Programme Validation Report

TC101 Postgraduate Diploma in Science in Brewing & Distilling

(60 ECTS credits)

TC102 Postgraduate Diploma in Science in Brewing & Distilling

(30 ECTS credits, add-on programme to TU5304 Postgraduate Certificate in Brewing and Distilling)

Version of Report	Author	Date
1.0	Dr Linda Moore	21/06/2023
2.0	Dr Linda Moore	14/08/2023
		Click or tap to enter a date.
		Click or tap to enter a date.

Approval	Date
Programme Proposal approved by Faculty Board	10/03/2023
Programme Proposal approved by University Programmes Board	28/03/2023
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	Postgraduate Diploma in Science in Brewing and Distilling
NFQ Level	9
ECTS Credits	60
Mode of delivery	Part-time ☐ Full-time ✓
Duration	Part-time: Full-time: 1 year
Mode of provision	Face-to-Face ☐ Blended ✓ Online ☐
Classification of award	70% Distinction 60% - 69% Merit, Grade One 50% - 59% Merit, Grade Two

	40% - 49% 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	Central Quad, TU Dublin, Grangegorman Lower, Dublin 7, D07 ADY7
Collaborative Partner (where applicable)	N/A
Date of Commencement	September 2023

Title	Postgraduate Diploma in Science in Brewing and Distilling
NFQ Level	9
ECTS Credits	30 (Add-on)
Mode of delivery	Part-time ✓ Full-time
Duration	Part-time: 1 year Full-time:
Mode of provision	Face-to-Face ☐ Blended ✓ Online ☐
Classification of award	70% Distinction 60% - 69% Merit, Grade One 50% - 59% Merit, Grade Two 40% - 49% 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	Central Quad, TU Dublin, Grangegorman Lower, Dublin 7, D07 ADY7
Collaborative Partner (where applicable)	N/A
Date of Commencement	September 2023

Section B - Awards

Award Title	Postgraduate Diploma in Science in Brewing and Distilling
NFQ Level	9
Award Class	Major
ECTS Credits	60
Classification of award	70% Distinction 60% - 69% Merit, Grade One 50% - 59% Merit, Grade Two 40% - 49% Pass
Award Title	Postgraduate Diploma in Science in Brewing and Distilling
NFQ Level	9
Award Class	Major
ECTS Credits	30 (Add-On)
Classification of award	70% Distinction 60% - 69% Merit, Grade One

	50% - 59% Merit, Grade Two 40% - 49% Pass
Award (1) Title	N/A as students who have successfully completed the first part of this programme, and then choose to exit the programme, will be transferred to TU5304 Postgraduate Certificate in Brewing and Distilling for the purposes of graduation. The Postgraduate Certificate in Brewing and Distilling is identical to the first stage of the Postgraduate Diploma in Brewing and Distilling.
Exit/Embedded	Exit ☐ Embedded ☐
NFQ Level	Select Level
Award Class	Choose an item.
ECTS Credits	
Classification of award	
Exit Award (2)	
Exit/Embedded	Exit ☐ Embedded ☐
NFQ Level	Select Level
Award Class	Choose an item.
ECTS Credits	
Classification of award	

Section C - Programme Derogations (if required)

Derogations from Assessment Regulations/Marks and Standards already approved by University Programmes Board	
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 ✓	AQEC Meeting ☐	AQEC Sub-Group ☐
Date: 21st June 2023	Date:	Date:

Panel Members

Name	Role	Affiliation
Dr Aidan Meade	Chair	HOLD[1], Faculty AQEC member, FOSH[2]
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 Mairead Stack	Internal member	School of Biological, Health & Sports Sciences, Faculty AQEC member, FOSH
Dr Linda Moore	Academic Affairs representative	Academic Quality Advisor, FOSH

Section E - Programme Evaluation

Documents reviewed by panel members

- Programme validation summary document, including PPF, mapping of MLOs to PLOs.
- Book of Modules – Postgraduate Diploma in Brewing and Distilling
- Book of Modules – Postgraduate Diploma in Brewing and Distilling (Add-on)
- Student Handbook
- Work Practice Handbook

Governance & Management		
Is the programme designed in accordance with the University's Strategic Plan, Educational Model and Quality Framework?	Yes ✓	No ☐
Comment:		
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?	Yes ✓	No ☐
Comment:		

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[1] HOLD = Head of Learning Development
[2] FOSH = Faculty of Sciences & Health

Awards Standards		
Are the programme aims and learning outcomes clearly written using appropriate terminology? (See TU Dublin Guidelines)	Yes ✓	No ☐
Comment:		
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 ☐
Comment:		
Will the curricula, teaching, learning and assessment methods enable students to reach the appropriate standard to qualify for the award(s)?	Yes ✓	No ☐
Comment:		
Was the programme development appropriately informed by internal and external stakeholder input (including industry/practice, professional/regulatory bodies, and community organisations)?	Yes ✓	No ☐
Comment:		
Has the programme been benchmarked against similar programmes nationally and internationally?	Yes ✓	No ☐
Comment: There are no similar programmes nationally.		
Did the programme development take account of relevant external discipline benchmarks and Professional Statutory and Regulatory Body requirements? N/A	Yes ☐	No ☐
Comment:		

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 ☐
Comment:		
Will there be opportunities for students to input into curriculum design decisions in the future?	Yes ✓	No ☐
Comment:		
Is there a mechanism to ensure the input of external stakeholders in the ongoing development of the programme?	Yes ✓	No ☐
Comment:		
Is the programme curriculum well-structured with a logical progression of learning and development across the modules and stages?	Yes ✓	No ☐
Comment:		

Are there appropriate opportunities for students to undertake work-based learning, through work placements or work-based projects or assignments?	Yes ✓	No ☐
Comment:		
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 ✓
Comment: The new Digital Education Policy framework for implementation of blended, and other forms of digitally-reliant learning - is still under development, so there is no current framework under the new organisational design for TU Dublin to map the blended learning used in this programme.		
Is the required programme and module information provided in the correct format?	Yes ✓	No ☐
Comment:		

Learning, Teaching & Assessment		
Is there an effective student-centred teaching and learning strategy that aligns with the University's strategies and Education Model?	Yes ✓	No ☐
Comment:		
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 ☐
Comment: The panel has recommended that the range of assessment types be further expanded.		
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 ☐
Comment:		
Is there a comprehensive mapping of assessment methods and module learning outcomes and between module learning outcomes and programme learning outcomes?	Yes ✓	No ☐
Comment:		
Are there opportunities in all modules to provide students with timely and constructive feedback on their learning and development?	Yes ✓	No ☐
Comment: The panel has recommended further consideration of assessment workload and timelines for some modules to maximise the opportunity for student assessment feedback and feedforward opportunities.		
Do the teaching and assessment methods consider the diversity of the student cohort?	Yes ✓	No ☐
Comment:		

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 ☐
Comment:		
Are there sufficient staff that are appropriately qualified and capable to support the programme delivery, from both context and pedagogy perspectives?	Yes ✓	No ☐
Comment:		
Are there appropriate arrangements in place to support the student experience and to monitor student performance?	Yes ✓	No ☐
Comment:		
Are the access, transfer and progression arrangements clearly defined and appropriate, and aligned to TU Dublin policy/strategy in this regard?	Yes ✓	No ☐
Comment:		
Do the student supports and learning environment cater for equality, diversity and inclusivity of students?	Yes ✓	No ☐
Comment:		
Is the relevant programme information clearly communicated to the students to ensure they are informed, guided and cared for?	Yes ✓	No ☐
Comment:		
Has the Checklist for First Year Student Success (where applicable) been fully completed and submitted to the Panel?	Yes ✓	No ☐
Comment:		

Collaborative Provision (if applicable)		
Are the roles and responsibilities of each partner clearly defined?	Yes ✓	No ☐
Comment: Internal TU Dublin collaboration between with the School of Culinary Arts & Food Technology. Clearly identified module delivery and assessment responsibilities have been agreed.		
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 ☐	No ☐
Comment: N/A		

Section F - Overall Recommendation

1.	**Recommend approval of programme as submitted, without amendment**	☐
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.	☐
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.	☒
4.	**Do not recommend approval of programme.**	☐

Areas for commendation	
1.	Multidisciplinary and experienced staff in the School to inform both the development and delivery of the programmes. Expertise of programme staff in Brewing & Distilling.
2.	The work placement aspect of the programme is highly commended, in terms of its planning & organisation, as well as student and work placement supervisor supports in place to ensure that the student gains the experience required to meet the stated module learning outcomes (MLOs). The way in which the placement is organised and delivered reflects best practice in both academia and industry.
3.	Excellent practical facilities to support the delivery of the programme.
4.	Overall programme outline and projected timelines for implementation and delivery.
5.	The panel acknowledges the amount of work put in by the programme team in compiling programme documentation and supporting documents that comprehensively communicated the details of the programmes and their context of delivery.

	Conditions of Approval
1.	'Minimum Entry Requirements' AND 'Procedures for Non-Standard Applications' Include a statement to indicate that all applicants may be interviewed as part of the selection of students for entry into the programme.
	Response: A statement has been included to indicate that all applicants may be interviewed as part of the selection process in the admission requirements section of the programme document and student handbook. The text in the 'Procedures for Non-Standard Applications' section in Akari has also been updated to further reflect this.
2.	For both the 'Brewing Analysis' and 'Advanced Brewing & Food Microbiology' modules: These modules must be framed in terms of being technical, rather than scientific, modules. This should ensure that the depth of desired student knowledge, abilities and skills is reflected in the MLOs for clarity in respect of what can reasonably be expected from students completing that module, reflecting that students are expected to apply knowledge in this area, without in-depth understanding of instrumentation theory.
	Response: Changes have been made to *No Code Yet* 'Advanced Brewing & Food Microbiology' module to ensure the module is framed as being technical rather than scientific and is appropriate for a L9 module. Changes to the MLOs reflect the recommendations of the validation panel. The *No Code Yet* Brewing Analysis module has been revised and the MLOs considered to ensure that application of knowledge is highlighted rather than in-depth understanding of instrumentation theory. Furthermore, the exam assessment has been changed to a more authentic assessment of practical lab techniques.
3.	Removal of 'Hyflex' from all programme and module documentation, replace with 'hybrid' or other appropriate term.
	Response: The term HyFlex has been replaced by hybrid in the programme document and student handbook.
4.	'Brewing & Distilling Work Practice' module The module descriptor assessment must be updated to reflect the intended assessment types and breakdown. The terminology used around the intended topic for the research project should be addressed to enhance clarity of project topic and requirements – ensuring consistency across all documentation.

	Response: The dedicated sustainability project has been removed from the *No Code Yet* Brew & Distilling Work Practice module. Instead, sustainability aspects have been embedded into existing assessments e.g. the oral presentation and blog(s) will consider sustainability aspects. MLO 7 has been amended and the documentation has been revised to reflect this change.
4.	Assessment - The pass mark for each module must be clearly stated in module descriptors and programme documentation to provide clarity of this to both students and staff.
	Response: There is no derogation on the pass mark from the GAR for this programme. Table 1 of the programme documentation linked indicates "Combined CA and EXAM mark must be >= 40*" where this is relevant (e.g. FOOD 8001 the work practice module is pass/fail). In addition, under the **Programme Structure** section of Akari programme the following sentence has been added. *The pass mark for modules aligns with TU Dublin's general assessment regulations, whereby the combined assessment marks must be >= 40% unless otherwise stated in the module descriptor.*
5.	Assessment - Inconsistencies in programme and accompanying documentation should be addressed as to whether module exemptions should be permitted or not. This should include whether only full module exemptions will be permitted, or whether part-exemptions may also be facilitated. How module exemptions (if permitted) influence the calculation of the final programme mark must also be specified in programme documentation.
	Response: Full module exemptions are permitted. The exemptions process is outlined on p23 of the programme document. The student handbook p10 has been updated to reflect this detail. Both documents now include the text: *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 and will not be included in the calculation of the final award.*

Recommendations	
1.	Assessment - Module assessment should be streamlined across all modules. Assessment breakdown should be consistent across modules to ensure uniformity of approach.
	Response: The programme team feel the assessment breakdown is appropriate for the different modules and different assessment types. The school will continue to monitor the roll out of the modules through annual monitoring processes and modify as needed.

2.	Assessment - Modules should incorporate an early-stage low-stakes theory assessment for all modules to socialise students into the module, allowing the opportunity to gain feedback to inform future assessment performance.
	Response: Early assessment and attendance monitoring can flag poor student engagement early in the module and highlights any at risk students. In addition, the programme team is mindful that all students should have the opportunity to receive timely feedback on completed assessments so that they can clearly identify aspects that have been completed satisfactorily and areas that require further work or development. With this in mind the assessment schedule and loading are agreed at programme team level at the start of each semester and the assessment calendar is then released to students and staff. Effective use of the assessment calendar also ensures that neither student or staff are overloaded with assessments.
3.	Assessment - The panel felt that a lot of modules were assessment-heavy. Assessment load in some modules should be revisited to ensure that there is sufficient time to allow for student learning through feedback and feedforward mechanisms.
	Response: As mentioned in section 4i above the dedicated sustainability project has been removed from the FOOD 8001 Brew & Distilling Work Practice module and integrated into other assessments in that module. Furthermore, three modules are now 100% c/a (FOOD 8003 Beverage product development, *No Code Yet* Beverage Analysis & *No Code Yet* Beverage Industry Regulatory Affairs). The school through annual monitoring evaluates the workloads and makes amendments to modules as necessary and this process will also be applied to the roll out of this programme considering student and programme team feedback.
4.	Assessment - The burden of end-of-Semester exams (e.g. 5 at the end of S1) is high for a PG course. This may be perceived as particularly onerous for students. Consideration should be given to 100% CA for some PG Dip modules, particularly those modules with an emphasis on practical skills.
	Response: The programme team considered the use of summative exams for modules. The *No Code Yet* Beverage Industry Regulatory Affairs module is 100% c/a and the FOOD 8003 Beverage product development module is now moving to 100% c/a. Furthermore, as outlined in Condition 2 above the exam assessment in the *No Code Yet* Beverage Analysis has been changed to a more authentic assessment of practical lab techniques and 100% c/a. In consultation with the School of Culinary Arts and Food technology the exam assessments of the *No Code Yet* Evaluation of beers and draught dispense management module and *No Code Yet* Evaluation of Spirits and Liqueurs modules were also considered. For the evaluation of *No*

	Code Yet Evaluation of Spirits and Liqueurs module the programme team feel the 50% exam is a very good assessment tool for this module. The module incorporates a large amount of information on the regulation and rules associated with the production of certain spirits in certain countries and the legal implications with the production. With this in mind, the written examination is a very fair way of assessing if the learners understand and can recall this information. So, for this module the assessment methods stay the same as 50% in class assessment and 50% written exam. The exam assessment of the *No Code Yet* Evaluation of beers and draught dispense management module was also considered and the 40% continual assessment 60% written exam remains the preferred assessment approach for this module. Similarly, FOOD 8002 Brewing, Fermentation and Distilling and FOOD 8004 Brewery Operations modules were considered, and the programme team believes the written exam is an appropriate assessment tool for these modules.
5.	Assessment – related to point 4. above, authentic assessment should be emphasized, as it is deemed by the panel to be more appropriate than the exam in some modules.
	Response: As outlined in Condition 2 above the exam assessment in the *No Code Yet* Beverage Analysis has been changed to a more authentic assessment of practical lab techniques. In addition, the change introduced to the FOOD 8003 Beverage Product Development module has the exam assessment replaced with a reflective assignment on the BPD process.
6.	Assessment – Consideration should be given to incorporating a wider range of assessment types across the programmes.
	Response: The programme team have reflected on the range of assessment types (See Annex 1: Matrix of LOs and assessment methods) across the designed programme of which there is a variety (15 different types). For example, the work placement module has a range of assessments from a blog, individual oral presentation, CV and Linked in profile. Other assessment types include: group research paper, group presentation, case study, portfolio, reflective journal, product review, MCQ, elevator pitch, examinations etc The school will continue to monitor the roll out of the modules through annual monitoring processes and modify as needed.
7.	Assessment - - Assessment design, load and scheduling should be considerate of both student and lecturer workload (programme-level approach to learning, teaching & assessment).
	Response: Assessment schedule and loading is agreed at programme team level at the start of each semester. The assessment calendar is then released to students and staff. The feedback from

	the validation panel will also be brought to the School's TLA committee who monitor the implementation of the assessment calendar.
8.	Student Handbook – references and links to 'DIT' should be removed and replaced by the equivalent TU Dublin names and web links.
	Response: Weblinks with DIT in the student handbook have been amended.

Other matters to be brought to the attention of Faculty Board and/or University Programmes Board
The design and planned implementation of these programmes clearly meets an industry need that has been identified by the School and programme team. The panel is of the opinion that these programmes will contribute to the growth and development of this field in both TU Dublin and Ireland.

Section G - Approvals

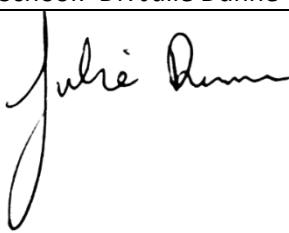| Validation Report	
This report has been agreed by the Validation Panel and is signed on their behalf by the chairperson.	
Chairperson: Dr. Aidan D. Meade	
Signed:	Date: 21/06/2023

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: 06/07/2023 Click or tap to enter a date.

Faculty Board	
The report and response have been approved by Faculty Board	
Vice-Dean for Education: Dr. Aidan D. Meade	
Signed:	Date: 15/08/2023

University Programmes Board (Programmes of 30 ECTS or great)	
The report and response have been approved by the University Programmes Board	
Registrar:	

Signed:	Date: Click or tap to enter a date.

Review Event Schedule

<table>
<tr>
<td colspan="3" align="center">Postgraduate Diploma in Brewing and Distilling
Validation Event Schedule
21 June 2023
MS Teams
Join on your computer, mobile app or room device
<u>Click here to join the meeting</u>
Meeting ID: 318 257 617 568
Passcode: pCGHxw</td>
</tr>
<tr>
<td>Time</td>
<td>Description</td>
<td>In attendance</td>
</tr>
<tr>
<td>09:30-10:00</td>
<td>Panel introductions & preliminary meeting to confirm agenda and plan for event</td>
<td>Panel only</td>
</tr>
<tr>
<td>10:15-11:00</td>
<td>Presentation and meeting with programme leadership team
(Discussion of incl. rationale, market demand, programme design, aims, learning outcomes, entry requirements, student numbers, resources, regulatory, policy matters)</td>
<td>Head of School
Head of Discipline
Programme Co-ordinator(s)
Julie Dunne (HOS)
Gemma Kinsella (HOD Food Science & Industrial Biotechnology)
Catherine Barry Ryan (Programme Chair)</td>
</tr>
<tr>
<td>11:00-11:15</td>
<td>Panel comfort break</td>
<td>Panel only</td>
</tr>
<tr>
<td>11:15-12:15</td>
<td>Meeting with staff responsible for module delivery and assessment
(Discussion of incl. modules and syllabus, teaching and learning methods and assessment)</td>
<td>Head of School
Head of Discipline
Programme Co-ordinator(s)
Staff responsible for delivery & assessment of modules
Julie Dunne
Gemma Kinsella
Catherine Barry Ryan
Orla Cahill
Will Keating
Azza Silotry Naik
Ciara Walsh</td>
</tr>
<tr>
<td>12:15-13:00</td>
<td>Panel meeting to discuss findings</td>
<td>Panel only</td>
</tr>
<tr>
<td>13:00-13:30</td>
<td>Final meeting with Programme leadership team to verbally report findings.</td>
<td>Programme Co-ordinator
Staff as nominated by the programme chair</td>
</tr>
</table>