



Programme Validation Report

Certificate in Business in Food Entrepreneurship

TU5093

<i>Version of Report</i>	<i>Author</i>	<i>Date</i>
Final	AQA – Michael Keane	08/07/2024

<i>Approval</i>	<i>Date</i>
Programme Proposal approved by Faculty Board	20 th June 2024
Programme approved by Faculty Board	

Section A - Programme Details

Title	Certificate in Business in Food Entrepreneurship
NFQ Level	6
ECTS Credits	15
Mode of delivery	Part-time <input checked="" type="checkbox"/> Full-time <input type="checkbox"/>
Duration	Part-time: 9 months Full-time:
Mode of provision	Face-to-Face <input type="checkbox"/> Blended <input checked="" type="checkbox"/> Online <input type="checkbox"/>
Classification of award	N/A
Discipline Programmes Board	Discipline of Food & Drinks
Faculty Board	Faculty of Arts & Humanities
Schools involved in delivery	Culinary Arts & Food Technology
Delivery location	City Campus, Grangegorman
Collaborative Partner (where applicable)	N/A
Date of Commencement	Sept 2024

Section B - Awards

Award Title	Certificate in Business in Food Entrepreneurship
NFQ Level	6
Award Class	Special Purpose
ECTS Credits	15
Classification of award	N/A

Section C - Programme Derogations (if required)

<i>Derogations from Assessment Regulations/Marks and Standards already approved by University Programmes Board</i>	
N/A	
Date of University Programmes Board Approval	Click or tap to enter a date.

Section D Validation Process

Please tick the process that was followed:

Validation Panel <input type="checkbox"/>	AQEC Meeting <input type="checkbox"/>	AQEC Sub-Group <input checked="" type="checkbox"/>
Date:	Date:	Date: 5 th July 2024

Panel Members

Name	Role	Affiliation
Dr. Muireann O Keeffe	Chair	Faculty Head of Teaching & Learning Faculty of Arts & Humanities TU Dublin.
Dr. Catherine Spencer	Internal Assessor	Language Studies, Lead Faculty of Arts & Humanities TU Dublin.
Mr. Michael Keane	Academic Quality Advisor & Secretary to the Panel	Academic Affairs, TU Dublin.

Section E - Programme Evaluation

Governance & Management		
<i>Is the programme designed in accordance with the University's Strategic Plan, Educational Model and Quality Framework?</i>	Yes ✓	No <input type="checkbox"/>
<p>This programme is a direct response to industry engagement with Supervalu via the TU Dublin Enterprise Academy. It is aligned to the three TU Dublin strategic pillars: people, planet and partnership.</p> <p>Partnership: This programme has been co-developed with 3 external partners (Supervalu/Musgraves, Bord Bia & the LEO) to meet an accredited skills demand. Notably, this is a new partnership for TU Dublin; adding to the university's relationship portfolio, and with the potential to grow into a strategic partnership (see recommendation 2).</p> <p>People: 'Learner discovery' was undertaken via survey (n=39) to ensure that the learners views were encompassed within the programme development. The current Food Academy by Bord Bia has been successfully running for a decade; and is continually oversubscribed (>100 application for approx. 35 places annually). However, both the external consortium and learners expressed a desire for accreditation, and additional learning on food safety management (HACCP). This programme will offer food producers the opportunity to develop their food product development and food business skillsets (as before), while also addressing identified knowledge gaps in food safety management. Through this programme the School of Culinary Arts & Food Technology will be able to offer food producers a TU Dublin accredited educational pathway of this learning, which was not available to previous candidates who completed the Supervalu Food Academy programme.</p> <p>Planet: Sustainability has been reflected in the learning outcomes and assessment of the new Food Product and Business Development Module. This programme is also aligned to the following TU Dublin strategic goals:</p> <ul style="list-style-type: none"> ▪ 10% increase in active partnerships ▪ 12% increase in student numbers ▪ 30% increase in diversified income <p>As evidenced within the submission documentation the programme design is in accordance with the Quality Framework. Engagement with the University Education Model and EDI policies was not evident within the submission documentation but became apparent through discussion at the validation panel meeting.</p>		
<i>Will the proposed strategies for programme management and quality assurance ensure that the programme is well managed and continuously enhanced and is in accordance with the University's Quality Framework?</i>	Yes ✓	No

Awards Standards		
<i>Are the programme aims and learning outcomes clearly written using appropriate terminology? (See TU Dublin Guidelines)</i>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Although clearly written using appropriate terminology the panel recommended that the programme learning outcomes and programme aims be reviewed to more accurately reflect the broad range of skills a graduate of this programme will acquire. See recommendation 1.		
<i>Are the programme aims and learning outcomes aligned to the proposed level of the award on the NFQ in accordance with applicable Award Standards?</i>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Mapping of the programme learning outcomes to the relevant award standard provided in the submission documentation.		
<i>Will the curricula, teaching, learning and assessment methods enable students to reach the appropriate standard to qualify for the award(s)?</i>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Having reviewed the syllabus 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 award.		
<i>Was the programme development appropriately informed by internal and external stakeholder input (including industry/practice, professional/regulatory bodies, and community organisations)?</i>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<p>The Higher Education Authority has listed 'food entrepreneurship' as a priority skills area in its recent call for HCI Pillar 3 funding. Also, development of skills in 'Hygiene and HACCP' (which is a third of this proposed programme) has been highlighted as a key skills area by the Expert Group on Future Skills Needs (EGFSN, 2017). Of note, Supervalu/Musgraves, LEO and Bord Bia as a consortium have been successfully running the highly popular and oversubscribed 'Food Academy programme' for a decade, creating an opportunity for food producers to bring their products to the supermarket shelves while also providing a pipeline of new products to Musgraves. The 'Food Academy programme' was training-based and not accredited. This new programme co-developed with the aforementioned external partners will replace the existing non-accredited programme and provide participants with the opportunity of acquiring a TU Dublin accredited Certificate in Business in Food Entrepreneurship.</p>		
<i>Has the programme been benchmarked against similar programmes nationally and internationally?</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<p>N/A</p> <p>This is a bespoke programme for food producers, co-developed with external stakeholders.</p>		
<i>Did the programme development take account of relevant external discipline benchmarks and Professional Statutory and Regulatory Body requirements?</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
N/A		

Programme Design		
<i>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?</i>	Yes ✓	No <input type="checkbox"/>
A comprehensive research/consultation effort was undertaken with external stakeholders to validate the need for, and the preferred structure and characteristics of the proposed programme.		

<i>Will there be opportunities for students to input into curriculum design decisions in the future?</i>	Yes ✓	No <input type="checkbox"/>
The TU Dublin Quality Assurance & Enhancement policies and procedures for all TU Dublin programmes include both a student feedback mechanism for individual modules and a requirement for student representation at all boards and committees governing the programme. Supports are also made available to both staff and students regarding ways in which the Student Voice can be used at all stages of programme design. https://www.tudublin.ie/explore/about-the-university/academic-affairs/our-student-voice/ .		
<i>Is there a mechanism to ensure the input of external stakeholders in the ongoing development of the programme?</i>	Yes ✓	No <input type="checkbox"/>
<i>Is the programme curriculum well-structured with a logical progression of learning and development across the modules and stages?</i>	Yes ✓	No <input type="checkbox"/>
Evident within the syllabus and through discussion with the programme team the panel was informed of how the standards of knowledge, skill and competence evolve throughout this programme.		
<i>Are there appropriate opportunities for students to undertake work-based learning, through work placements or work-based projects or assignments?</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
N/A		
<i>If applicable, have the relevant Blended Learning Checklists (i.e. Learning Experience Context & Programme Context) been fully completed and submitted to the Panel?</i>	Yes ✓	No <input type="checkbox"/>
<i>Is the required programme and module information provided in the correct format?</i>	Yes ✓	No <input type="checkbox"/>

Learning, Teaching & Assessment		
<i>Is there an effective student-centred teaching and learning strategy that aligns with the University's strategies and Education Model?</i>	Yes ✓	No <input type="checkbox"/>

<i>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?</i>	Yes ✓	No <input type="checkbox"/>
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.		
<i>Do the learning outcomes and assessment strategy ensure that academic integrity can be maintained and attempted breaches of academic integrity are minimised/easily detected?</i>	Yes ✓	No <input type="checkbox"/>
<i>Is there a comprehensive mapping of assessment methods and module learning outcomes and between module learning outcomes and programme learning outcomes?</i>	Yes ✓	No <input type="checkbox"/>
Evident within the assessment section of the module syllabus as provided within the submission documentation.		
<i>Are there opportunities in all modules to provide students with timely and constructive feedback on their learning and development?</i>	Yes ✓	No <input type="checkbox"/>
<i>Do the teaching and assessment methods consider the diversity of the student cohort?</i>	Yes ✓	No <input type="checkbox"/>

Student Supports & Learning Environment		
<i>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?</i>	Yes ✓	No <input type="checkbox"/>
<i>Are there sufficient staff that are appropriately qualified and capable to support the programme delivery, from both context and pedagogy perspectives?</i>	Yes ✓	No <input type="checkbox"/>
<i>Are there appropriate arrangements in place to support the student experience and to monitor student performance?</i>	Yes ✓	No <input type="checkbox"/>
Although not evident within the submission documentation the panel was informed of dedicated student induction/orientation events to support the students.		
<i>Are the access, transfer and progression arrangements clearly defined and appropriate, and aligned to TU Dublin policy/strategy in this regard?</i>	Yes ✓	No <input type="checkbox"/>
<i>Do the student supports and learning environment cater for equality, diversity and inclusivity of students?</i>	Yes ✓	No <input type="checkbox"/>
<i>Is the relevant programme information clearly communicated to the students to ensure they are informed, guided and cared for?</i>	Yes ✓	No <input type="checkbox"/>
<i>Has the Checklist for First Year Student Success (where applicable) been fully completed and submitted to the Panel?</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
N/A		

Collaborative Provision (if applicable)		
<i>Are the roles and responsibilities of each partner clearly defined?</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
N/A		
<i>In the case of Joint or Multiple Awards, has due diligence on capacity of partner institution meeting the QA-QE requirements for the programme been undertaken?</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
N/A		

Section F - Overall Recommendation

1.	Recommend approval of programme as submitted, without amendment	<input type="checkbox"/>
2.	Recommend 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.	<input checked="" type="checkbox"/>
3.	Recommend 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/approval unless a response to the Validation Report is submitted with revised programme documentation and the Academic Quality Enhancement Committee is satisfied that all conditions are met.	<input type="checkbox"/>
4.	Do not recommend approval of programme.	<input type="checkbox"/>

Areas for commendation

1.	The panel commends the School of Culinary Arts and Food Technology and the partner organisations, Supervalu/Musgraves and Bord Bia, on the development of this new programme addressing a skills and training gap in the thriving food sector.
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Conditions of Approval

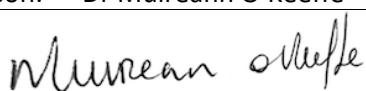
1.	N/A

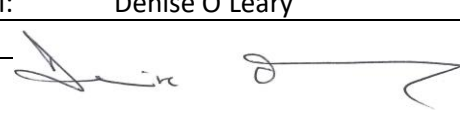
Recommendations	
1.	<p>Review and revise the programme learning outcomes and programme aims to more accurately reflect the broad range of skills a graduate of this programme will acquire.</p> <p>Response: The School of Culinary Arts and Food Technology (SCAFT) can confirm that the above recommendation has been fully completed (all MLO revisions have been uploaded to the 'Akari-PMC' for TU 5093). A detailed breakdown of the changes is also offered in the 'Appendix section below'.</p> <p>In addition (SCAFT) can confirm that both the mandatory modules [FOBE 1004 / FOOD 1001] presented on the TU 5093 programme has also been revised and updated, all revisions have been uploaded to the 'Akari-PMC for FOBE 1004 / FOOD 1001' (see 'Appendix section below').</p>
2.	<p>The panel recommended that the School continue in its efforts to pursue potential strategic partnerships with the external stakeholders.</p> <p>Response: The School of Culinary Arts and Food Technology welcomes the panel's recommendation in this regard and can confirm that in addition to the current strategic partners (Supervalu / Musgraves MarketPlace / Local Enterprise Office-LEO and the Department of Enterprise) who are directly assisting the TU 5093 Certificate in Business in Food Entrepreneurship programme, the TU 5093 programme team will continue to pursue additional partnerships across the broad food industry sector to ensure that the TU 5093 programme expands its appeal, stay's committed to its aims and objectives and crucially remains sustainable for TU Dublin.</p>


Other matters to be brought to the attention of Faculty Board and/or University Programmes Board

N/A

Section G - Approvals

Validation Report	
This report has been agreed by the Validation Panel and is signed on their behalf by the chairperson.	
Chairperson: Dr Muireann O'Keeffe	
Signed: 	Date: 08/07/2024

School Response	
The response to the conditions and recommendations has been agreed by the School and is signed by the Head of School.	
Head of School: Denise O'Leary	
Signed: 	Date: 09/07/2024

Faculty Board	
The report and response have been approved by Faculty Board	
Faculty Dean: <u>Orla McDonagh</u>	
Signed: 	Date: <u>22/07/2024</u>

Appendix

TU 5093 Programme Aims and Objectives have been revised and expanded (to enhance the key characteristics of the programme).

Old Version Programme Aim's and Objectives (**before** Validation Event Feedback 5.7.24)

- To equip the individual learner with entrepreneurship skills for food related industries.
- To foster awareness of the key skills needed to start a small food business
- To cultivate a professional approach to starting a food business.

New Version Programme Aim's and Objectives (uploaded to Akari-PMC for TU 5093 **after** Validation Event Feedback)

The Certificate in Business in Food Entrepreneurship programme;

- Provides students with the key skills, knowledge and attributes needed to undertake the *development of a small food business to include finance and funding streams, tax obligations, retail margins setting, rates of sale and to demonstrate an understanding of marketing activities and the practice of digital and social media presence.*
- Develops competencies in the areas of *brand design, packaging, managing supply chains and store distribution options, labelling regulations plus sustainable food production and food systems.*
- Prepares students with the knowledge and skills to interpret *food legislation, apply the principles of HACCP including scaling up, product recall and traceability and to demonstrate an understanding of basic microbiology and the practices of safe food handling in accordance with the regulations of the I.S 340 Hygiene in the Catering Sector.*
- Provides students with competencies to critically assess their *product development, consumer research and product presentation skills and knowledge.*

TU 5093 Programme Learning Outcomes (PLO's) have been revised and expanded (to incorporate the knowledge, skills and attributes which students should possess upon successful completion of the programme).

Old Version: (4) Current PLO's (**before** Validation Event Feedback 5.7.24)

- Demonstrate knowledge, and understanding of the process of food enterprise development.
- Articulate a theoretical and practical knowledge underpinning hygiene and HACCP
- Demonstrate an understanding and identification of relevant sources of financial support for a start-up.
- Conduct market research and complete a marketing activity calendar for a start-up.

New Version: (6) PLO's (**uploaded to Akari-PMC for TU 5093 after** Validation Event Feedback).

- Demonstrate the knowledge, skills and understanding required to undertake the development of a small food enterprise.
- Articulate a theoretical and practical knowledge of HACCP and apply the principles and practices which underpin food safety in accordance with the relevant food legislation and laws.
- Apply marketing principles and practices required to start up a food business to include the development of marketing research and plans, a marketing activity calendar plus the skills required to maintain a digital and social media presence.
- Demonstrate an understanding and identification of the appropriate sources of financial support and funding streams available for a new small food business enterprise.

- Articulate an understanding of sustainable food product development, brand design, packaging, managing supply chains and food retail store distribution options.
- Demonstrate the competences required to conduct pitch presentations for a new food enterprise and new food products.

TU 5093 **Programme Structure** has been revised to properly highlight the **duration periods for the (2) mandatory modules** which will run between September-December and January-May. [uploaded to Akari-PMC for TU 5093 after Validation Event Feedback]

TU 5093 **Programme Structure** has also been revised to highlight the school (**SCAFT**) '**Late Assessment Policy**' which guides students to the school policy and advises them on the importance of timely course work submission of their assessments (including the corresponding penalties for late submissions). [uploaded to Akari-PMC for TU 5093 after Validation Event Feedback]

TU 5093 **Programme Structure** has also been revised to highlight the **TU 5093 Orientation/Induction Session/s activities** which will be available for students (including dedicated links to the school website containing 'Induction/Orientation' activities. [uploaded to Akari-PMC for TU 5093 after Validation Event Feedback]

TU 5093 **Programme Structure** has also been revised to highlight to TU 5093 students that upon registration for the programme they will receive access to copies of **(a) TU 5093 Programme Handbook, (b) TU 5093 Student Handbook** issued from the TU 5093 Programme Co-ordinator and programme team. These documents will also be available for students on the school website (direct weblink below). <https://www.tudublin.ie/explore/faculties-and-schools/arts-humanities/culinary-arts--food-technology/current-students/student-resources/> [uploaded to Akari-PMC for TU 5093 after Validation Event Feedback]

TU 5093 Commitment to UEM (University Education Model) [see [new data entry under 'Programme Structure' in Akari-PMC](#)] : The TU 5093 Certificate in Business in Food Entrepreneurship programme has been designed to be student focused and guided by the key principles of the TU Dublin Education Model to incorporate the following.

- **Inclusion:** all the programme content and entry systems are accessible, inclusive and attainable for students,
- **Empowering:** programme learners will be empowered to pursue their food product development and business interest by offering them choice, while removing any industry/institutional inhibitors throughout their studies.
- **Growth:** students will be engaged in a period of self discovery as they progress through their individual learning and educational journey on this programme.
- **Contribute:** students will be supported to contribute their unique talents, skills and knowledge on an individual and team basis for the benefit of society towards creating food products and food retail enterprises.
- **Create:** students will be encouraged and supported to contribute to TU Dublin, the food industry sector and the wider food industry in a meaningful and sustainable fashion throughout their TU 5093 programme studies.

<https://www.tudublin.ie/media/intranet/education-model/documents/UEM-10-Guiding-Principles.pdf>

MLO's – FOBE 1004 Food Product and Business Development Module (before validation event feedback 5.7.24)

Old Version: MLO's (FOBE 1004 Food Product and Business Development).

MLO1 Conduct consumer research and develop brand design and packaging.

MLO2 Explain different finance and funding options.

MLO3 Describe Rate of Sale (ROS), Food and Retail Margins, and VAT.

MLO4 Develop market activity calendar, and differentiate and choose between store distribution options and manage supply chains.

MLO5 Interpret food legislation, sustainability strategies, and relevant guidance notes.

MLO6 Engage with mentors in the development of your product and food business.

MLO7 Demonstrate awareness of principles and understanding of sustainable food production in transforming to more sustainable food systems in particular as regards SDG 2, 12.

New Version: MLO's (FOBE 1004 Food Product and Business Development).

MLO1 Conduct consumer research and develop brand design, packaging and adherence to the appropriate food labelling regulations.

MLO2 Explain the different finance and funding options available for a small food business enterprise.

MLO3 Describe the principles and practices involved for applying rate of sale (ROS), food and retail margins, and VAT obligations to food products for a small business enterprise.

MLO4 Develop appropriate marketing activities to include a dedicated activity calendar, digital and social media presence, which includes the critical assessment and selection between store distribution options and manage supply chains for a small food business enterprise.

MLO5 Interpret food legislation, sustainability strategies, and the relevant guidance notes which apply to a small food business enterprise.

MLO6 Demonstrate engagement with dedicated mentors towards the development of food product and food business enterprise activities.

MLO7 Apply the principles and understanding of sustainable food production strategies in transforming to more sustainable food systems in particular as regards SDG 2, 12.

(FOBE 1004) Reading List: extra books added after Validation Event Feedback 5.7.24

Philip Kotler, Gary Armstrong, Lloyd C. Harris, Hongwei He. (2019), Principles of Marketing, Pearson Higher Education, p.720, [ISBN: 1292269561].

Simon Kingsnorth. (2022), Digital Marketing Strategy, 3rd. Kogan Page, p.384, [ISBN: 9781398605978].

MLO's – FOOD 1001 Hygiene and HACCP (Ver 1) module (before validation event feedback 5.7.24)

Old Version: MLO's (FOOD 1001 Hygiene and HACCP) Ver 1.

MLO1 Demonstrate an understanding of basic microbiology.

MLO2 Demonstrate an understanding of HACCP.

MLO3 Demonstrate an ability to apply the principles of HACCP.

MLO4 Demonstrate knowledge and understanding of hygiene requirements and safe food handling practices as outlined in I.S.340 Hygiene in the Catering Sector.

New Version: MLO's (Food 1001 Hygiene and HACCP) Ver 2

(Updated) MLO1 Apply an in-depth knowledge of the seven principles of HACCP as they underpin safe food production in the hospitality industry.

(Updated) MLO2 Demonstrate an understanding of basic microbiology and the risks associated to a food business operation and their customers.

(New) MLO3 Identify, classify and develop strategies to manage hazards and associated risks within food production.

(Updated) MLO4 Prepare for and effectively manage Environmental Health Officer (EHO) site visits.

(Updated) MLO5 Ensure that a food business operation is fully compliant with all current legislation that regulates the hygienic production of safe food.

(New) MLO6 Discuss the role of national and international agencies and their role in food safety.

Old Version: (Food 1001) Ver 1 Module Assessment Breakdown (change required to reflect new MLO's, see below).

New Version: (Food 1001) Ver 2 Module Assessment Breakdown (changes as follows)

- **Assessment Description:** In class test of multiple choice and short questions based on hygiene and HACCP. **Learning Outcomes:** 1,2,3,4,5,6.

Old Version: (FOOD 1001) Ver 1 Reading List: extra books added after Validation Event Feedback 5.7.24
Recommendation that the Reading list should be tidied up and new (up to date) books added.

New Version: FOOD 1001 Ver 2 Reading List: reading list updated and (2) additional 'Recommended' books added to the reading list, as follows;

- Veslemøy Andersen, Huub Lelieveld, Yasmine Motarjemi (2023) Food Safety Management, ISBN: 9780128200131.
- ALOK. KUMAR (2019) FUNDAMENTALS OF FOOD HYGIENE, SAFETY AND QUALITY. 19th Edition, ISBN 9789386768346.

New Version: FOOD 1001 Ver 2 (Extra Editor added to conduct changes): Niall Murphy (now added as 'Editor' to the module).

Ends – Thank you