PROGRAMMATIC REVIEW
SCHOOL OF BUILDING AND CIVIL ENGINEERING
ACADEMIC YEAR 2018/2019
Phase 2: Programme Review

PROGRAMME PANEL REPORT

SCHOOL: School of Building and Civil Engineering
DEPARTMENT: Department of Construction
DATE: May 9th & 10th 2019

PROGRAMMES SUBMITTED FOR REVIEW

Major Awards

Higher Certificate in Science in Construction	NFQ 6	120 ECTS
Bachelor of Science Construction Management	NFQ 7	180 ECTS
Bachelor of Science Quantity Surveying	NFQ 7	180 ECTS
Bachelor of Science (Honours) Construction Management	NFQ 8	240 ECTS
Bachelor of Science (Honours) Quantity Surveying	NFQ 8	240 ECTS
Postgraduate Diploma in Science in Construction Project Management	NFQ 9	60 ECTS
Master of Science in Construction Project Management	NFQ 9	90 ECTS

Non-Major Awards

Certificate in Mechanical and Electrical Quantity Surveying	NFQ 8	15 ECTS

PROGRAMME REVIEW PANEL MEMBERSHIP

Dr Chris Boothman, Senior Lecturer in Building Surveying, University of Central Lancashire *(Chair)*

Ms Maria O'Kelly, Lecturer, School of the Built Environment, Limerick Institute of Technology

Mr Paul McGrath, Contracts Manager, PJ Hegarty, Cork

Glenn Hanna, Associate, Aecom Ltd, Cork

Dr Joe Connell, Head of Department of Electrical & Electronic Engineering, CIT

PROGRAMME REPRESENTATION

Programme Staff

Cahill, Daniel MSc, PhD	Head of Department of Construction
Carey, Gillian BSc, MSc, PhD,	Lecturer
Coleman, Kevin Adv. Dip, PGDip,MSc, MCIOB	Lecturer
Collins, Jason BSc, MSc	Lecturer
Cronin, Donal BSc, MA	Lecturer
Donoghue, Colin NDip, MSc, MRICS, MSCSI	Lecturer
Farr, Eithne BSc, PGDip, MRICS, MSCSI	Lecturer
Higgins, Mark MSc, MRICS, MSCSI	Lecturer
Kilduff, James BSc, MSc	Lecturer
Kehoe, Joseph NDip, MSt, FCIOB	Lecturer
McNamara, Tim BSc, PGDip, MBA,MRICS, MSCSI	Lecturer
Ryan, Mark BSc, MSc	Lecturer
Thoma, Brian BSc, PhD	Lecturer

Learner Representatives

Graduates

[Mr Ben Highflyer (MEng in XX, 2008), Managing Director, ImportantCorp, Dublin ...]

External Stakeholders

[Please give organisation and function. Also indicate specific roles in relation to CIT programmes, e.g. member of industry advisory board, workplace supervisor ...]

[Dr Siobhán Sage, Lead QA Engineer, VeryBigBiz Ltd., Cork / Placement Supervisor, BEng in ABC ...]

A. PROGRAMME SUMMARY AND MAJOR CHANGES PROPOSED

1. BACHELOR OF SCIENCE IN CONSTRUCTION MANAGEMENT

1.1. **Programme Summary**

This degree programme provides academically qualified graduates in the area of Construction Management appropriate for the local, national and international markets. It provides a platform for them to become highly competent practitioners once they have a number of years of practical work experience, or to progress to the honours degree programme for their specialist discipline. It develops the core technical skills of a Construction Manager in specific areas of science, technology, and professional capability. Science is concerned with the material components of a building /structure, technology focuses on how these material components are combined and integrated to create a building / structure, and professional capability relates to the technical, administrative, and managerial processes required to deliver the building / structure. They will have developed the capability to comprehend, analyse and propose practical and commercially viable solutions to difficult and complex construction problems in a multiple dimensional information environment, such as 2D/3D design information, 4D (time) and 5D (cost). The type and complexity of building changes over the three years of their studies; simple residential buildings in first year, basic commercial buildings in second year and more complex mixed developments in third year.
This programme contains an embedded exit award, the Higher Certificate in Science in Construction.

1.2 Major Changes Now Proposed

Proposed changes for this course in general consist of updating content as appropriate, adjustments to assessments as appropriate, updating reading lists. A major change is the addition of a 10 credit work placement module in third year, this involves some displacement of existing module content requiring changes to existing modules or the creation of new modules.

2. BACHELOR OF SCIENCE IN QUANTITY SURVEYING

2.1. Programme Summary

This degree programme will provide academically qualified graduates in the area of Quantity Surveying appropriate for the local, national and international markets. It provides a platform for

them to become highly effective practitioners once they have a number of years of practical work experience, or to progress to the honours degree programme for their specialist discipline. It develops the core technical skills of a Quantity Surveyor in the specific areas of science, technology and professional capability. Science is concerned with the material components of a building, technology focuses on these material components and how they are combined and integrated to create the building and professional capability relates to the technical, administrative and managerial processes required to deliver the building. They will have developed the capability to comprehend, analyse and propose practical and commercially viable solutions to difficult and complex construction problems in a multiple dimensional information environment, such as 2D/3D design information, 4D (time) and 5D (cost). The type and complexity of building is a more complex mixed development in this third year, which builds on the more simple basic building types studied in the earlier stages of the programme.

This programme contains an embedded exit award, the Higher Certificate in Science in Construction. The programme may be offered on a part-time basis to students who hold the Higher Certificate in Science in Construction or equivalent.

2.2 **Major Changes Now Proposed**

Proposed changes for this course in general consist of updating content as appropriate, adjustments to assessments as appropriate, updating reading lists. A major change is the addition of a 10 credit work placement module in third year, this involves some displacement of existing module content requiring changes to existing modules or the creation of new modules.

3. Bachelor of Science (Honours) in Construction Management

3.1. **Programme Summary**

This Honours Degree programme will provide academically qualified graduates in the area of Construction Management appropriate for the local, national and international markets. It provides a platform for them to become highly effective reflective practitioners once they have a number of years of practical work experience. The core technical skills, in specific areas of science, technology, and professional capability, are the main focus in the first three years of the course. science is concerned with the material components of a building, technology focuses on these material components and how they are combined and integrated to create the building and professional capability relates to the technical, administrative and managerial processes required to deliver the building. A key feature of the honours degree programme is the development of

problem solving, creative, and leadership skills as well as further enhancing their technical and professional capability. They will have developed the capability to comprehend, analyse and propose practical and commercially viable solutions to difficult and complex construction problems in a multiple dimensional information environment, such as 2D/3D design information, 4D (time) and 5D (cost). This development is incremental through the four years of the course; students start with simple construction problems in first year and develop to undertake more complex projects that encompass an understanding of the entire development and construction process. This process culminates in the final year of the programme with the Project Evaluation & Development (PED) and the research dissertation. The PED aims to improve the students understanding of the entire development and construction process. This requires the student to undertake a hypothetical development covering a range of activities in which a typical construction client will have an interest. PED is a vehicle for demonstrating the application of knowledge gained in the other modules taught on the programme, using a problem-based learning approach. The research dissertation aims to develop the students intellectual skills by requiring them to take responsibility for their own learning through an individual research project on a subject of their choice within the context of their discipline. They are required to identify an appropriate topic, undertake the investigation of this topic, report results and draw valid conclusions. This degree can form the basis for graduates to undertake postgraduate studies, at Masters or Doctorate level, in CIT or at other Higher Education Institutions.

3.2 Major Changes Proposed

Proposed changes for this course in general consist of updating content as appropriate, adjustments to assessments as appropriate, updating reading lists. A major change is the addition of a 10 credit work placement module in third year, this involves some displacement of existing module content requiring changes to existing modules or the creation of new modules. As a consequence of this the existing 5 credit work placement module is removed.

4. Bachelor of Science (Honours) in Quantity Surveying

4.1. **Programme Summary**

This Honours Degree programme will provide academically qualified graduates in the area of Quantity Surveying appropriate for the local, national and international markets. It provides a platform for them to become highly effective reflective practitioners once they have a number of years of practical work experience. The core technical skills, in specific areas of science,

technology, and professional capability, are the main focus in the first three years of the course. Science is concerned with the material components of a building, technology focuses on these material components and how they are combined and integrated to create the building and professional capability relates to the technical, administrative and managerial processes required to deliver the building. A key feature of the honours degree programme is the development of problem solving, creative, and leadership skills as well as further enhancing their technical and professional capability. They will have developed the capability to comprehend, analyse and propose practical and commercially viable solutions to difficult and complex construction problems in a multiple dimensional information environment, such as 2D/3D design information, 4D (time) and 5D (cost). This occurs incrementally throughout the four years of the course; students start with simple construction problems in first year and develop to undertake more complex projects that encompass an understanding of the entire development and construction process. This process culminates in the final year of the programme with the Project Evaluation & Procurement (PEP) and the research dissertation. The PEP aims to improve the student's understanding of the entire development and construction process. The subject requires the student to undertake a hypothetical development covering a range of activities in which a typical construction client will have an interest. PEP is a vehicle for demonstrating the application of knowledge gained in the taught subjects on the programme, using a problem-based learning approach. The research dissertation aims to develop the student's intellectual skills by requiring them to take responsibility for their own learning through an individual research project on a subject of their choice within the context of their discipline. They are required to identify an appropriate topic, undertake the investigation of this topic, report results and draw valid conclusions. This degree can form the basis for graduates to undertake postgraduate studies, at Masters or Doctorate level, in CIT or at other Higher Education Institutions.

4.2 Major Changes Proposed

Proposed changes for this course in general consist of updating content as appropriate, adjustments to assessments as appropriate, updating reading lists. A major change is the addition of a 10 credit work placement module in third year, this involves some displacement of existing module content requiring changes to existing modules or the creation of new modules. As a consequence of this, the existing 5 credit work placement module is removed.

5. Certificate in Mechanical and Electrical Quantity Surveying

5.1. **Programme Summary**

This special purpose award provides academically qualified Quantity Surveying graduates with the technical skills and capability in the area of Mechanical and Electrical Quantity Surveying. It enhances their abilities as highly effective practitioners in this specialised area once they have a number of years of practical work experience. It develops the core technical skills of a Mechanical and Electrical Quantity Surveyor in the specific areas of services technology, cost planning and measurement of mechanical and electrical services.

5.2 Major Changes Proposed

Proposed changes for this course consist of updating reading lists.

6. Master of Science in Construction Project Management

Postgraduate Diploma in Science in Construction Project Management

6.1. **Programme Summary**

These programmes aim to develop advanced managerial and analytical skills in Construction Project Management. Graduates of this programme will be well equipped to meet the challenges of managing the design and construction of modern complex developments, in this context a broad range of management and construction project issues are addressed. The programme covers both theoretical background and the practical project management considerations. The content seeks to reflect current and likely future practice in Project Management Principles, Practice and Global Issues, Organisation and Knowledge Management, Contract Management, Dispute Resolution, Sustainability, Environmental Management and Value and Risk Management. It aims to provide the graduate with the advanced conceptual understanding, detailed factual knowledge, and specialist technical skills that are required for success in overall project management of construction developments. They will have mastered the ability to process these issues in a complex multiple dimensional information environments, suchas2D/3D design information, 4D (time) and 5D (cost). The elective options afford the opportunity for the development of skills and competencies in a range of additional disciplines, such as Strategic

Management, Entrepreneurship, New Venture Management, Innovation Management, Leadership and Change, Engineering Project Management and Research Skills and Application.

6.2 Major Changes Proposed

Proposed changes for this course consist of updating reading lists and the removal of some electives that are no longer available.

B. PANEL FINDINGS AND RECOMMENDATIONS

1. OVERALL RECOMMENDATION TO ACADEMIC COUNCIL ON REVALIDATION

Contingent upon confirmation of [the fulfilment of any Panel conditions and] the successful completion of the internal programme and module moderation process, the Panel **recommends to Academic Council that the listed programmes be revalidated** for five years or until the next Programmatic Review, whichever is sooner, with effect from 1st September 2019.

As a condition of revalidation, the following Panel requirement must be met:

Requirement: The Panel **requires** the programme board to re-position the mandatory placement module within its suite of programmes.

Requirement: The Panel **requires** the programme board to develop a suitable transition model to enable a smooth move towards the new updated programme.

2. GENERAL

2.1 **Commendation:** The panel **commends** the commitment of the academic staff within the construction department to the programmatic review process and express appreciation for the effort and input, which is evident within the documentation provided, and how they engaged with the review panel.

3. ENTRANT AND GRADUATE PROFILE, AWARD AND PROFESSIONAL ENVIRONMENT

The primary focus of the department is in undergraduate education in the construction professional disciplines of Construction Management and Quantity Surveying. Postgraduate taught programmes in Construction Project management have been developed but demand for these programmes is low. Students generally enter the undergraduate programmes through the CAO process.

The Department values its links with the relevant professional bodies and emphasises the importance of professional accreditation of its programmes. Programme accreditation confirms the quality of programmes and facilitates the career progression of graduates to full professional level.

Professional body accreditation is primarily available for programmes from NFQ Level 7 to Level 9, depending on the discipline area and the relevant Accrediting Body. CIT has accredited Centre status from the Chartered Institute of Building (CIOB)

The table below presents the programmes in the Department of Construction that are currently professionally accredited.

Programme	Accrediting Body
BSc in Construction Management	Chartered Institute of Building (CIOB) Chartered Association of Building Engineers (CABE)
BSc (Hons) in Construction Management	Chartered Institute of Building (CIOB) Chartered Association of Building Engineers (CABE)
BSc (Hons) in Quantity Surveying MSc in Construction Project Management	University Partnership agreement with the Society of Chartered Surveyors (SCSI)/Royal Institution of Chartered Surveyors (RICS)

On a more informal level academic staff members are actively involved, including at committee level, in the relevant professional bodies of the SCSI/RICS and the CIOB.

3.1 **Commendation:** The panel **commends** the academic staff for their professionalism and efforts which were very evident when speaking to all the stakeholders resulting in very positive feedback received from the students, graduates and employers which is indicative of a longstanding relationship which should last well into the future. Furthermore, the quality of graduates who as graduates meet the needs of the construction industry.

3.2 **Commendation:** The panel **commends** the close relationship between the programme board and the various professional bodies who accredit the programme(s).

4. Programme Operation and Performance

Higher Education Institutions in Ireland have generally experienced an increase in demand for Construction-related Programmes in recent years. For undergraduate programmes, student enrolment has increased from 37 students across the three programmes to 87 students. Students on these programmes are overwhelming male with females making up less than 3% of the cohort.

	2014/15	2015/16	2016/17	2017/18	2018/19
	FT	FT	FT	FT	FT
1st year	37	46	78	86	87
2nd year	27	30	36	61	67
3rd year	21	26	33	34	57
4th year	30	25	32	36	31
Postgraduate	5	4			1*
	120	131	179	217	243

The Central Applications Office (CAO) points for the department's programmes have not seen a corresponding increase, entry points for the programmes have been stable as illustrated in the table overleaf.

Course Year of Intake	CR570		CR572		CR052	
	BSc (Hons) Quantity Surveying		BSc (Hons) Construction Management		BSc Construction Management	
	Final	Mid point	Final	Mid point	Final	Mid point
2014	280	350	240	310	210	260
2015	285	335	240	290	220	335
2016	280	350	245	315	220	285
2017	291	341	251	308	225	306
2018	282	351	252	299	225	309
2019	282	381	252	339	225	268

Student first year progression rates remain challenging on this stream of programmes. Progression rates (including students progressing with credits outstanding) are approximately 55% for the BSc in Construction Management and 66% and 74% for the BSc (Hons) in Construction Management and BSc (Hons) in Quantity Surveying. The higher progression rate on the honours degree programmes is likely attributable to the higher entry points of those student cohorts.

5. Proposed Programme Specification (incl. Delivery and Assessment)

The inclusion of a mandatory work placement 10 credit module in the third stage of the BSc and BSc (Hons) programmes represents the major change being proposed as part of this Programmatic Review process. The Department was proposing that the placement take place at the end of the Semester 5 with students being on placement for four weeks in November/December.

The panel spent a considerable time discussing with the programme team and other stakeholders the merit of this proposal. Stakeholder groups such as students, graduates and employers were very supportive of introducing work placement into the programmes. However, they felt that the timing of the placement needed to be re-considered with employers stating that weather and seasonal work patterns mean that the November/December period would not be a suitable time for students to undergo work placement. Furthermore, they felt that having placement in the standard period post-Easter would allow students to stay on with their employer over the summer period to allow an opportunity for the students to benefit as much as possible from the experience. Also, as with other industries/sectors, potentially having students on site for a longer period of time would make it more attractive for employers to offer work placement opportunities to students.

The panel acknowledges that the School more broadly is moving towards placement and the availability of appropriate placement opportunities may well be limited. Nevertheless, the programme boards should maintain focus on maximising the effectiveness of their programmes.

5.1 **Requirement:** The Panel requires the programme team to re-position the mandatory placement module within its suite of programmes. The panel believes that work placement should commence post-Easter in line with Institute norms. This would allow the summer

period to be utilised along with a semester segment (as proposed). This point was fully supported and re-enforced by all stakeholders in the sessions.

In a number of sessions with various stakeholders, the issue of having a longer formal placement with the programme was raised. This longer placement by necessity would attract more credit. The panel noted that another department within the School was introducing a 7 week placement attracting 15 ECTS. In line with the Phase 1 panel recommendation, this panel would broadly support the introduction of a standard School work placement module with the 15 ECTS model being a suitable model.

5.2 Recommendation: The panel **recommend** that the programme team give serious consideration to the introduction of a longer placement module. This could be facilitated by removing the PEP/PE module currently delivered in fourth year. Core material in third year displaced by the introduction of the work placement module could be moved to fourth year. For a limited number of cases where students are not placed, the existing PEP/PE module could be added to the programme schedule as an alternative elective.

The panel, in the course of their visit, reviewed the programme assessment strategy for the programmes. It found that across some modules there was a tendency to over-assess. Furthermore, a relatively small number of traditional assessment instruments were being used. In talking with students, issues around the timing of assessments and feedforward/feedback from assessments was raised.

5.2 **Recommendation:** The panel **recommend** that the team should **r**educe the number of assessments, if possible, but also become more innovative in the use of various assessment methodologies. This will be of particular importance in the instance of 'short fat' modules.

5.3 **Recommendation:** The panel **recommend** that the published schedule of assessments be adhered to more rigorously and the coordinator should have an overview of changes to avoid build-up of deadlines in a given short period.

5.4 **Recommendation:** The panel **recommend** that the team standardise information given to students. The inclusion of marking schemes/rubrics etc. as part of the deliverable brief across all modules should be introduced as this is an essential part of the informing/feedback process.

The panel reviewed the overall structure of the programmes and, in particular, the ability of the mandatory modules of the programme to deliver the stated programme outcomes. In a number of instances, it appeared that core material is been delivered in elective modules. The programme team should review the overall programme design to ensure that this material is being assessed in mandatory modules. This review may result in material moving between modules, elective and mandatory modules swapping designations or the removal of elective options in some semesters.

5.5 **Recommendation:** The panel **recommend** that care needs to be taken in understanding the relationship between elective modules and programme outcomes; core programme material should be reflected in mandatory module contents.

6. MODULES

This section presents the findings and recommendations from an indicative review of modules carried out by the members of the Peer Review Panel. The Panel notes that a comprehensive survey of module specifications could not be carried out in the context of this review.

Therefore, a recommendation of the Panel to revalidate the programme(s) under review is contingent on the successful completion of the subsequent internal programme and module moderation process carried out by, or on behalf of, the CIT Registrar's Office.

The panel had an opportunity in one session of its visit to review a selection of modules on these programmes. Whilst reading the module descriptors beforehand and discussions during the module review session, the panel wishes to make some general recommendations in respect to module repeat options, duplication of module content and assessment duplication.

6.1 **Recommendation:** The panel **recommends** that **i**t is the norm that modules would have a repeat mechanism specified in the descriptor; retaking the module without a repeat opportunity should be the exception.

6.2 **Recommendation:** The panel **recommend** a review of module descriptors to ensure that assessments are not being duplicated across more than one module where there is overlap in indicative content.

7. OTHER FINDINGS AND RECOMMENDATIONS

7.1 Recommendation The industry advisory board should be re-invigorated and it should include programme coordinators in its deliberations. The Board is vital as a means of consultation with industry and this may become more so through the placement partnership.

8. DEROGATIONS SOUGHT

The programme team sought continued derogation from the Institute policy of offering students a free choice elective in each semester of the programme except where semesters contain a large placement or project module.

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C. PROGRAMME FINALISATION

It records the implementation of any panel requirements and the completion of the internal module moderation process. Confirmation of completion by the CIT Registrar's Office is required for both before the programmes can be submitted to the CIT Academic Council for revalidation.]

1. IMPLEMENTATION OF PANEL REQUIREMENTS

Requirement(s)	**Department Response**	**Registrar's Office Comment**
Requirement: The Panel requires the programme board to re-position the mandatory placement module within its suite of programmes. 5.1 Requirement: The Panel requires the programme team to re-position the mandatory placement module within its suite of programmes. The panel believes that work placement should commence post-Easter in line with Institute norms. This would allow the summer period to be utilised along with a semester segment (as proposed). This point was fully supported and re-enforced by all stakeholders in the sessions.	The department team have re-positioned the work placement module as required. All necessary modifications to modules affected by this re-positioning have been undertaken. The BULD7011 Comm & Fin Mgt and BULD7027 Construction Contract modules have been moved to semester five to replace the Work placement module that is now in semester six. The Work Placement will commence post Easter as noted.	Complete
Requirement: The Panel requires the programme board to develop a suitable transition model to enable a smooth move towards the new updated programme.	The department team have developed a suitable transition model on the AKARI system as required.	Complete
5.2 Recommendation: The panel recommend that the programme team give serious consideration to the introduction of a longer placement module. This could be facilitated by removing the PEP/PE module currently delivered in fourth year. Core material in third year displaced by the introduction of the work placement module could be moved to fourth year. For a limited number of cases where students are not placed, the existing PEP/PE module could be	This recommendation will be progressed through the annual programme monitoring and in the deliberations for the development and enhancement of the work placement module prior to the next Programmatic Review. Students and employers will be surveyed on an annual basis to form an evidence-based analysis that will determine the effectiveness of the current proposed	Department to progress before next programmatic review. Feedback from other areas indicates that employers and students prefer longer placements. The

Requirement(s)	Department Response	Registrar's Office Comment
added to the programme schedule as an alternative elective.	arrangement and will inform considerations regarding any adaptation in terms of the development of the module to ensure that it meets the all-encompassing academic, professional and commercial expertise and capability of students for the realities of the built environment industry. In terms of "the alternative for students who are not placed?", the department, for now, will follow the approach currently used in the Architecture department and will set a "work based" project that meets the learning outcomes for the module. We note the panel's suggestions regarding how this might be addressed in the event of a longer placement being adopted.	panel's view was that the existing PEP/PE was a "work based" project.
5.2 Recommendation: The panel recommend that the team should reduce the number of assessments, if possible, but also become more innovative in the use of various assessment methodologies. This will be of particular importance in the instance of 'short fat' modules.	Since the panel visit the course teams have adapted to the Covid 19 pandemic and the remote learning environment by adapting and becoming innovative in assessment methodologies, such as MCQs, open book exams, etc. The department course board will review assessments, on an annual basis to form an evidence-based analysis regarding the effectiveness of the current assessment arrangements and will inform considerations regarding any adaptation in terms of revision of the number of assessments and the use of more innovative assessment methodologies. The 'short fat' modules that are now in the work placement semester have been modified to continuous assessment.	Initial progress made. Department to progress via engagement with TLU and via the University's Module Change Process.
5.3 Recommendation: The panel recommend that the published schedule of assessments be adhered to more rigorously and the coordinator should have an overview of changes to avoid build-up of deadlines in a given short period.	Assessment schedules for semesters and stages of each programme were included in the Programmatic Review submission. The schedules are used to anticipate and avoid any buildup of submssion deadlines during the	Increased vigilance/oversight of this will be undertaken.

Requirement(s)	Department Response	Registrar's Office Comment
	programmatic review process. The Department will continue to use the Year Coordinator programme management structure to ensure that assessments are delivered as scheduled and that submission buildups are avoided.	
5.4 Recommendation: The panel recommend that the team standardise information given to students. The inclusion of marking schemes/rubrics etc. as part of the deliverable brief across all modules should be introduced as this is an essential part of the informing/feedback process.	Training in marking schemes and rubrics will be undertaken with the TLU to achieve standardisation and informing processes and feedback methodologies.	Department to progress as set out in its response.
5.5 Recommendation: The panel recommend that care needs to be taken in understanding the relationship between elective modules and programme outcomes; core programme material should be reflected in mandatory module contents.	This recommendation is noted; it is worth noting that elective modules are designed, and positioned, to mitigate against any dilution of core programme needs but also to enhance learner choice. The programmes are developed to ensure that students are at technician level on completion of the first two years of their studies, by the end of their third year they are at the level of competent practitioner equipped with all of the specific capability and core competencies of their respective professional disciplines, during the fourth year of their studies the aim is to build on this level of competence and develop them as reflective practitioners, hence the increased number of elective options that allows them to broaden their learning as appropriate.	The mandatory modules do support the programme outcomes, and the electives are for broadening purposes.
6.1 Recommendation: The panel recommends that it is the norm that modules would have a repeat mechanism specified in the descriptor; retaking the module without a repeat opportunity should be the exception.	The full set of modules has been checked and the only module that had retaking the module without a repeat opportunity was from another department and this has been changed and currently has a repeat exam and/or assessment.	Complete
6.2 Recommendation: The panel recommend a review of module descriptors to ensure that assessments are not being	This recommendation is noted; assessment schedules for semesters and stages of each programme were	To be addressed via the module change process.

Requirement(s)	Department Response	Registrar's Office Comment
duplicated across more than one module where there is overlap in indicative content.	included in the Programmatic Review submission to mitigate against any possible duplication. As noted above, the course board will review this on an annual basis to form an evidence based analysis that will include the identification of any perceived duplication across any modules with an overlap in indicative content and will inform any revisions of assessments. It might be that the perceived duplication might be discerned for fundamental, intermediate and advanced levels of the subject area in the form of a Bruner's Spiral Curriculum, i.e. many aspects of construction technology might appear repeatedly but it would be simple to begin with but would be more sopisticated and complex in later stages. Assessments have been reviewed and there are clear and coherent levels for apparent duplication.	
7.1 Recommendation: The industry advisory board should be re-invigorated and it should include programme coordinators in its deliberations. The Board is vital as a means of consultation with industry and this may become more so through the placement partnership.	The School/Department continues to consult with industry via the School Industry Advisory Board (IAB) for the School of Building and Civil Engineering chaired by the Head of School. All three departments successfully engage with diverse range of industry professionals across the entire industry to gauge multidisciplinary needs. It meets at least once per semester and members will serve a three year term. It is a two way, reflective iterative dialogue between the board and the department teams to establish current industry needs and to anticipate future developments so that the education provided and graduates from the programmes meet existing and future requirements.	Complete.

2. MODULE AND PROGRAMME MODERATION

C.2.1 Completion of Programme and Module Moderation
Complete – see additional commentary below.

C.2.2 Additional Registrar's Office Commentary
Contingent upon confirmation of the fulfilment of any Panel conditions and the successful completion of the internal programme and module moderation process, **the Panel has recommended to Academic Council that the listed programmes be revalidated for five years or until the next Programmatic Review, whichever is sooner, with effect from 1st September 2019.**

As a condition of revalidation, the following Panel requirements must be met:

Requirement: The Panel **requires** the programme board to re-position the mandatory placement module within its suite of programmes.

Requirement: The Panel **requires** the programme board to develop a suitable transition model to enable a smooth move towards the new updated programme.

The Panel also noted in its report that a comprehensive survey of module specifications could not be carried out in the context of this review. **Therefore, a recommendation of the Panel to revalidate the programmes under review was contingent on the successful completion of the subsequent internal programme and module moderation process carried out by, or on behalf of, the CIT Registrar's Office (now of MTU Cork Campuses).**

The Phase 2 visit for these programmes took place on 9th and 10th May 2019. Thus, it would have been expected that the updated programmes would have been rolled out on 1st September 2019 or (at latest) 1st September 2020. Unfortunately, these timelines were not met, and this has impacted on cohorts of students who would otherwise have had the opportunity to take the student work placement module.

Following the Registrar's Office review of the department's response and supporting documentation, it is now confirmed that the panel's requirements have been met. Through the desk review and further engagement with the Head of Department and its Senior Lecturer, it has been found that some progress has been made on the panel's recommendations. While additional progress could have been made if there was more time available, the fact remains that significant time has already been lost and that there is an appetite and need to commence the revised programme schedules, in particular the introduction of work placement in Stage 3.

Given the time lost between the completion of this programmatic review and the commencement of the next one, it is clear that the Department will need to be very proactive in progressing these recommendations over the next one to two years. The Department should engage with areas such as the Teaching & Learning Unit and the Academic Quality Enhancement Office in this, and should also continue to leverage on the opportunities presented by the School's active Industry Advisory Board.

D. APPENDIX – TIMETABLE OF PHASE 2 MEETINGS

Department of Construction Programmatic Review - Phase 2 Panel Visit	
Thursday, May 9th, 2019	
10.00 am - 10.30	Private Panel Meeting including Presentation by the Office of the Registrar & Vice President for Academic Affairs, CIT
10.30 am - 11.00 am	School Overview & Phase 1 Requirements
11.00 am - 11.15 am	**Coffee**
11.30 am - 12.30 pm	Department Overview Presentation / Discussion
12.30 pm - 1.00pm	Meet with Students
1.00 pm - 2.00 pm	**Private Panel Lunch**
2.00 pm - 3.30 pm	Meeting with Department Teams re Programme Operation and Performance
3.30 pm - 3.45 pm	**Private Panel Meeting (Tea/Coffee)**
3.45 pm - 5.30 pm	Meet with Department Teams re Proposed Changes to Programme Structures
5.30 pm - 6.00 pm	Meet with Recent Graduates / Employers
Friday, May 10th, 2019	
9.00 am - 9.15 am	Private Panel Meeting - Emerging Themes
9.15am - 11.15 am	Meet with Department Teams re General Review of Modules
11.15 am - 11.45 am	**Private Panel Meeting (Tea/Coffee)**
11.45 pm - 12.30 pm	Sub-panel meetings to draft outline Reports
12.30 pm - 1.30 pm	**Private Panel Lunch**
1.30 pm - 2.00 pm	Feedback to overall Panel – Themes
2.00 pm- 2.15 pm	Feedback to School and Department Management