

**APPENDIX 2**

**APPENDIX 2 - MODULE SCHEDULE (incorporating assessment information)**



<b>AWARD TITLE</b>	FdSc Bakery, Confectionary and Patisserie Science
<b>YEAR / STAGE OF COURSE</b>	<b>1</b>

	<b>Module Title</b>	<b>Module Title</b>	<b>Module Title</b>	<b>Module Title</b>	<b>Module Title</b>	<b>Module Title</b>
	Confectionery, Entremets and Chocolate Specialism	Food Hygiene and Food Spoilage	Fundamentals of Professional Patisserie	Introduction to Bread Production Technology	Marketing, Research and Profit Management	The Science of Bakery
<b>Module Code (include an SI code for all existing modules)</b>						
<b>Level</b>	4	4	4	4	4	4
<b>Credits</b>	20	20	20	20	20	20
<b>Semester of delivery</b>	S1	S1	S1	S2	S2	S2
<b>Mandatory, Elective, Option</b>	Mandatory	Mandatory	Mandatory	Mandatory	Mandatory	Mandatory
<b>Assessment Tasks &amp; Weighting (max of 2 per 20 credit module, max of 3 for larger modules)</b>	Coursework (50%) Exam (50%)	Coursework (50%) Exam (50%)	Coursework (50%) Exam (50%)	Coursework (50%) Exam (50%)	Coursework (50%) Practical (50%)	Coursework (40%) Exam (60%)

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<b>AWARD TITLE</b>	FdSc Bakery, Confectionary and Patisserie Science
<b>YEAR / STAGE OF COURSE</b>	<b>2</b>

	<b>Module Title</b>	<b>Module Title</b>	<b>Module Title</b>	<b>Module Title</b>	<b>Module Title</b>	<b>Module Title</b>
	Advanced Patisserie	Advanced Sugar and Chocolate Specialism	Artisan Bread Production	New Business Start Up	Product Design and Development	Quality Systems
<b>Module Code (include an SI code for all existing modules)</b>	TBC	TBC	TBC	TBC	TBC	TBC
<b>Level</b>	5	5	5	5	5	5
<b>Credits</b>	20	20	20	20	20	20
<b>Semester of delivery</b>	S1	S1	S1	S2	S2	S2
<b>Mandatory, Elective, Option</b>	Mandatory	Mandatory	Mandatory	Mandatory	Mandatory	Mandatory
<b>Assessment Tasks &amp; Weighting (max of 2 per 20 credit module, max of 3 for larger modules)</b>	Coursework (50%) Exam (50%)	Coursework (100%)	Coursework (50%) Exam (50%)	Coursework (100%)	Coursework (100%)	Exam (100%)

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## External Examiners

As a student on a Sheffield Hallam University award it is important to note that the University welcomes and values the involvement of students in quality management processes. To support this, please note that the External Examiner for your course is:

Name: TBC

Email: TBC

Institution: TBC



External Examining is one of the principal means of maintaining academic standards across the UK. Suitably qualified and experienced External Examiners are appointed to provide informative comment and recommendations upon whether or not -

- the University is maintaining the threshold academic standards
- the assessment process measures student achievement rigorously and fairly against the intended outcomes of the programme(s) and is conducted in line with the University's policies and regulations
- the academic standards and the achievements of students of the University are comparable with those in other UK higher education institutions

All assessment tasks and student work is marked and moderated by internal members of staff before being sent to the External Examiner. In order to carry out their role, External Examiners are asked to comment on assessment tasks, moderate a sample of student work, endorse Assessment Board decisions, and provide the University with an annual report.



At the end of each academic year, the External Examiner annual reports and the responses to them will be made available to you. Students will also have the opportunity to discuss the reports during staff/ student committee meetings. Students can request a copy of a particular External Examiner's report in full by emailing [quality@shu.ac.uk](mailto:quality@shu.ac.uk)

Please note, this information has been provided in order to ensure External Examining arrangements are transparent. Students should not make direct contact with external examiners, in particular regarding individual performance in assessments. External Examiners have been advised to refer any direct contact from students to the University.

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Students may be asked to attend meetings with the External Examiner. The purpose of these meetings is to allow the External Examiner to gain student feedback on modules, course and experience. It would not be appropriate to discuss individual people and/or assessments.



Methods of discussing individual assessments, and engaging with quality management and enhancement processes should already be familiar to you, however if you have any queries, please do not hesitate to contact your tutor.

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## FdSc BAKERY, CONFECTIONARY & PATISSERIE SCIENCE

### MODULE SPECIFICATIONS

<b>LEVEL 4</b>	<b>PAGE</b>
Confectionery, Entremets and Chocolate Specialism	6
Food Hygiene and Spoilage	11
Fundamentals of Professional Patisserie	15
Introduction to Bread Production Technology	20
Marketing, Research and Profit Management	24
Science of Bakery	28
Advanced Patisserie	33
Advanced Sugar and Chocolate Specialism	38
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## MODULE DESCRIPTOR

<b>TITLE</b>	Confectionery, Entremets and Chocolate Specialism
<b>MODULE CODE</b>	
<b>LEVEL</b>	4
<b>CREDITS</b>	20
<b>FACULTY</b>	Creative & Design
<b>DEPARTMENT</b>	Department of Catering and Hospitality
<b>SUBJECT GROUP</b>	Level 4
<b>MODULE LEADER</b>	Louise Lioux
<b>DATE OF APPROVAL</b>	tbc

## MODULE AIM

This module aims to prepare students for industry by offering a foundation of technical knowledge and understanding of raw materials, problem solving and processes, involved in chocolate production and their use in confectionery in a global context. Students will develop practical skills and creativity, through designing and producing a range of chocolate products and contemporary entremets. The students will study a range of diverse ingredients which are used as well as Continental, Asian and Eastern European influences on the makeup of the patisserie products linked to industry practice. The module provides opportunity for the development and application of fundamental academic skills through investigating, analysing and problem solving, further supporting future modules.



## MODULE LEARNING OUTCOMES

LO	Learning Outcome
	Demonstrate technical skills development working with chocolate and entremets, including chocolate tempering, hand dipped and moulded chocolates, finishing skills and decorations for entremets
2	Demonstrate knowledge and understanding of established techniques in producing confectionery, entremets and chocolates
3	Apply, evaluate, and reflect upon theoretical ideas in the context of your research portfolio including evidence of creative and innovative product development, highlighting diverse cultures and current trends linking to industry practice.

## INDICATIVE CONTENT

This module will develop students' confectionery and chocolate skills preparing for industry, allowing students to thrive personally, culturally and professionally by working with a range of specialist techniques, such as chocolate creation and entremets finished with a chocolate decoration and exploration of this in a global context.

The module covers craft skills, raw materials and processes involved in chocolate production and how to produce a diverse range of entremets; with a focus on principal production of contemporary entremets. Students will develop knowledge and understanding across a

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range of technical and theoretical aspects of processes and procedures involved in confectionery and chocolate, through skills developed in practical sessions. Students will gain advanced skills set in chocolate and confectionery preparing them for future modules in Advanced Patisserie and Advanced Sugar and Chocolate.

## **LEARNING, TEACHING AND ASSESSMENT STRATEGY AND METHODS**

Students will be supported in their learning to achieve the above outcomes in the following ways:

- The module is delivered by lectures, practical lessons and industry guest speakers, small group tutorials as well as individual tutorials.
- The module will be supported by a reading list appropriate to the module title. The assessment strategy is intended to encourage independent and autonomous learning to develop a reflective practitioner.
- Observation through demonstrations and specialist practical skills and technical development and knowledge are obtained in practical lessons.
- The module is assessed in the form of a research portfolio that requires extensive academic and primary research and a practical exam.

### **Delivery**

- Weekly timetabled sessions in the pastry.
- Each session is 5 hours in duration broken into approximately 4 hours practical and 1 hour theory, covering underpinning knowledge, terminology.
- Lecturers led demonstrations. Students make patisserie items each week.

Contact Type: CONTACT  
Contact Hours: 60.00 hours



### **Methods:**

- 12 x 4-hour sessions practical; 12 x 1-hour Theory; 12 x 1-hour Academic Support and tutorial
- Observation through demonstration
- Specialist practical skills and technical development
- Theory delivered within the practical sessions

## **ASSESSMENT DESCRIPTION**

There are three assessment tasks associated with this module.

Students will produce an entremets with a handmade chocolate decoration (25%). In addition to this there is a requirement to produce hand dipped and moulded chocolates suitable for a high-end patisserie (25%). Both assignments will demonstrate abilities and understanding in the principals of production of

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contemporary entremets and ability to work with chocolate; including chocolate tempering skills.

Students will also be required to write a 2000-word academic essay (50%). This will include evidence of research, product development, problem solving and product evaluation. You will also research, highlighting diverse cultures and state global trends linking to industry practice.

References are required throughout and students are required to write academically.

### ASSESSMENT PATTERN - TASK INFORMATION (STANDARD ASSESSMENT MODEL)

Task No.*	Description of Assessment Task	Task Weighting %	Word Count or Exam Duration	Sub-tasks Y/N*	IMR^ Y/N	Final Task Y/N
1	Academic Essay	50%	2,000 words	N	Y	N


Task No.*	Description of Assessment Task	Task Weighting %	Word Count or Exam Duration	Sub-tasks Y/N*	IMR^ Y/N	Final Task Y/N
2	Practical Exam- Chocolates	25%	4 hours	N	N	N
3	Practical Exam- Entremets	25%	4 hours	N	N	Y

### FEEDBACK TO STUDENTS

Students will receive feedback on their performance in the following ways:

- You will be given formative feedback in the form of tutorial input throughout the module. Initial feedback will concentrate upon the orientation of your individual interpretation of the module brief.
- There will be continual oral and/or written formative feedback on the progress of your assignment by the tutor.
- Written feedback will be provided following submission of the summative assignments.



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## **LEARNING RESOURCES FOR THIS MODULE (INCLUDING READING LISTS)**



Individual research topics will dictate resources, but a suggested general reading list, including journals and websites, is available on Google Classroom. Key resources could include:

### Reading List:

- Barker, C et al. (2013) *Professional Patisserie*. Hodder Education. London.
- Beckett, S (2018) *The Science of Chocolate* 3<sup>rd</sup> ed. RSC Paperbacks Cambridge. Various Chapters
- Curley, W. and Curley, S. (2011) *A Master Class in Chocolate*. Jacqui Small LLP. London.
- Curley, W. Curley, S. (2014) *Patisserie: A Masterclass in Classical and Contemporary Patisserie*, Jacqui Small LLP, London
- Hannemann, J. (2005) *Patisserie*. Butterworth Heinemann. Oxford. Various Chapters
- Slattery, J. (2011) *Creative Chocolate*. Buckingham Book Publishing Ltd



### Websites:

- Valrhona Chocolate, <https://essentiels.valrhona.com/en/videos>
- Barry Callebaut Chocolate <http://www.barry-callebaut.com>
- Le Cordon Bleu <https://www.cordonbleu.edu/london/chocolate-demonstration/en>
- The Royal Belgian Association of Biscuit Chocolate, Pralines and Confectionery

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**MODULE STUDY HOURS (KEY INFORMATION SET)**

<b>Module Study Hours - Breakdown of Hours by Type</b>		
<b>Scheduled Learning and Teaching Activity type*</b>	<b>Hours by type</b>	<b>KIS category</b>
Lecture	12	Scheduled L&T
Seminar		Scheduled L&T
Tutorial	12	Scheduled L&T
Project supervision		Scheduled L&T
Demonstration	12	Scheduled L&T
Practical classes and workshops	48	Scheduled L&T
Supervised time in studio/workshop		Scheduled L&T
Fieldwork		Scheduled L&T
External visits		Scheduled L&T
<b>Scheduled Learning and Teaching Activities sub-total</b>	<b>72</b>	
<b>Guided Independent Study</b>	118	Independent
<b>Placement (Not SW year - see KIS definitions)</b>		Placement
<b>Work-based Learning (see KIS definitions)</b>		Placement
<b>Year Abroad (see KIS definitions)</b>		Placement
<b>Total Number of Study Hours (based on 10 hours per credit)</b>	<b>200</b>	

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## MODULE DESCRIPTOR

<b>TITLE</b>	Food Hygiene and Food Spoilage
<b>MODULE CODE</b>	
<b>LEVEL</b>	4
<b>CREDITS</b>	20
<b>FACULTY</b>	FO6
<b>DEPARTMENT</b>	Sheffield College – Department of Catering and Hospitality
<b>SUBJECT GROUP</b>	Level 4
<b>MODULE LEADER</b>	Steven Salt
<b>DATE OF APPROVAL</b>	tbc

## MODULE AIM

This module aims to provide an introduction to food hygiene theories and practices, including methods for controlling microbiological, physical, chemical and allergenic contaminants, the preservation and spoilage of food, the science of cleaning and the main legislation associated with food hygiene. Current food hygiene legislation requires food businesses to develop and implement a food safety management system based around HACCP, therefore, you will learn how to devise and implement such a system. Theories will be underpinned by a series of practical sessions, which will provide you with knowledge of the industry methods used to control and maintain food hygiene standards in the United Kingdom, comparing UK legislation with global legislation and standards.



## MODULE LEARNING OUTCOMES

<b>LO</b>	<b>Learning Outcome</b>
1	Identify important legislation with regard to food hygiene and the areas in which it should be applied. Comparing UK legislation against global legislation.
2	Recognise and state areas that are critical to food safety within a food production environment.
3	Demonstrate knowledge of how food-borne illness / injury and understand how they can be prevented or reduced to an acceptable level.

## INDICATIVE CONTENT

This module provides an introduction to food safety and hygiene management. The areas covered will include:

- Sources of microbiological, chemical, physical and allergenic contamination.
- Waste disposal, cleaning and disinfection, to include cleaning science and technology.
- Personal hygiene.

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- Food safety management systems currently used within the industry.
- Foodborne illness.
- Food spoilage and preservation.
- UK Legislation.
- The application of microbiology in relation to food hygiene.

During the course of the module there will be a series of microbiological practical demonstrations which will highlight the importance of personal and environmental hygiene. There will also be the opportunity to explore techniques used in identifying micro-organisms in relation to food poisoning and food spoilage, with investigation into the effectiveness of cleaning products in the destruction of micro-organisms.

Through the module, you will investigate the theoretical and professional areas of food safety. The module's content will encourage you to evaluate areas of study that will in turn enhance your creative practice and refine your ability to present information in an academic and formal context.

## **LEARNING, TEACHING AND ASSESSMENT STRATEGY AND METHODS**

Students will be supported in their learning to achieve the above outcomes in the following ways:



- The module is delivered by lectures, seminars, small group tutorials as well as individual tutorials along with guest speakers and subject related theories.
- Student discussion will be encouraged and is essential in developing an individual's area of study.
- The module will be supported by a reading list appropriate to the module title. The assessment strategy is intended to encourage independent and autonomous learning to develop a reflective practitioner.
- The module is assessed in the form of two written reports and a multi-choice exam.

### **Delivery**

- Weekly timetabled sessions in the classroom and in the science laboratories.
- Lecturer led demonstrations.
- Weekly timetables theory lectures and seminars

## **1 Teaching and Learning**

Contact Type: CONTACT  
Contact Hours: 72.00 hours

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Methods:

A series of lectures explaining the principles of food safety within the food industry and comparisons with global legislative and cultural practices. The lectures will be linked to the practical sessions which will demonstrate and test the theory delivered.

### ASSESSMENT DESCRIPTION

Assessment of this module will be achieved through the creation of an infographic poster on food spoilage and food-borne disease 500 words, along with a 1,500 word academic essay regarding HACCP, along with a flowchart on the production of fresh cream cakes highlighting control points (CC) and critical control points (CCP).

In order to demonstrate understanding of the key concepts of food safety, there will also be a multiple choice examination consisting of 40 questions based on theory sessions completed during the module.

### ASSESSMENT PATTERN - TASK INFORMATION (STANDARD ASSESSMENT MODEL)



Task No.*	Description of Assessment Task	Task Weighting %	Word Count or Exam Duration	Sub-tasks Y/N*	IMR <sup>^</sup> Y/N	Final Task Y/N
1	Infographic Poster (500 words) & Academic Essay (1,500 words)	60%	2,000 words	N	Y	N

Task No.*	Description of Assessment Task	Task Weighting %	Word Count or Exam Duration	Sub-tasks Y/N*	IMR <sup>^</sup> Y/N	Final Task Y/N
2	Multiple Choice Exam	40%	2 hours	N	N	Y

### FEEDBACK TO STUDENTS

Students will receive feedback on their performance in the following ways:



- You will be given formative feedback in the form of tutorial input throughout the module. Initial feedback will concentrate upon the orientation of your individual interpretation of the module brief.

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- There will be continual oral and/or written formative feedback on the progress of your assignment by the tutor.
- Tutor assessment and written feedback will be provided on submission of the formative thesis/research plan/development and on the essay itself at end of the module.

### LEARNING RESOURCES FOR THIS MODULE (INCLUDING READING LISTS)

<b>Module Study Hours - Breakdown of Hours by Type</b>		
<b>Scheduled Learning and Teaching Activity type*</b>	<b>Hours by type</b>	<b>KIS category</b>
Lecture	20	Scheduled L&T
Seminar		Scheduled L&T
Tutorial	12	Scheduled L&T
Project supervision	12	Scheduled L&T
Demonstration	6	Scheduled L&T
Practical classes and workshops	12	Scheduled L&T
Supervised time in studio/workshop	12	Scheduled L&T
Fieldwork		Scheduled L&T
External visits		Scheduled L&T
<b>Scheduled Learning and Teaching Activities sub-total</b>	<b>74</b>	
<b>Guided Independent Study</b>	<b>126</b>	Independent
<b>Placement (Not SW year - see KIS definitions)</b>		Placement
<b>Work-based Learning (see KIS definitions)</b>		Placement
<b>Year Abroad (see KIS definitions)</b>		Placement
<b>Total Number of Study Hours (based on 10 hours per credit)</b>	<b>200</b>	

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## MODULE DESCRIPTOR

<b>TITLE</b>	Fundamentals of International Professional Patisserie
<b>MODULE CODE</b>	
<b>LEVEL</b>	4
<b>CREDITS</b>	20
<b>FACULTY</b>	Creative & Design
<b>DEPARTMENT</b>	Sheffield College – Department of Catering and Hospitality
<b>SUBJECT GROUP</b>	Level 4
<b>MODULE LEADER</b>	Louise Lioux
<b>DATE OF APPROVAL</b>	tbc

## MODULE AIM

This module aims to develop the fundamental skills required to produce a range of patisserie products for plated desserts, as required in industry. There is also an opportunity to study the history and origins of patisserie products including cultural aspects and how they have evolved and influenced desserts for today, which will be used to inform and develop research and practical skills. The academic requirements of the modules will equip students with the ability to underpin practice through research, including the opportunity for practitioner reflection, to support ongoing development of skills and cultural awareness allowing students to thrive personally and professionally.



## MODULE LEARNING OUTCOMES

LO	Learning Outcome
1	Demonstrate a range of patisserie knowledge and skills to produce a variety of international patisserie products for two plated desserts.
2	Evaluate products through a structured reflective journal designed to improve skills, techniques and enhance future production in patisserie.
3	Evidence research of the history and origin of patisserie products and the cultural aspects of ingredients and desserts, analysing how they have influenced desserts for today.

## INDICATIVE CONTENT

This module enables students to develop the skills required to produce a range of patisserie products. The module is focused on the development of knowledge in theoretical sessions, as well as professional skills and techniques in practical seminars, to produce a range of established patisserie products suitable for plated desserts. Indicative content covers understanding of patisserie and the ability to work with a variety of ingredients such as:

- Pastry, fillings, sponges, mousses, glazes, and desserts. It will assist the student to select and use commodities, processes, and equipment to help them produce, test, and evaluate commercially viable patisserie products in a global market.

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As part of the development process, students will be required to develop evaluative skills and utilise feedback to inform final product development of their two plated desserts. The learners will learn a variety of practical skills required for plating desserts. This is to include the mixing of different pastes and rolling techniques, a variety of sponge making methods, making of different fillings such as mousses and creams, sauces, ice creams, sorbets and piping skills, finishing and decorative techniques using a diverse range of ingredients. Students will develop knowledge and understanding across a range of technical and theoretical processes and procedures involved in the production of patisserie products. This module provides an opportunity to explore the history, origin and the diverse cultural aspect of ingredients and desserts and analyse how they have influenced desserts for today and used in industry. The reflective journal is designed to improve skills, reflect on their products produced each lesson and the challenges and difficulties in the practical element of the lesson and ideas gained towards future development including the use of a diverse range of products. Detailed documentation and evaluation of the development process along with justification for any modifications made for each dessert. A full list of references must be included. This assignment should consist of 2000 words (This does not include the appendix or reference list).

### **LEARNING, TEACHING AND ASSESSMENT STRATEGY AND METHODS**

Students will be supported in their learning to achieve the above outcomes in the following ways:

- The module is delivered by lectures, practical lessons, small group tutorials as well as individual tutorials.
- The module will be supported by a reading list appropriate to the module title. The assessment strategy is intended to encourage independent and autonomous learning to develop a reflective practitioner.
- Observation through demonstrations and specialist practical skills and technical development and knowledge are obtained in practical lessons.
- The module is assessed in the form of a reflective journal designed to improve skills, techniques and enhance future production and a practical exam.

#### **Delivery**


- Weekly timetabled sessions in the patisserie.
- Each session is 5 hours in duration broken into approximately 4 hours practical and 1 hour theory, covering underpinning knowledge, terminology, and product history/origin.
- Lecturer led demonstrations. Students make patisserie items for plated desserts each week.

Contact Type: CONTACT  
Contact Hours: 60.00 hours

#### **Methods:**

- 12 x 4-hour sessions practical; 12 x 1-hour Theory; 12 x 1-hour Academic Support
- Observation through demonstration



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- Specialist practical skills and technical development
- Theory delivered within the practical sessions, not separately

## ASSESSMENT DESCRIPTION



In the final week of the module, students will undertake a four-hour practical exam (50%), where they will produce four plated desserts consisting of two varieties and different ingredients suitable for a restaurant environment. This will demonstrate abilities in patisserie creation and ability to work with a variety of ingredients including pastry, fillings, sponges, mousses, glazes, and desserts.

Following the Practical Exam, there will be further requirement for students to write a 2000-word assignment, in the form of a structured reflective journal. This will evidence research, product development and product evaluation. The work will also include: Title for each dessert, rationale, work schedule, description, recipe ingredients and portions/yield. Comprehensive method of production which includes equipment / packaging. Digital or photographic evidence is required for each stage of the development process including the final desserts. A description of ingredients used, including: Why was the ingredient chosen, dietary, nutritional, source, nationality/ local and seasonality, history, cultural aspect and origin of patisserie products.

## ASSESSMENT PATTERN - TASK INFORMATION (STANDARD ASSESSMENT MODEL)

Task No.*	Description of Assessment Task	Task Weighting %	Word Count or Exam Duration	Sub-tasks Y/N*	IMR^ Y/N	Final Task Y/N
1	Reflective Journal	50%	2,000 words	N	Y	N

Task No.*	Description of Assessment Task	Task Weighting %	Word Count or Exam Duration	Sub-tasks Y/N*	IMR^ Y/N	Final Task Y/N
2	Practical Exam	50%	4 hours	N	N	Y

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## FEEDBACK TO STUDENTS

Students will receive feedback on their performance in the following ways:

- You will be given formative feedback in the form of tutorial input throughout the module. Initial feedback will concentrate upon the orientation of your individual interpretation of the module brief.
- There will be a continual verbal feedback weekly after each practical lesson.
- Summative written feedback will be given following the submission of assessment tasks

## LEARNING RESOURCES FOR THIS MODULE (INCLUDING READING LISTS)

Individual research topics will dictate resources, but a suggested general reading list, including journals and websites, is available on Google Classroom. Key resources could include:

### Reading List

Barker, C. Burke, M. Rippington, N (2013) *Professional Patisserie*, Hodder Education. London.

Curley, W. Curley, S. (2014) *Patisserie: A Masterclass in Classical and Contemporary Patisserie*, Jacqui Small LLP, London

*Classical and Contemporary Patisserie*, Jacqui Small LLP, London Keller, T. Rouxel, S. (2012) *Bouchon Bakery*, Artisan, New York

Hanneman, L.J.(2008) *Patisserie*, Elsevier Ltd, London.

Roux, A. Roux, M. (1993) *The Roux Brothers on Patisserie*, Little Brown and Company

Beckett, S (2018) *The Science of Chocolate* 3rd ed. RSC Paperbacks Cambridge. Various Chapters

### Websites

Cocoa Barry <http://www.cacao-barry.com/en-GB>

Food timeline (2016) <http://www.foodtimeline.org/foodfaqindex.html>



<http://www.food.gov.uk/science/allergy-intolerance>

Ice-cream Alliance, <https://www.ice-cream.org/>

Callebaut (2-16) *Tempering with callets*



<http://www.callebaut.com/uk/en/techniques/tempering/tempering-with-callets>

Joy of Baking (2016) <http://www.joyofbaking.com/StagesOfCookedSugar.html>

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**MODULE STUDY HOURS (KEY INFORMATION SET)**

<b>Module Study Hours - Breakdown of Hours by Type</b>		
<b>Scheduled Learning and Teaching Activity type*</b>	<b>Hours by type</b>	<b>KIS category</b>
Lecture	12	Scheduled L&T
Seminar		Scheduled L&T
Tutorial	12	Scheduled L&T
Project supervision		Scheduled L&T
Demonstration		Scheduled L&T
Practical classes and workshops	48	Scheduled L&T
Supervised time in studio/workshop		Scheduled L&T
Fieldwork		Scheduled L&T
External visits		Scheduled L&T
<b>Scheduled Learning and Teaching Activities sub-total</b>	<b>72</b>	
<b>Guided Independent Study</b>	128	Independent
<b>Placement (Not SW year - see KIS definitions)</b>		Placement
<b>Work-based Learning (see KIS definitions)</b>		Placement
<b>Year Abroad (see KIS definitions)</b>		Placement
<b>Total Number of Study Hours (based on 10 hours per credit)</b>	<b>200</b>	

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## MODULE DESCRIPTOR

<b>TITLE</b>	Introduction to International Bread Production Technology
<b>MODULE CODE</b>	
<b>LEVEL</b>	4
<b>CREDITS</b>	20
<b>FACULTY</b>	Creative & Design
<b>DEPARTMENT</b>	Sheffield College – Department of Catering and Hospitality
<b>SUBJECT GROUP</b>	Level 4
<b>MODULE LEADER</b>	Steven Salt
<b>DATE OF APPROVAL</b>	tbc

## MODULE AIM



This module provides knowledge and skills associated with the production of everyday bread products from around the world. You will develop production skills and methods to analyse and support technical aspects of producing a number of different breads, using dough development styles used from France, Italy, Poland, the United Kingdom and Asia within this dynamic sector.

## MODULE LEARNING OUTCOMES

<b>LO</b>	<b>Learning Outcome</b>
1	Apply, evaluate and reflect upon theoretical ideas in the context of your academic essay
2	Employ research skills to identify and underpin key theories and literature associated with bread products and their nutritional value and how this impacts on health.
3	Produce a selection of bread products through the application of skills and knowledge of materials and using a range of diverse ingredients and international methods.
4	Demonstrate skills in management, planning and organisation during your practical's professional practice and practical skills to be assessed during your final exam

## INDICATIVE CONTENT

You will develop the hands-on skills and technical knowledge to produce and appraise a range of bread making methods which can be categorised as "everyday production" in a bakery. The module will include the investigation of ingredient and bread making methods and science, including Bulk Fermented (long and short processes), Ferment and Dough, Poolishes, Biggas and Mechanical Dough Development method. There will also be study and application of a range of flours (e.g., stoneground, organic, high protein and patents), employed to produce breads indicative of the bakery sector throughout the global market.

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You will be intellectually challenged to investigate theoretical and professional areas, in order to apply research-based knowledge which will enhance your creative practice and refine your ability to present information in an academic and formal context.

## **LEARNING, TEACHING AND ASSESSMENT STRATEGY AND METHODS**

Students will be supported in their learning to achieve the above outcomes in the following ways:

- The module is delivered by lectures, seminars, guest speakers, small group tutorials as well as individual tutorials along with on-line discussions and subject related theories.
- Student discussion will be encouraged and is essential in developing an individual's area of study.
- The module will be supported by a reading list appropriate to the module title. The assessment strategy is intended to encourage independent and autonomous learning to develop a reflective practitioner.
- The module is assessed in the form of an academic study that requires extensive academic and primary research along with a practical exam.

### **Delivery**

- Weekly timetabled sessions in the bakery.
- Lecturer led demonstrations. Student to make and manufacture a diverse range of bread products to industry standards. Weekly timetables theory lectures and seminars
- Due to some long fermentation periods of bread style products it is likely that a practical session demonstrating a process from start to finish could require a time period of 5 hours. Timetables will need to be addressed to facilitate this.

### **Teaching and Learning**

Contact Type: CONTACT  
Contact Hours: 72.00 hours



Methods:

- 12 x 5hour sessions practical; 12 x 1hour Theory;
- Practical skills-based bakery sessions. Demonstrations. Lectures. Andragogic research.

### **ASSESSMENT DESCRIPTION**

Students will produce and present a range of three 'everyday' bread products to a commercial standard. This will demonstrate their ability to apply skills to bread production and draw upon a range of produce, studied throughout the module.

It is expected that students complete a 2000-word essay in order to apply theory to practice as well as evaluate the outcomes of their products. The essay will include the role of dough

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improvers and gluten modifying agents; students will be expected to demonstrate fundamental academic writing skills (e.g., referencing, formatting, research to practice etc.).

### ASSESSMENT PATTERN - TASK INFORMATION (STANDARD ASSESSMENT MODEL)



Task No.*	Description of Assessment Task	Task Weighting %	Word Count or Exam Duration	Sub-tasks Y/N <sup>+</sup>	IMR <sup>^</sup> Y/N	Final Task Y/N
1	Academic Essay	50%	2,000 words	N	Y	N

Task No.*	Description of Assessment Task	Task Weighting %	Word Count or Exam Duration	Sub-tasks Y/N <sup>+</sup>	IMR <sup>^</sup> Y/N	Final Task Y/N
2	Practical Exam	50%	5 hours	N	N	Y

### FEEDBACK TO STUDENTS

Students will receive feedback on their performance in the following ways:

- You will be given formative feedback in the form of tutorial input throughout the module. Initial feedback will concentrate upon the orientation of your individual interpretation of the module brief
- There will be continual oral and/or written formative feedback on the progress of your assignment by the tutor
- Tutor assessment and written feedback will be provided on submission of the formative thesis/research plan/development and on the essay itself at end of the module

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### **LEARNING RESOURCES FOR THIS MODULE (INCLUDING READING LISTS)**

Roebuck, M. (1996) The master bakers' book of breadmaking

Edwards, W. P. (2007) The science of bakery products

The National Association of Master bakers (1985) The master bakers' book of breadmaking



Massaad, Barbara Abdeni (2017) Man'oushe: Inside the Lebanese Street Corner Bakery

Shooter, Anne (2015) Sesame & spice: baking from the East End to the Middle East

Kilpatrick, Maura, Sortun, Ana (2016) Soframiz: Vibrant Middle Eastern Recipes from Sofra Bakery and Cafe

### **MODULE STUDY HOURS (KEY INFORMATION SET)**

<b>Module Study Hours - Breakdown of Hours by Type</b>		
<b>Scheduled Learning and Teaching Activity type*</b>	<b>Hours by type</b>	<b>KIS category</b>
Lecture	12	Scheduled L&T
Seminar		Scheduled L&T
Tutorial	5	Scheduled L&T
Project supervision		Scheduled L&T
Demonstration		Scheduled L&T
Practical classes and workshops	60	Scheduled L&T
Supervised time in studio/workshop		Scheduled L&T
Fieldwork		Scheduled L&T
External visits	5	Scheduled L&T
<b>Scheduled Learning and Teaching Activities sub-total</b>	<b>84</b>	
<b>Guided Independent Study</b>	<b>116</b>	Independent
<b>Placement (Not SW year - see KIS definitions)</b>		Placement
<b>Work-based Learning (see KIS definitions)</b>		Placement
<b>Year Abroad (see KIS definitions)</b>		Placement
<b>Total Number of Study Hours (based on 10 hours per credit)</b>	<b>200</b>	

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## MODULE DESCRIPTOR

<b>TITLE</b>	Marketing, Research and Profit Management
<b>MODULE CODE</b>	
<b>LEVEL</b>	4
<b>CREDITS</b>	20
<b>FACULTY</b>	Creative & Design
<b>DEPARTMENT</b>	Sheffield College – Department of Catering and Hospitality
<b>SUBJECT GROUP</b>	Level 4
<b>MODULE LEADER</b>	Steven Salt
<b>DATE OF APPROVAL</b>	tbc

## MODULE AIM

This module aims to provide a basic understanding of the factors that can affect profit in the food industry. The module integrates three core areas: finance, organisational behaviour and marketing, highlighting key theorists and models. Through the module, students will have the opportunity to work on current industry scenarios, engaging with real world problems and developing skills required in a global market. This module also explores foundations of research methods, in order to develop your academic competencies.


## MODULE LEARNING OUTCOMES

<b>LO</b>	<b>Learning Outcome</b>
1	Explain how organisational behaviour can impact upon profit
2	Apply and explain marketing theory and the customers' role in relation to profit generation
3	Interpret basic financial data to report on financial decision making and identify effective control methods, which can assist in profit growth
4	Undertake research to gather and critically evaluate information in the context of a group presentation

## INDICATIVE CONTENT

By successfully engaging in this module you will develop the skills and knowledge related to business and management, with a specific focus on food production industries and the internal and external factors affecting the industry. Through collaboration with peers you will enhance your understanding through studying organisational behaviour, including management and leadership theories.



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This will be demonstrated through a report and presentation, which will be linked to the food production sector. The module provides an opportunity for you to apply financial analysis and generate, deploy and challenge research-based knowledge, in order to understand the basic functions of business and profit management.

## **LEARNING, TEACHING AND ASSESSMENT STRATEGY AND METHODS**

A combination of teaching and learning methods including lectures, seminars, group work, case studies, online material. Emphasis on the application of theory and concepts specifically to the food, beverage and bakery industries.

Students will be supported in their learning to achieve the above outcomes in the following ways:

- The module is delivered by lectures, seminars, small group tutorials as well as individual tutorials along with on-line discussions and subject related theories.
- Student discussion will be encouraged and is essential in developing an individual's area of study.
- The module will be supported by a reading list appropriate to the module title. The assessment strategy is intended to encourage independent and autonomous learning to develop a reflective practitioner.
- The module is assessed in the form of a word-based report and a team exam.

### **Delivery**

- Weekly timetabled sessions in the classroom and in the science laboratories.
- Lecturer led demonstrations.
- Weekly timetables theory lectures and seminars

### **Teaching and Learning**



Contact Type: CONTACT

Contact Hours: 72.00 hours

### **ASSESSMENT DESCRIPTION**

This module is assessed in the format of a written report and group presentation. In the written report, you will be required to draw upon management theorists and their ideas in order to identify and explain how poor management can affect employees in your industry and, therefore, impact on profit.

In developing your group presentation, you will be required to utilise research skills to report on a recent advertising campaign for a food product of your choice. Following this, you will apply two of the models or theories from a set list (as studied in lectures), to explain how the success of the campaign was achieved, detailing this in a presentation. (AIDA Model, the 4P's of Marketing, Product Theory and Typical Methods of Promotion), you will also research and state current trends from around the world in relation to bakery products.

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**ASSESSMENT PATTERN - TASK INFORMATION  
(STANDARD ASSESSMENT MODEL)**



Task No.*	Description of Assessment Task	Task Weighting %	Word Count or Exam Duration	Sub-tasks Y/N <sup>+</sup>	IMR <sup>^</sup> Y/N	Final Task Y/N
1	Assignment	60%	2,000 words	N	Y	N

Task No.*	Description of Assessment Task	Task Weighting %	Word Count or Exam Duration	Sub-tasks Y/N <sup>+</sup>	IMR <sup>^</sup> Y/N	Final Task Y/N
2	Group presentation	40%	10 minutes	N	N	Y

**FEEDBACK TO STUDENTS**



Students will receive feedback on their performance in the following ways:

- You will be given formative feedback in the form of tutorial input throughout the module. Initial feedback will concentrate upon the orientation of your individual interpretation of the module brief.
- There will be continual oral and/or written formative feedback on the progress of your assignment by the tutor.
- Tutor assessment and written feedback will be provided on submission of the formative thesis/research plan/development and on the essay itself at the end of the module.
- Marks will also be given for oral contribution to the presentation.

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**LEARNING RESOURCES FOR THIS MODULE (INCLUDING READING LISTS)**

<b>Module Study Hours - Breakdown of Hours by Type</b>		
<b>Scheduled Learning and Teaching Activity type*</b>	<b>Hours by type</b>	<b>KIS category</b>
Lecture	48	Scheduled L&T
Seminar		Scheduled L&T
Tutorial	12	Scheduled L&T
Project supervision		Scheduled L&T
Demonstration		Scheduled L&T
Practical classes and workshops		Scheduled L&T
Supervised time in studio/workshop		Scheduled L&T
Fieldwork		Scheduled L&T
External visits		Scheduled L&T
<b>Scheduled Learning and Teaching Activities sub-total</b>	<b>60</b>	
<b>Guided Independent Study</b>	140	Independent
<b>Placement (Not SW year - see KIS definitions)</b>		Placement
<b>Work-based Learning (see KIS definitions)</b>		Placement
<b>Year Abroad (see KIS definitions)</b>		Placement
<b>Total Number of Study Hours (based on 10 hours per credit)</b>	<b>200</b>	

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## MODULE DESCRIPTOR

<b>TITLE</b>	The Science of Bakery
<b>MODULE CODE</b>	
<b>LEVEL</b>	4
<b>CREDITS</b>	20
<b>FACULTY</b>	Creative and Design
<b>DEPARTMENT</b>	Sheffield College – Department of Catering and Hospitality
<b>SUBJECT GROUP</b>	Level 4
<b>MODULE LEADER</b>	Steven Salt
<b>DATE OF APPROVAL</b>	tbc

## MODULE AIM

This module aims to provide an introduction into bakery science, providing an overview of ingredients, methods and finished products, which are fundamental to bakery. Principles of the core food molecules and specific processes such as fermentation and chemical aeration will be described using bread, cakes, biscuits and pastry as examples. The theory will be underpinned via the use of rheological and testing of relevant raw materials and finished products. The aim is to equip students with the necessary knowledge for foundations of bakery and industry standards.



## MODULE LEARNING OUTCOMES

LO	Learning Outcome
1	List the structure and functions of the main components of bakery products
2	Assess the main scientific processes in relation to fermentation and aeration within bakery products
3	Outline the importance of minor ingredients within the formulation of bakery and confectionery products and indicate any that may have to be highlighted as an allergen

## INDICATIVE CONTENT

This module provides you with knowledge of the basic scientific principles underpinning the science of bakery. For example, data analysis, mathematics for biosciences and concentrations (molarity). The scientific theory of proteins, fats and carbohydrates and their role within bakery and confectionery products (to include chocolate) will also be outlined. Further content includes:

- Carbon dioxide production within baked products – including the use of yeast fermentation in the production of bread products and the use of chemical aeration (raising agents) in the production of cake products.

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- Scientific principles of smaller ingredients within bakery products such as the use of salt, enzymes, emulsifiers and preservatives

Knowledge development will be underpinned by a series of practical sessions which will introduce students to analysis of bakery products (e.g., fat, proteins, sugar, salt, texture, structure and shelf life).

### **LEARNING, TEACHING AND ASSESSMENT STRATEGY AND METHODS**

A series of lectures explaining the scientific principles of food components relevant to bakery products. The lectures will be linked to seminars and practical sessions which will demonstrate and test the theory delivered.

Students will be supported in their learning to achieve the above outcomes in the following ways:

- The module is delivered by lectures, seminars, small group tutorials as well as individual tutorials along with on-line discussions and subject related theories.
- Student discussion will be encouraged and is essential in developing an individual's area of study.
- The module will be supported by a reading list appropriate to the module title. The assessment strategy is intended to encourage independent and autonomous learning to develop a reflective practitioner.
- The module is assessed in the form of two written reports and a multi-choice exam.

### **Delivery**

- Weekly timetabled sessions in the classroom and in the science laboratories.
- Lecturer led demonstrations.
- Weekly timetables theory lectures and seminars

### **Teaching and Learning**



Contact Type: CONTACT  
Contact Hours: 72.00 hours

Methods:

A series of lectures explaining the principles of food safety within the food industry. The lectures will be linked to the practical sessions which will demonstrate and test the theory delivered.

### **ASSESSMENT DESCRIPTION**

The assessment of this module will require you to compile three scientific reports, this will include how to formulate your reports and disseminate results from tests. You will also learn the techniques needed to set up and conduct an experiment. The reports will be based on experiments completed around how temperature affects the rate of fermentation, types of simple sugars and how each sugar affects the speed of fermentation and how levels of yeast contribute to the fermentation process.

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There will be a further assessment task in the form of a multiple-choice exam, where you will be required to answer 40 questions based on the content learned across the module in lectures and seminars.

### ASSESSMENT PATTERN - TASK INFORMATION (STANDARD ASSESSMENT MODEL)



Task No.*	Description of Assessment Task	Task Weighting %	Word Count or Exam Duration	Sub-tasks Y/N <sup>+</sup>	IMR <sup>^</sup> Y/N	Final Task Y/N
1	3 x Scientific Report	40%	2,000 words	N	Y	N

Task No.*	Description of Assessment Task	Task Weighting %	Word Count or Exam Duration	Sub-tasks Y/N <sup>+</sup>	IMR <sup>^</sup> Y/N	Final Task Y/N
2	Multiple Choice Exam	60%	2 hours	N	N	Y

### FEEDBACK TO STUDENTS

Students will receive feedback on their performance in the following ways:

- You will be given formative feedback in the form of tutorial input throughout the module. Initial feedback will concentrate upon the orientation of your individual interpretation of the module brief.
- There will be continual oral and/or written formative feedback on the progress of your assignment by the tutor
- Tutor assessment and written feedback will be provided on submission of the formative thesis/research plan/development and on the essay itself at the end of the module.

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## **LEARNING RESOURCES FOR THIS MODULE (INCLUDING READING LISTS)**

Edwards, W.P (2007) The Science of Bakery Products

Penfield, M & Campbell, A (1990) Experimental Food Science

Proudlove, R (2009) The Science and Technology of Food

Cauvain, S & Young. L (2006) Baked Products: Science, technology and Practice

Penfield, M & Campbell, A (1990). Experimental Food Science. Chapter 7 – Bread Making: Sour Dough Bread (pages 169-170)

Beckett, S. (2013) The Science of Chocolate

Edwards, William P (2018) The science of sugar confectionery

Hartel, Richard W., Hofberger, Randy, von Elbe, Joachim H. (2017)



Gallagher, Eimear (2009) Gluten-free food science and technology

Minifie, Bernard (2012) Chocolate, Cocoa and Confectionery: Science and Technology

Hartel, Richard W., Hofberger, Randy, von Elbe, Joachim H. (2017) Confectionery Science and Technology


Edwards, William P (2018) The science of sugar confectionery

Gallagher, Eimear(2009) Gluten-free food science and technology

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<b>Module Study Hours - Breakdown of Hours by Type</b>		
<b>Scheduled Learning and Teaching Activity type*</b>	<b>Hours by type</b>	<b>KIS category</b>
Lecture	20	Scheduled L&T
Seminar		Scheduled L&T
Tutorial	12	Scheduled L&T
Project supervision	12	Scheduled L&T
Demonstration	6	Scheduled L&T
Practical classes and workshops	12	Scheduled L&T
Supervised time in studio/workshop	12	Scheduled L&T
Fieldwork		Scheduled L&T
External visits		Scheduled L&T
<b>Scheduled Learning and Teaching Activities sub-total</b>	<b>74</b>	
<b>Guided Independent Study</b>	126	Independent
<b>Placement (Not SW year - see KIS definitions)</b>		Placement
<b>Work-based Learning (see KIS definitions)</b>		Placement
<b>Year Abroad (see KIS definitions)</b>		Placement
<b>Total Number of Study Hours (based on 10 hours per credit)</b>	<b>200</b>	



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## MODULE DESCRIPTOR

<b>TITLE</b>	Advanced International Professional Patisserie
<b>MODULE CODE</b>	
<b>LEVEL</b>	5
<b>CREDITS</b>	20
<b>FACULTY</b>	Creative & Design
<b>DEPARTMENT</b>	Sheffield College – Department of Catering and Hospitality
<b>SUBJECT GROUP</b>	Level 5
<b>MODULE LEADER</b>	Louise Lioux
<b>DATE OF APPROVAL</b>	tbc

## MODULE AIM



Building on skills developed in Level 4 modules (e.g., Fundamentals of International Patisserie and Confectionery, Entremets and Chocolate Specialism), the purpose of this module is to develop the professional industry standard skills required in the production of confectionery and chocolate. Students will be expected to develop, design and be creative in producing a range of patisserie products for the luxury global market; to align both practical and academic attributes to enhance employability. Students will develop their own knowledge and understanding of flavours and textures in confectionery, through explanation, and development process producing a portfolio of work which reflects current trends in the global market.

## MODULE LEARNING OUTCOMES

<b>LO</b>	<b>Learning Outcome</b>
1	Design and further develop your professional skills to produce a range of sugar, flour confectionery and chocolate items by comparing and contrasting a range of diverse ingredients to create a selection of upscale patisserie products.
2	Evidence the design, research and planning processes involved in the creation of final products, as related to global market trends, through an academic portfolio.
3	Demonstrate the ability to reflect on and plan professional development to excel in patisserie production.
4	Demonstrate knowledge and the ability to critically evaluate application of knowledge in practical sessions and research skills with a focus on the enhancement of technical development.

## INDICATIVE CONTENT

The module will investigate current global market trends in patisserie and incorporate continental influences; including classical and contemporary attributes and associated cultural gastronomic values relevant to the remit. Students will design and produce a

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selection of sugar, flour confectionery and chocolate items for an upscale patisserie service operation suitable for a high-class establishment or a luxury patisserie, applying their knowledge to practice. The focus will be on creativity and development of a patisserie range with different flavours, textures, colours and shapes from a diverse culture linking to industry practice.

By successfully engaging with the module students will develop an understanding of how to research, design and apply this to enhance their technical development. By engaging in practical and theoretical sessions, students will also expand their knowledge and understanding of product development and research application.

### **LEARNING, TEACHING AND ASSESSMENT STRATEGY AND METHODS**

Students will be supported in their learning to achieve the above outcomes in the following ways:



- The module is delivered by lectures, practical lessons, small group tutorials as well as individual tutorials.
- The module will be supported by a reading list appropriate to the module title. The assessment strategy is intended to encourage independent and autonomous learning to develop a reflective practitioner.
- The module is assessed by continuous skills assessment in practical lessons, the students' performance and attained skills level will be graded in each practical session. Students are challenged to be creative, innovative, experimental in their learning and make progress in every lesson.
- Audio/visual aids and computers will be used where appropriate to enhance learning. Guided research is necessary for the successful completion of this module.
- The students are required to produce a portfolio illustrating the technical development of the patisserie products and a practical exam.

Summative assessment will be delivered by verbal questions on their technical knowledge and understanding will be challenged on their final patisserie items.

#### **Delivery**

- Weekly timetabled sessions in the pastry kitchen approximately 4 hours.
- 1 hour theory lessons will be used for guided research and preparation for the practical development sessions covering underpinning knowledge, terminology, and product history/origin.
- Lecturer led demonstrations. Students make patisserie items each week. a diverse range of ingredients will be used which cater for and consider all cultural and medical dietary requirements.

Contact Type: CONTACT  
Contact Hours: 60.00 hours

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Methods:

- 12 x 4-hour sessions practical; 12 x 1-hour Theory; 12 x 1-hour Academic Support
- Observation through demonstration
- Specialist practical skills and technical development
- Theory delivered separately

## ASSESSMENT DESCRIPTION



Students will independently research, develop and produce a range of three products suitable for retail in high-end or an exclusive bakery/patisserie, forming the practical exam. A minimum of three types of patisserie products (four of each type, one type must be chocolate, one for a special diet and one of their own choice). The products must be designed, produced, and evaluated incorporating current trends and continental influences. The selection should all measure approximately 5cm in diameter, with no height restriction.

The development work will take place in both practical and theory sessions. Students will submit written documentation to support products, to include evidence of market research. This includes a justification for the methods and processes chosen, to produce the innovative and modern patisserie products; alongside a work schedule, sketches and drawings of production. Detailed documentations and evaluations of the development process along with justifications for any modifications made. The academic portfolio should be referenced throughout.

## ASSESSMENT PATTERN - TASK INFORMATION (STANDARD ASSESSMENT MODEL)

Task No.*	Description of Assessment Task	Task Weighting %	Word Count or Exam Duration	Sub-tasks Y/N*	IMR^ Y/N	Final Task Y/N
1	Academic Portfolio	50%	3,000 words	N	N	N

Task No.*	Description of Assessment Task	Task Weighting %	Word Count or Exam Duration	Sub-tasks Y/N*	IMR^ Y/N	Final Task Y/N
2	Practical Exam	50%	5 hours	N	N	Y

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## FEEDBACK TO STUDENTS

Students will receive feedback on their performance in the following ways:

- You will be given formative feedback in the form of tutorial input throughout the module. Initial feedback will concentrate upon the orientation of your individual interpretation of the module brief.
- There will be a continual oral feedback weekly after each practical lesson and a grade given. In week 12 after the exam, oral and written formative feedback will be given.
- Written feedback will be provided on submission of the formative technical development portfolio at end of the module.

## LEARNING RESOURCES FOR THIS MODULE (INCLUDING READING LISTS)

Individual research topics will dictate resources, but a suggested general reading list, including journals and websites, is available on Google Classroom. Key resources could include:

### Reading List:

Curley, W. & Curley S. (2014) *Patisserie: A Masterclass in Classic and Contemporary Patisserie*. UK. Jacqui Small LLP

Gisslen, W. (2008) *Professional Baking*, New Jersey, John Wiley & Sons

Hanneman, L.J. (2005) *Patisserie*. UK. Butterworth-Heinemann Ltd

Roux, M. (1993) *The Roux brothers on patisserie* Little Brown. London.

Chocolate, J. French Culinary Institute (2009) *The Fundamental Techniques of Classic Pastry Arts*. Stewart, Tabori & Chang Inc

Herme, P. *Paris Patisseries* (2009) Paris. Flammarion  
Modern vegan Desserts, Petra Stahlova



### Websites:

<https://www.sogoodmagazine.com/pastry-chefs/antonio-bachour/>

<http://www.patisserie-valerie.co.uk>



<http://www.nadellpatisserie.com>

<http://www.paul-uk.com>

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**MODULE STUDY HOURS (KEY INFORMATION SET)**

<b>Module Study Hours - Breakdown of Hours by Type</b>		
<b>Scheduled Learning and Teaching Activity type*</b>	<b>Hours by type</b>	<b>KIS category</b>
Lecture	12	Scheduled L&T
Seminar		Scheduled L&T
Tutorial	12	Scheduled L&T
Project supervision		Scheduled L&T
Demonstration		Scheduled L&T
Practical classes and workshops	48	Scheduled L&T
Supervised time in studio/workshop		Scheduled L&T
Fieldwork		Scheduled L&T
External visits		Scheduled L&T
<b>Scheduled Learning and Teaching Activities sub-total</b>	<b>72</b>	
<b>Guided Independent Study</b>	128	Independent
<b>Placement (Not SW year - see KIS definitions)</b>		Placement
<b>Work-based Learning (see KIS definitions)</b>		Placement
<b>Year Abroad (see KIS definitions)</b>		Placement
<b>Total Number of Study Hours (based on 10 hours per credit)</b>	<b>200</b>	

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## MODULE DESCRIPTOR



<b>TITLE</b>	Advanced Sugar and Chocolate Specialism
<b>MODULE CODE</b>	
<b>LEVEL</b>	5
<b>CREDITS</b>	20
<b>FACULTY</b>	Creative and Design
<b>DEPARTMENT</b>	Sheffield College – Department of Catering and Hospitality
<b>SUBJECT GROUP</b>	Level 5
<b>MODULE LEADER</b>	Louise Lioux
<b>DATE OF APPROVAL</b>	tbc

## MODULE AIM

This module advanced skills to essential elements of professional pastry production, including working with tempered chocolate and boiled sugar. Students will be challenged to produce a contemporary modern plated dessert utilising standardised recipes and considering current market developments, suitable for a high-end Restaurant. The module also covers the essential elements required for professional pastry production, aiming to develop skills in contemporary plated desserts, utilising internationally standardised recipes as well as considering current global market developments. Furthermore, students will progress research skills and knowledge to produce a portfolio of work, in order to demonstrate understanding of the techniques studied. Students will study the history and cultural and religious influences of ingredients, desserts and the evolution of the product to produce a modern contemporary dessert.

## MODULE LEARNING OUTCOMES

<b>LO</b>	<b>Learning Outcome</b>
1	Develop an innovative dessert design suitable for a high-class establishment, achieved through the application of research and culinary knowledge.
2	Demonstrate knowledge and the ability to select and apply appropriate technical, aesthetic and design skills to formulate standardised specifications, and to aid effective dessert production.
3	Recognise and reflect upon the processes of development stages and critically evaluate the principles of contemporary creative practice to aid quality improvements and recommendations for further dessert development.
4	Employ research skills to aid the production of a variety of complex contemporary modern desserts and appropriate garnishes to a professional standard; with a focus on healthier desserts, allergens, cultural, religious and personal preferences.

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## INDICATIVE CONTENT

This module introduces you to the essential advanced elements of professional pastry production, focusing on modernising classical techniques to produce innovative sweets and desserts. You will be challenged to produce contemporary plated desserts suited to a high-end restaurant or a la carte service (e.g., tempered chocolate, boiled sugar, and fresh seasonal fruit). By developing your knowledge, skills, and application to practice, you will be better prepared to thrive personally, culturally and professionally in a global market.

The content of this module includes culinary research into a variety of specialist techniques and modern approaches to aid innovative design; including:

- Research of classical desserts, contemporary market developments, health focus and allergen awareness, classical desserts, history and cultural aspects.
- Technical skills development to produce complex desserts and appropriate garnishes will also be developed; such as, practical workflow, professional dessert production, attention to detail and food safety considerations.
- Evaluation of development stages and end products to aid quality improvement; for example, sensory assessment, modifications, quality points and recommendations for further development.



## LEARNING, TEACHING AND ASSESSMENT STRATEGY AND METHODS

Students will be supported in their learning to achieve the above outcomes in the following ways:

- The module is delivered by lectures, practical lessons, small group tutorials as well as individual tutorials.
- The module will be supported by a reading list appropriate to the module title. The assessment strategy is intended to encourage independent and autonomous learning to develop a reflective practitioner.
- The module is assessed by continuous skills assessment in practical lessons, the students' performance and attained skills level will be graded in each practical session. Students will be intellectually challenged to be creative, innovative, experimental in learning and make progress in every lesson.
- Audio/visual aids and computers will be used where appropriate to enhance learning. Guided research is necessary for the successful completion of this module.
- The students are required to produce a portfolio illustrating the technical development of the desserts using the templates provided.

### Delivery

- Weekly timetabled sessions in the pastry approximately 4 hours.
- 1-hour theory lessons will be used for guided research and preparation for the practical development sessions covering underpinning knowledge, terminology, and product history/origin.
- Lecturer led demonstrations. Students make patisserie items each week.

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Contact Type: CONTACT  
Contact Hours: 60.00 hours

Methods:

- 12 x 4-hour sessions practical; 12 x 1-hour Theory; 12 x 1-hour Academic Support
- Observation through demonstration
- Specialist practical skills and technical development
- Theory delivered separately

### **ASSESSMENT DESCRIPTION**

In assessing the module, there is a practical (50%) and written element (50%).


You will be continuously assessed and graded on your chocolate, sugar skills and innovative creative desserts, produced each week. You are required to research, develop, and produce a complex plated dessert, suitable for a contemporary culinary environment. This dessert must include tempered chocolate, boiled sugar, and fresh seasonal fruit and suitable for inclusion in the menu of a high-end restaurant across the globe.

An ongoing technical development portfolio, consisting of 3000 words, will also be submitted - at the end of the module. The portfolio will include:

- Research into working with boiled sugar, tempered chocolate and fresh fruit.
- Formulate standard recipes specifications including photographs at all development stages.  
Detailed assembling instruction, quality evaluation and reflection, to aid improvement
- Work should be of high academic standard, referenced throughout, with inclusion of recipe specifications, work schedule, photographs, and design pictorials.

Summative assessment will be delivered by verbal questions on their technical knowledge and understanding will be challenged each week.



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**ASSESSMENT PATTERN - TASK INFORMATION  
(STANDARD ASSESSMENT MODEL)**



Task No.*	Description of Assessment Task	Task Weighting %	Word Count or Exam Duration	Sub-tasks Y/N <sup>+</sup>	IMR <sup>^</sup> Y/N	Final Task Y/N
1	Continuous assessment each week's practical lessons	50%	4 hours	N	N	N

Task No.*	Description of Assessment Task	Task Weighting %	Word Count or Exam Duration	Sub-tasks Y/N <sup>+</sup>	IMR <sup>^</sup> Y/N	Final Task Y/N
1	Technical Development Portfolio	50%	3,000 words	N	N	Y

**FEEDBACK TO STUDENTS**

Students will receive feedback on their performance in the following ways:

- You will be given formative feedback in the form of tutorial input throughout the module. Initial feedback will concentrate upon the orientation of your individual interpretation of the module brief.
- There will be a continual verbal feedback weekly after each practical lesson and a grade given. In week 12 after the final development stage, verbal and written formative feedback will be given.
- Written feedback will be provided following the submission of the summative technical development portfolio at the end of the module

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## **LEARNING RESOURCES FOR THIS MODULE (INCLUDING READING LISTS)**

Individual research topics will dictate resources, but a suggested general reading list, including journals and websites, is available on Google Classroom. Key resources could include:

### Reading List

Rinsky, G., Rinsky, L. (2009) Pastry chef's companion: a comprehensive resource guide for the baking and pastry professional

Boyle, T., Moriarty, T. (1998) A modernist view of plated desserts

Dupon, O. (2016) The New Pâtisseries. London: Thames and Hudson

Beckett, S (2018) The Science of Chocolate 3rd ed. RSC Paperbacks Cambridge. Various Chapters

Boyles, T. (2012) Plating for gold: a decade of dessert recipes from the world and national pastry team championships

Patisserie, Master the art of French Pastry, Mélanie Dupuis, Anne Cazor  
Notte, E. (2012) The Art of the Confectioner: Sugarwork and Pastillage



Bake of- Crème de la crème, Martin Chiffers and Emma Marsden

### Websites

<http://www.monashscientific.com.au/Baume.htm>



<http://www.food.oregonstate.edu/learn/egg.html>

<http://www.icecreamnation.org>

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**MODULE STUDY HOURS (KEY INFORMATION SET)**

<b>Module Study Hours - Breakdown of Hours by Type</b>		
<b>Scheduled Learning and Teaching Activity type*</b>	<b>Hours by type</b>	<b>KIS category</b>
Lecture	12	Scheduled L&T
Seminar		Scheduled L&T
Tutorial	12	Scheduled L&T
Project supervision		Scheduled L&T
Demonstration		Scheduled L&T
Practical classes and workshops	48	Scheduled L&T
Supervised time in studio/workshop		Scheduled L&T
Fieldwork		Scheduled L&T
External visits		Scheduled L&T
<b>Scheduled Learning and Teaching Activities sub-total</b>	<b>72</b>	
<b>Guided Independent Study</b>	128	Independent
<b>Placement (Not SW year - see KIS definitions)</b>		Placement
<b>Work-based Learning (see KIS definitions)</b>		Placement
<b>Year Abroad (see KIS definitions)</b>		Placement
<b>Total Number of Study Hours (based on 10 hours per credit)</b>	<b>200</b>	

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## MODULE DESCRIPTOR

<b>TITLE</b>	Artisan Bread Production
<b>MODULE CODE</b>	
<b>LEVEL</b>	5
<b>CREDITS</b>	20
<b>FACULTY</b>	Creative & Design
<b>DEPARTMENT</b>	Sheffield College – Department of Catering and Hospitality
<b>SUBJECT GROUP</b>	Level 5
<b>MODULE LEADER</b>	Steven Salt
<b>DATE OF APPROVAL</b>	tbc

## MODULE AIM

This module aims to develop skills and technical knowledge to produce and analyse a range of bread making methods, under the category of "Artisanal". Ingredients and bread making technology and science will be investigated, as well as methods and styles of bread (e.g., sponge and dough, ferment and dough, sourdough starters, levains, poolish and bigas). You will also demonstrate an understanding of the origins of the bread, where it was first made, how the method has been adapted over time, and the cultural aspects and influences of the bread.



## MODULE LEARNING OUTCOMES

LO	Learning Outcome
1	Demonstrate the skills and knowledge of materials, methods and cultural and religious beliefs to enhance and produce a range of Artisan bread products to a commercial standard.
2	Demonstrate knowledge of 3 pre-ferments to include production methods and types of bread traditionally produced from the selected pre-ferments
3	Demonstrate skills in time management and planning production along with organisation in a practical situation.
4	Demonstrate professional practice throughout your presentation and practical exam.

## INDICATIVE CONTENT

This module will help you to develop the skills and theories behind various breads highlighting bread characteristics of regional styled products along with technical knowledge, fermentation methods along with moulding and shaping skills to produce and examine a range of 'artisan' breads.

A range of flours including stoneground, organic, high protein and patents will be employed to produce breads indicative of the bakery sector. This will encourage an investigation into

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the theoretical and professional areas that are broader in their philosophical and aesthetic dimension. The module's content will encourage you to critically evaluate areas of study that will in turn enhance your creative practice and refine your ability to present information in an academic and formal context.

## **LEARNING, TEACHING AND ASSESSMENT STRATEGY AND METHODS**

Students will be supported in their learning to achieve the above outcomes in the following ways:

- The module is delivered by lectures, seminars and small group tutorials as well as individual tutorials.
- Student discussion will be encouraged and is essential in developing an individual's area of study.
- The module will be supported by a reading list appropriate to the module title. The assessment strategy is intended to encourage independent and autonomous learning to develop a reflective practitioner.
- The module is assessed in the form of an infographic poster that requires extensive academic and primary research and a practical exam.

### **Delivery**

- Weekly timetabled sessions in bakery suite.
- Lecturer led demonstrations. Student hands on production of Artisan bread products. Analysis of differing methods and styles of Artisan Bread.
- Weekly timetables theory lectures and seminars
- Due to the long fermentation periods of artisan style products it is likely that a practical session demonstrating a process from start to finish could require a time period of 5 hours. Timetables will need to be addressed to facilitate this.



## **1 Teaching and Learning**

Contact Type: CONTACT

Contact Hours: 72.00 hours

Methods:

- 12 x 5hour sessions practical; 12 x 1-hour Theory; 12 x 1-hour Academic Writing; 12 x 1-hour Tutorial
- Practical skills-based bakery sessions. Demonstrations. Lectures. Andragogic research.

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## ASSESSMENT DESCRIPTION



Assessment of the module will require you to produce and present three Artisan bread products to a commercial standard. This will demonstrate your skills and knowledge of product development, as studied throughout the module. You will also devise a 10-minute poster presentation to demonstrate knowledge of three pre-ferments. This will include production methods and types of bread traditionally produced from the selected pre-ferments, and a short history of where the bread originated along with a brief description of the cultural aspects pertaining to the breads, do these breads have any religious connotations.

The poster is to be in the format of a two-slide power point presentation. Slide one should include an infographic (diagrams, images, charts with short concise text). The second slide should include the full list of references in full APA (American Psychological Association). The student will present the first slide and verbally describe, differentiate and appraise the technology and science of the two pre-ferment styles (yeast fermented and bacterial fermented).

## ASSESSMENT PATTERN - TASK INFORMATION (STANDARD ASSESSMENT MODEL)

Task No.*	Description of Assessment Task	Task Weighting %	Word Count or Exam Duration	Sub-tasks Y/N <sup>+</sup>	IMR <sup>^</sup> Y/N	Final Task Y/N
1	Poster Presentation	50%	10 minutes	N	N	N

Task No.*	Description of Assessment Task	Task Weighting %	Word Count or Exam Duration	Sub-tasks Y/N <sup>+</sup>	IMR <sup>^</sup> Y/N	Final Task Y/N
1	Practical Exam	50%	5 hours	N	N	Y

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## FEEDBACK TO STUDENTS

Students will receive feedback on their performance in the following ways:

- You will be given formative feedback in the form of tutorial input throughout the module. Initial feedback will concentrate upon the orientation of your individual interpretation of the module brief.
- There will be continual oral and/or written formative feedback on the progress of your assignment by the tutor.
- Tutor assessment and written feedback will be provided on submission of the formative thesis/research plan/development and on the essay itself at end of the module.

## LEARNING RESOURCES FOR THIS MODULE (INCLUDING READING LISTS)

Roebuck, M. (1996) The master bakers' book of breadmaking

Edwards, W. P (2007) The science of bakery products

Saus, M. (2009) Advanced bread pastry: a professional approach

Gobbetti, M. (2013) Handbook on sourdough biotechnology

Roberts, C. (2010) Tartan Bread

Bertinet, R. (2007) Dough, simple contemporary bread



Ford, Bryan (2020) New World Sourdough

Shooter, Ann (2015) Sesame & spice: baking from the East End to the Middle East

Galanakis, Charis M (2020) Trends in wheat and bread making

Kilpatrick, Maura, Sortun, Ana (2016) Soframiz : Vibrant Middle Eastern Recipes from Sofra Bakery and Café


Massaad, Barbara Abdeni (2017) Man'oushe : Inside the Lebanese Street Corner Bakery

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**MODULE STUDY HOURS (KEY INFORMATION SET)**

<b>Module Study Hours - Breakdown of Hours by Type</b>		
<b>Scheduled Learning and Teaching Activity type*</b>	<b>Hours by type</b>	<b>KIS category</b>
Lecture	12	Scheduled L&T
Seminar		Scheduled L&T
Tutorial	5	Scheduled L&T
Project supervision		Scheduled L&T
Demonstration		Scheduled L&T
Practical classes and workshops	60	Scheduled L&T
Supervised time in studio/workshop		Scheduled L&T
Fieldwork		Scheduled L&T
External visits	5	Scheduled L&T
<b>Scheduled Learning and Teaching Activities sub-total</b>	<b>84</b>	
<b>Guided Independent Study</b>	116	Independent
<b>Placement (Not SW year - see KIS definitions)</b>		Placement
<b>Work-based Learning (see KIS definitions)</b>		Placement
<b>Year Abroad (see KIS definitions)</b>		Placement
<b>Total Number of Study Hours (based on 10 hours per credit)</b>	<b>200</b>	



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## MODULE DESCRIPTOR

<b>TITLE</b>	New Business Start Up
<b>MODULE CODE</b>	
<b>LEVEL</b>	5
<b>CREDITS</b>	20
<b>FACULTY</b>	Creative & Design
<b>DEPARTMENT</b>	Sheffield College – Department of Catering and Hospitality
<b>SUBJECT GROUP</b>	Level 5
<b>MODULE LEADER</b>	Darren Foden
<b>DATE OF APPROVAL</b>	tbc

## MODULE AIM

This module provides an insight into the fundamental areas a new business needs to consider before starting up. Emphasis is placed on learners undertaking research into such areas as global market trends, target audience, location analysis and resources requirements, in order to justify the customer demand and feasibility of their product/service.

This module also provides an insight into the marketing communication tools a new business employs in order to showcase their product/service to their target audience/s.



## MODULE LEARNING OUTCOMES

<b>LO</b>	<b>Learning Outcome</b>
1	Use market research to identify market trends, customer demand, consumer demographics and location attributes, prior to starting up a new enterprise.
2	Identify types of resources including physical, financial, human and legislative issues which impact on the venture.
3	Identify a range of marketing methods utilised by small businesses and assess how effectively these marketing methods communicate with the target audience/s.
4	Use a range of metrics relating to the design, scheduling, costs, implementation and impact measurements of the marketing communication methods.

## INDICATIVE CONTENT

### 1. Market Research

Recognise the need for market research into market trends locally and in a global context, customer demand, consumer demographics and location attributes, prior to starting up a new business enterprise.

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## 2. Resource Audit

Examine the tangible and intangible resources required to start up a new business enterprise. Identify types of resources including physical, financial, human, legislative and diversity issues which impact on the venture.

## 3. Marketing Communication Methods

Identify a range of marketing methods utilised by small businesses. Identify your target audience with reference to gender, race, age, personal beliefs such as vegetarian or vegan and demographics. Assess the inclusivity of these marketing methods and evaluate how effectively they are received by the target audience.

## 4. Marketing Activities

Consider a range of metrics relating to the design, scheduling, costs, implementation and impact measurements of the marketing communication methods.

The lectures will deliver an insight into the key issues a business needs to consider before starting-up the enterprise. The seminar sessions will develop your entrepreneurial capabilities and allow you to apply these issues to a real-world business of your choice.

## **LEARNING, TEACHING AND ASSESSMENT STRATEGY AND METHODS**

Students will be supported in their learning to achieve the above outcomes in the following ways:



- The module is delivered by lectures, seminars and small group tutorials as well as individual tutorials.
- Student discussion will be encouraged and is essential in developing an individual's area of study
- The module will be supported by a reading list appropriate to the module title. The assessment strategy is intended to encourage independent and autonomous learning to develop a reflective practitioner.
- The module is assessed in the form of an infographic poster that requires extensive academic and primary research and a practical exam.

### **Delivery**

- Weekly timetabled sessions in the classroom and in the science laboratories.
- Lecturer led demonstrations.
- Weekly timetables theory lectures and seminars

### **Teaching and Learning**

Contact Type: CONTACT  
Contact Hours: 72.00 hours

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**Methods:**

12 x 2-hour Theory; 12 x 1-hour Academic Writing; 12 x 1-hour Tutorial

**ASSESSMENT DESCRIPTION**

A 15-minute digital infographic poster presentation which examines the planning and development stages required prior to setting up a new bakery business. Identifies target audience with reference to gender, race, age, personal beliefs such as vegetarian or vegan and demographics. Assess the inclusivity of these marketing methods and evaluates how effectively they are received by the target audience.

A 10-minute presentation of a digital and audio story evaluating marketing methods that could be used prior to the launch of a new bakery enterprise.

**ASSESSMENT PATTERN - TASK INFORMATION**  
(STANDARD ASSESSMENT MODEL)

Task No.*	Description of Assessment Task	Task Weighting %	Word Count or Exam Duration	Sub-tasks Y/N*	IMR^ Y/N	Final Task Y/N
1	Infographic Poster and presentation	60%	10 minutes	N	N	N

Task No.*	Description of Assessment Task	Task Weighting %	Word Count or Exam Duration	Sub-tasks Y/N*	IMR^ Y/N	Final Task Y/N
1	Digital Audio Presentation	40%	10 minutes	N	N	Y

**FEEDBACK TO STUDENTS**

Students will receive feedback on their performance in the following ways:

- You will be given formative feedback in the form of tutorial input throughout the module. Initial feedback will concentrate upon the orientation of your individual interpretation of the module brief.

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- There will be continual oral and/or written formative feedback on the progress of your assignment by the tutor.
- Tutor assessment and written feedback will be provided on submission of the formative thesis/research plan/development and on the essay itself at the end of the module.

### **LEARNING RESOURCES FOR THIS MODULE (INCLUDING READING LISTS)**



Scarborough, N. (2014) Effective Small Business Management. 10<sup>th</sup> Edition. International Edition. Prentice Hall International. New Jersey, USA.

Stokes, D. and Wilson N. (2016) Small Business Management and entrepreneurship. 7<sup>th</sup> Edition. Thomson. London, UK.

Lee-Ross, D and Ashley, C. (2011) Entrepreneurship and Small Business Management in the Hospitality Industry.



Baldwin, Cheryl J. (2015) The 10 principles of food industry sustainability

McMaster, Douglas (2019) Silo: the zero-waste blueprint

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**MODULE STUDY HOURS (KEY INFORMATION SET)**

<b>Module Study Hours - Breakdown of Hours by Type</b>		
<b>Scheduled Learning and Teaching Activity type*</b>	<b>Hours by type</b>	<b>KIS category</b>
Lecture	24	Scheduled L&T
Seminar		Scheduled L&T
Tutorial	12	Scheduled L&T
Project supervision	12	Scheduled L&T
Demonstration		Scheduled L&T
Practical classes and workshops		Scheduled L&T
Supervised time in studio/workshop		Scheduled L&T
Fieldwork		Scheduled L&T
External visits	10	Scheduled L&T
<b>Scheduled Learning and Teaching Activities sub-total</b>	<b>58</b>	
<b>Guided Independent Study</b>	142	Independent
<b>Placement (Not SW year - see KIS definitions)</b>		Placement
<b>Work-based Learning (see KIS definitions)</b>		Placement
<b>Year Abroad (see KIS definitions)</b>		Placement
<b>Total Number of Study Hours (based on 10 hours per credit)</b>	<b>200</b>	

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## MODULE DESCRIPTOR

<b>TITLE</b>	Product Design and Development
<b>MODULE CODE</b>	
<b>LEVEL</b>	5
<b>CREDITS</b>	20
<b>FACULTY</b>	Creative & Design
<b>DEPARTMENT</b>	Sheffield College – Department of Catering and Hospitality
<b>SUBJECT GROUP</b>	Level 5
<b>MODULE LEADER</b>	Steven Salt
<b>DATE OF APPROVAL</b>	tbc

The UK Bakery market is worth £3.9 billion and is a large sector of the UK food industry. Total volume at present is approximately just under 4 billion units; the equivalent of almost 11 million loaves and packs sold every single day.



There are three principal sectors that make up the UK baking industry. The larger (plant) baking companies produce around 80% of bread sold in the UK. In-store bakeries (ISBs) within supermarkets produce about 17% and high street retail (craft) bakers produce the rest.

Demographic segmentation criteria include age, gender, family status and income. Younger customers may order pastries from a bakery, while families may drop by for breads and rolls. Orders for tiered cakes for birthdays and other special events may come from high-income households.

## MODULE AIM

Bakery technologists and product developers need to understand the ingredients that can be incorporated into food products and how they relate to the formulation of new and innovative developments as well as improving existing products. This module has a strong industry focus and you will be able to participate in a real-life development opportunity. Fosters Bakery in Barnsley will produce a brief and scenario for development.

You will also study the theories of product development strategies for new products and product improvement and considerations around scale-up. This will include market trends, sustainability, allergens and targeting customer base, who is the product aimed at, what age group, ethnic background, gender and religious and personal beliefs. and analysis, competitor reviews and benchmarking exercise. Your competitors will be businesses in your local area who will be manufacturing or selling similar products.

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## MODULE LEARNING OUTCOMES

LO	Learning Outcome
1	Apply the theory of product development, including critical path to a specific development project along with how nutritional values, ethnicity, gender, religion and personal beliefs will impact customer choice.
2	Select and apply appropriate research for a specific development project including market research and trends to identify product ideas and concepts.
3	Demonstrate development attributes including appropriate analytical skills - Self-reflection, benchmarking, sensory and quality attribute testing - and product review including packaging and costing.
4	Demonstrate presentation skills, as required for and in line with professional industry.

## INDICATIVE CONTENT

- Bakery Innovation and concept development: Market research, retail competitor analysis, target consumer groups, global trends.
- Product development: Theories and importance in company's including record keeping, product/recipe formulation and assessment
- Appraise: Appreciation of issues and problems with scale up.
- Documentation for development
- Current bakery/patisserie foods trends, legislation (labelling) and guidelines e.g. packaging, nutrition
- Product Development skills: innovation, benchmarking, testing, sensory analysis



## LEARNING, TEACHING AND ASSESSMENT STRATEGY AND METHODS

Students will be supported in their learning to achieve the above outcomes in the following ways:

- The module is delivered by lectures, seminars and small group tutorials as well as individual tutorials.
- Student discussion will be encouraged and is essential in developing an individual's area of study.
- The module will be supported by a reading list appropriate to the module title. The assessment strategy is intended to encourage independent and autonomous learning to develop a reflective practitioner.
- The module is assessed in the form of an infographic poster that requires extensive academic and primary research and a practical exam.

### Delivery

- Weekly timetabled sessions in bakery suite.
- Lecturer led demonstrations. Student hands on production of Artisan bread products. Analysis of differing methods and styles of Artisan Bread.

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- Weekly timetables theory lectures and seminars.
- Practical sessions to underpin research and development of new products.

### Teaching and Learning

Contact Type CONTACT  
Contact Hours: 72.00 hours

#### Methods:

12 x 1-hour Theory; 9 x 4-hour Practical's;  
12 x 1-hour Academic Writing;  
12 x 1-hour Tutorial

### ASSESSMENT DESCRIPTION


To produce a concept/idea portfolio of a product through all stages of new product development incorporating a mood board with ideas, key food and cuisine trends, target market analysis and concept rationale. A structured format will be given to work from during the assignment brief.

Video presentation demonstrating the process of initiating an idea (conceptualise) and developing and delivering a food product to a given brief. This is to include a critical path along with development skills and processes acquired and used e.g. self-reflection, sensory analysis.

### ASSESSMENT PATTERN - TASK INFORMATION (STANDARD ASSESSMENT MODEL)

Task No.*	Description of Assessment Task	Task Weighting %	Word Count or Exam Duration	Sub-tasks Y/N*	IMR^ Y/N	Final Task Y/N
1	Course work: Apply the theory of product development, including critical path to a specific development project along with how nutritional values, ethnicity, gender, religion and personal beliefs will impact customer choice.	50	2,500	N	N	N



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Task No.*	Description of Assessment Task	Task Weighting %	Word Count or Exam Duration	Sub-tasks Y/N <sup>+</sup>	IMR <sup>^</sup> Y/N	Final Task Y/N
2	Video Presentation of final product.	50	15 mins	N	N	Y

## FEEDBACK TO STUDENTS

Students will receive feedback on their performance in the following ways:

- You will be given formative feedback in the form of tutorial input throughout the module. Initial feedback will concentrate upon the orientation of your individual interpretation of the module brief.
- There will be continual oral and/or written formative feedback on the progress of your assignment by the tutor.
- Tutor assessment and written feedback will be provided on submission of the formative thesis/research plan/development and on the essay itself at end of the module.

## LEARNING RESOURCES FOR THIS MODULE (INCLUDING READING LISTS)

Szmigan,E, Piacentini, M. (2014) Consumer behaviour. Oxford Press.

Evans, M, Foxall, G. (2009) Consumer Behaviour

Harrison,H Capman,J (2016) Market Research in Practice: An Introduction to Gaining Market Insight. CPI Group (UK) Ltd, Croydon



Bruce, I. (2013) Questionnaire design: How to plan, Structure and Write Survey Material for Effective Market Research (Market Resaerch in Practice)

Jensen, K B. (2013) a Handbook of Media and Communication Research, 2 Edition

Fuller, GW. (2016) New Food Product Development: From Concept to Marketplace, 3<sup>rd</sup> Edition



Jafari, Seid Madhi (2021) Engineering principles of unit operations in food processing

Galanakis, Charis M (2020) Trends in wheat and bread making

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**MODULE STUDY HOURS (KEY INFORMATION SET)**

<b>Module Study Hours - Breakdown of Hours by Type</b>		
<b>Scheduled Learning and Teaching Activity type*</b>	<b>Hours by type</b>	<b>KIS category</b>
Lecture	12	Scheduled L&T
Seminar		Scheduled L&T
Tutorial	12	Scheduled L&T
Project supervision	12	Scheduled L&T
Demonstration		Scheduled L&T
Practical classes and workshops	36	Scheduled L&T
Supervised time in studio/workshop		Scheduled L&T
Fieldwork		Scheduled L&T
External visits	5	Scheduled L&T
<b>Scheduled Learning and Teaching Activities sub-total</b>	<b>72</b>	
<b>Guided Independent Study</b>	128	Independent
<b>Placement (Not SW year - see KIS definitions)</b>		Placement
<b>Work-based Learning (see KIS definitions)</b>		Placement
<b>Year Abroad (see KIS definitions)</b>		Placement
<b>Total Number of Study Hours (based on 10 hours per credit)</b>	<b>200</b>	

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## MODULE DESCRIPTOR

<b>TITLE</b>	Quality Systems
<b>MODULE CODE</b>	
<b>LEVEL</b>	5
<b>CREDITS</b>	20
<b>FACULTY</b>	Creative & Design
<b>DEPARTMENT</b>	Sheffield College – Department of Catering and Hospitality
<b>SUBJECT GROUP</b>	Level 5
<b>MODULE LEADER</b>	Darren Foden
<b>DATE OF APPROVAL</b>	tbc

## MODULE AIM



This module will provide an introduction to quality assurance in relation to food manufacturing. Students will develop skills and knowledge of how quality assurance forms the basis of a quality control system in a bakery business. The module also aims to develop knowledge of product specifications and knowledge of current legislation along with an understanding of how this may impact on employees and customers (handling of some raw materials, sampling of raw materials and finished products) associated with quality assurance.

## MODULE LEARNING OUTCOMES

<b>LO</b>	<b>Learning Outcome</b>
1	Evaluate a range of quality management systems available to the food industry.
2	Analyse how quality management systems are implemented and operated within the food industry.
3	Assess the importance of auditing with regard to the manufacturing of quality food.

## INDICATIVE CONTENT

This module will provide an introduction into quality assurance of food manufacturing. You will develop knowledge of essential quality management techniques, including internal and 3<sup>rd</sup> party auditing, traceability, complaints handling and quality assurance systems such as Red, Amber, and Green (RAG). The concept of specifications will also be introduced detailing the criteria and parameters required for raw materials and finished products. The module also aims to provide you with knowledge of the current legislation associated with quality assurance, as Quality Assurance in food manufacturing offers opportunities for future employment.

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The lectures will deliver an insight into the key issues a business needs to consider before starting-up the enterprise. The seminar sessions will focus on evaluating and applying these issues to a business of choice.

## **LEARNING, TEACHING AND ASSESSMENT STRATEGY AND METHODS**

Students will be supported in their learning to achieve the above outcomes in the following ways:

- The module is delivered by lectures, seminars and small group tutorials as well as individual tutorials.
- Student discussion will be encouraged and is essential in developing an individual's area of study.
- The module will be supported by a reading list appropriate to the module title. The assessment strategy is intended to encourage independent and autonomous learning to develop a reflective practitioner.
- The module is assessed in the form of an infographic poster that requires extensive academic and primary research and a practical exam.
- All learning outcomes are to be demonstrated and assessed via a one day assessment centre - practical exam.

### **Delivery**



- Weekly timetabled sessions in one of the HE suites.
- Lecturer led demonstrations.
- Weekly timetables theory lectures and seminars
- Guest speakers will also be invited to discuss current topics in the area.
- A series of lectures and practical's that explain and demonstrate the main aspects of food industry quality assurance

### **Teaching and Learning**

Contact Type: CONTACT  
Contact Hours: 72.00 hours

### **Methods:**

12 x 2-hour Theory; 12 x 1-hour Academic Writing; 12 x 1-hour Tutorial

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## ASSESSMENT DESCRIPTION

The assessment for this module is a live assessment day. The assessment day involves a 5-hour practical exam and will contribute 100% of the module. The quality assurance practical assessment activity facilitates team discussion and tutor interaction. The activities are intended to be both a learning experience as well as an assessment.

Assessments will take place across the day, consisting of five 45 minutes rounds, based on practical activities and lectures delivered during the course of the module. For example, there may be exercises related to implementation of audit paperwork, the construction of a product specification, traceability systems or the handling of a complaints database (please note that this list is not exhaustive).



## ASSESSMENT PATTERN - TASK INFORMATION (STANDARD ASSESSMENT MODEL)

Task No.*	Description of Assessment Task	Task Weighting %	Word Count or Exam Duration	Sub-tasks Y/N <sup>+</sup>	IMR <sup>^</sup> Y/N	Final Task Y/N
1	Practical assessment	100%	5 hours	N	N	Y

## FEEDBACK TO STUDENTS

Students will receive feedback on their performance in the following ways:

- You will be given formative feedback in the form of tutorial input throughout the module. Initial feedback will concentrate upon the orientation of your individual interpretation of the module brief.
- There will be continual oral and/or written formative feedback on the progress of your assignment by the tutor.
- Tutor assessment and written feedback will be provided on submission of the formative thesis/research plan/development and on the essay itself at end of the module.

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### **LEARNING RESOURCES FOR THIS MODULE (INCLUDING READING LISTS)**

Darren, L-R., & Ashley, C. (2011) Entrepreneurship and Small Business Management in the Hospitality Industry.

Scarborough, N. (2014) Effective Small Business Management. 10<sup>th</sup> Edition. International Edition. Prentice Hall International. New Jersey, USA.

Stokes, D. & Wilson, N. (2016) Small Business Management and entrepreneurship. 7<sup>th</sup> Edition. Thomson. London, UK.

### **MODULE STUDY HOURS (KEY INFORMATION SET)**

<b>Module Study Hours - Breakdown of Hours by Type</b>		
<b>Scheduled Learning and Teaching Activity type*</b>	<b>Hours by type</b>	<b>KIS category</b>
Lecture	24	Scheduled L&T
Seminar		Scheduled L&T
Tutorial	12	Scheduled L&T
Project supervision	12	Scheduled L&T
Demonstration		Scheduled L&T
Practical classes and workshops		Scheduled L&T
Supervised time in studio/workshop		Scheduled L&T
Fieldwork		Scheduled L&T
External visits	10	Scheduled L&T
<b>Scheduled Learning and Teaching Activities sub-total</b>	<b>58</b>	
<b>Guided Independent Study</b>	<b>142</b>	Independent
<b>Placement (Not SW year - see KIS definitions)</b>		Placement
<b>Work-based Learning (see KIS definitions)</b>		Placement
<b>Year Abroad (see KIS definitions)</b>		Placement
<b>Total Number of Study Hours (based on 10 hours per credit)</b>	<b>200</b>	