourse in the Media module.**

### **Programme Team Response**

The Food Discourse in the Media module now includes Radio/Podcasts in the indicative syllabus as follows:

#### **Media and technology**

New media: Instagram, Twitter, YouTube

Eating and technology: apps, online recipe databases, online reviews

Food discourse in journalistic media: newspapers, magazines, radio/podcasts

**2: The Programme Team should consider the assessment workload for the Food Discourse in the Media module. The Panel suggests that two rather than three assessments would be more appropriate and in line with a 10 ECTS module, given the nature of the assessments proposed.**

### **Programme Team Response**

The assessment structure in the Food Discourse in the Media module has been altered from three assessments to two to better reflect the 10 ECTS nature of the module as follows:

<b>Assessment Type:</b>	Research Paper	<b>% of total:</b>	50
<b>Indicative Week:</b>	See Student Handbook	<b>Outcome addressed:</b>	1,2,3,4,5
<b>Assessment Threshold:</b>	None	<b>Individual/Paired/Grouped:</b>	Individual
<b>Mode of Delivery:</b>	Not Online	<b>Pass/Fail:</b>	No
<b>Assessment Description:</b>			
Students are expected to develop a critical argument on a certain aspect of the course, synthesising theory as well as real-life application.			

<b>Assessment Type:</b>	Project	<b>% of total:</b>	50
<b>Indicative Week:</b>	See Student Handbook	<b>Outcome addressed:</b>	1,2,3,4,5,6
<b>Assessment Threshold:</b>	None	<b>Individual/Paired/Grouped:</b>	Group
<b>Mode of Delivery:</b>	Not Online	<b>Pass/Fail:</b>	No
<b>Assessment Description:</b>			
Students are expected to develop and present a multimedia/creative project that encapsulates theoretical and practical aspects of the course.			

**3: The Team should consider the inclusion of the Harvard Business Review in the supplemental reading list for the Integrated Food and Drink Leadership module.**

### **Programme Team Response**

The Integrated Food and Drink Leadership module now has the Harvard Business Review included in the essential reading list as follows

<b>Essential Reading List</b>	<p>The changing nature of this topic area limits the use of a standard text and candidates will be encouraged to explore current leadership thinking through a range of sources that will include but are not limited to course readings, academic papers, current media and available e-resources. There are a wide variety of excellent leadership resources that students will find useful, including:</p> <p>International Journal of Contemporary Hospitality Management</p>
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	<p>Journal of Management Studies</p> <p>The Harvard Business Review</p> <p>Leadership Excellence</p> <p>The International Journal of Leadership Studies</p> <p>The Leadership Quarterly</p>
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**4: The Team should review the teaching and learning methods description within the Integrated Food and Drink Innovation module, to reflect more accurately the role of Problem Based Learning within this module.**

**Programme Team Response**

In the Integrated Food and Drink Innovation module the teaching and learning methods description has been adjusted to reflect more accurately the role of Problem Based Learning within this module as follows:

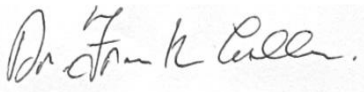
<p><b>Learning and Teaching Methods</b></p>	<p>This is a blended module where students will actively learn through student-centred strategies. Content will be delivered via online VLE activities, face-face lectures, practical laboratories for food prototype development (kitchen trials) and sensory analysis (laboratory testing), group discussion, debate and project work. Assessment will be continuous and includes individual and group work. Students will also be expected to drive their own learning by researching topics outside of contact hours. The capstone project is based on an industry informed brief or problem which students address and attempt to solve over two semesters. Problem-solving approaches such as design thinking, systems thinking, or similar methodologies suitable to New Product Development (NPD) problems will be employed. A team of lecturers will facilitate this multi-disciplined process.</p> <p>In addition to a number of guest speakers, there will be site visits integrated throughout the two semesters to include but not limited to:</p> <ul style="list-style-type: none"> <li>• Bord Bia’s The Thinking House and Sensory Experience</li> <li>• IFST Seminar or similar event in TU Dublin</li> <li>• The Food Safety Authority of Ireland (FSAI) Workshop</li> <li>• Ingredient Suppliers demonstrating their functional ingredients</li> </ul>
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|  | <ul style="list-style-type: none"><li>• Beverage sensory experience (<i>as part of curated event</i>).</li></ul> |
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**5: The School should work with relevant departments within the University/Campus including the Learning, Teaching and Technology Centre to explore whether the capability of Brightspace can be improved to facilitate the portability of the e-portfolio.**

**Programme Team Response**

The School will take this on board and will lobby for and work towards the improvement in the portability of the Brightspace ePortfolio function.



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TU Dublin