Programme Review Report

Bachelor of Arts in Culinary Arts

TU742

Version of Report	*Author*	*Date*
Draft 1	AQA – Michael Keane	24th June 2025
Final	AQA – Michael Keane	8th 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 Arts in Culinary Arts
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	Tallaght
Collaborative Partner (where applicable)	N/A
Date of Commencement of revised programme	Sept 2025

Section B Awards

Award Title	Bachelor of Arts in Culinary Arts
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 Arts in Culinary Arts
Exit/Embedded	Exit ☒ Embedded ☐
NFQ Level	6
Award Class	Major
ECTS Credits	120
Classification of award	Distinction; Merit Grade 1; Merit Grade 2; Pass

Section C - Programme Derogations (if required)

Derogations from Assessment Regulations/Marks and Standards, requiring approval by University Programmes Board	
N/A	
University Programmes Board Approval	Date

Section D Review Process

Date of Programme Review	12th June 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.

Panel Members

Name	Role	Affiliation
Dr Ciarán O'Leary	Chair	Assistant Head of Academic Affairs Learning, Teaching and Assessment TU Dublin
Alan Mc Cabe	External assessor	Department of Hospitality Studies Dundalk Institute of Technology
TJ O Connor	External assessor	Hotel, Culinary Arts and Tourism Department Munster Technological University
Eric Matthews	External assessor	Chef / Co-owner Kicky's Castlehouse Restaurants Ltd
Dr Irene Murtagh	Internal assessor	School of Informatics and Cybersecurity 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) ▪ 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 – 12.30	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)
	Annette Sweeney	Dr Brian Murphy
	Warren McElhone	Colm Foran
	Ita Holden	Niall Hill
	Orla McConnell	Thomas Meaney
	Vourneen Hennessy	Dr Elaine Mahon
12.30 – 13.00	Meeting of Panel with current students and graduates.	
	In attendance:	
	Current Students	*Graduates*
	Amanda Casali	Kate Green
	Odhran Dunne	Anissa Mokhtari
	Elliot Whelan	Gillian Prendergast
	Orla Power	
	Luke Cooney	
13.00 – 13.30	Private meeting of Panel to discuss its findings.	
18.00	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 ☐

The programme review process provided the programme team with the opportunity to engage with the new initiatives in TU Dublin, such as the University Education Model, revised Graduate Attributes, Sustainable Education, EDI policies, and the three pillars of People, Planet and Partnership of the University's Strategic Plan.

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 ☐

Evident from the submission documentation the programme aligns with TU Dublin's University Education Model (UEM) in its three core themes of Learner choice, Learner experience and Learner Support in the following areas:

- Learner Choice
  Student centred, and student engaged for student success.
  Connected, engaged, internationalised curriculum.
  Diversity of practice and provision and focus on practice and career development.
- Learner Experience
  Flexible agile teaching and learning.
  Knowledge creation to application.
  Engaged student experience.
  Inclusive, global and multicultural.
- Learner Support
  Continuously developing, committed and caring staff.
  Transition.
  Access and equal opportunity.

UEM Fundamentals

UEM Fundamental 1 - Module Duplication:
Modules within this programme have been reviewed, duplication of content avoided or minimised to ensure progression through this programme. No evidence was provided in the PSER as to the review of modules to remove duplication across culinary arts programmes offered by the School.

UEM Fundamental 2 - Mode of Delivery:
Practical modules by necessity are delivered in-person. Culinary graduates must develop hands-on tactile skills, sensory analysis, use of equipment, safety working with culinary equipment and real time feedback in a busy live environment. The panel noted however, that modalities was not considered as part of this process at this time. Recommendation #10.

UEM Fundamental 3 - Progression opportunities from awards at lower levels of the NFQ to university programmes:
Access, transfer and progression pathways on to the programme were evident within the PSER.

UEM Fundamental 4 - Capacity to offer student choice:
No evidence of any commitment to consider the possibility of widening elective choice within the programme was provided in the PSER nor through panel discussions. The panel encourages the programme team to consider introducing elective or free elective modules to enhance learner choice. Recommendation #4.

UEM Fundamental 5 – University Framework of Learner Experiences:
Modules were reviewed to adopt Universal Design for Learning (UDL) principles in teaching and assessment. While there is evidence of same, the programme team is encouraged to more consistently embed Universal Design for Learning (UDL) principles and digital capabilities across the curriculum. Recommendation #11.

UEM Fundamental 6 - Common pan-University modules:
No evidence was provided.

UEM Fundamental 7 - Learning outcomes related to sustainability are transparent:
Although some evidence was provided whereby the number of module learning outcomes were increased to include sustainability, explicit integration across teaching, learning, and assessment would further support a more coherent and measurable approach to sustainability education. Recommendation #9.

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 ☐
However, the panel recommended that the School implement a strategic marketing plan to further support student recruitment for the next 5 years. 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 ☐
The panel noted what appeared to be low progression/retention figures for programme and that this was not addressed either in the documentation nor the SWOT analysis. The panel		

recommended that the programme team undertake a year-on-year analysis and implement an action plan to address same. Recommendation #1.		
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 ☐

Evident within the submission documentation, staff are active in a wide range of national organisations within the food industry ensuring an industry-focused approach to programme design and delivery.

Programme design was informed by ongoing stakeholder feedback (external examiners, students, staff and industry) as captured in the Annual Programme Evaluation process and through surveys involving graduates, meetings with students and staff, organised specifically as part of the programme review process

Programme content has and continues to be influenced by the USA National Restaurant Association (NRA) survey of chefs on the 'What's Hot Trends' for each year envisioning what the programme should include to empower students for changing skills and approaches in industry. For 2025, the NRA has predicted that the overall leading trend is linked to a commitment to sustainability. The trends are linked to personal and planetary wellbeing, sustainable ingredients, reduced waste cooking, fermentation of foods and global cuisines.

Further influences include:

- The European Green Deal (EU Commission, 2019) which sets out to create a sustainable food system that can produce social, health and environmental benefits.
- The Farm to Fork Strategy (EU Commission, 2020). This strategy intends to fast-track the transition to a sustainable food system by establishing regulatory and non-regulatory initiatives. The Food Safety Authority of Ireland in partnership with Healthy Ireland have created a Food Reformulation Taskforce to support the food industry in meeting voluntary reformulation targets proposed by the Farm to Fork Strategy.

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 engage with industry through work-placement, masterclasses, guest lecturers, alumni, chef conferences and the Chef Network. To further enhance the learner experience and provide opportunity for students to gain applied learning in real world product development, the panel recommended that the programme team explore the possibility of students engaging with SME's in product design and development. Recommendation #12.		
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.		

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 ☐
While the panel commended the introduction of cross modular integrative assessments the panel queried the volume of assessment and possible over burden on students. Recommendation #3.		
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: ▪ Passion, skills and expertise of the programme teaching team. ▪ Quality of the documentation. ▪ Introduction of cross modular integrative assessments. ▪ Open and frank engagement by Staff at all sessions. ▪ 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/enhanced.

Condition of Approval	
1.	Exit award Submit the Programme Learning Outcomes and Graduate Attributes for the Level 6 exit award.
	The Level 6 Programme Learning Outcomes and Graduate Attributes are included in Appendix I

Recommendations	
1.	Retention Undertake a year-on-year analysis and implement an action plan to address low progression/retention figures.
	Response: The school will develop a *SCAFT Retention/Progression Action Plan* which will include an analysis of progression and strategies to increase progression/ retention figures.
2.	Strategic Marketing Plan Implement a strategic marketing plan to further support student recruitment for the next 5 years.
	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 Consider the volume of assessment by creating a matrix of the assessment schedule for each year of the programme to clearly articulate the various modes of assessment and indicative timings of assessment events to provide a clear, coherent bottleneck free assessment strategy.
	Response: The school welcomes this recommendation from the panel. The TU742 programme team is currently working towards reducing assessment volumes and will create an assessment schedule for each year of the programme, to reduce bottlenecks. Specific examples of the work that has been undertaken thus far include but are not limited to the following: • Assessment reduction across the programme • Written exam has been removed from the Restaurant service module

	• Assessment breakdown and timings in year 1 practical modules have been reworded for clarity
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: Currently elective choices are offered in Year 3 (5 Ects) and Year 4 (30 Ects) and it is envisaged that, resources permitting, elective choices will increase on a phased basis with a particular focus on increasing free electives choice.
5.	Internship / Work Placements On completion of internship / work placements include a presentation to peers on experiences/lessons learned as a form of assessment.
	Response: The school welcomes this recommendation, and the placement module has been revised to include this element.
6.	University Education Model Reflect on the School's intention in relation to the implementation of the University Education Model and consider how the fundamentals can be further incorporated in the programme design.
	Response: The school will identify additional areas to incorporate/implement the University Educational Model (UEM)'s 10 guiding principles across our programme curricula. This on-going development will help to deliver a brand new and unique educational experience which will meet the needs of our learners for the current and next generation.
7.	Gen AI Reflect on the Critical literacy, critical practices and ethical use of tools in the area of Gen AI throughout the delivery of the programme. In this regard, the School is referred to the recently approved 'Guidelines on the Responsible use of Generative Artificial Intelligence in Teaching, Learning, Feedback and Assessment in TU Dublin'.
	Response: The school welcomes the panel's advice. Work towards meeting this objective has already begun with a number of school staff having undertaken recent AI training. Additionally, in the last academic year, while waiting for TU Dublin Guidelines on GenAI to be issued, the school had already adopted an adapted version of the Perkins, Furze, Roe & MacVaugh (2024) AI Assessment Scale. The school management team has committed to organising Gen AI workshops early in Semester 1 next year to provide additional training and guidance to staff.

8.	Module Descriptors Review and update the module descriptors in relation to: ▪ Indicative syllabus; standardize approach, provide indicative content under all headings whilst not being overly prescriptive. ▪ Research the requirements in relation to fermentation practice and standards and incorporate into the module syllabi. ▪ Review any legacy module descriptors not updated as part of this review process to ensure alignment with the University's strategic intent and assessment regulations. ▪ Update the assessment descriptions to accurately reflect the graduated percentage marks awarded in year-long modules. ▪ Online resources, for example practical cookery through Boost[1]: Practical Cookery, 14th Edition: Boost | Content List | Resources | Courses | Teacher Dashboard | Boost Learning - Courses | Resources | Lessons | eBooks | Knowledge Tests
	Response: This work has already begun and a significant number of modules have been revised. The programme team will explore each recommendation, and work will continue to update modules and the programme. Specific examples of work undertaken by the TU742 programme team include but are not limited to: • A standardised approach to the indicative syllabus has been agreed by the team • Scientific requirements for fermentation pH have been included in the relevant modules • Communication of assessments in practical modules has been revised to give greater clarity to students.
9.	Operationalising Sustainability at Module Level The programme team has made meaningful progress in integrating sustainability at programme level. The next step should focus on embedding sustainability outcomes more consistently within individual modules, using GreenComp as a guiding framework where appropriate. Explicit integration across teaching, learning, and assessment would support a coherent and measurable approach to sustainability education.
	Response: The school appreciates the panel's acknowledgement of the sustainability initiatives / activities currently integrated at programme level. Academic staff will continue to integrate sustainability at modular level, will develop a plan to explicitly integrate sustainability across teaching, learning and assessment, and will explore GreenComp as a guiding framework for individual modules.

[1] https://eur05.safelinks.protection.outlook.com/?url=https%3A%2F%2Fboost-learning.com%2Fcourse%2Fresources%2Fcontents-list%2F9781398329072&data=05%7C02%7CMichael.Keane%40tudublin.ie%7Cd475b4fa76dd4474c23d08ddb59d8aa5%7C766317cbe9484e5f8cecdabc8e2fd5da%7C0%7C0%7C638866410502379472%7CUnknown%7CTWFpbGZsb3d8eyJFbXB0eU1hcGkiOnRydWUsIlYiOiIwLjAuMDAwMCIsIlAiOiJXaW4zMiIsIkFOIjoiTWFpbCIsIldUIjoyfQ%3D%3D%7C0%7C%7C%7C&sdata=6DvkYfZqp6gMF17eEPD9zeeOHAV9XabTWOCx6cHCCMs%3D&reserved=0

10.	Modalities The panel encourages the programme team to reflect on how delivery modalities might be diversified in future iterations of the programme to better support the diverse needs of learners. While maintaining the value of in-person engagement, the team is invited to consider validating modules in more than one delivery format where appropriate. This would offer greater flexibility for learners facing logistical or socio-economic barriers, while enhancing the programme's adaptability and resilience.
	Response: Because of the practical nature of a large number of modules on the programme, the face to face modality is most appropriate in many cases. Practical/timetabling limitations can also play a part. However, the School recognises the desire of the University to offer content in different modalities and post the programmatic-review-process, supports to address the strategic and appropriate use of modalities across all school modules were disseminated to academic staff and discussions were held. Accordingly, academic staff are updating modules, if appropriate. Additionally, the school intends to hold additional 'Modalities workshops' in the early Autumn to offer staff further assistance and support.
11.	Embedding UDL and Digital Capabilities The programme team is encouraged to more consistently embed Universal Design for Learning (UDL) principles and digital capabilities across the curriculum. The panel welcomes the stated commitment to UDL and inclusive practice and recommends alignment with TU Dublin's EDI principles to further strengthen inclusive, digital, and equity-focused learning design.
	Response: The school commits to adopting EDI principles, UDL principles and digital capabilities across the TU 742 curriculum.
12.	Applied Learning with SME's Explore the possibility of students engaging with SME's to gain real world experience in product design and development.
	Response: The school will explore the creation of additional real world experiences between students and our industry partners, with a special focus on engagement with SME's. The TU742 programme team has begun exploring how engagement with SME's and their experience in the NPD process can be included as part of the NPD module.
13.	Financial Literacy Identify opportunities to include more real-world financial situations and strengthen curriculum content on core business practices such as costings.
	Response: The relevant modules will be revised/updated to incorporate this recommendation.
14.	Food Safety Accreditation

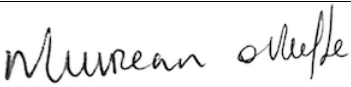
	Consider providing students with the opportunity to acquire embedded food safety certifications prior to going on internships/work placements.
	Response: Response: The school will take this recommendation under consideration for implementation within the programme, if practically possible. An option being discussed is that students be given a *Dublin SCAFT competency certificate* following a supervisory check on completion of the FSAI training standards. • FSAI Level 1 : Induction skills • FSAI Level 2 : Additional Skills

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.	
Dr Ciarán O'Leary	
	Date: 15/7/2025

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: 23/07/2025

Faculty Board	
The report and response have been approved by Faculty Board	
Faculty Head of Teaching & Learning:	25 July 2025
Signed: 	Date: Click or tap to enter a date.

List of Appendices

TU742

Bachelor of Arts in Culinary Arts

Appendix I

Level 6 Exit Award: Higher Certificate in Culinary Arts

Programme Aims/Objectives

To provide learners with the knowledge, skills and competence necessary for a career in the culinary arts sector. This will be achieved by providing learners the essential practical skills and academic knowledge required of modern-day professionals working in kitchen environments which includes a focus on cuisine and wellness.

Programme Learning Outcomes

	On completion of this programme the graduate will be able to:	
1	• Recognise current industry trends including major product and market trends affecting the national and international tourism and hospitality industry. • Demonstrate the adaptability and flexibility required to work within the various sectors of the tourism and hospitality industry. • Respond appropriately to health and safety, emergency situations and adhering to the principles of HACCP and sustainability best practice.	Competence-Context
2	• Illustrate the knowledge and apply the skills required to design a professional career plan. • Demonstrate the potential capacity to progress to commis chef level. • Be cognisant of limitations of own expertise and know when to seek advice and guidance. • Reflect on achievement to date and evaluate appropriate actions required for inner sustainability through self-care and personal lifelong goals.	Competence-Learning to learn
3	• Recognise the socio-economic impacts of the tourism and hospitality industry nationally and internationally. • Operate effectively within a culturally diverse environment.	Competence-Insight
4	• Operate within the appropriate legislation, including legislation in relation to equality, employment, environmental best practice, food safety and health and safety. • Employ learning strategies that draw on the networking ability learned from collaboration from fellow students and work colleagues.	Competence-Role
5	• Demonstrate professionalism and a customer focus within the provision of tourism and hospitality. • Comprehend and apply fundamental cost control principles to hospitality operations.	Knowledge-Breadth

6	• Respond in a professional manner to the needs and expectations of customers, using appropriate social / relationship skills and language skills in an active learning environment. • Appreciate the importance of and demonstrate the ability to meet industry standards in relation to social / relationship skills, personal presentation/grooming and customer care.	Knowledge-Kind
7	• Satisfy customer expectations by demonstrating, with confidence best practice in technical skills at commis chef level. • Practice with competence, skills in the following areas: culinary skills, culinary knowledge, nutritional knowledge, application of science to food, food sustainability best practice, food and beverage and personal development to include reflective and experiential practice. • Employ information and communications technologies (ICTs) relevant to the tourism and hospitality industry.	Skill -Range
8	• Demonstrate and apply product knowledge to the various functions of a hospitality operation. • Establish the scientific and technological principles associated with culinary arts. • Apply nutritional knowledge to food production and menu planning.	Skill-Selectivity

Associated Modules

Year	Semester(s)	Module Code	Module Title	ECTS Credits	Status Mandatory/Elective
1	1	CSKD H1000	Critical Skills Development	5	Mandatory
1	1	FSCS H1001	Food Safety and Culinary Science	5	Mandatory
1	1	INFO H1026	Applied Culinary Information Technology	5	Mandatory
1	1 & 2	CUSK H1001	Culinary Skills	10	Mandatory
1	1 & 2	CUOP H1001	Culinary Operations	10	Mandatory
1	1 & 2	PAST H1001	Bread and Pastry Techniques	10	Mandatory
1	2	REST H1001	Restaurant Service	5	Mandatory
1	2	NUTI H1001	Nutrition	5	Mandatory
1	2	MIND H1000	The Mindful Kitchen: Health and Wellbeing for Chefs	5	Mandatory
2	1	FOOD H2006	Sustainable Food Techniques	5	Mandatory
2	1	GLCU H2001	Global Cuisine	5	Mandatory
2	1	FBCC H2001	Food and Beverage Cost Control	5	Mandatory
2	1	APCS H2001	Applied Culinary Science and Food Safety	5	Mandatory
2	1 & 2	CUSK H2001	Culinary Events	10	Mandatory
2	1 & 2	PAST H2001	Classical and Contemporary Desserts	10	Mandatory

2	2	GAST H2001	Introductory Applied Gastronomy	5	Mandatory
2	2	WORK H2002	Work Based Learning	5	Mandatory
2	2	CCCU H2001	Classical and Contemporary Cuisine	5	Mandatory
2	2	CUNU H2001	Culinary Nutrition	5	Mandatory

Graduate Attribute Profile

The Table 8 below links the three overarching Graduate Attributes (as approved by Academic Council, July 2023) with the programme learning outcomes.

TU Dublin Graduate Attribute	Definition	Programme Learning Outcome
People: Digitally capable, life-long learners ***Graduates who are empowered to adapt and thrive in an ever-changing digitally connected world***	*Digitally capable life-long learners are defined at TU Dublin as students who have developed the skills, literacies, competencies and attitudes necessary to live, learn and work in a digital society and who, having graduated, understand the importance of continually engaging in the ongoing self-motivated development of their digital capabilities from both personal and professional perspectives.*	Employ information and communications technologies (ICTs) relevant to the tourism and hospitality industry. Establish the scientific and technological principles associated with culinary arts
Planet: Sustainability-focused, global citizens ***Graduates who are socially engaged and responsible graduates leading the sustainability and equity agendas with passion, purpose and resilience***	*Sustainability–focused, global citizens are defined at TU Dublin as students who have developed the key competencies of 'embodying sustainability values', 'embracing complexity in sustainability', 'envisioning sustainable futures' and 'acting for sustainability' to address the SDGs as set out in Green Comp, the European Sustainability Competence Framework.*	Operate effectively within a culturally diverse environment Practice with competence, skills in the following areas: culinary skills, culinary knowledge, nutritional knowledge, application of science to food, food sustainability best practice, food and beverage and personal development to include reflective and experiential practice. Reflect on achievement to date and evaluate appropriate actions required for inner sustainability through self-care. and personal lifelong goals.
Partnership: Collaborative, real-world problem solvers	*Collaborative, real-world problem solvers are defined at TU Dublin as students who have the ability to frame and solve problems in a logical manner, by interpreting and*	Demonstrate the adaptability and flexibility required to work within the various sectors of the tourism and hospitality industry

Graduates who are equipped with the skills and abilities to respond proactively and effectively to future challenges	*evaluating evidence presented in a variety of media, identify relevant assumptions, arguments and perspectives, make judgements and implement potential solutions.*	