Programme Review Report

Bachelor of Science in Baking and Pastry Arts Management (TU741)

Bachelor of Science (Honours) in Baking and Pastry Arts Management (TU945)

Version of Report	*Author*	*Date*
Draft 1	AQA – Michael Keane	5th June 2025
Draft 2	AQA – Michael Keane	18th June 2025
Final	AQA – Michael Keane	7th July 2025

Approval	*Date*
Documentation for Review approved by Faculty Board	8th May 2025
Report of Programme Review Panel approved by AQAEC	Click or tap to enter a date.
New Programme Title approved by University Programmes Board (if applicable)	N/A

Section A	**Programme Details**
Title	Bachelor of Science in Baking and Pastry Arts Management
NFQ Level	7
ECTS Credits	180
Mode of delivery	Part-time ☐ Full-time ✓
Duration	Part-time: Full-time: 3 Yrs
Modalities of delivery	In-person, On-campus ✓ Blended ☐
	Online ☐ Hyflex ☐
Classification of award	Distinction; Merit Grade 1; Merit Grade 2; Pass
Discipline Programmes Board	N/A
Faculty Board	Faculty of Arts & Humanities
Schools involved in delivery	Culinary Arts & Food Technology
Delivery location	Grangegorman
Collaborative Partner (where applicable)	N/A
Date of Commencement of revised programme	Sept 2025

Title	Bachelor of Science (Honours) in Baking and Pastry Arts Management	
NFQ Level	8	
ECTS Credits	60	
Mode of delivery	Part-time ☐	Full-time ✓
Duration	Part-time:	Full-time: 1 Year
Modalities of delivery	In-person, On-campus ✓	Blended ☐
	Online ☐	Hyflex ☐
Classification of award	1st Class Honours; 2nd Class Honours, Upper Division; 2nd Class Honours, Lower Division; Pass	
Discipline Programmes Board	N/A	
Faculty Board	Faculty of Arts & Humanities	
Schools involved in delivery	Culinary Arts & Food Technology	
Delivery location	Grangegorman	
Collaborative Partner (where applicable)	N/A	
Date of Commencement of revised programme	Sept 2025	

Section B Awards

Award Title	Bachelor of Science (Honours) in Baking and Pastry Arts Management
NFQ Level	8
Award Class	Major
ECTS Credits	60
Classification of award	1st Class Honours; 2nd Class Honours, Upper Division; 2nd Class Honours, Lower Division; Pass
Award Title	Bachelor of Science in Baking and Pastry Arts Management
NFQ Level	7
Award Class	Major
ECTS Credits	180
Classification of award	Distinction; Merit Grade 1; Merit Grade 2; Pass
Exit Award Title	Higher Certificate in Science in Baking and Pastry Arts Management[1]
Exit/Embedded	Exit ☒ Embedded ☐
NFQ Level	6
Award Class	Major
ECTS Credits	120
Classification of award	Distinction; Merit Grade 1; Merit Grade 2; Pass

[1] Recommendation #8.

Section C - Programme Derogations (if required)

Derogations from Assessment Regulations/Marks and Standards, requiring approval by University Programmes Board	
Some modules and individual assessment components cannot be compensated. A list is to be provided (Condition #2).	
University Programmes Board Approval	Date

Section D Review Process

Date of Programme Review	28th May 2025

Context for Programme Review
How was the programme review process instigated, by whom/via which process?
The School of Culinary Arts & Food Technology requested a full programme review, to include alignment with the University's Education Model, Graduate Attributes and Strategic Intent.

Please tick the type of programme review undertaken:

Full Programme Review ✓	Focused Programme Review ☐

Transitional arrangements
How will changes to revised programme be implemented, i.e. to be implemented with immediate effect in the next academic year of delivery, or phased in on a year-by-year basis.
The School of School of Culinary Arts & Food Technology wishes for the revised programme to be implemented with immediate effect for the next academic year of delivery i.e. 2025/26. A programme schedule outlining elective choices within each semester of delivery was requested by the panel. (Condition #1)

Panel Members

Name	Role	Affiliation
Professor Mary McNamara	Chair	Head of the Graduate Research School TU Dublin
Margaret Dineen	External assessor	Blue Sky Food Consulting
David Henderson Taylor	External assessor	Panelto Foods
David Peyton	Internal assessor	School of Electrical and Electronic Engineering TU Dublin
Michael Keane	Academic Quality Advisor & Secretary to the Panel	Academic Affairs TU Dublin

Documentation Reviewed by the Programme Review Panel
▪ Programme Self Evaluation Report (PSER) ▪ Programme Descriptors (Extracted from the Programme and Module Catalogue - PMC) ▪ Books of Modules (Extracted from the Programme and Module Catalogue - PMC) ▪ Annual Programme Enhancement Reports (2020/21, 2021/22, 2022/23) ▪ External Examiner Reports (2020/21, 2021/22, 2022/23) ▪ Exemplar Assessment Materials ▪ Legacy Programme Descriptors and Books of Modules ▪ TU Dublin Strategic Plan 2024-2028 ▪ Overview of the University Education Model

Schedule of Meetings

08.30 – 09.30	Private meeting of panel to discuss/provide initial feedback on the submission documentation and draw up an agenda of matters to be raised at subsequent meetings.	
09.30 – 12.00	Meeting of Panel with Head of School, Head of Discipline and staff teaching on the programme to discuss the PSER, revised programme, module syllabi (existing, revised and new), teaching, learning and assessment methods.	
	In attendance:	
	Dr. Denise O'Leary (Head of School)	James Murphy (Head of Discipline) Michael O'Connor (Head of Discipline)
	Anna Cruickshank	Dr. Brian Murphy
	Dr. Karen Casey	James Fox
	Gereva Hackett	Darren Harris

	Dr. Kathleen Farrell	Theresa Cadden
	Shannon Dickson	Sheona Foley
	James Griffin	Mary Jenson
	James McCauley	Dr. Anke Klitzing
	Roseanna Ryan	Dr. Elaine Mahon
12.00 – 12.30	Meeting of Panel with current students and graduates.	
	In attendance:	
	Current Students	*Graduates*
	Mark Daly Williams	Jody Leech
	Aine Redmond	Hazel Fenlon
	Cara Stewart Brennan	Shannon O'Neill
	Laura Cronin	
	Rachelle Molloy	
	Simon Stebler-Fergusson	
	Paul Ferry	
12.30 – 13.15	Private meeting of Panel to discuss its findings.	
13.15	Oral Presentation of panel summary findings to Head of School of Culinary Arts & Food Technology, Head of Discipline and Programme Coordinator.	

Section E Programme Evaluation

Programme Review Process		
Was the programme review conducted in accordance with the Programme Review Process, i.e. were current students, graduates, employers, other appropriate stakeholders involved in the review process?	Yes ✓	No ☐

Research informing the programme review included:

Evidence within the PSER that the programme review has incorporated ongoing stakeholder feedback (external examiners, students, staff and industry) as captured in the Annual Programme Evaluation process (Q5 forms) and through desk research, surveys and interviews involving graduates, students and staff, for this programme review process.

Feedback from employers
A survey was distributed via LinkedIn and by TU Dublin email to a wide range and variety of employers. In addition to small and medium sized retail bakeries and large-scale commercial bakeries, this survey was also sent to hospitality establishments including hotels, bakery cafes and restaurants in which both students and graduates of the programmes were known to have worked. The core objective was to obtain insights from industry partners who had experience with TU Dublin graduates and TU Dublin graduates who themselves were employers/ department heads and to understand how the programmes can better align with current and future skills needs of industry. A combination of Likert scale questions to understand core competencies and a relatively large number of open-ended questions was employed to obtain broad, rich and varied industry insights.

Feedback from graduates
An anonymous survey was conducted with former bakery and pastry arts graduates distributed through LinkedIn and other social media channels between September and October 2024 to gather feedback, opinions and data on the current programme.

Governance & Management		
Does the programme align with the University's Strategic Plan and the principles of the University Education Model, and relevant policies?	Yes ✓	No ☐

The University Education Model's Guiding Principles are embedded in the programme's ethos and design through Learner Experience and Learner Support.

Fundamental 1 - Module Duplication:
All Modules have been reviewed, duplication avoided or minimised to ensure progression through the bakery degree.

Fundamental 2 - Mode of Delivery:
Practical modules by necessity are delivered in-person. Bakery graduates must develop hands-on tactile skills, sensory analysis, use of equipment, safety working with bakery equipment and real time feedback in a busy live environment. However, all theory modules have been designed and developed in a manner such that they can be delivered in-person/on campus and technology enabled OR online.

Fundamental 3 - Progression opportunities from awards at lower levels of the NFQ to university programmes:
The programme team is currently engaging with industry and FET educational partners to develop a pathway from a new bakery apprenticeship (currently being developed) to the degree programme.

Fundamental 4 - Capacity to offer student choice:
The programme team have committed to an ongoing review of modules to develop a minimum of 10 ECTS credits per academic year (ideally a minimum of 5 ECTS per semester) of flexibility and electives will be developed. In the shorter term the team will assess the possibility of widening elective choice within the programme next year. (Recommendation #4)

Fundamental 5 – University Framework of Learner Experiences:
Programme modules adopt Universal Design for Learning (UDL) principles to ensure all students have equal access to learning. Teaching methods include multiple means of engagement, flexible content delivery, with regular feedback, and personalised support fostering an inclusive and dynamic environment where all learners are encouraged to actively participate and reflect on their learning.

Fundamental 6 - Common pan-University modules:
The programme team may identify existing modules in the disciplines that could act as common pan-university pillar modules.

Fundamental 7 - Learning outcomes related to sustainability are transparent:
All new and existing modules have been reviewed to ensure at least one learning outcome related to sustainability is explicitly stated. In addition, module descriptors have been updated to bring an added rigour/ focus on sourcing, ethical procurement and minimisation of waste.

Do the Programme Management and Quality Assurance arrangements align to TU Dublin Quality Framework processes?	Yes ✓	No ☐
Has the Annual Monitoring/Academic Quality Enhancement process been used to identify issues and actions that continually enhance the programme and student learning experience?	Yes ✓	No ☐

Student Data		
On consideration of student recruitment data, is there evidence that there continues to be a market demand for the programme and that the programme remains viable?	Yes ✓	No ☐
The panel noted the low student numbers for the Level 8 add-on programme TU945 as presented in the PSER. (Recommendation #2)		
On consideration of student engagement, performance and progression data, are students engaging with their programme and performing as expected? If not, has this been acknowledged and addressed through the programme review process?	Yes ✓	No ☐
On consideration of graduate destination data, is there evidence that students are securing employment in the field or progressing to further study in the discipline?	Yes ✓	No ☐
Evidenced within the PSER and provided graduate profiles.		

Awards Standards		
Are the programme aims and learning outcomes clearly written using appropriate terminology?	Yes ✓	No ☐
Are the programme aims and learning outcomes aligned to the proposed level of the award on the NFQ in accordance with applicable Award Standards?	Yes ✓	No ☐
Will the curricula, teaching, learning and assessment methods enable students to reach the appropriate standard to qualify for the award(s)?	Yes ✓	No ☐
Having reviewed the syllabi and assessment methods as proposed the panel was of the opinion that learners would be capable of attaining the standards of knowledge, skill or competence relevant for the awards.		
Is ongoing programme development appropriately informed by internal and external stakeholder input (including industry/practice, professional/regulatory bodies, and community organisations)?	Yes ✓	No ☐

Does ongoing programme development take account of relevant external discipline benchmarks and Professional Statutory and Regulatory Body requirements?	Yes ☐	No ☐
N/A		

Programme Design		
Is the programme design informed by current development in the discipline and associated subject areas, having taken into consideration current trends, stakeholder feedback and market analysis?	Yes ✓	No ☐
The bakery industry in Ireland is undergoing significant transformation due to external environmental factors. Industry changes, technological advancements, professional shifts, and evolving societal expectations are reshaping how bakeries operate and serve their customers. To this end, the programme team have committed to implementing policies of sustainability, providence, waste management, cost awareness and product trend awareness to adapt and change as the market and product demand changes. The programme team is currently engaging with industry and FET educational partners to develop a pathway from a new bakery apprenticeship (currently being developed) to the degree programme.		
Is there a mechanism to ensure the input of external stakeholders in the ongoing development of the programme?	Yes ✓	No ☐
Is the programme curriculum well-structured with a logical progression of learning and development across the modules and stages?	Yes ✓	No ☐
Evident within the module syllabi and through discussion with the programme team, the panel was informed of the logical progression of learning and development as a student progresses through the programme. It was also clear to the panel how the standards of knowledge, skill and competence evolve throughout each of the individual modules within the revised programme.		

Are there appropriate opportunities for students to undertake work-based learning, through work placements or work-based projects or assignments?	Yes ✓	No ☐
Throughout the programme students actively engage with the baking industry in masterclasses, seminars and workshops with guest lecturers from the baking industry. External engagement and cultivation of expertise, specialist skills are also fostered through networking, masterclasses, conferences and professional practice competitions. The programme has a 12-week semester of industry placement in Year 3. It is a planned work-based learning experience in a professional work environment designed to assist in integrating the elements of programme, develop learner confidence and enhance the professional development of the learner in real-life work environments.		
Are work/practice placements appropriate and fit for purpose, having regard to the requirements of professional, regulatory, and associative bodies where applicable, in the context of student achievement of learning outcomes and in the overall student experience?	Yes ✓	No ☐
If applicable, have the relevant Blended Learning Checklists (i.e. Learning Experience Context & Programme Context) been fully completed and submitted to the Panel?	Yes ☐	No ☐
N/A		

Is the required programme and module information provided in the correct format?	Yes ✓	No ☐
Extracts from the PMC of both programme descriptor and book of modules were provided to the panel. Some updates are necessary (Conditions #1 and #2, Recommendations #1, #5 and #7)		

Learning, Teaching & Assessment		
Is there an effective student-centred learning and teaching strategy that aligns with the University's strategies and guidelines in this regard?	Yes ✓	No ☐
Does the assessment strategy provide an appropriate mix of assessment types that will enable students to demonstrate that they have met the module and programme learning outcomes?	Yes ✓	No ☐
The panel concurred that the mix of assessment types was appropriate and that the assessment criteria and events as described within the submission documentation and through discussion at the panel meeting will enable students to demonstrate that they have met the module and programme learning outcomes.		

Do the learning outcomes and assessment strategy ensure that academic integrity can be maintained and attempted breaches of academic integrity are minimised/easily detected?	Yes ✓	No ☐
Is there a comprehensive mapping of assessment methods and module learning outcomes and between module learning outcomes and programme learning outcomes?	Yes ✓	No ☐
A comprehensive mapping is evident within the assessment section of the module syllabi and tables mapping the module learning outcomes to the programme learning outcomes as provided within the submission documentation.		
Are there opportunities in all modules to provide students with timely and constructive feedback on their learning and development?	Yes ✓	No ☐
Do the teaching and assessment methods consider the diversity of the student cohort?	Yes ✓	No ☐

Student Supports & Learning Environment		
Are there sufficient and appropriate resources (e.g. human, financial and physical) to support the proposed programme aims and objectives, to deliver the programme as specified?	Yes ✓	No ☐
Are there sufficient staff that are appropriately qualified and capable to support the programme delivery?	Yes ✓	No ☐
Are there appropriate arrangements in place to support the student experience and to monitor student performance?	Yes ✓	No ☐
Are the access, transfer and progression arrangements including RPL clearly defined and appropriate, and aligned to TU Dublin policy/strategy in this regard?	Yes ✓	No ☐
Do the student supports and learning environment cater for equality, diversity and inclusivity of students?	Yes ✓	No ☐
Is the relevant programme information clearly communicated to the students to ensure they are informed, guided and cared for?	Yes ✓	No ☐

Collaborative Provision (if applicable)		
Are the roles and responsibilities of each partner clearly defined?	Yes ☐	No ☐
N/A		

In the case of Joint or Multiple Awards, has due diligence on the capacity of the partner institution to meet the QA/QE requirements for the programme been undertaken?	Yes ☐	No ☐
N/A		

Section F Overall Recommendation of the Panel

1.	**Recommend continuing approval of programme as submitted, without amendment**	☐
2.	**Recommend continuing approval of programme, subject to minor amendments/editorial changes to be completed as soon as possible and with recommendations for consideration.** **Note:** recommendations are attached where it is considered that the programme would benefit from particular changes, or from a review of certain aspects of the programme over a period of time, with changes made if required. While recommendations are advisory in nature, there is an expectation that all recommendations are responded to appropriately and acted upon as appropriate.	☐
3.	**Recommend continuing approval of programme subject to the fulfilment of conditions. Recommendations for consideration may also be attached.** **Note:** conditions are attached where it is agreed that changes must be made to the programme / programme documentation prior to the commencement of the programme. Conditions must be set where issues are identified that relate directly to academic standards or to University regulations or procedures. It should be clear what is required in order to meet the conditions. A new programme cannot go forward to Faculty Board for consideration unless a response to the Review Report is submitted with revised programme documentation.	☒
4.	**Do not recommend continuing approval of programme.**	☐

Areas for commendation	
	The panel commended the: ▪ Very engaged and very passionate students and graduates who complimented the programme teams and articulated very clearly aspects of the programme they enjoyed and who provided many suggestions of additional areas that could be introduced. ▪ Open and frank engagement by Staff at all sessions. ▪ Inclusion of discussion of contemporary issues and challenges in documentation

Conditions of Approval	
1.	Programme schedule Provide a definitive programme schedule clearly outlining all mandatory/elective modules within each semester of delivery and update the programme descriptor on the PMC to accurately reflect same for 2025/26.
	Response: A definitive programme schedule is provided in Appendix I and the programme descriptor has been updated on the PMC to reflect same.
2.	Derogations from Current General Assessment Regulations Provide a definitive list of any derogations sought from the General Assessment Regulations in place in May 2025, in particular a listing of any modules or constituent assessment components where compensation does not apply.
	The school is seeking derogations under the new regulations which commence in Sept 2025, for thresholds levels on several modules across the school. The modules and the derogation sought are listed in Appendix II. The school has not required derogations from the thresholds rules for any module on this programme under current General Assessment Regulations (GARs). This is because the City campus GARs in place in May 2025 state "The minimum pass mark for the various forms of student assessment shall normally be 40% of the maximum marks available. Any module specific requirements, such as component weightings and thresholds, shall be specified in the module descriptor and Student Handbook.", thus there was no need for a derogation to have a threshold on a module. The school has not requested any derogation from the pass-by-compensation rule as such a derogation has not been needed.
3.	Exit award Submit the Programme Learning Outcomes and Graduate Attributes for the Level 6 exit award.
	Response: See Appendix III for PLO and GA Mapping Table for Level 6 Award.

Recommendations	
1.	Industry Placement Module Update the module descriptor for TFIN 3022 Industry Placement to accurately reflect the assessment as stated in the Student Placement Handbook.
	Response: This adjustment will be made
2.	Marketing & Branding Reflect on the marketing and branding strategy of the programme, particularly in relation to improving student numbers on the Level 8 add on programme TU945.
	A School Marketing and Engagement Committee was created in 2023 and a *SCAFT Marketing Strategy and Action Plan* was developed in 2024 with the aim of: • increasing student enrollments and applications

	• increasing awareness of the world-class School of Culinary Arts and Food Technology programmes and facilities at TU Dublin which build on a strong legacy of excellence and success at Cathal Brugha St, Grangegorman, Tallaght and Blanchardstown The plan contains a number of elements and these are being actioned on an ongoing basis eg a number of social media marketing campaigns have been undertaken by the School to co-incide with relevant CAO deadlines.
3.	Assessment Reflect on the assessment strategy to facilitate more individual creativity in assignments.
	Response: The school welcomes the panel's recommendation and the programme team will examine their modules to find opportunities for assignments which afford students the opportunity to work independently and creatively.
4.	Electives The panel encourages the programme team to consider introducing elective or free elective modules to enhance learner choice. While maintaining disciplinary focus, the absence of electives limits alignment with TU Dublin's strategic goals around choice, agency, and flexible pathways. It also constrains opportunities for learners to fully engage with and evidence the University's Graduate Attributes. Introducing elective options, even on a phased basis, would strengthen the programme's responsiveness, coherence, and alignment with institutional priorities.
	Response: The school welcomes this recommendation. Currently elective choices are offered at Year 3 (5 Ects) and it is envisaged that going forward elective choices will increase.
5.	Legacy Modules Review any legacy module descriptors not updated as part of this review process to ensure alignment with the University's strategic intent.
	Response: The school welcomes this recommendation and the Heads of Discipline will work closely with module co-ordinators to ensure review and revision of school modules which were not updated within this Programmatic Review Process. During this process, recommendations provided by the panel will be taken into account.
6.	Programme Content ▪ Consider developing a new module on more contemporary/international recipes. ▪ Consider inclusion of specific workshops on culinary skills, for example knife skills, to address any shortfall in student skills/knowledge prior to industry placement. ▪ Explore the possibility of introducing a second optional placement thus allowing students to gain industry experience in both bread and pastry. ▪ Reflect on the Pastry Chef content and the balance between sweet and savoury.
	Response: The programme teams will explore each of these recommendations and work on implementing them as appropriate.
7.	Module Descriptors Review and update the module descriptors in relation to: ▪ Terminology of learning outcomes ▪ Indicative syllabus; provide indicative content under all headings. ▪ Assessment of learning outcomes; remove instances of duplication of assessment in every assessment event.

	▪ Hours per semester; review to ensure that what is stated accurately represents delivery in relation to lectures, tutorials, studio time, self-directed learning etc. such that all stakeholders' expectations can be managed.
	Response: This work has already begun on existing modules. The programme team will explore the recommendations and updates will continue to be made next year.
8.	Exit Award Continue engagement in national discussion on apprenticeship programmes and consider the appropriateness of the term 'Management' in the title of the Level 6 exit award.
	Response: The school will continue to engage with the national discussion on apprenticeship programmes. The TU 741 / TU 945 programme teams will also explore the suitability and appropriateness of the term 'management' in the programme title. This exploration will include fresh discussions with industry partners, alumni and current students of the TU 741 and TU 945 programmes.

Other matters to be brought to the attention of Faculty Board and/or Academic Quality Assurance & Enhancement Committee
N/A

Section G Approvals

Review Report	
This Review Report has been agreed by the Review Panel and is signed on its behalf by the Panel Chair.	
Professor Mary McNamara	
Mary Mc Namara	Date: 8th July 2025

School Response	
The response to the conditions and recommendations has been agreed by the School and is signed by the Head of School.	
Dr. Denise O'Leary	
	Date: 24/07/2025

Faculty Board	
The report and response have been approved by Faculty Board	
Faculty Head of Teaching & Learning:	
Signed:	Date: Click or tap to enter a date.

List of Appendices

Bachelor of Science in Baking and Pastry Arts Management (TU741)

Bachelor of Science (Honours) in Baking and Pastry Arts Management (TU945)

Appendix I: Definitive Programme Schedule for TU 741 & TU945

TU 741 - Full-time over 3 Years, 180 ECTS, 60 ECTS each Year

Elective Rule:

- Students to select 5 Ects Elective modules in Year 2 Semester 2 of the programme.

Year	Semester (s)	Module Code	Module Title	ECTS Credits	Status Mandatory/Elective
1	1	TFBK 1027	Professional Baking – Bread 1	5	Mandatory
1	1	TFBK 2023	Professional Baking – Morning Goods and Biscuits	5	Mandatory
1	1	TFBK 1022	Baking Ingredients Studies 1	5	Mandatory
1	1	TFCS 1022	Culinary Science: Food Safety 1	5	Mandatory
1	1	TFMS 1023	Culinary Management Principles	5	Mandatory
1	1	TFCM 1021	Communications for the food and drinks industry.	5	Mandatory
				(30 ECTS)	
**	**	**	**	**	**
1	2	TFBK 1026	Professional Baking – Breads 2	5	Mandatory
1	2	TFBK 2024	Professional Baking – Tarts and Pastries	5	Mandatory
1	2	TFCS 0021	Introduction to Culinary Science	5	Mandatory
1	2	FOOD 1003	Introduction to Nutrition and Diet Therapy	5	Mandatory
1	2	TFBK 1025	Baking Technology 1	5	Mandatory
1	2	TFIT 1022	Culinary Information Systems	5	Mandatory
				(30 ECTS)	
**	**	**	**	**	**
2	1	TFBK 2026	Sweet Breads	5	Mandatory
2	1	TFBK 1023	Professional Baking: Cake	5	Mandatory
2	1	BAKE 2001	Baking Ingredients Studies 2	5	Mandatory
2	1	BAKE 2000	Test Baking & Analysis	5	Mandatory
2	1	TFAC 1006	Introductory Accounting for Hospitality Businesses	5	Mandatory
2	1	TFHR 2021	Human Resource Management for the food and drinks industry	5	Mandatory

				(30 ECTS)	
**	**	**	**	**	**
2	2	TFBK 2025	Viennoserie	5	Mandatory
2	2	TFBK 1024	Professional Baking – Cake and Patisserie	5	Mandatory
2	2	MRKT 1070	Introduction to Marketing for the Food and Drinks Industry	5	Mandatory
2	2	TFAC 3021	Financial and Cost Accounting	5	Mandatory
2	2	TFOS 3021	Introduction to Occupational Health and Safety.	5	Mandatory
2	2	FOBE1001	Sommelier Skills, Service and Sales	5	**Elective**
2	2	TFBK2000	Professional Baking: Confectionary and Presentation	5	**Elective**
				(30 ECTS)	
**	**	**	**	**	**
3	1	TFPD 3021	Innovating Sustainable Food Concepts	5	Mandatory
3	1	TFCB 4022	Food Entrepreneurship	5	Mandatory
3	1	TFRM 3021	Research Methodology	5	Mandatory
3	1	TFBK 3023	Artisan Bread Technology	10	Mandatory
3	1	TFBK 2021	Baking Technology 2	5	Mandatory
				(30 ECTS)	
**	**	**	**	**	**
3	2	TFIN 3022	Industry Placement	30	Mandatory
				(30 ECTS)	

TU 945

- TU945 Full-time over 1 year, 60 ECTs
- All TU 945 modules are mandatory.

Year	Semester(s)	Module Code	Module Title	ECTS Credits	Status Mandatory/Elective
1	1	TFCA 4001	Professional Chocolate, Confectionary and Commercial Cakes	10	Mandatory
1	1	BAKE 4000	Bakery Product Development	10	Mandatory
1	1	TFMS 3021	Bakery Operations Management	5	Mandatory
1	1	LAW 3006	International Food Law	5	Mandatory
				(30 ECTS)	
**	**	**	**	**	**
1	2	TFCA 4002	Sugar Craft Principles and Techniques	10	Mandatory
1	2	MGMT 4018	Management Skills and Leadership for the Food and Beverage Industry	5	Mandatory

1	2	TFBK 3027	Functional Bakery Ingredients and Allergens	5	Mandatory
1	2	TFCD 4021	Dissertation Research	10	Mandatory
				(30 ECTS)	

Appendix II – Derogations sought for modules offered across the school

Module code	**Module Title**	**Derogation sought**
TFBS 1025	Wine Studies	Seeking 25% threshold on both assessment components.
TFBS 4021	Advanced Wine Studies	Seeking 25% threshold on both assessment components.
TFGS2022	Gastronomy 2: Sociology of Food	Seeking 25% threshold on both assessment components.
TFGS3024	Gastronomy 3: Food in Culture, Art and Media	Seeking 25% threshold on both assessment components.
TFGS4022	Gastronomy 4: Political Economy and Ecology of Food	Seeking 25% threshold on both assessment components.
TFNT0021	Introductory Nutrition	Seeking 25% threshold on both assessment components.
TFNT2023	Diet Health and Disease	Seeking 25% threshold on both assessment components. Seeking 25% threshold on both assessment components.
TFNT4022	Sports and Exercise Nutrition	Seeking 25% threshold on both assessment components. Seeking 25% threshold on both assessment components.
TFBC2022	Nutrition and Health Studies	Seeking 25% threshold on both assessment components.
TFNT9022	Lifecycle and Therapeutic Nutrition	Seeking 25% threshold on both assessment components.
TFNT0022	Lifecycle Nutrition and Health Promotion	Seeking 25% threshold on both assessment components.
FOOD1003	Introduction to Nutrition and Diet Therapy	Seeking 25% threshold on both assessment components.

Appendix III -Mapping Table – Programme Learning Outcomes to Graduates Attributes for Level 6 Exit Award.

On completion of this programme, the Graduate will possess the following attributes :

	NFQ Grid Level Indicators Level 6 Minor Award (120 Credits / ECTS)		
List of Abbreviations: QQI level indicators embedded within the Programme Outcome Types	**PLO Number:**	**PLO's**	**QQI Framework/ attributes**
1. KB - Knowledge – Breadth 2. KK - Knowledge-Kind 3. SR - Skill-Range 4. SS - Skill – Selectivity 5. CC - Competence - Context 6. CR - Competence – Role 7. CLL - Competence - Learning to Learn 8. CI - Competence – Insight	1	Learners will acquire essential knowledge of the following core components: bakery technology, bakery ingredients, and baking as a business, to better understand baking and pastry arts as a discipline with a unique set of core theories and bakery-specific production/techniques.	**(KB, KK, SR, CC, CR, CLL)**
9. KB - Knowledge – Breadth 10. KK - Knowledge-Kind 11. SR - Skill-Range 12. SS - Skill – Selectivity 13. CC - Competence - Context 14. CR - Competence – Role 15. CLL - Competence - Learning to Learn 16. CI - Competence – Insight	2	Learners will be able to express and communicate fundamental ideas in sustainability, sourcing, heritage, reformulation and innovation, appreciating the value of connecting traditional practices with modern techniques.	**(KK, KK, SS, CC, CR, CI)**
17. KB - Knowledge – Breadth 18. KK - Knowledge-Kind 19. SR - Skill-Range 20. SS - Skill – Selectivity 21. CC - Competence - Context 22. CR - Competence – Role 23. CLL - Competence - Learning to Learn 24. CI - Competence – Insight	3	Learners will demonstrate essential skills for applying baking and pastry principles to industry-wide production challenges, fostering critical thinking and sound judgment in project planning and execution.	**(KK, SR, SS, CC, CR, CLL, CI)**
1. KB - Knowledge – Breadth 2. KK - Knowledge-Kind 3. SR - Skill-Range 4. SS - Skill – Selectivity 5. CC - Competence - Context 6. CR - Competence – Role 7. CLL - Competence - Learning to Learn 8. CI - Competence – Insight	4	Creative Problem-Solving: Learners will develop their creativity by applying problem-solving techniques to navigate challenges in baking, fostering an innovative mindset, and learning to formulate strategic responses to well-defined problems.	**(SR, SS, CC, CR, CLL)**
1. KB - Knowledge – Breadth	5	Interpersonal and Teamwork Skills: Learners will develop effective communication and collaboration skills to work	**(CC, CR, CLL, CI)**

2. KK - Knowledge-Kind 3. SR - Skill-Range 4. SS - Skill – Selectivity 5. CC - Competence - Context 6. CR - Competence – Role 7. CLL - Competence - Learning to Learn 8. CI - Competence – Insight		within a baking production team, either independently or as part of a group, while ensuring adherence to quality and health and safety standards.	
1. KB - Knowledge – Breadth 2. KK - Knowledge-Kind 3. SR - Skill-Range 4. SS - Skill – Selectivity 5. CC - Competence - Context 6. CR - Competence – Role 7. CLL - Competence - Learning to Learn 8. CI - Competence – Insight	6	Competence in Practical Production Techniques: Learners will demonstrate practical baking skills through hands-on learning experiences, ensuring they can maintain quality and safety in their work in an industrial/real-world production environment.	**(KB, KK, SR, CC, CR, CLL, CI)**

- KNOWLEDGE BREADTH Specialised knowledge of a broad area
- KNOWLEDGE KIND Some theoretical concepts and abstract thinking, with significant underpinning theory
- KNOW-HOW & SKILLRANGE Demonstrate comprehensive range of specialised skills and tools
- KNOW-HOW & SKILL SELECTIVITY Formulate responses to well-defined abstract problems
- COMPETENCE CONTEXT: Act in a range of varied and specific contexts involving creative and non-routine activities; transfer and apply theoretical concepts and/or technical or creative skills to a range of contexts
- COMPETENCE Role Exercise substantial personal autonomy and often take responsibility for the work of others and/or for the allocation of resources; form, and function within, multiple, complex and heterogeneous groups
- COMPETENCE LEARNING TO LEARN Learn to evaluate own learning and identify needs within a structured learning environment; assist others in identifying learning needs
- COMPETENCE Insight: Express an internalised, personal world view, reflecting engagement with others