



## Programme Review Report

### Master of Science in Quantity Surveying

<i>Version of Report</i>	<i>Author</i>	<i>Date</i>
1	Jan Cairns	17/05/2023
2	Jan Cairns	22/05/2023
		Click or tap to enter a date.
		Click or tap to enter a date.

<i>Approval</i>	<i>Date</i>
Documentation for Review approved by Faculty Board	29/03/2023
Report of Programme Review Panel approved by AQAEC	Click or tap to enter a date.
New Programme Title approved by University Programmes Board (if applicable)	NA

#### Section A Programme Details

Title	Master of Science in Quantity Surveying
NFQ Level	9
ECTS Credits	90
Mode of delivery	Part-time <input checked="" type="checkbox"/> Full-time <input type="checkbox"/>
Duration	Part-time: 2 years Full-time:
Modality/ies of delivery	In-person, Blended <input checked="" type="checkbox"/> On-campus <input checked="" type="checkbox"/>
	Online <input type="checkbox"/> Hyflex <input type="checkbox"/>
Classification of award	See Section B below
Discipline Programmes Board	NA
Faculty Board	Faculty of Engineering & Built Environment
Schools involved in delivery	School of Surveying & Construction Innovation
Delivery location	TU Dublin Bolton Street
Collaborative Partner (where applicable)	NA
Date of Commencement of revised programme	September 2023

<b>Section B</b>	<b>Awards</b>
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Award Title	Master of Science in Quantity Surveying
NFQ Level	9
Award Class	Major
ECTS Credits	90
Classification of award	First Class Honours; Second Class Honours, First Division; Second Class Honours, Second Division; Pass
Award (1) Title	Postgraduate Diploma in Science in Quantity Surveying
Exit/Embedded	Exit <input checked="" type="checkbox"/> Embedded <input type="checkbox"/>
NNFQ Level	9
Award Class	Major
ECTS Credits	60
Classification of award	Distinction; Merit Grade One; Merit, Grade Two; Pass

<b>Section C - Programme Derogations (if required)</b>
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<i>Derogations from Assessment Regulations/Marks and Standards, requiring approval by University Programmes Board</i>
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None Sought
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University Programmes Board Approval	Date NA
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<b>Section D</b>	<b>Review Process</b>
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<b>Date of Programme Review</b>	17 <sup>th</sup> May 2023
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<b>Context for Programme Review</b>
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How was the programme review process instigated, by whom/via which process?
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Review requested by the School of Surveying & Construction Innovation in order to undertake a full review and updating of the programme, for example in relation to the inclusion of Sustainable Development Goals.
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Please tick the type of programme review undertaken:

Full Programme Review <input checked="" type="checkbox"/>	Focused Programme Review <input type="checkbox"/>
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If a focused programme review, what is/are the area(s) of focus?
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NA
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<b>Implementation of revised programme</b>
How will changes to revised programme be implemented, i.e. will all changes be implemented with immediate effect in the next academic year of delivery, or will the changes be phased in on a year-by-year basis?
Changes to year one shall be implemented in September 2023 and changes to year two implemented in September 2024.

### Panel Members

<b>Name</b>	<b>Role</b>	<b>Affiliation</b>
Claire Culleton	Associate Quantity Surveyor	AECOM
Lisa Dooley	Lecturer and Programme Chair of the BSc (Hons) in Quantity Surveying and Construction Economics	Atlantic Technological University (ATU) – Galway City
Bryan Lett	Chartered Quantity Surveyor and Director	KSN Construction Consultants
Maria O’Kelly	Chartered Quantity Surveyor and Lecturer,	School of the Built Environment, Technological University of the Shannon (TUS) – Midwest
James Lonergan (observer)	Director of Education	Society of Chartered Surveyors Ireland (SCSI)
Dr John Murray (Chair)	Head of Discipline, Strategy & Leadership	School of Management, People & Organisations, Faculty of Business, TU Dublin
Colin O’Connor	Lecturer	School of Tourism & Hospitality Management, Faculty of Arts & Humanities, TU Dublin
Jan Cairns	Academic Quality Advisor	Academic Affairs, TU Dublin

### Schedule of Meetings

09.30 hrs	Introduction of Panel to senior staff of School of Surveying and Construction Innovation, Chairperson of the Programme Committee/Programme Co-ordinator and other key staff. Presentation from School on key aspects of the MSc in Quantity Surveying and its review.
10.00 hrs	Private meeting of Panel to identify matters to be raised at subsequent meetings with School senior and teaching staff.

11.00 hrs	Meeting of Panel with Head of School, Head of Discipline, Programme Co-ordinator and other key staff to discuss programme-related issues identified by the Panel.
11.45 hrs	Panel Break
12.00 hrs	Meeting of Panel with staff teaching on the programme to discuss module syllabuses, teaching, learning and assessment methods
12.45 hrs	Meeting of the Panel with a group of current students and graduates.
13.15 hrs	Lunch
13.45 hrs	Panel views space and facilities available to the programme.
14.15 hrs	Private Meeting of the Panel to discuss its findings and commence drafting the report.
15.30 hrs	Oral Presentation of summary findings to senior staff of the School, Programme Co-ordinator and other staff as appropriate.

### Section E Programme Evaluation

Programme Review Process		
<i>Was the programme review conducted in accordance with the Programme Review Process, i.e. were current students, graduates, employers, other appropriate stakeholders involved in the review process?</i>	Yes ✓	No <input type="checkbox"/>
Comment: Evidence of consultation with all relevant stakeholders as presented within the PSER and appendices was noted (see Commendations).		

Governance & Management		
<i>Do the Programme Management and Quality Assurance arrangements align to TU Dublin Quality Framework processes?</i>	Yes ✓	No <input type="checkbox"/>
Comment: Quality Assurance and Enhancement arrangements were described within the programme documentation		
<i>Has the Annual Academic Quality Enhancement process been used to identify issues and actions that continually enhance the programme and student learning experience?</i>	Yes ✓	No <input type="checkbox"/>
Comment: Annual monitoring reports were submitted and considered and issues addressed in this review programme arose in these reports.		

Student Data		
On consideration of student recruitment data, is there evidence that there continues to be a market demand for the programme and that the programme remains viable?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<p>Comment:</p> <p>Data provided to the Panel indicate that interest in and recruitment to the programme remain strong. The annual intake to the programme was restricted by the School to 25 students, to ensure that staff resources are available for the supervision/mentoring of the dissertation/capstone project.</p>		
On consideration of student performance, progression and completion data, are there concerns about student performance and have these been acknowledged and addressed through the programme review process?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
<p>Comment:</p> <p>The data provided indicated that students perform very well on the programme and the Panel had no concerns in this regard.</p>		

Awards Standards		
<i>Are the programme aims and learning outcomes clearly written using appropriate terminology?</i>	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
<p>Comment:</p> <p>The Panel considers that the module learning outcomes, and programme learning outcomes should be reviewed in this regard (see Conditions of the Panel).</p>		
<i>Are the programme aims and learning outcomes aligned to the proposed level of the award on the NFQ in accordance with applicable Award Standards?</i>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<p>Comment:</p> <p>The Panel considers that the programme learning outcomes are aligned to the level of the award but would benefit from rephrasing and rewording to better communicate the desired meaning of the learning outcomes.</p>		
<i>Will the curricula, teaching, learning and assessment methods enable students to reach the appropriate standard to qualify for the award(s)?</i>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<p>Comment:</p> <p>The Panel is confident that, though this is a conversion Masters and the curricula of modules (year one in particular) by necessity starts at foundation level, assessments require students to reach the appropriate standard. There was considerable discussion around the 30 ECTS Capstone Project and the Panel has agreed a condition and several recommendations in this regard.</p>		
<i>Is ongoing programme development appropriately informed by internal and external stakeholder input (including industry/practice, professional/regulatory bodies, and community organisations)?</i>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<p>Comment:</p> <p>The Panel is confident that this will be the case, given the approach taken in this review and the links between the School and the teaching staff with industry and with the Society of Chartered Surveyors Ireland (SCSI)</p>		
<i>Does ongoing programme development take account of relevant external discipline benchmarks and Professional Statutory and Regulatory Body requirements?</i>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<p>Comment:</p> <p>The Panel notes and commends the mapping of the programme with APC competencies and the alignment with the pathway to chartered status.</p>		

Programme Design		
<i>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?</i>	Yes ✓	No <input type="checkbox"/>
Comment: Engagement with industry and the Society of Chartered Surveyors Ireland (SCSI) is evident within the review and revision of the programme and associated modules.		
<i>Is there a mechanism to ensure the input of external stakeholders in the ongoing development of the programme?</i>	Yes ✓	No <input type="checkbox"/>
Comment: Engagement with industry and the SCSI is regular and ongoing.		
<i>Is the programme curriculum well-structured with a logical progression of learning and development across the modules and stages?</i>	Yes ✓	No <input type="checkbox"/>
Comment: This programme is a conversion Masters and therefore many of the modules in year one focus on ensuring that students achieve a certain level of foundation knowledge, skills and competences.		
<i>Are there appropriate opportunities for students to undertake work-based learning, through work placements or work-based projects or assignments?</i>	Yes ✓	No <input type="checkbox"/>
Comment: This is a part-time programme where students are required to work in the industry. The final Capstone Project will focus on a topic/problem relevant to the student's own work experience.		
<i>Are work/practice placements appropriate and fit for purpose, having regard to the requirements of professional, regulatory, and associative bodies where applicable, in the context of student achievement of learning outcomes and in the overall student experience?</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Comment: This is a part-time programme and students are required to be employed in a relevant position, therefore there is no work placement on this programme.		
<i>Is the required programme and module information provided in the correct format?</i>	Yes ✓	No <input type="checkbox"/>
Comment: The Panel received the Programme Self-Evaluation Report, the Student Handbook, and programme and module information downloaded from the Programme & Module Catalogue. The Panel commends the Programme Team in the presentation and quality of the documentation.		

Learning, Teaching & Assessment		
<i>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?</i>	Yes ✓	No <input type="checkbox"/>
Comment: This was evident within the programme documentation and module information.		

<i>Do the learning outcomes and assessment strategy ensure that academic integrity can be maintained and attempted breaches of academic integrity are minimised/easily detected?</i>	Yes ✓	No <input type="checkbox"/>
<p>Comment: It is noted that the majority of module assessments are coursework assignments rather than invigilated examinations, but assessments are designed to relate back to student's work experience. The Programme Team is aware of this issue.</p>		
<i>Are there opportunities in all modules to provide students with timely and constructive feedback on their learning and development?</i>	Yes ✓	No <input type="checkbox"/>
<p>Comment: Assessments are scheduled to allow for feedback.</p>		
<i>Do the teaching and assessment methods consider the diversity of the student cohort?</i>	Yes ✓	No <input type="checkbox"/>
<p>Comment: The programme documentation outlines how this is addressed.</p>		

Student Supports & Learning Environment		
<i>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?</i>	Yes ✓	No <input type="checkbox"/>
<p>Comment: The Panel is happy that adequate resourcing including staff resources are available to support the programme, noting that all staff teaching on the programme are full-time permanent staff.</p>		
<i>Are there sufficient staff that are appropriately qualified and capable to support the programme delivery?</i>	Yes ✓	No <input type="checkbox"/>
<p>Comment: Staff are appropriately qualified, experienced and involved in research and industry.</p>		
<i>Are there appropriate arrangements in place to support the student experience and to monitor student performance?</i>	Yes ✓	No <input type="checkbox"/>
<p>Comment: The programme documentation including Student Handbook outlines student supports.</p>		
<i>Are the access, transfer and progression arrangements clearly defined and appropriate, and aligned to TU Dublin policy/strategy in this regard?</i>	Yes ✓	No <input type="checkbox"/>
<p>Comment: These arrangements are described within the programme documentation.</p>		
<i>Do the student supports and learning environment cater for equality, diversity and inclusivity of students?</i>	Yes ✓	No <input type="checkbox"/>
<p>Comment: The programme documentation outlines how this is addressed.</p>		
<i>Is the relevant programme information clearly communicated to the students to ensure they are informed, guided and cared for?</i>	Yes ✓	No <input type="checkbox"/>
<p>Comment: As well as the provision of Student Handbooks, all relevant information is populated on Brightspace.</p>		

**Section F****Overall Recommendation of the Panel**

1.	<b>Recommend continuing approval of programme as submitted, without amendment</b>	<input type="checkbox"/>
2.	<b>Recommend continuing approval of programme, subject to minor amendments/editorial changes to be completed as soon as possible and with recommendations for consideration.</b>  <b>Note:</b> 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.	<input type="checkbox"/>
3.	<b>Recommend continuing approval of programme subject to the fulfilment of conditions. Recommendations for consideration may also be attached.</b>  <b>Note:</b> 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.	<input checked="" type="checkbox"/>
4.	<b>Do not recommend continuing approval of programme.</b>	<input type="checkbox"/>

#### Areas for commendation

1.	High market demand for programme from industry and potential students.
2.	Excellent, motivated students as demonstrated in strong student performance data.
3.	Very well presented programme documentation, including the mapping of APC competencies to the programme.
4.	Well-balanced assessment schedule and management of student workload, important for a programme where students are in full-time employment.
5.	Staff engagement with research and with industry and professional body (SCSI).
6.	The level of consideration given to the alignment of programme with the SCSI's pathway to Chartered Quantity Surveyor status.
7.	The open and honest engagement of the Programme Team during discussions with the Panel.

#### Conditions of Approval



1.	The Panel welcomes the inclusion of the Capstone Project module, an applied project that will replace the traditional dissertation. It agrees that the Programme Team should clarify the purpose and expected outcome of the critical analysis component of the Capstone Project within the programme documentation.
2.	In the context of this being a conversion MSc, the Panel observes that much of the module content is pitched out of necessity at undergraduate level. It considers that the module learning outcomes require review and revision to ensure that these reflect higher level (NFQ Level Nine) learning outcomes and what is expected of students in the various assessment tasks. The programme learning outcomes should also be reviewed with a view to rephrasing the wording appropriate to Level Nine.
3.	Programme learning outcomes are required for the proposed Postgraduate Certificate and Postgraduate Diploma awards. The programme documentation should also specify which modules must be completed in order to be eligible for each of these awards.

Recommendations	
1.	Exemplar Capstone e-portfolios (from other programmes) should be made available to students for their information.
2.	The Programme Team should consider the inclusion of activities in support of the Capstone Project towards the end of year one to encourage students to engage with this prior to the summer break, for example, a preparatory workshop.
3.	The Programme Coordinator and Capstone Project module coordinator should meet with student employers to share and discuss potential capstone project topics for the coming year.
4.	The Programme Team provide explicit instruction in reflective learning to support students in the keeping of the Learning Diary component of the Capstone Project. The module learning outcome 7 relating to this diary should be reviewed and amended.
5.	Students should be required to make a presentation or poster presentation outlining the findings of their research as part of the Interview component of the Capstone Project. In addition, it would suggest that a poster presentation event would be an appropriate way to mark the end of the programme and acknowledge student achievement.
6.	The Programme Team should consider the final word count for the project: the Panel recommends between 12-15000 words.
7.	The Programme Team should consider remedies for those students who fail to complete the capstone project.
8.	The Panel is broadly supportive of the proposal to complete the MSc in 2 years and consider it is likely to prove attractive to potential students. It would recommend that the Programme Team monitor annually the impact of this change on students and student completion and review as necessary
9.	The Panel is also broadly supportive of the continuation of a blended approach to delivery and notes that this will also be attractive to students. However, it is cognisant of the benefits of the face-to-face learning experience in enhancing student engagement and recommends that the team monitor attendance and

	participation in face-to-face and synchronous online sessions to ensure that students continue to engage with their modules and with their cohort.
10.	The Panel would consider it appropriate that resources are made available to allow the School to offer additional modules within this programme, such as Cost Management of Mechanical & Electrical which it considers would be an attractive and relevant elective module.

**Other matters to be brought to the attention of Faculty Board and/or Academic Quality Assurance & Enhancement Committee**

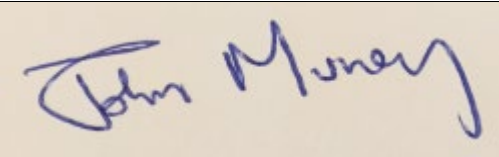
See Recommendation 10.

**Section G Approvals**

**Review Report**

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

Chair: Dr John Murray

Signed:		Date: 22/05/2023
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**School Response**

The response to the conditions and recommendations has been agreed by the School and is signed by the Head of School.

Head of School: Dr Mark Mulville

Signed:		Date: 12/06/2023
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**Faculty Board**

The report and response have been approved by Faculty Board

Head of Learning Development: Patrick Flynn

Signed:	Date: Click or tap to enter a date.
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**Academic Quality Assurance & Enhancement Committee**

The report and response have been approved by the Academic Quality Assurance & Enhancement Committee

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