



Programme Validation Report

Master of Science in Brewing & Distilling (TU349)

Master of Science in Brewing & Distilling (Add-on) (TU409)

Version of Report	Author	Date
1.0	Dr. Linda Moore	02/07/2024
		Click or tap to enter a date.
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Approval	Date
Programme Proposal approved by Faculty Board	26/01/2024
Programme Proposal approved by University Programmes Board	13/03/2024
Programme approved by Faculty Board	Click or tap to enter a date.
Programme approved by University Programmes Board	Click or tap to enter a date.

Section A - Programme Details

Title	MSc in Brewing & Distilling
NFQ Level	9
ECTS Credits	90
Mode of delivery	Part-time <input type="checkbox"/> Full-time <input checked="" type="checkbox"/>
Duration	Part-time: Full-time: 1yr
Mode of provision	Face-to-Face <input type="checkbox"/> Blended <input checked="" type="checkbox"/> Online <input type="checkbox"/>
Classification of award	First Class Honours; Second Class Honours, First Division; Second Class Honours, Second Division; Pass
Discipline Programmes Board	Food Science & Industrial Biotechnology
Faculty Board	Select Faculty
Schools involved in delivery	School of Food Science & Environmental Health (programme owner); School of Culinary Arts & Food Technology
Delivery location	TU Dublin Grangegorman (City) Campus

Collaborative Partner (where applicable)	NA
Date of Commencement	September 2024

Title	MSc in Brewing & Distilling (Add-on)
NFQ Level	9
ECTS Credits	30
Mode of delivery	Part-time <input checked="" type="checkbox"/> Full-time <input type="checkbox"/>
Duration	Part-time: 1 yr Full-time:
Mode of provision	Face-to-Face <input type="checkbox"/> Blended <input checked="" type="checkbox"/> Online <input type="checkbox"/>
Classification of award	First Class Honours; Second Class Honours, First Division; Second Class Honours, Second Division; Pass
Discipline Programmes Board	Food Science & Industrial Biotechnology
Faculty Board	Faculty of Sciences & Health
Schools involved in delivery	School of Food Science & Environmental Health (programme owner); School of Culinary Arts & Food Technology
Delivery location	TU Dublin Grangegorman (City) Campus
Collaborative Partner (where applicable)	NA
Date of Commencement	September 2024

Section B - Awards

Award Title	Master of Science in Brewing & Distilling
NFQ Level	9
Award Class	Major
ECTS Credits	90
Classification of award	First Class Honours; Second Class Honours, First Division; Second Class Honours, Second Division; Pass
Award (1) Title	N/A as students who have successfully completed part of this programme may be transferred to either the Postgraduate Certificate in Brewing and Distilling (TU5304) or the Postgraduate Diploma in Brewing and Distilling (TU267 or TU267A) for the purpose of graduation, dependent on the number of credits successfully passed by the time of application to exit from TU349. TU5304, TU267 and TU267A have all been validated previously. There is no exit award for TU409, as it is an add-on programme.
Exit/Embedded NA	Exit <input type="checkbox"/> Embedded <input type="checkbox"/>
NFQ Level	Select Level
Award Class	Choose an item.
ECTS Credits	
Classification of award	
Exit Award (2) NA	
Exit/Embedded	Exit <input type="checkbox"/> Embedded <input type="checkbox"/>
NFQ Level	Select Level
Award Class	Choose an item.
ECTS Credits	
Classification of award	

Section C - Programme Derogations (if required)

<i>Derogations from Assessment Regulations/Marks and Standards already approved by University Programmes Board</i>	
No derogations have been sought by the School.	
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 checked="" type="checkbox"/>	AQEC Meeting <input type="checkbox"/>	AQEC Sub-Group <input type="checkbox"/>
Date: 13 th June 2024	Date:	Date:

Panel Members

Name	Role	Affiliation
Dr. Alan Casey	Chair	Interim HOLD (School of Food Science & Environmental Health), Faculty AQEC member, Faculty of Sciences & Health
Dr. Cathal Connolly	External member	Alltech European Bioscience Centre
Prof. Gordon Chambers	Internal member	School of Physics, Clinical & Optometric Sciences, Faculty AQEC member, FOSH
Dr. Svetlana Hensman	Internal member	School of Computing, Faculty of Computing, Digital & Data
Dr. Linda Moore	Academic Affairs representative	Academic Quality Advisor, Faculty of Sciences & Health AQEC member

Section E Programme Evaluation

Documents reviewed by panel members

- Programme validation summary document, including PPF, mapping of MLOs to PLOs.
- Book of Modules – Master of Science in Brewing and Distilling
- Book of Modules – Master of Science in Brewing and Distilling (Add-on)
- Thesis Guidelines
- Thesis Marking Scheme
- Student Handbook
- Work Practice Handbook
- Erasmus Handbook

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>Comment:</p> <ul style="list-style-type: none"> The programme design aligns with the University Strategic Plan and University Education Model (UEM), as reflected by the relevant sections of the PPF (incorporated as an appendix into the Validation/Programme Overview document). Furthermore, the programme was designed in accordance with the TU Dublin's Quality Framework requirements. 		
<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 <input type="checkbox"/>
<p>Comment:</p> <ul style="list-style-type: none"> The Programme Validation/Overview document provides a link to the TU Dublin's Academic Quality Assurance and Enhancement Policies and associated procedures and processes. The Student Handbook also provides links to relevant TU Dublin QA/QE policies, processes and procedures. 		

Awards Standards		
<i>Are the programme aims and learning outcomes clearly written using appropriate terminology? (See TU Dublin Guidelines)</i>	Yes ✓	No <input type="checkbox"/>
<p>Comment:</p> <ul style="list-style-type: none"> The programme learning outcomes (PLOs) are well-written, using appropriate terminology. 		
<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 ✓	No <input type="checkbox"/>
<p>Comment:</p> <ul style="list-style-type: none"> The PLOs align with learning outcomes for a Level 9 programme on the National Framework of Qualifications (NFQ). 		
<i>Will the curricula, teaching, learning and assessment methods enable students to reach the appropriate standard to qualify for the award(s)?</i>	Yes ✓	No <input type="checkbox"/>
<p>Comment:</p> <ul style="list-style-type: none"> The documentation submitted presents evidence of curricula, teaching, learning and assessment methods that will enable students to reach the appropriate standard 		

associated with the award. This was further reinforced through meetings with the programme team during the validation event.		
<i>Was the programme development appropriately informed by internal and external stakeholder input (including industry/practice, professional/regulatory bodies, and community organisations)?</i>	Yes ✓	No <input type="checkbox"/>
<p>Comment:</p> <ul style="list-style-type: none"> There is strong evidence of regular and intended ongoing internal and external stakeholder engagement in the development and intended implementation of the programme. The inclusion of a work placement module (<i>FOOD 8001 Brew & Distilling Work Practice</i>), as well as the opportunity for students to undertake industry-based research for the dissertation (<i>FOOD 5002 Brewing & Distilling Dissertation</i>) is further evidence of opportunities for ongoing industry engagement. Field visits to distilleries and breweries are also a feature of the programme. 		
<i>Has the programme been benchmarked against similar programmes nationally and internationally?</i>	Yes ✓	No <input type="checkbox"/>
<p>Comment:</p> <ul style="list-style-type: none"> At the time of the validation, there were no other postgraduate programmes in Brewing and Distilling within Ireland. The Validation/Programme Overview document did however include reference to undergraduate programmes in Brewing and Distilling available elsewhere in Ireland. The documentation did not present evidence of benchmarking the programme against international postgraduate programme offerings in the field of Brewing and Distilling. 		
<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"/>
<p>Comment:</p> <p>NA</p>		

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"/>
<p>Comment:</p> <ul style="list-style-type: none"> Analysis of data obtained through stakeholder engagement initiatives were analysed and used to identify current developments in the discipline of Brewing and Distilling, with evidence of these findings informing both the design and intended delivery of the MSc programme. 		
<i>Will there be opportunities for students to input into curriculum design decisions in the future?</i>	Yes ✓	No <input type="checkbox"/>
<p>Comment:</p> <ul style="list-style-type: none"> Although not captured in the Validation/Programme Overview document, ways in which the student voice may be used to inform quality enhancement are outlined in the Student Handbook. 		
<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"/>
<p>Comment:</p> <ul style="list-style-type: none"> There is no clearly-identified process outlined in the Validation/Programme Overview document as to how external stakeholder input will inform the ongoing development of the programme. However, meetings with programme leadership and team members evidence an ethos within the School of Food Science & Environmental Health of regular external stakeholder feedback in informing the enhancement and development of the programmes within the School. The proposal of these programmes for validation is further evidence of this ethos, as these arose from engagement with both internal and external stakeholders in relation to the PG Diploma in Brewing & Distilling also delivered by the School. 		
<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"/>
<p>Comment:</p> <ul style="list-style-type: none"> The programme curriculum overall for the MSc is well structured, demonstrating a logical progression of learning and development. However, the panel has raised a query with regards to the relative positioning of the modules <i>FOOD 5001 Beverage Research Methodology</i> and <i>FOOD 5002 Brewing & Distilling Dissertation</i> relative to each other and have made recommendations in this regard (Recommendation R6). 		

Are there appropriate opportunities for students to undertake work-based learning, through work placements or work-based projects or assignments?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<p>Comment:</p> <ul style="list-style-type: none"> There are a number of work based learning opportunities on the programme. These include a work practice module (<i>FOOD 8001 Brew & Distilling Work Practice</i>), as well as the opportunity to undertake industry-based research for the dissertation module (<i>FOOD 5002 Brewing & Distilling Dissertation</i>). There are also opportunities for field trips to visit distilleries and breweries in Ireland as components of other modules in the programme. 		
If applicable, have the relevant Blended Learning Checklists (i.e. Learning Experience Context & Programme Context) been fully completed and submitted to the Panel?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<p>Comment:</p> <ul style="list-style-type: none"> N/A as the implementation of the new Digital Education Policy is still under development. The requirements of this implementation plan were therefore not known to the programme team at the time of the development and proposal of the programme for validation. 		
Is the required programme and module information provided in the correct format?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<p>Comment:</p> <ul style="list-style-type: none"> Programme and module descriptors were supplied in the Programme Module Catalogue (Akari), as required by the Quality Framework for submission for validation. 		

Learning, Teaching & Assessment		
Is there an effective student-centred teaching and learning strategy that aligns with the University's strategies and Education Model?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<p>Comment:</p> <p>The teaching and learning strategy aligns with the following:</p> <ul style="list-style-type: none"> Three pillars of the TU Dublin's Strategic Plan. Guiding Principles of the University Education Model. 		
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 <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<p>Comment:</p> <ul style="list-style-type: none"> A wide variety of assessments is proposed throughout the programme. 		

<ul style="list-style-type: none"> A range of authentic assessment types directly relevant to the Brewing and Distilling industry and discipline are also included. 		
<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 <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<p>Comment:</p> <ul style="list-style-type: none"> While the documentation submitted did not propose an all-encompassing approach regarding the maintenance of academic integrity specific to this programme, the widespread adoption of authentic assessments in the proposed programme promotes academic integrity of the assessment strategy. 		
<i>Is there a comprehensive mapping of assessment methods and module learning outcomes and between module learning outcomes and programme learning outcomes?</i>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<p>Comment:</p> <ul style="list-style-type: none"> The afore-mentioned PLO-NFQ alignment also details the mapping of the module learning outcomes (MLOs) to the PLOs, thereby demonstrating MLO-PLO alignment with the NFQ requirements for a Level 9 award. 		
<i>Are there opportunities in all modules to provide students with timely and constructive feedback on their learning and development?</i>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<p>Comment:</p> <p>The structure and scheduling of the assessment components within the module <i>FOOD 5002 Brewing & Distilling Dissertation</i> provides opportunity for both formative and summative feedback. The panel has made an overall recommendation regarding the scheduling of both formative and summative feedback as part of the indicative assessment schedule (Recommendation R3).</p>		
<i>Do the teaching and assessment methods consider the diversity of the student cohort?</i>	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
<p>Comment:</p> <ul style="list-style-type: none"> There is no information incorporated into the Validation/Programme Overview document about the consideration of EDI matters in learning, teaching and assessment design of the programme. The panel has inclusion of this in the document a condition of validation (Condition C5), as inclusion of this is a requirement under the TU Dublin <i>Documentation Required for Programme Validation</i> checklist. However, the panel meeting with the programme team and leadership confirmed that – while there is no programme-wide EDI strategy – there is evidence of the incorporation of Universal Design for Learning (UDL) principles into the design of a range of modules. It is also apparent that a number of staff have undertaken UDL-related professional development activities and incorporated their learnings from these into the design, delivery and assessment of their modules. 		

- Furthermore, both the programme team and leadership are willing to make accommodations for students as per the advisories of the TU Dublin Learning Support personnel in relation to individual student circumstances.

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"/>
Comment: <ul style="list-style-type: none"> • The Validation/Programme Overview Document and meeting with the programme team and leadership evidences that there are sufficient resources and supports for the delivery of the programme in line with its stated aims and objectives. • The range of contemporary equipment available to students to use during the course of the programme is of a high standard and is industry-relevant. 		
<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"/>
Comment: <ul style="list-style-type: none"> • Panel-Programme Team meetings elicited that staff are well qualified, and enthusiastic in their delivery of the proposed programme. However, documentary evidence of this is lacking, as staff biographies were not included in the Validation/Programme Overview Document. As this is a requirement of the TU Dublin <i>Documentation Required for Programme Validation</i> checklist, the inclusion of staff biographies in this document is a stated condition of validation (Condition C5). 		
<i>Are there appropriate arrangements in place to support the student experience and to monitor student performance?</i>	Yes ✓	No <input type="checkbox"/>
Comment: <ul style="list-style-type: none"> • Students are supported in their work practice module (<i>FOOD 8001 Brew & Distilling Work Practice</i>) by a work placement co-ordinator. However, the panel has made a condition of validation that communication of supports available (or not) to both student and work placement mentor/supervisor during the summer period must be included in the student handbook, should a student choose to undertake this module during the summer period. In the absence of supports being made available, the panel recommends that the students undertaking summer work placement modules are given the contact name and details of a named individual(s) within the School to contact if there are any significant work placement issues, such as those that may impede a student from timely completion of this module (Condition C3). 		

<i>Are the access, transfer and progression arrangements clearly defined and appropriate, and aligned to TU Dublin policy/strategy in this regard?</i>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<p>Comment:</p> <ul style="list-style-type: none"> • Transfer and progression arrangements are recorded in both the Akari-PMC programme document and the Student Handbook. • However, the panel has made the following conditions of validation: <ul style="list-style-type: none"> - Description of how a student may apply for module exemptions from the MSc in Brewing & Distilling (TU349) programme. (Condition 9). - Removal of advanced entry via RPL into the MSc in Brewing & Distilling (Add-on) (TU409) programme (see Condition X) as this is not appropriate to an add-on qualification. (Condition 10). 		
<i>Do the student supports and learning environment cater for equality, diversity and inclusivity of students?</i>	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
<p>Comment:</p> <ul style="list-style-type: none"> • There is no information incorporated into the Validation/Programme Overview document about the consideration of EDI matters in learning, teaching and assessment design of the programme. The panel has inclusion of this in the document a condition of validation (Condition C5). • However, the panel meeting with the programme team and leadership confirmed that – while there is no programme-wide EDI strategy – there is evidence of the incorporation of Universal Design for Learning (UDL) principles into the design of a range of modules. It is also apparent that a number of staff have undertaken UDL-related professional development activities and incorporated their learnings from these into the design, delivery and assessment of their modules. • Furthermore, both the programme team and leadership are willing to make accommodations for students as per the advisories of the TU Dublin Learning Support personnel in relation to individual student circumstances. 		
<i>Is the relevant programme information clearly communicated to the students to ensure they are informed, guided and cared for?</i>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<p>Comment:</p> <p>The Student Handbook is comprehensive and informative overall. However, the panel has a few stated conditions (C1, C2, C9) and recommendations (R3, R4) that relate to additional information required, or enhancement of the clarity of parts of this document.</p>		
<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"/>
<p>Comment:</p> <p>NA</p>		

Collaborative Provision (if applicable) <i>Not applicable (NA)</i>		
Are the roles and responsibilities of each partner clearly defined?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Comment:		
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?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Comment:		

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 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 checked="" type="checkbox"/>
4.	Do not recommend approval of programme.	<input type="checkbox"/>

Areas for Commendation	
1.	Dedicated, well qualified and experienced academic staff delivering the programme.
2.	Evidence of strong collaborative ethos within programme team.
3.	The presentation at the commencement of the validation event was comprehensive and informative.
4.	The documentation submitted for the event was of a good standard.
5.	The facilities to deliver the programme are modern, extensive, and highly relevant to the delivery of the programme. This will facilitate students in gaining “hands-on” experience in both the use of the equipment and the interpretation of the output of the equipment.
6.	The programme as proposed builds on the PG Certificate and PG Diploma already offered by TU Dublin to address an evident upskilling need in the Brewing and Distilling industry in Ireland.
7.	Strong evidence of ongoing collaboration with industry in both the design and implementation/delivery of the programme.

Conditions of Approval	
C1	<p><i>Student Handbooks</i></p> <p>(a) A separate Student Handbook should be presented for each programme (inclusion of all TU Dublin Brewing & Distilling programmes within the same handbook potentially causes confusion for the reader).</p> <p>(b) A clear table of modules must be included in the Student Handbook for each of the programmes.</p> <p>(c) Module titles used throughout the Student Handbook must match the titles used in the Akari-PMC documentation, with consistent use of module titles throughout the documentation.</p> <p>School Response:</p> <p>For further clarity, the student handbooks have been separated for the PgCert, PgDip, PgDip Add on, MSc and MSc Add on students. A table of modules has been included in each Student Handbook. Module titles have been checked for consistency throughout the documents.</p>
C2	<p><i>Field Trips</i></p> <p>The following information must be clarified in the Student Handbook regarding student field trips:</p> <p>(a) A statement as to whether the trips are mandatory or optional. If mandatory, then a statement must be included outlining the potential consequences associated with non-attendance.</p>

	<p>(b) A statement as to whether the field trips are associated with any of the module assessments should be included. If so, then it is expected that the field trip-related module assessments be clearly identified in both the Student Handbook and the relevant module descriptor(s).</p> <p>(c) A statement regarding the funding of the trip should be included. It is understood by the panel through discussions with the School that historically, there has been a mix of corporate sponsorship and School funding made available to cover student costs related to these trip(s). However, the panel is concerned that the sustainability of these funding sources is not guaranteed and that students may be asked to make a financial contribution towards the costs of the trip. The panel therefore asks that text should be included in the Student Handbook to cover the possibility of student contributions to costs for field trips. For example, consideration should be given to wording similar to "Funding of student field trip-related expenses is likely to be subsidised. In the event that a student is asked to make a financial contribution to the trip, the amount will be notified to the student in advance."</p>
	<p>School Response:</p> <p>Additional detail relating to the mandatory industry site visits has been included in the student handbooks and module descriptors (FOOD 8004 and FOOD 1024).</p> <p>A Brewery site visit (e.g. Diageo) is associated with the FOOD 8004 Brewery Operations industry project and a Distillery visit (e.g. Middleton) is linked to FOOD 1024 Science of Distilling through an Industry Reflective Report. Under exceptional circumstances if a student can not attend the mandatory industry site visits students are asked to produce a separate assignment on the operation of a commercial production facility (e.g. brewery or distillery). This could draw on first person experience e.g. work placement or publicly available information.</p> <p>The statement relating to the funding of trips has been added to the student handbooks.</p> <p><i>Funding of student field trip-related expenses is likely to be subsidised. In the event that a student is asked to make a financial contribution to the trip, the amount will be notified to the student in advance.</i></p>
C3	<p><i>FOOD 5001 Brew and Distill Work Practice module</i></p> <p>(a) Provisions and support arrangements (or non-availability thereof) for the summer period (TU Dublin academic holiday period) must be clearly articulated in the Work Practice Handbook, as applicable to students who choose to undertake their period of placement during this summer period. This is to facilitate the management of both student and staff expectations with regards to this time period, while also ensuring equity of student experience in this regard.</p> <p>(b) Even in the absence of more extensive provisions and supports, The Work Practice Handbook must include TU Dublin School of Food Science & Environmental Health contact name(s) and details for both students and industry mentors to contact with queries and/or to raise concerns in the event that this module is undertaken during the summer months during the period of academic summer holidays. This is particularly relevant with regards to urgent issues that may arise that may compromise a student's completion of the module over this summer period.</p> <p>School Response:</p>

	<p>Provisions and support arrangements for the summer period (TU Dublin academic holiday period) have been articulated in the Work Practice Handbook, as applicable to students who choose to undertake their placement during this summer period. The School office contact details have been provided should queries arise over this period.</p> <p>See additional text in section 4.5 of the Work placement handbook.</p> <p><i>During the TU Dublin academic teaching period the TU Dublin Work Placement coordinator should be contacted with queries/concerns. Should queries/concerns arise over the TU Dublin academic holiday period students and industry mentors can contact the School of Food Science and Environmental Health office at school.fseh@tudublin.ie</i></p>
C4	<p><i>FOOD 5002 Brewing & Distilling Dissertation module – Thesis Guidelines</i></p> <p>The thesis marking scheme must include a banding of marks (in %) that represents “Excellent”, “Very Good”, “Good”, “Fail” that can be applied for each of the assessments. This will ensure consistency of approach across examiners, while also providing clarification for external examiners as to how the classification of each section in the marking scheme translates into the mark awarded for that section.</p> <p>School Response:</p> <p>Staff in the school are very familiar with using this grading rubric The thesis marking scheme has been updated to provide additional detail on the % banding of marks:</p> <p><i>High first-class honours (80% +) All excellent</i></p> <p><i>First Class Honours (70-79 %) Mostly excellent with occasional very good. No good or failed components.</i></p> <p><i>2.1 (60-69%) Mostly Very good, with occasional excellent or good. No fails.</i></p> <p><i>2.2 (50-59%) Mixture of very good and good</i></p> <p><i>Pass (40-49%) mixture of good and very occasional fail</i></p> <p><i>Fail (< 40%) Mostly fail with some good</i></p>
C5	<p><i>Validation (Programme Overview) Document – Information that must be included as per the “Documentation Required for Programme Validation” checklist:</i></p> <p>(a) <i>Staff delivering the programme, including brief staff biographies including staff position, (temp/perman) (full-time/part-time) qualifications and areas of expertise.</i> The original document submitted for validation included only a staff listing as per responsibilities in relation to each programme module. The detail as per the specification of the staffing information was not supplied.</p> <p>(b) <i>Employability Statement and Graduate Opportunities.</i> clear statement regarding this area must be included in the document.</p>

	<p>(c) <i>Learning, Teaching, Assessment and Supports - Learning, Teaching and Assessment approaches and activities...with consideration of EDI matters.</i> Information concerning how EDI was considered at a programme level in terms of programme design and intended delivery specific to this programme must be included here.</p> <p>(d) <i>Learning, Teaching, Assessment and Supports - Approaches to supporting Student Engagement and Success, with consideration of EDI matters.</i> The brief description in the Validation Document (Programme Overview and Support Information) is a very general statement of the intent to support students at an institutional level. A more specific statement as to how students of this MSc programme are to be supported is expected.</p> <p>(e) <i>Graduate Attributes, including a generic statement on Graduate Attributes and how these are delivered within the programme/modules, or a tailored set of Graduate Attributes for the programme, and how these are delivered.</i> The information supplied in the document is too general. This information must be revised to align with the TU Dublin Graduate Attributes as per https://www.tudublin.ie/explore/about-the-university/academic-affairs/ita/ita-resources/graduate-attributes/.</p>
	<p>School Response:</p> <p>C5a Additional details on staff position, (temp/perm) (full-time/part-time) qualifications have been included in the validation document see Staff section p 18/19.</p> <p>C5b <i>Employability Statement and Graduate Opportunities</i> is now added to the validation document in section 2.6 with the graduate attributes section 2.5.</p> <p>C5c Additional text has been added to section 4.3.2 of the validation document</p> <p><i>The School is committed to providing a positive working environment for all staff and students as well as celebrating diversity within the School community. The teaching team involved in designing the programme is diverse with age, gender and cultural mix. The intended delivery incorporates flexibility with students able to attend some components online/onsite based on their preference. Weekly pastoral tutorials have been incorporated to further support all students. The programme team have a close working relationship with the TU Dublin support offices. The principles of EDI will be applied in the recruitment of students to this programme and encouraged to have a diverse cohort that can engage and learn from their own developing network, as has been the School's experience with the PG Certificate and PG Diploma class groups to-date.</i></p> <p>C5d The School Executive has raised awareness of EDI considerations with School staff at School fora. Additional text has been added to section 4.3.3 of the validation document</p> <p><i>MSc students will be supported in several ways:</i></p> <ul style="list-style-type: none"> • <i>All students are supported by weekly pastoral tutorials</i> • <i>Module delivery incorporates flexibility with students able to attend some components online/onsite based on their preference</i> • <i>Module notes are provided in advance of delivery for students and are editable</i> • <i>School staff have been advised regarding the most accessible font size and type to use.</i> • <i>Labs are wheelchair accessible</i>

	<ul style="list-style-type: none"> Monitoring of EDI considerations through the annual quality monitoring processes. Communication with and availability of TU Dublin's Support Offices. School is willing to resource and timetable tutorials for topics or subjects that students may require. <p>C5e Additional, programme specific details on graduate attributes have been added to section 2.6 of the validation document.</p>
C6	<p>TU349 programme document (Akari)</p> <p>(a) "Calculation of Awards Classification" field</p> <p>This specifies that "The overall average aggregate mark for the taught modules (80 ECTS) of the programme which have been assessed and awarded a numerical mark under TU DUBLIN General Assessment Regulations.", however, the Programme Structure ECTS summary indicates that the sum of the taught modules is 65. This must be corrected.</p> <p>(b) Exit awards</p> <p>This must include the exit awards, and relevant information about each.</p> <p>(c) Programme Structure/Module Choice Description</p> <p>This must include a description of the process that will be applied in the event that a student may wish to use RPL to apply for exemption from a module(s) of study. This information must also be captured in the Student Handbook.</p> <p>School Response:</p> <p>C6a – The aggregate mark is from the graded modules 80ECTs (the 10 ECT FOOD 8001 Brew & Distilling work practice module is pass/fail). The documents have been checked for consistency and the figure below is included to clarify the programme structure.</p> <p>C6b - There are no exit awards associated. As noted in Section B of the report:</p>

	<p>Students who have successfully completed part of this programme may be transferred to either the Postgraduate Certificate in Brewing and Distilling (TU5304) or the Postgraduate Diploma in Brewing and Distilling (TU267 or TU267A) for the purpose of graduation, dependent on the number of credits successfully passed by the time of application to exit from TU349. TU5304, TU267 and TU267A have all been validated previously. There is no exit award for TU409, as it is an add-on programme.</p> <p>C6c - Detail on the exemption process has been added to the Programme Structure/Module Choice Description of Akari. This detail is available in section 1.18 of student handbooks.</p> <p>Exemption Process:</p> <p><i>Students are advised to discuss and submit their exemption application with their lecturer of the current year in the first instance. Individual lecturers will deem whether or not individuals are eligible for exemption based on the learning outcomes of previous modules completed and passed. Transcripts of results should be included with the application. Applications are forwarded by the current lecturer to the Year/Course Tutor and subsequently to the Head of School. If the exemption is approved, the School office notify the Exams office and the exemption will be added to the student's academy. In the case where a candidate received an exemption on the basis of prior learning during his/her award years, the modules subject to exemption are awarded with credits only.</i></p>
C10	<p><i>TU409 programme document (Akari)</i></p> <p><i>Non-standard entry requirements</i></p> <p>References to advanced entry via RPL into the TU409 (Add-on) programme, incl. mechanisms for such, must be removed, as this is not relevant to an add-on qualification.</p>
	<p>School Response:</p> <p>The reference to RPL has been removed from the TU409 (Add-on) programme in Akari.</p>

Recommendations	
R1	<p><i>Validation Document (Programme Overview and Support Information)</i></p> <p>A Contents Listing and numbering of headings and sub-headings should be included to enhance the readability of the document for the panel and others.</p>
	<p>School Response:</p> <p>To enhance readability of the document a content listing and numbered headings/sub-headings have been added.</p>
R2	<p><i>Sustainability</i></p> <p>The panel recommends that the sustainability aspects of the programmes should be highlighted by inclusion in module learning outcomes (MLOs) and the programme learning outcomes (PLOs).</p>
	<p>School Response:</p>

	<p>Sustainability is incorporated in the programme learning outcome: PLO8: Identify and reflect on opportunities to incorporate more sustainable process models and work practices into the drinks industry.</p> <p>Examples of MLOs that are already sustainability linked include:</p> <ul style="list-style-type: none"> FOOD 8001 work placement module e.g. MLO7 is <i>Reflect on approaches to improve sustainability and positively effect change in a brewing or distilling company of choice</i> along with the accompanying handbook. FOOD 1027 - MLO3 Execute the techniques involved in consistently creating and delivering “The perfect draught pint” in a sustainable manner. FOOD 1023 – MLO3 Apply practical skills with respect to composition, origin and sustainability practices used for product formulation FOOD 8003 - MLO2 Employ the theory of product development to the production of sustainable and new beverage products & MLO4 Ensure sustainable production in all steps of a new product. <p>Sustainability has been included more in the FOOD 5002 dissertation handbook and the module descriptor see MLO3 Demonstrate an ability to consider issues and knowledge from a variety of perspectives and with a sustainability focused mindset.</p> <p>Addition of further sustainability focused MLOs have been added to FOOD 8002 (MLO5), FOOD 8004 (MLO6) and FOOD 1024 (MLO6). This is also reflected in the assessments associated.</p>
R3	<p><i>Assessment Calendar</i></p> <p>The panel recommends that the assessment calendar be designed in such a way to ensure scaffolding of learning from one assessment to another within a module, but also across modules. This should also include provisions for both formative and summative assessments and feedback, as well as to avoid clumping together assessments at certain times during the academic semester/year. The assessment calendar should therefore be aligned with the assessment information captured in the module descriptors. This should be captured in an indicative assessment calendar for the calendar year, incorporated into the Student Handbook.</p> <p>School Response:</p> <p>The assessment calendar follows the format approved by the School teaching and learning committee and an indicative assessment calendar is available in the student handbook see section 1.12. The timing of assessments is considered at programme committee meetings to avoid clumping of assessments as far as possible and shall be kept under review. Some assessments while they may have a final submission deadline at the end of the semester are ongoing throughout the semester e.g. eportfolio, blogs etc</p>
R4	<p><i>Student Handbook</i></p> <p>It is recommended that individual named lecturers be removed from the text in this document, with lecturers named in only against the modules they will be delivering (table summary).</p> <p>School Response:</p> <p>Reference to the individual named lecturer has been removed.</p>

R5	<p><i>FOOD 5001 Beverage Research Methodology</i></p> <p>(a) The indicative syllabus should include indicative examples of the types of quantitative and qualitative analysis methods that will be covered in this module.</p> <p>(b) The overall module design, incl. syllabus and learning and teaching methods, should align with the specific requirements of the project to highlight the uniqueness of this module to the MSc in Brewing and Distilling. For example, there was a description during the panel meeting with the staff of workshops being used as a learning and teaching method to develop research project ideas. However, this is not mentioned in the module descriptor's Learning and Teaching Methods field for this module.</p>
	<p>School Response:</p> <p>R5a Indicative examples of the types of quantitative and qualitative analysis methods have been included in the indicative syllabus section of the module descriptor.</p> <p><i>Appropriate methods of quantitative (e.g. statistical analysis) and/or qualitative (e.g. interview, open ended survey response) data analysis to the project data</i></p> <p>R5b The FOOD 5001 module on Akari has been modified to reflect the workshop nature of delivery for FOOD 5001.</p> <p><i>Through workshops students will be encouraged to think and reason for themselves and develop the critical skills needed at this level. Considerable emphasis will be placed on developing the student's ability to effectively construct a research proposal which can be executed successfully as an MSc Dissertation project demonstrating an ability to identify a feasible area of research, an appropriate research programme including an evaluation strategy and an ability to present these in an appropriate form. This may include qualitative and quantitative laboratory and desk-based research methods.</i></p> <p>To further reflect this MLOs have been updated:</p> <p>MLO5 Demonstrate modern beverage research methods and their presentation in written and oral format.</p> <p>MLO6 Choose and justify appropriate qualitative and/or quantitative research methods, analysis and evaluation methods for a specific research question</p>
R6	<p><i>FOOD 5002 Brewing & Distilling Dissertation</i></p> <p>(a) The panel recommends that the Introduction to the dissertation guidelines include an indicative listing of the types of quantitative and qualitative research options that may be available to the student. This will serve to highlight both practical and desk-based projects that could be undertaken to meet the requirements of the module. The analysis methods outlined here should align with those referenced in FOOD 5001 (Recommendation R5).</p> <p>(b) The panel recommends that the current wording regarding the completion of the FOOD 5001 module prior to undertaking the research project be revised instead to advise that the FOOD 5001 module must be completed prior to the data collection component of the research project for FOOD 5002 (specified as a co-requisite, instead of a pre-requisite, module).</p> <p>(c) The panel recommends that future MSc in Brewing and Distilling programme and module revisions should consider both the advantages and disadvantages of the rationale of</p>

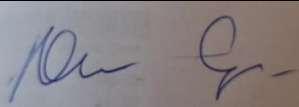
	<p>having two separate modules (FOOD 5001 & FOOD 5002) instead of one 30 ECTS credit module.</p> <p>(d) The panel recommends that the Thesis Guidelines includes a clarification of how the mark(s) for this module are calculated. This clarification should incorporate a brief description of the contribution of each individual examiner's marks to the overall mark.</p> <p>(e) Panel-School discussions included a description of the appointment of a third examiner where there is a large difference in marks awarded by the first two examiners. In this instance, the School clarified that only the third examiner's mark is used as the final mark. The panel recommends exploring alternative approaches, for example, an average of marks across all examiners in the event that there are multiple dissertation examiners appointed to each dissertation.</p>
	<p>School Response:</p> <p>An indicative listing of the types of quantitative and qualitative research options that may be available to the student have been included in the Introduction to the dissertation guidelines.</p> <p>The wording has been revised in the FOOD 5002 module descriptor and project handbook to indicate that: <i>The FOOD 5001 module must be completed prior to the data collection component of the research project for FOOD 5002</i></p> <p>The advantages and disadvantages of having two separate modules (FOOD 5001 & FOOD 5002) instead of one 30 ECTS credit module will be kept under consideration through the annual QA processes.</p> <p>The thesis performance mark is an agreed mark between first and second readers. This has been clarified in the Thesis Marking Scheme. Detail on the role of the third reader (should it be required) has also been included.</p> <p>A description of the appointment of a third examiner has been provided in the Thesis Marking Scheme as below.</p> <p><i>The dissertation thesis will be double marked, and a consensus grade reached. If an agreed mark is not possible then the module coordinator or Head of School if required will appoint a third reader. The third reader will provide feedback on their assigned mark and a consensus mark for the thesis will be agreed.</i></p>
R7	<p>Akari Module Descriptors</p> <p>(a) <i>Assessment Description</i></p> <p>(b) <i>Assessment Role</i></p> <p>The panel recommends that the School reviews all module descriptors (for the entire MSc in Brewing & Distilling programme) to ensure that both of these fields are completed. With regard to the Assessment Description field, the description should be descriptive enough to allow the reader of the module descriptor to understand which assessment is to be used. To this end, a list of possible types of assessment must not be included under the "Assessment Description". Where this applies to modules previously approved as part of the related PG Certificate and PG Diploma programmes, new versions of these modules should be created to facilitate population of these fields, or changes to them, where these need to be addressed in relation to this recommendation.</p> <p>School Response:</p>

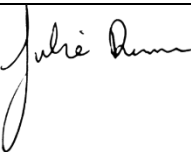
	The assessment role and description were in place for FOOD 5002, FOOD 5001, FOOD 8003, FOOD 1023, FOOD 1027 and FOOD 1026. As recommended by the panel the assessment description/role has been reviewed for modules: FOOD 8005, FOOD 8001, FOOD 8002, FOOD 8004, FOOD 1024 and FOOD 1025 and are now included.
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Other matters to be brought to the attention of Faculty Board and/or University Programmes Board

The panel recommends the appointment of a centralised Faculty Work Placement co-ordinator for the Faculty of Sciences & Health. It is deemed that such a position is necessary to support Schools in administration of work placements throughout the Faculty, given the significant number of programmes with a work placement component, such as the MSc in Brewing & Distilling programme proposed here.

Section G - Approvals

Validation Report	
This report has been agreed by the Validation Panel and is signed on their behalf by the chairperson.	
Chairperson: Alan Casey	
Signed: 	Date: 19/09/2024

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: Dr. Julie Dunne	
Signed: 	Date: 25/08/2024 Click or tap to enter a date.

Faculty Board	
The report and response have been approved by Faculty Board	
Vice-Dean for Education:	
Signed: 	Date: 27/09/2024