OLLSCOIL TEICNEOLAÍOCHTA
BHAILE ÁTHA CLIATH

DUBLIN

TECHNOLOGICAL
UNIVERSITY DUBLIN

Programme Validation Report

Bachelor of Engineering Technology in Electrical Services Engineering

Version of Report	Author	Date
1	Jan Cairns	23/05/2023
2	Jan Cairns	06/06/2023
		Click or tap to enter a date.
		Click or tap to enter a date.

Approval	Date
Documentation for Validation approved by Faculty Board	03/05/2023
Report of Programme Validation Panel approved by University Programmes Board	Click or tap to enter a date.
New Programme Title approved by University Programmes Board (if applicable)	NA

Section A	Programme Details

Title	Bachelor of Engineering Technology in Electrical Services Engineering
NFQ Level	7
ECTS Credits	120 ECTS (60 ECTS exempted through RPL)
Mode of delivery	Part-time ✓ Full-time ☐
Duration	Part-time: 3 years Full-time:
Modality/ies of delivery	In-person, Blended ✓ On-campus ✓
	Online ☐ Hyflex ☐
Discipline Programmes Board	
Faculty Board	Faculty of Engineering & Built Environment
Schools involved in delivery	School of Electrical & Electronic Engineering
Delivery location	TU Dublin Grangegorman
Collaborative Partner (where applicable)	NA

Date of Commencement of revised programme	September 2023

Section B   Awards

Award Title	Bachelor of Engineering Technology in Electrical Services Engineering
NFQ Level	7
Award Class	Major
ECTS Credits	120
Classification of award	Distinction; Merit Grade One, Merit Grade Two; Pass
Award (1) Title	Higher Certificate in Engineering in Electrical Services Engineering
Exit/Embedded	Exit ☒ Embedded ☐
NFQ Level	6
Award Class	Major
ECTS Credits	60
Classification of award	Unclassified

Section C - Programme Derogations (if required)

Derogations from Assessment Regulations/Marks and Standards, requiring approval by University Programmes Board	
None Sought	
University Programmes Board Approval	Date NA

Section D   Validation Process

Date of Programme Validation	23rd May 2023

Panel Members

Name	Role	Affiliation
Patrick Flynn (Chair)	Head of Learning Development	Faculty of Engineering & Built Environment, TU Dublin
Valerie Angelini	Associate Director	Arup
Dr Zeinab Bedri	Lecturer	School of Transport & Civil Engineering, TU Dublin
Kirk McCormack	Lecturer	School of Architecture & Built Environment, TU Dublin
Jan Cairns	Academic Quality Advisor	Academic Affairs, TU Dublin

Schedule of Meetings

9.00 am	Introduction of Panel to senior staff in the School of Electrical & Electronic Engineering. Presentation from School on the proposed programme
9.30 am	Private meeting of Panel to identify matters to be raised at subsequent meetings with the School.
10.30 am	Meeting of Panel with School representatives to discuss matters including market demand, programme rationale, programme aims, objectives and learning outcomes, recruitment and entry, facilities and resources and other programme-related issues identified by the Panel.
11.15 am	Panel Break
11.30 am	Tour of facilities available to the programme.
12.00 pm	Meeting of the Panel with teaching staff to discuss matters including programme content, module syllabuses, learning and teaching methods and assessment.
12.40 pm	Meeting of the Panel with students and graduates from the existing programmes.
1.15 pm	Lunch for Panel and Private Meeting of the Panel to discuss its findings and commence drafting the report.
3.00 pm	Oral Presentation of summary findings to representatives of the School.

Section E	Programme Evaluation

Governance & Management		
Is the programme designed in accordance with the University's Strategic Plan, Educational Model and Quality Framework?	Yes ✓	No ☐
Comment: Alignment with the University's Strategic Plan, Education Model and Quality Framework is outlined in the Validation Document.		
Will the proposed strategies for programme management and quality assurance ensure that the programme is well managed and continuously enhanced and is in accordance with the University's Quality Framework?	Yes ✓	No ☐
Comment: The quality assurance and enhancement processes including programme management are outlined in the Validation Document.		

Awards Standards		
Are the programme aims and learning outcomes clearly written using appropriate terminology?	Yes ✓	No ☐
Comment: These are considered to be written correctly.		
Are the programme aims and learning outcomes aligned to the proposed level of the award on the NFQ in accordance with applicable Award Standards?	Yes ✓	No ☐
Comment: These are considered to be appropriate and aligned to the NFQ.		
Will the curricula, teaching, learning and assessment methods enable students to reach the appropriate standard to qualify for the award(s)?	Yes ✓	No ☐
Comment: The programme and module content and assessment are considered to be at the appropriate standard.		
Was the programme development appropriately informed by internal and external stakeholder input (including industry/practice, professional/regulatory bodies, and community organisations)?	Yes ✓	No ☐
Comment: This is evident within the programme documentation and during discussions with staff.		
Has the programme been benchmarked against similar programmes nationally and internationally?	Yes ✓	No ☐
Comment: The programme documentation addresses this.		
Did the programme development take account of relevant external discipline benchmarks and Professional Statutory and Regulatory Body requirements?	Yes ✓	No ☐
Comment: The programme has been aligned with Engineers Ireland requirements as Engineers Ireland accreditation will be sought for the award.		

Programme Design		
Is the programme design informed by current development in the discipline and associated subject areas, having taken into consideration current trends, stakeholder feedback and market analysis?	Yes ✓	No ☐
Comment: This is addressed in the programme design and review of certain modules.		
Is there a mechanism to ensure the input of external stakeholders in the ongoing development of the programme?	Yes ✓	No ☐
Comment: The programme will undergo accreditation by Engineers Ireland and the Programme Team therefore ensures that these requirements are met. The Panel has made a recommendation in relation to links with industry,		
Is the programme curriculum well-structured with a logical progression of learning and development across the modules and stages?	Yes ✓	No ☐
Comment: This was evident in the modules across the years of the programme.		

Are there appropriate opportunities for students to undertake work-based learning, through work placements or work-based projects or assignments?	Yes ✓	No ☐
Comment: This is a part-time programme and students are expected to be working full-time, therefore there is no work placement. Students bring their industrial context into their study, in particular project work.		
Is the required programme and module information provided in the correct format?	Yes ✓	No ☐
Comment: In the case of some modules, some changes are required in the population of the Programme & Module Catalogue.		

Learning, Teaching & Assessment		
Is there an effective student-centred teaching and learning strategy that aligns with the University's strategies and Education Model?	Yes ✓	No ☐
Comment: This was evident in the programme documentation and there was discussion about the Education Model and how this might impact upon the programme.		
Does the assessment strategy provide an appropriate mix of assessment types that will enable students to demonstrate that they have met the module and programme learning outcomes?	Yes ✓	No ☐
Comment: There is an appropriate mix of continuous assessment, laboratory activities, examinations and project work. The Panel has agreed a Condition of Approval regarding the inclusion of specific assessment methods in the module information in the Programme & Module Catalogue.		
Do the learning outcomes and assessment strategy ensure that academic integrity can be maintained and attempted breaches of academic integrity are minimised/easily detected?	Yes ✓	No ☐
Comment: Assessments are an appropriate mix of practical assignments, laboratory activities and invigilated examinations.		
Are there opportunities in all modules to provide students with timely and constructive feedback on their learning and development?	Yes ✓	No ☐
Comment: This was addressed within the programme documentation. The Panel's condition on the provision of a schedule of assessments also refers to the provision of feedback.		
Do the teaching and assessment methods consider the diversity of the student cohort?	Yes ✓	No ☐
Comment: Assessment methods were considered appropriate in this regard.		

Student Supports & Learning Environment		
Are there sufficient and appropriate resources (e.g. human, financial and physical) to support the proposed programme aims and objectives, to deliver the programme as specified?	Yes ✓	No ☐
Comment:		

The Panel viewed the excellent facilities and space available to the programme in the Central Quad, Grangegorman.		
Are there sufficient staff that are appropriately qualified and capable to support the programme delivery, from both context and pedagogy perspectives?	Yes ✓	No ☐
Comment: The Panel recommends that staff continue to engage with training and best practice in blended learning.		
Are there appropriate arrangements in place to support the student experience and to monitor student performance?	Yes ✓	No ☐
Comment: Appropriate arrangements are in place and were discussed with the Programme Team.		
Are the access, transfer and progression arrangements clearly defined and appropriate, and aligned to TU Dublin policy/strategy in this regard?	Yes ✓	No ☐
Comment: This is a programme designed for Qualified Electricians who are exempted for 60 ECTS. Applicants with other qualifications and experiential learning are also considered for entry with the same exemptions. Graduates may progress to the Bachelor of Science (Honours) in Electrical Services and Energy Management.		
Do the student supports and learning environment cater for equality, diversity and inclusivity of students?	Yes ✓	No ☐
Comment: The Programme Team are encouraged to continue to engage with EDI matters.		
Is the relevant programme information clearly communicated to the students to ensure they are informed, guided and cared for?	Yes ✓	No ☐
Comment: A Student Handbook is provided and other various communication mechanisms with students were discussed during the validation. The Panel also makes a condition regarding communication to current students on transitional arrangements.		

Section F	Overall Recommendation of the Panel

1.	**Recommend approval of programme as submitted, without amendment**	☐
2.	**Recommend continuing approval of programme, subject to minor amendments/editorial changes to be completed as soon as possible and with recommendations for consideration.** **Note:** recommendations are attached where it is considered that the programme would benefit from particular changes, or from a review of certain aspects of the programme over a period of time, with changes made if required. While recommendations are advisory in nature, there is an expectation that all recommendations are responded to appropriately and acted upon as appropriate.	☐
3.	**Recommend continuing approval of programme subject to the fulfilment of conditions. Recommendations for consideration may also be attached.** **Note:** conditions are attached where it is agreed that changes must be made to the programme / programme documentation prior to the commencement of the	☒

	programme. Conditions must be set where issues are identified that relate directly to academic standards or to University regulations or procedures. It should be clear what is required in order to meet the conditions. A new programme cannot go forward to Faculty Board for consideration/approval unless a response to the Validation Report is submitted with revised programme documentation and the Academic Quality Enhancement Committee is satisfied that all conditions are met.	
4.	**Do not recommend approval of programme.**	☐

Areas for commendation	
1.	The amalgamation of the two previous programmes (Level Six and Level Seven) into a more consolidated programme offering (three years rather than four) should appeal to those in full-time employment.
2.	The relevance of the programme in meeting industry needs.
3.	Engagement of staff with industry and relevant professional bodies (Engineers Ireland).
4.	The application of the Recognition of Prior Learning to students entering the programme and how their prior learning is valued.
5.	The quality and clarity of the documentation presented for consideration.
6.	Introduction of Sustainable Development Goals into the Project module.

Conditions of Approval	
1.	A schedule of assessments should be produced to ensure that the balance of assessments for all modules is considered to avoid periods of particularly heavy workload for students. This schedule should also indicate where feedback on assessments is provided to students.
2.	In the context of the programme duration changing from four to three years, there should be a review of the constructive alignment between module learning outcomes and assessment in order to: avoid over-assessment; ensure that learning outcomes are assessed by the most appropriate method and; ensure there is no unnecessary duplication of content between modules. This review should be undertaken in the first year of the programme, through the agreed process for making amendments to modules, and reported back to the panel before the end of the next academic year.
3.	The Panel is pleased to note that Sustainable Development Goals (SDGs) are being integrated into specific modules within the programme, such as the final project. The Programme Team should now indicate how they will continue to integrate the SDGs throughout all stages of the programme.

4.	The module learning outcomes for some modules should be reviewed to ensure that appropriate terminology is used.
5.	It is noted that many modules refer to continuous assessment type as 'To Be Confirmed', within the Programme & Module Catalogue. Assessment types should be clearly specified.
6.	Module information should be correctly populated within the Programme & Module Catalogue to facilitate module approval.
7.	The transition arrangements to the new programme should be clarified and communicated to existing students.

Recommendations	
1.	The Panel notes that the School has sought advice and input from industry into programme developments. It recommends that these links are formalised to allow maximum benefit of this relationship for both sides (for example, the establishment of an Industry Liaison Board).
2.	A number of modules should be reviewed with a view to reducing the number of learning outcomes.
3.	In relation to the delivery of blended learning, the Programme Team should continue to engage with training and be guided by best practice in this regard.
4.	It is important that teaching and learning within the programme supports peer to peer learning including collaborative work and the Panel recommends that the Programme Team consider such activities.
5.	The Panel acknowledges the efforts the Programme Team has made in relation to diversity within the programme and it recommends that it continues this engagement in order to meet EDI requirements into the future.

Other matters to be brought to the attention of Faculty Board and/or University Programmes Board
NA

Section G	Approvals

Validation Report
This Validation Report has been agreed by the Validation Panel and is signed on its behalf by the Panel Chair.

Chair: Patrick Flynn	
Signed:	Date: 06/06/2023

School Response	
The response to the conditions and recommendations has been agreed by the School and is signed by the Head of School.	
Head of School:	
Signed:	Date: 07/06/2002

Faculty Board	
The report and response have been approved by Faculty Board	
Vice-Dean for Education:	
Signed:	Date: Click or tap to enter a date.

University Programmes Board	
The report and response have been approved by University Programmes Board	
Registrar:	
Signed:	Date: Click or tap to enter a date.