# Report of the Third Review of the School of Culinary Arts and Food Technology

## 1. Introduction

The review of the School of Culinary Arts and Food Technology was a broad-ranging review, focusing on strategic issues relating to the School and its overall role and performance. The review evaluates the role and performance of the School since its previous review in 2009 and the quality and achievability of its strategic plan for the next five years.

## 2. Summary of Main Recommendations

The Review Panel was facilitated by the self-study provided by the School and supporting documentation, and it enjoyed a constructive and detailed dialogue with the management, staff and students of the School.

### 2.1 Areas for Commendation

The Review Panel would like to commend the School on a number of areas of strength and examples of good practice:

- the operation of programmes and research and contribution to DIT;
- the very significant progress made by the School, due in large part to the School leadership, including improvements made to the School’s budget, resourcing situation and deficit and ways in which the School has addressed resourcing restraints. The Panel recognises that difficult decisions had to be made by the School and were supported by staff;
- the range within the portfolio of programmes and the four pillars around which programmes and research are developed;
- the cohort of staff currently undertaking PhDs and how this will inform programme development;
- DIT’s fee support for staff completing PhDs;
- the School’s approach to access, transfer and progression, in particular the Recognition of Prior Learning (RPL);
- the clear evidence of positive engagement with industry, ie Inspired Group support scheme, involvement of key figures in guest lectures, competitions etc;
- the provision of CPD programmes for industry;
- updated module descriptors that represent a significant variety of topics;
- very good relationships between students and staff and the provision of feedback to students on their performance;
- how the School embraces internationalisation and the positive impact this has had on the School, ie the EU Masters programme collaboration;
- the significant efforts of the Placement Officer under challenging circumstances.
2.2 Key recommendations

The key recommendations of the School review panel are as follows:

i. that the proposed new Culinary Training and Food Product Development Office (CTFPDO) and other potential means of developing self-generating income should be supported by the College and Institute. It recognises that resources will be required to support this at the outset. It also recommends that titles of posts within this Centre should be reviewed to avoid confusion with other posts within the College;

ii. that the College and the Institute should consider what further support should be provided for work placements. The Panel considers that this workload is not sustainable in terms of the numbers of students requiring placement;

iii. that the School should consider a strategy on the supervision of placements that would include how placement visits might be supported. The Panel also agreed that such a strategy should include the assessment of students in placement or on placement related activities;

iv. that the School should explore further the provision of part-time progression programmes for qualified chefs;

v. that for the School to create a centre of excellence in food/culinary research, it needs to consider how to sustain this, ie through greater recruitment of external research students, the role of a research coordinator to offer support and advice with funding applications. The School should decide how this should be resourced;

vi. that the School should explore how it might re-introduce some time supports for PhD completion;

vii. that there should be a more consistent and longer induction programme throughout the School, citing the induction for the BA Culinary Arts as a good example, to include ice-breaking and hands-on sessions, orientation for campus buildings, more training in use of kitchen equipment from health and safety aspects, and that all students undertake library user information training with follow on sessions provided.

viii. that, while the Panel supports the expansion of portfolio and greater intake of students, this should be subject to resources being present;

ix. that the School should pay more attention to its marketing, to provide clarification on what programmes are about, and to promote its various activities more effectively.

x. that the School monitor the apprenticeship model for chefs currently under discussion nationally and consider what its role should be in this regard;

xi. that a peer mentoring system should be introduced for students, as the Panel considers that students in later stages of programmes would encourage and motivate students in earlier stages as well as providing them with useful advice and information. A similar system for the mentoring of part-time staff and research staff would also be beneficial;

xii. that all modules owned by the School should be reviewed to ensure they are on the DIT template and are of a similar high quality to those module descriptors that were provided to the Panel;

xiii. that the School continues to encourage engagement with the Learning, Teaching and Technology Centre to take advantage of the CPD resources/development opportunities available;
xiv. that the School reconsider its approach to lectures in particular their duration, i.e. three-hour lectures should be reviewed;

xv. that the School’s First Aid protocol should be reviewed so that it is clear to everyone what to do when an incident occurs;

xvi. that, while the Panel commends the concerted effort to forward examination papers to external examiners for approval, the School should insist that the deadlines for submission of examination papers to the School Office are met by all staff;

xvii. that a system of peer review of examination papers among academic staff be introduced;

xviii. that DIT should work to ensure that library opening hours are maximised, while recognising the constraints faced by Library Services in this regard;

xix. that DIT should consider how IS systems could better support school and college administration, e.g., student registration, EGB;

xx. that, where DIT staff are undertaking PhDs, the modules within the Structured PhD programme should reflect the particular needs of these researchers in terms of content and delivery.

The Review Panel recommends to Academic Council continuing approval for the following programmes:

- DT407 BA in Culinary Arts
- DT417 BSc Bar Studies (Management and Entrepreneurship) DT 417
- DT416 BSc Culinary Entrepreneurship
- DT418 BSc Bakery & Pastry Arts Management
- DT8418 BSc (Honours) in Bakery & Pastry Arts Management
- DT414/DT415 MSc in Culinary Innovation and Food Product Development
- DT 432A Higher Certificate in Culinary Arts (Professional Culinary Practice)
- DT6433 Higher Certificate in Professional Cookery

Continuing Professional Development Programmes

- DT417P School CPD Certificates (modules)
- DT432D CPD Diploma in Professional Cookery (Stage 1)
- DT6432 CPD Diploma in Professional Cookery (Stage 2)
- DT759 CPD Diploma in Food Product Development
- DT 759A CPD Diploma in Artisan Food Skills Development
- DT6006 CPD Diploma in Butchery Skills Development
- DT487A CPD Diploma in Professional Butchery (for delivery to Musgraves)

Also, the Panel notes that the following two programmes have been recently validated and will commence in September 2016:

- BSc Culinary Science
- Higher Certificate in Food Sales and Culinary Practice.

3. The Purpose of the School Review

The focus of the School Review is in respect of the School as a whole. The review visit took place over a two day period on 11th and 12th May 2016. The membership
of the Review Panel and the schedule of meetings are attached as appendices to this report.

The main purposes of the School Review are to evaluate:

- the School's quality assurance and enhancement procedures
- the School's approach to programme design and development, having due regard to the influence of bodies representing students, employers, community and the sector
- the School's learning, teaching and assessment strategy
- the learning environments of the School
- the School’s Research Strategy
- staffing including academic, administrative and technical;
- staff development activities within the School;
- the School's strategic plan which is linked to the DIT strategic plan and the targets therein
- the quality of service provision to students as measured against the criteria in the Student Charter.
- Level of engagement.

4. Overview of the Dublin Institute of Technology (DIT)/College of Arts and Tourism and Conservatory

4.1 Dublin Institute of Technology (DIT) and the College of Arts and Tourism

The Dublin Institute of Technology (DIT) was established as an autonomous institution under the DIT Act in 1992, but its constituent Schools have been an integral part of the Irish Higher Education system for more than a century. In that time DIT has continued to adapt and expand its provision to reflect a changing society and the wider economic environment.

DIT is now one of Ireland’s largest and most innovative university-level institutions. A comprehensive, dual-sector doctoral-awarding institution, it combines the academic excellence of a traditional university with professional, career-oriented learning, preparing graduates for productive leadership roles. The core values reflected in its mission emphasise student-centred learning, useful knowledge, rigorous processes of discovery and critical enquiry, and support for entrepreneurship and diversity.

DIT is organized into four Colleges:

- College of Arts and Tourism
- College of Business
- College of Engineering and Built Environment
- College of Sciences and Health

The College of Arts and Tourism was formed from two previously existing faculties: the Faculty of Applied Arts, and the Faculty of Tourism and Food. Governing Body approved the new structure in October 2009. The merger brought together five schools in the Faculty of Applied Arts with two Schools of the Faculty of Tourism and Food, providing scope for increased synergies within this new structure. Two of
these seven Schools (Social Sciences and Law; and Languages) have since merged, so the College of Arts and Tourism comprises:

- Conservatory of Music and Drama
- Dublin School of Creative Arts
- School of Media
- School of Languages, Law and Society
- School of Hospitality Management and Tourism
- School of Culinary Arts and Food Technology.

4.2 The School of Culinary Arts and Food Technology

4.2.1 The Vision of the School of Culinary Arts and Food Technology

To be recognised nationally and internationally as the first choice destination for: professional cookery, restaurant, wine and bar studies, culinary science, bakery, food product development programmes that are practice led, and research informed in a vibrant and educationally sound environment.

4.2.2 The Mission of the School

Aligned to the College of Arts and Tourism and DIT’s Mission, the School of Culinary Arts and Food Technology provides an innovative, responsive and caring learning environment and will continue to offer and develop a diverse range and level of programmes up to and including structured PhDs to students of all ages and backgrounds. The School promotes excellence in learning, teaching, scholarly research and support for culinary arts educational disciplines. The School makes a positive contribution to the development of TU Dublin through our role in providing highly skilled and competent graduates that are capable of adapting to challenges in complex and dynamic environments. To achieve this mission the School continues to further develop our engagement with Society, Industry and the educational communities.

5. Key issues arising from the self-study

The key issues arising from School’s self-study report and supporting documentation, and explored during the meetings between the Panel, staff and students, are captured under the following headings:

- School strategy, budget and resourcing issues
- Programme portfolio and development
- Quality assurance and enhancement
- Learning environment
- Staff development and research.

5.1 School strategy, School budget and resources issues

The School’s stated goal as stated in its strategic plan is to contribute to Ireland’s economic and social development by promoting excellence and professionalism, creating a culture of learning, discovery and engaging in the development of values
and character in learners by placing them at the centre of all activities. The School also aims to increase student enrolment, retention, graduation and accessibility.

The Head of School outlined recent challenges faced by the School, in terms of the impact of the block funding model and loss of staff. The School has had to respond through a reduction of practical hours where feasible, maximizing the sharing of classes/modules in the theoretical modules, and seeking donations of ingredients from industry. It is reported that the School is in surplus since 2013, and should remain so, because of the measures taken. The Panel congratulates the huge progress made by the School which it considers to be due in large part to school leadership. It commends how the School has turned around the poor resourcing situation, that it has taken strong control of budget and the ways in which school have worked around their resourcing restraints. The Panel recognises that the School has had to make difficult decisions in this regard, ie reduction in practical hours, which was highlighted by staff and students alike throughout the review visit. The Panel is also pleased to note that the staffing situation has stabilised, with recruitment having recommenced where posts have been justified and that the recruitment of School management positions are in train.

The Panel has been made aware of the potential merger of the School of Culinary Arts and Food Technology with the School of Hospitality Management and Tourism. While this merger had been delayed, the Panel understands that it is to be re-evaluated in 2016/17 in the context of the current status of both Schools and the merger of DIT, Institute of Technology Tallaght and Institute of Technology Blanchardstown.

The Panel notes that the School in its self study report and in its introduction to the Panel during the review event has emphasised the need for the establishment of a Culinary Training and Food Product Development Office. A precursor to this proposed office, the Food Product Development Centre (FPDC), was established in 1996 to develop greater linkages between industry and academia in the area of food product development. The FPDC had consistently supplied a quality service to its clients since its inception and had an established reputation for achieving objectives and delivering a quality service to customers. However, the cost of running the standalone centre outstripped its income which led to the closure of the FPDC. A new Culinary Training and Food Product Development Office (CTFPDO) would require approval to appoint a dedicated Training and Food Product Development Manager whose core role and activity within the School would focus on working with industry to meet their training and food product development needs. The CTFPDO’s work would be engaged in varied activities from providing: culinary and restaurant in-house training for the hospitality industry to supporting new food product development. There would be a broad range of project and client types, reflective of the diverse nature of the hospitality and food sectors. Principal areas of activities can be grouped as: Sensory analysis, short training programmes for industry, food product development and General Market Research. The School believes that the creation of this office would provide a significant self-generated income for the School, while requiring initial financial support at the outset. The Panel commends and supports this initiative and recommends that this and other potential means of developing self-generating income should be supported by the College and Institute.
5.2 Programme Design and Development

5.2.1 Portfolio of programmes

The School highlights the four pillars within school gastronomy and food studies, food health and nutrition, food business and culinary science and the four pillars that inform programme development and research and scholarly activity within the School.

The BSc in Culinary Science, to commence in September 2016, was an example of collaboration between Culinary Arts and the School of Food Science and Environmental Health, based in Cathal Brugha Street but in the College of Sciences and Health. This programme has emanated from the emergence of a new concept ‘culinology’ which combines cookery with food science, a growing area with demand in industry. Apart from this programme, the School is planning to develop a new Masters programme in Gastronomy.

The Panel commends the range of the portfolio of programmes within the school and the development around the four pillars. Many of the teaching staff had voiced their concerns about the refocus of the School’s provision, away from level six programmes towards an emphasis on level eight and nine programme. For example, the School is cognisant of the industry need for trained professional chefs nationally and while it has developed programmes in professional cookery the current funding model does not support the development of programmes at level six where there is a significant practical component. It is also noted that while the School intends to play a leading role in ongoing national discussions around culinary apprenticeship models, it will not be involved in the delivery of these programmes, partly due to the high cost of delivery. Rather, it would see qualified apprentices as being potential students who wish to develop their knowledge further. The Panel recommends that the School monitor the apprenticeship model for chefs currently under discussion nationally and consider what its role should be in this regard.

5.2.2 Student recruitment and projected increase in student numbers

There has been a general trend of an increase in the numbers of Leaving Certificate students and the School has increased its intake of students registering for programmes across the various disciplines. The School considers that it has performed well relative to competitors across the country due in part to the introduction of three new undergraduate and one Master’s degree programme, a more pro-active marketing approach and a focus on increasing the number of mature non-standard and advanced entry students. Very recently there has been some downturn in previously very high numbers of first preference applications and the School is responding through a strong marketing campaign including the reintroduction of a School open evening. The Panel welcomes this but recommends that the School should pay more attention to the marketing of its programmes, to ensure that this provides clarification on what programmes are about. It could also seek to promote its various activities (showcases, competitions) more effectively. A full competitor analysis would also be helpful in this regard.
A key aim in the School’s Strategic Plan is to increase student enrolment, retention, graduation and accessibility and the Panel wondered how this aim, in particular to increase student recruitment and the possible implication of lower CAO points on entry, would impact on programme delivery. The School’s staff did not think that this has presented a problem in the past and do not foresee that it will require a different approach. Currently, student performance and retention statistics presented indicate good retention and completion rates, for undergraduate and postgraduate programmes. The BA Culinary Arts programme has lost some students who leave having completed the third year with an ordinary degree, to take up job offers. The programme team are anxious to persuade such students of the benefits for them and their careers if they continue their studies and complete the Honours degree. The Higher Certificate in Culinary Arts (Catering for Health) had suffered from more significant attrition, due largely to financial pressures for some students caused by delay in grant payments, and also because the programme had not met the expectation of some students. It was noted that this programme has now been discontinued.

The School Management have sought approval to appoint an engagement officer to work on strategic food developments with industry. This position would generate income through the development of bespoke training programme, submitting research applications and promoting the School Internationally. The School review seeks support/recommendation from the Panel supporting this strategy. This role would be administrative/ co-ordinative and could support the CTFPDO if approved. The Panel recommends that the title of this post should be reviewed to avoid confusion with other posts within the College.

The Panel supports the expansion of portfolio and greater intake of students subject to resources being present.

5.2.3 Access, transfer and progression

The programmes within the school offer ladders of opportunity for progression from level 6 to level 8 and onto levels 9 and 10. The School is proud of its success in this regard, highlighting the path of one student from the level six professional cookery programme to PhD study. Level six graduates with relevant work experience are able to access advanced entry into the final year of the BSc in Culinary Entrepreneurship through the application of Recognised Prior Learning (RPL) which allows them to gain exemption from work placement modules. The Panel commends this and other examples of access, transfer and progression opportunities, and the use of RPL to facilitate student progression. It notes that there is currently no part-time route through the BA in Culinary Arts for qualified chefs, and the Panel considers that such a pathway would be very attractive and recommends that the School explore this possibility.

5.2.4 Work placement

Work placement is a key feature of the programmes within the School. The School has developed strong links with industry both in Ireland and internationally through work placement, and students particularly welcome opportunities to interact with future employers. The School shares the Placement Officer of the School of
Hospitality Management and Tourism. While there are placements throughout programmes, the Placement Officer's role in the School of Culinary Arts and Food Technology is only in relation to the third year international placement. The post is a Grade 4 administrative post. Between the two Schools the Placement Officer has over 600 students to support. Her role is to build up information on placement opportunities and to work with students in preparation for their placements, the latter including shared delivery of and assessment of a first year placement preparation module.

The 2009 School Review Panel recommended that ‘the level of operational support provided to the School to organise work placements is not only maintained but augmented to support the increased number of placements on undergraduate programmes.’ However despite this recommendation and DIT working groups to address the matter of support for work placement no additional resources have been provided. The School in its self study report is seeking a second placement officer to ensure continuity and the enhancement of support provided to students. The Panel notes that support for placement is being maintained through the exceptional efforts of the Grade 4 Placement Officer but it considers that this workload is not sustainable in terms of the numbers of students requiring placement. The College and the Institute should consider what further support should be provided for placements.

It was also noted that neither the Placement Officer nor academic staff are able to visit all possible placement providers to judge the suitability of the placement, and the School relies on the Learning Contracts, which are drawn up for every placement and approved by the School, to demonstrate the appropriateness of each placement. Also, while the Placement Officer and academic staff supervisors maintain contact with students while on placement, not all students receive a visit while on placement from their academic supervisor. The Panel considers that the School consider a strategy on the supervision of placements that would include how placement visits might be supported. It also agreed that such a strategy should include the assessment of students in placement or on placement related activities.

5.2.5 Internationalisation

The Panel notes and commends how the School embraces internationalisation, through its placements, participation in competitions and other activities, and the positive impact this has had on the School. In particular, the Panel commends the School’s participation in the Erasmus Mundus Masters programme in Food Innovation and Product Development.

5.3 Quality Assurance and Enhancement

The Panel considers that there is strong evidence of compliance with the Institute’s requirements regarding quality assurance and enhancement, through the completion of annual monitoring forms and inclusion in the College Quality Action Plan, the procedures for the approval of programme and module amendments, the operation of the class representative system within Programme Committee membership, consideration of formal student feedback and external examiner reports.
A large number of the School’s modules have been updated and are available to students and staff through the School’s ‘scratch’ drive. The Panel considers these modules to be of a high calibre and recommends that the School completes this update of all its modules, to ensure that they are presented on the current DIT module descriptor template. The Panel noted that Student Handbooks were up-to-date and available through the school website and the library.

The Panel notes that Programme Committees meet as required and that minutes of meetings are maintained. It did meet some student class representatives as part of its visit, though it notes that not all Programme Committee meetings have a class rep in attendance, which the School acknowledges has been a difficulty. The School also recognises that, while it adheres to the student survey system (Q6a and Q6c forms), the participation rate for the Q6a in particular has been low, at approximately 30%. It does make efforts though to communicate regularly with its students through a student newsletter.

In relation to examination papers, it is noted that the Head of School has some oversight of examination papers. Staff note that improvements in the processing of examination papers and timely approval by external examiners were made. The Panel commends this effort but is concerned that the School office spends much time chasing those academic staff who miss deadlines for the submission of examination papers. It agreed that the School should insist that these deadlines are met by all staff. It also recommends the introduction of a system for the peer review of examination papers among academic staff.

The Panel also notes that DIT’s IS systems do not currently fully support School and College administration, and it recommends that DIT should consider how IS systems could better support school and college administration, in particular around student registration, Banner and EGB.

5.4 Learning Environment

5.4.1 Physical environment

Cathal Brugha Street provides the main teaching infrastructure within the School. The School has ten training kitchens, two training restaurants, two training bakeries, a sensory lab for food product development and a training bar. These provisions are supported by shared IT labs and theory classroom space. In addition to Cathal Brugha Street the School uses space in three other buildings, Marlborough Street Building, Sackville Place Building and Mountjoy Square Building. The School is running out of space at its main building at Cathal Brugha Street. The quality of the learning environment was identified as a weakness in the School’s SWOT analysis prepared as part of the School Review process, and while ongoing improvements to facilities and equipment were noted, it was also acknowledged that the move to Grangegorman in 2019 would address many of the difficulties currently faced.

The Panel is pleased to note that the kitchens are well maintained and, while staff indicate that there is little turnaround time between practical classes for the cleaning of kitchens, this process is well managed. It did note a particular incident where a
student required first aid. The Panel recommends that the School’s First Aid protocol should be reviewed so that it is clear to everyone what to do in such circumstances, while recognising that this matter now appears to be in hand.

The supports provided to students and staff by DIT Library Services was acknowledged by the School. The School notes how staff shortages particularly of part-time library staff has impacted on library opening hours and this remains a matter of concern. The Panel recognises the constraints that are faced by Library Services but recommends that DIT work to ensure that library opening hours at Cathal Brugha Street are maximised.

5.4.2 Learning, teaching and assessment

The programmes delivered by the School include a mix of practical work and theory. While the numbers in practical classes are limited, savings have been made through the sharing of classes between programmes in the theory based subjects. This has resulted in some very large classes, however as module sharing does not occur between level six and level eight programmes this has been manageable. Students report that they receive feedback on their work; for practical classes feedback is continuous throughout and for theory classes feedback is given as written feedback or through one-to-one meetings with students. For large classes feedback has proved a challenge and in these cases feedback is given as part of the class, with individual sessions offered. The Panel is somewhat concerned to hear about a three-hour lecture session and it recommends that the School reconsider its approach to lectures and their duration.

While there were examples of variety and innovation in learning and teaching within programmes, the physical spaces have presented a challenge in terms of configuration and inability to use technology within. It is expected that this will be addressed with the move to Grangegorman but also noted that such difficulties will continue in the period prior to this move. The Panel encourages ongoing engagement with the Learning, Teaching and Technology Centre and utilisation of CPD resources/development opportunities available there.

5.4.3 Peer mentoring and induction

In order to motivate students, and for the sharing of advice and information, the Panel asked whether a peer mentoring system had been considered. There were examples of where students in the latter years of programmes had interacted with students in the first two years, eg competitions, but that this had not been systematically undertaken. Staff were positive about the potential for peer mentoring, in particular in relation to supporting work placement, and some commented on the negative impact of having few student activities based at Cathal Brugha Street. The Panel recommends that the School should consider taking part in the peer mentoring scheme (for which supports and guidance would be available) whereby students in later stages of programmes would encourage and motivate students in earlier stages. The Panel also recommends a similar system for staff, particularly to encourage staff involvement in research and also as a means of supporting part-time staff. The Panel also encourages the reactivation of the Culinary Arts Society.
The quality of the induction period appears to vary across programmes. The Panel recommends that there be a more consistent and longer induction programme throughout the School, citing the induction for the BA Culinary Arts as a good example. Induction should include ice-breaking and hands-on sessions to motivate students, and also orientation for the various buildings and early training in use of / safety of kitchen equipment and other relevant health and safety training. Also, all students should undertake library user information training and regular follow up sessions should be provided throughout the early stages of programmes.

5.4.4 Industry and civic engagement

The School considers the ongoing development of strong links with industry and professional bodies through the INSPIRED Friends of Culinary Arts programme as well as strategic alliances with other academic Institutions, to be important in helping the school position itself as a centre of excellence recognised both nationally and internationally as the benchmark for culinary education in Ireland. There are also a number of community-based projects within the School such as the ‘meals on wheels’ and the annual local Senior Citizen Christmas party. A number of module and class assignments and a number of dissertations have focused on issues of local community concern based broadly on the diet, health and nutrition of children living in the locality. It also supports activities with organisations like Third Age Ireland and Temple Street Hospital.

The linkages between industry, staff research and teaching are very evident to the Panel, and it commends the use of competitions and master classes as a means of industry involvement, as well as the tailored CPD provision for industry. It also commends the more focused approach to student dissertations and undergraduate and Masters level, whereby dissertation/project topics will become more closely aligned to staff research areas and industry relevant topics.

5.5 Staff Development and Research

As reported in the School’s self study report, the School has moved over the last decade from providing service teaching and specialist culinary skills to providing leadership in the field of culinary education and research. There has been a policy of staff development through the use self-generated funding and DIT’s fee support policy. The vast majority of academic staff within the School hold a Masters Degree award, and four have doctorates. The Performance Management and Development System (PMDS) has been used to identify training needs. In 2009, the School had five staff studying for a post graduate degree and two staff and two students studying for a PhD award. In 2016, the School has seven staff and five students studying for a PhD.

The Panel notes that the School now has a significant cohort of research students that are mainly staff members and considers that their research that will inform all their programmes and programme development. It commends the support network including workshops that this group has set up. It also commends DIT for its fee support scheme for staff completing PhDs and for conference attendance. While it notes that staff do not currently receive time allowances for PhD study,
acknowledging that supervisors do receive such allowances, it recommends DIT consider the re-introduction of some time supports to facilitate PhD completion. Similarly the School might take this on board when class timetables are prepared. It also recommends that, where DIT staff are undertaking PhDs, the modules within the Structured PhD programme should reflect the particular needs of these researchers in terms of content and delivery.

The Panel notes the research objectives as set out in the self study report and its aim to be recognised nationally and internationally as a leading centre for research in the diverse range of culinary and food disciplines, around the four pillars identified above (section 5.2.1). As well as the many national and international competitions that the School participates in and attendance and presentations at conferences, the School also promotes research and scholarly activity through its hosting of the Dublin Gastronomy Symposium (International) held every two years in Cathal Brugha Street.

In recent years there has also been more interest in research by industry and staff see potential for joint research projects on particular problems/scenarios faced by industry. The involvement of industry may also help secure funding for such projects. The Panel supports the School’s aim to create a centre of excellence in the food/culinary areas, and it recommends that the School gives further consideration as to how this will be sustained. As part of this the School should work towards increasing its recruitment of external research students, and create a role for a research coordinator whose role could include provision of support for identifying and completing funding applications. The School should decide how this should be resourced. The Panel also recommends that staff avail of the supports available in this regard at College and Institute level.

6. Conclusions

The Panel commends the School leadership and staff on the progress made by the School in recent years and on the achievements of the School in what have been difficult challenging circumstances. It hopes that this review process and the recommendations emanating from it contribute to the continuing development of the School. The Panel would like to thank the staff, students and alumni of the School of Culinary Arts and Food Technology and the College of Arts and Tourism for the openness with which it engaged with the Panel and for the hospitality extended to it during its visit.
Dublin Institute of Technology

Review of School of Culinary Arts and Food Technology

11th and 12th May 2016

DIT Cathal Brugha Street

Review Panel Membership

**External Members**

Dr Catriona Murphy  
Head of Department of Food and Tourism, Limerick Institute of Technology

Mr Pádraic Óg Gallagher  
Executive Chef/Proprietor, Gallagher’s Boxy House, Dublin

**Internal Members**

Dr Teresa Hurley (Chair)  
Head of School of Management, DIT Aungier Street

Dr Bernadette Quinn  
School of Hospitality Management and Tourism, DIT Cathal Brugha Street

Dr Kevin Kelly  
Head of School of Multidisciplinary Technologies, DIT Bolton Street

**Quality Assurance Officer**

Ms Jan Cairns  
Quality Assurance Officer, DIT 143-149 Rathmines Road
Dublin Institute of Technology
Review of Culinary Arts and Food Technology
11th and 12th May 2016

Schedule of Meetings

Day 1  Wednesday 11th May 2016

Venue: Boardroom (3rd floor), DIT Cathal Brugha Street, Dublin 1

9.30am  Formal beginning of process: Chair of Panel introduces members of panel to the College Director who introduces the School Management Team.

9.45 am  Short formal presentation by School Management Team describing main activities of the School and introducing the key points from the self-study report.

10.30 am  Private meeting of Panel to discuss agenda for day.

11.15 am  Tea/coffee break.

11.30 am  Panel meets with School Management Team to discuss the broad contents of the self-study report and the implications for the School in terms of individual programmes and resources, more specifically the School’s arrangements for quality assurance, programme development (including learning and teaching), links with the professions/industry, research activity and staff development.

12.45 pm  Lunch.

1.45 pm  Teas / Coffees: Panel meets with School Management Team, College Manager, School Administrators/Secretaries, Placement Officer, Careers Adviser, Site Librarian, Culinary Supervisor and technical staff, to review the supports which underpin the effective running and development of the School.

2.45 pm  Private meeting of Panel to review progress and decide on matters for further discussion or evaluation.

3.15 pm  Panel meets with Assistant Heads of School and Programme Chairs to discuss the suite of programmes offered by the School and the trends and direction of these – including discussion regarding programme management issues and quality assurance arrangements.

4.30 pm  Tea/coffee break.

4.45 pm  Panel views the physical facilities and resources of the School.

5.30 pm  Panel meets with representative current students and graduates.
Day 2  Thursday 12th May 2016

Venue: To be confirmed, DIT Cathal Brugha Street, Dublin 1

09.30 am  Private meeting of the Panel to review progress thus far.

10.00 am  Panel meets with researchers/research supervisors within the School.

11.00 am  Teas/coffees break.

11.15 am  Panel meets with staff teaching on programmes to discuss syllabuses, teaching methods and assessment issues specific to programmes.

12.30 pm  Lunch for Panel.

1.30 pm  Panel meets with College Director, School Management Team and College Manager to discuss issues of resources, staff development and any issues requiring clarification arising from self study.

2.30 pm  Private meeting of the Panel to consider the draft report.

4.00 pm  Meeting of the Panel with College Director, Head of School and School Management Team to outline orally the Panel’s findings.