



Programme Validation Report

Bachelor of Science in Construction Site Management

| <i>Version of Report</i> | <i>Author</i> | <i>Date</i> |
|--------------------------|---------------|-------------------------------|
| 1 | Jan Cairns | 07/04/2025 |
| 2 | | 15/04/2025 |
| | | Click or tap to enter a date. |
| | | Click or tap to enter a date. |

| <i>Approval</i> | <i>Date</i> |
|--|-------------------------------|
| Programme Proposal approved by Faculty Board | Click or tap to enter a date. |
| Programme Proposal approved by University Programmes Board | Click or tap to enter a date. |
| Programme approved by Faculty Board | Click or tap to enter a date. |
| Programme approved by University Programmes Board | Click or tap to enter a date. |

Section A - Programme Details

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|--|---|
| Title | Bachelor of Science in Construction Site Management |
| NFQ Level | 7 |
| ECTS Credits | 180/120 ECTS |
| Mode of delivery | Part-time <input checked="" type="checkbox"/> Full-time <input type="checkbox"/> |
| Duration | Part-time: 3/2 years Full-time: |
| Mode of provision | Face-to-Face <input type="checkbox"/> Blended <input checked="" type="checkbox"/> Online <input type="checkbox"/> |
| Classification of award | In accordance with new TU Dublin assessment regulations. |
| Discipline Programmes Board | |
| Faculty Board | Faculty of Engineering & Built Environment |
| Schools involved in delivery | School of Surveying and Construction Innovation |
| Delivery location | TU Dublin Bolton Street and online |
| Collaborative Partner (where applicable) | |
| Date of Commencement | September 2025 |

Section B - Awards

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|-------------------------|---|
| Award Title | Bachelor of Science in Construction Site Management |
| NFQ Level | 7 |
| Award Class | Major |
| ECTS Credits | 180/120 ECTS |
| Classification of award | In accordance with TU Dublin Assessment Regulations |

Section C - Programme Derogations (if required)

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| <i>Derogations from Assessment Regulations/Marks and Standards already approved by University Programmes Board</i> | |
| It is intended that students will not be permitted to carry failed modules into the final year of the programme. | |
| Date of University Programmes Board Approval | Click or tap to enter a date. |

Section D Validation Process

Please tick the process that was followed:

| | | |
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| Validation Panel <input checked="" type="checkbox"/> | AQEC Meeting <input type="checkbox"/> | AQEC Sub-Group <input type="checkbox"/> |
| Date: 7 April 2025 | Date: | Date: |

Panel Members

| Name | Role | Affiliation |
|--------------------------|--------------------------|---|
| Patrick Flynn | Panel Chair | Head of Teaching and Learning, Faculty of Engineering, Built Environment and Apprenticeship |
| Peter Lonergan | External Panel Member | Associate Director – Pre Construction, Ardmac |
| Dr Zeinab Bedri | Internal Panel Member | School of Transport and Civil Engineering, TU Dublin |
| Dr Catherine Deegan | Internal Panel Member | Head of Discipline of Control Engineering, School of Electrical and Electronic Engineering, TU Dublin |
| Dr Helen Murray O'Connor | Internal Panel Member | School of Architecture, Building and Environment, TU Dublin |
| Jan Cairns | Academic Quality Advisor | Academic Affairs, TU Dublin |

Section E - Programme Evaluation

| Governance & Management | | |
|---|-------|-----------------------------|
| <i>Is the programme designed in accordance with the University's Strategic Plan, Educational Model and Quality Framework?</i> | Yes ✓ | No <input type="checkbox"/> |
| Comment: How the programme meets TU Dublin strategic objectives and the University Education Model is set out in the Programme Proposal Form and the Programme Document. However, please see the Recommendation of the Panel in respect of alignment of modules with the principles of the University Education Model. | | |
| <i>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?</i> | Yes ✓ | No <input type="checkbox"/> |
| Comment: Programme Management will be in accordance with the TU Dublin Quality Framework. | | |

| Awards Standards | | |
|---|-------|-----------------------------|
| <i>Are the programme aims and learning outcomes clearly written using appropriate terminology? (See TU Dublin Guidelines)</i> | Yes ✓ | No <input type="checkbox"/> |
| Comment: The programme aims and learning outcomes are clearly written. | | |
| <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 ✓ | No <input type="checkbox"/> |
| Comment: Programme aims and learning outcomes are aligned to Level Seven within the NFQ. | | |
| <i>Will the curricula, teaching, learning and assessment methods enable students to reach the appropriate standard to qualify for the award(s)?</i> | Yes ✓ | No <input type="checkbox"/> |
| Comment: The modules will enable students to reach the appropriate standard for the award. | | |
| <i>Was the programme development appropriately informed by internal and external stakeholder input (including industry/practice, professional/regulatory bodies, and community organisations)?</i> | Yes ✓ | No <input type="checkbox"/> |
| Comment: The programme, based on a predecessor programme, was developed with input from the School's Construction Management Industry Liaison Panel. Please see Recommendation of the Panel in respect of feedback from employers. | | |
| <i>Has the programme been benchmarked against similar programmes nationally and internationally?</i> | Yes ✓ | No <input type="checkbox"/> |
| Comment: This programme has been aligned to meet the requirements of the Chartered Institute of Building (CIOB) as accreditation from CIOB will be sought. | | |
| <i>Did the programme development take account of relevant external discipline benchmarks and Professional Statutory and Regulatory Body requirements?</i> | Yes ✓ | No <input type="checkbox"/> |
| Comment: See above regarding CIOB accreditation. | | |

| 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: The Panel commends the strong connections to industry and with the CIOB, which has informed programme design. | | |
| <i>Will there be opportunities for students to input into curriculum design decisions in the future?</i> | Yes ✓ | No <input type="checkbox"/> |
| Comment: Student feedback in accordance with TU Dublin Quality Framework, as well as informal channels of communication between staff and students, will provide such opportunities. | | |
| <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: The Construction Management Discipline has established an Industry Liaison Panel which will continue to provide this input. Please see Recommendation of the Panel in respect of seeking regular feedback from employers. | | |
| <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: The Panel considers that the module structure and progression from year one to year two was carefully considered by the Programme Team. | | |
| <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: Students must be working in the construction sector in order to be admitted to the programme. There are Work-Based Learning modules in each year of the programme, carrying 20 ECTS each. the programme. | | |
| <i>If applicable, have the relevant Blended Learning Checklists (i.e. Learning Experience Context & Programme Context) been fully completed and submitted to the Panel?</i> | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| Comment: The programme is to be delivered one-day a week on campus face-to-face, with one evening of online tutorials. The Panel considered that this was appropriate, given the nature of the student cohort. | | |
| <i>Is the required programme and module information provided in the correct format?</i> | Yes ✓ | No <input type="checkbox"/> |
| Comment: Please see Condition of the Panel in respect of the Student Handbook and the Work-Based Learning Handbook. | | |

| Learning, Teaching & Assessment | | |
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| <i>Is there an effective student-centred teaching and learning strategy that aligns with the University's strategies and Education Model?</i> | Yes ✓ | No <input type="checkbox"/> |
| Comment: Programme delivery takes place on one day a week face-to-face and one evening a week online, as students are working full-time. | | |
| <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: The Panel notes the variety of assessment methods employed in the modules and also the shift of balance from formal examinations to continuous assessment as the programme progresses. | | |
| <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"/> |
| Comment: The Programme Team and Panel discussed how continuous assessments can be designed to maintain academic integrity, through the use of authentic real-world assessments. | | |
| <i>Is there a comprehensive mapping of assessment methods and module learning outcomes and between module learning outcomes and programme learning outcomes?</i> | Yes ✓ | No <input type="checkbox"/> |
| Comment: A mapping between Programme and Learning Outcomes was provided, and within the module descriptions, module learning outcomes were aligned to assessment methods. In addition, the Panel has agreed that more information should be provided, namely that the Student Handbook should include an assessment schedule with workloads and breakdown of marks, and types of assessment. | | |
| <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"/> |
| Comment: Members of the Programme Team discussed how feedback was presented to students on their continuous assessments and the Panel commends this. Please see Recommendation of the Panel in respect of monitoring the effectiveness of these feedback strategies for this student profile. | | |
| <i>Do the teaching and assessment methods consider the diversity of the student cohort?</i> | Yes ✓ | No <input type="checkbox"/> |
| Comment: The teaching and assessment methods are considered appropriate to the diversity of the student cohort. | | |

| Student Supports & Learning Environment | | |
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| <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"/> |
| Comment: The Panel considers the resources available, in terms of staff resources and the physical resources and facilities, to be appropriate. | | |

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| <i>Are there sufficient staff that are appropriately qualified and capable to support the programme delivery, from both context and pedagogy perspectives?</i> | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| <p>Comment:</p> <p>The Panel commends the expertise and experience of the Programme Team and their links to industry.</p> | | |
| <i>Are there appropriate arrangements in place to support the student experience and to monitor student performance?</i> | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| <p>Comment:</p> <p>Please see Condition and Recommendation of the Panel in respect of monitoring student experience in the workplace, within the Work-Based Learning modules.</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 <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| <p>Comment:</p> <p>The Panel notes that there will be an intake to year one of the programme and also advanced entry to year two of the programme for qualified craftspersons. Please see Recommendation of the Panel in respect of Advanced Entry and the Recognition of Prior Learning.</p> | | |
| <i>Do the student supports and learning environment cater for equality, diversity and inclusivity of students?</i> | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| <p>Comment:</p> <p>The Panel notes and commends the commitment of the School and the Programme Team in this regard.</p> | | |
| <i>Is the relevant programme information clearly communicated to the students to ensure they are informed, guided and cared for?</i> | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| <p>Comment:</p> <p>Please see Conditions of the Panel in respect of the Student Handbook and Work-Based Learning Handbook.</p> | | |
| <i>Has the Checklist for First Year Student Success (where applicable) been fully completed and submitted to the Panel?</i> | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| <p>Comment:</p> <p>The key elements of the First Year Framework for Success are in place. Please see Condition of the Panel in respect of how this is embedded within the programme and presented within the Student Handbook.</p> | | |

| Collaborative Provision (if applicable) | | |
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| <i>Are the roles and responsibilities of each partner clearly defined?</i> | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| <p>Comment:</p> <p>NA</p> | | |
| <i>In the case of Joint or Multiple Awards, has due diligence on capacity of partner institution meeting the QA-QE requirements for the programme been undertaken?</i> | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| <p>Comment:</p> <p>NA</p> | | |

Section F - Overall Recommendation

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| 1. | Recommend approval of programme as submitted, without amendment | <input type="checkbox"/> |
| 2. | Recommend 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. | <input type="checkbox"/> |
| 3. | Recommend 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. | <input checked="" type="checkbox"/> |
| 4. | Do not recommend approval of programme. | <input type="checkbox"/> |

Areas for commendation

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| 1. | The programme fits in well with the current suite of programmes. The target cohort identified is well-defined, distinct and there is a clear pathway for progression within the Construction Management discipline. |
| 2. | The Programme Team has built strong connections to industry and are well set up to develop that further to address the future needs of industry through the programme. |
| 3. | The consideration of the effective use of feedback to students is well considered and sets the students up for success. |
| 4. | The care with which the staff have set out how to support a wide cohort of students from diverse backgrounds and learning styles, identifying and providing support where needed. |

Conditions of Approval

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| 1. | <p>Health and Safety responsibilities and accountability needs to be embedded in the programme at an early stage of the programme to ensure that the students are aware of the law in their workplace. For example, this may require placing the Law and Safety Legislation module into year two.</p> <p>Response: The programme team have considered this condition, and we consider integrating the Law and Safety Legislation module in the second year as an excellent approach, as it will</p> |
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| | ensure that students are well-informed about workplace laws and safety regulations at an earlier stage of their studies. We have moved CONS 2005 Financial Management to year 3 and brought Law and Safety Legislation into year 2. |
| 2. | <p>A Memorandum of Understanding or similar needs to be in place between the University and employers to provide clarity on the roles and responsibilities of each in respect the Work Based Learning modules. This should also be specified in the Work Based Learning Handbook.</p> <p>Response: We agree that having a Memorandum of Understanding (MOU) or similar agreement between the University and employers is crucial for clarifying the roles and responsibilities related to the Work-Based Learning (WBL) modules. We have completed this and have attached to the WBL documents in the folder.</p> <p>We have updated the WBL handbook mentioning the existence and purpose of this MOU within the Handbook. This ensures that students are also aware of the formal agreement and the commitment from both the University and the employer to provide a structured and supportive WBL experience.</p> |
| 3. | <p>The Student Handbook needs to provide clarity on:</p> <ul style="list-style-type: none"> - what the contingency arrangements are for students who cannot complete the work-based learning, i.e. how and when they might be able to transfer to other Construction programmes in the School, if they are advised to complete the taught modules within the semester and if there are other modules that they might take to aid this progression and if there are specific project modules that could be offered as an alternative to the work-based learning. - The assessment schedule with workloads and breakdown of marks, and types of assessment. - How the First Year Framework for Success is embedded in the programme and how the new cohort coming into second year via advanced entry are supported. - How the students who are commencing the programme in Year One, having completed the Leaving Certificate or FET programmes, are given specific support as they are starting both employment and an academic career at the same time. <p>Response: We agree that having a student handbook will be very important for the students. The student handbook will contain all of the above information.</p> |
| 4. | <p>The calculation of the award classification should be stated consistently throughout all the documentation. There should be an appropriate weighting between the second year and third year taught modules that make up the award classification, given that a large proportion of the student intake are likely to enter to Year Two. The Panel suggests a weighting of 25% second year and 75% third year.</p> <p>Response: This condition has been taken on board and the programme document has been changed to reflect this. See section 5.8 pf the programme document</p> |
| 5. | <p>Where students progress to the B.Sc. (Hons) in Construction Management programme as part of the contingency where they leave employment (see above), the year three exit award on that programme should be classified.</p> <p>Response: Below has been put into the programme document</p> <p>"If a student is unable to complete the work-based learning component of the program or loses their employment, they may transfer to the TU833 full-time program. In this situation, the classification of the student's award upon completion of Year 3 will be determined by all taught</p> |

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| | modules from stages 2 (of the part time programme) and 3 (of the full time programme), totaling 75 ECTS—40 from Stage 2 and 35 from Year 3. The grades will be weighted, giving greater importance to the final year modules, with a weighting of 0.25 for Year 2 modules and 0.75 for Year 3 modules.” |
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| Recommendations | |
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| 1. | <p>It is noted that while there is an RPL route for Advanced Entry to those with significant experience but without the Craft Certificate, the School would advise those without the Craft Certificate to commence at Year One, with the possibility of gaining module exemptions. This should be clarified in the relevant documentation and in material provided to potential applicants.</p> <p>Response: We will revise the wording in the programme document, website, and application materials to explicitly state that while an RPL route exists for advanced entry based on significant experience, the School generally advises applicants without a Craft Certificate to begin in Year One. We will include a brief explanation of the rationale behind this recommendation, emphasising that starting in Year One allows for a more comprehensive foundation in the core concepts and skills, and provides the opportunity to gain module exemptions based on prior learning.</p> <p>We will ensure that the RPL process is clearly outlined, including the criteria for assessment, the evidence required, and the potential for module exemptions. We will encourage potential applicants to contact the programme coordinator for personalised advice on the most appropriate entry point based on their individual circumstances and prior learning.</p> |
| 2. | <p>The Panel notes that the School has developed a list of recommended employers. The Panel recommends that the School agree appropriate criteria for determining this list, as well as a minimum/maximum number to be included. The criteria might include a minimum number of employees, how long the company has been established and the employee training and support structures within the company, given the company/employer would be required to provide a mentor for each student. This will provide clarity as to which companies/employers can be part of the Work-Based Learning on this programme.</p> <p>Response: We appreciate the suggestions for criteria such as a minimum number of employees, company longevity, and robust employee training and support structures, particularly the provision of a mentor for each student. These are all important factors to consider.</p> <p>However, we also want to proceed with caution to avoid inadvertently excluding potentially valuable placement opportunities, particularly from smaller or newer companies that may still offer excellent mentorship and learning experiences. We also need to consider that some specialized or niche areas of construction may only be accessible through smaller firms.</p> <p>We propose to develop a tiered system where employers are categorised based on their ability to meet different levels of criteria. This would allow us to include a wider range of employers while still providing students with clear information about the level of support and resources available at each placement. We will prioritise the quality of the mentorship provided by the employer. This could involve assessing the mentor's experience, training, and commitment to supporting the student's learning.</p> <p>We will conduct site visits and interviews with potential employers to assess their suitability and ensure they can provide a safe and supportive learning environment. We will regularly review and update the list of recommended employers based on student feedback, employer performance, and changes in the industry.</p> |

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| 3. | <p>Feedback from employers and students particularly in relation to the Work-Based Learning should be gathered at regular intervals and include cross-over questions from both.</p> <p>Response: We will establish a structured timeline for feedback collection and developing a set of cross-over questions that facilitate constructive dialogue between employers and students. This approach could enhance the overall learning experience and better align the program with industry expectations.</p> |
| 4. | <p>The Panels commends the strategies used to provide students with timely and constructive feedback on their assessments. It recommends that the Programme Team monitor the effectiveness of these strategies for this cohort of students who are on campus one day a week and in full-time employment.</p> <p>Response: We recognise the unique challenges faced by this cohort of students, who balance on-campus learning one day a week with full-time employment. We agree that it's crucial to monitor the effectiveness of our feedback strategies in this context.</p> <p>A designated Class Tutor will serve as a primary point of contact for students, providing guidance, support, and personalised feedback on their progress. This tutor can also help students navigate the challenges of balancing work and study. A Programme Chair will oversee the overall quality and effectiveness of the program, including the feedback strategies. This individual will be responsible for monitoring student feedback, identifying areas for improvement, and implementing changes as needed.</p> |
| 5. | <p>The Programme Team should consider and document the alignment of the modules with the principles of the UEM.</p> <p>Response: This has been completed and saved in the programme files.</p> |

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

It is noted that this programme like others within TU Dublin will need to align to University Assessment Regulations, when approved, for implementation in September 2025.

Section G - Approvals

Validation Report

This report has been agreed by the Validation Panel and is signed on their behalf by the chairperson.


Chairperson:

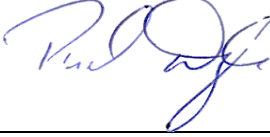
Signed:

Date: [Click or tap to enter a date.](#)

School Response

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

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| Head of School: |  |
| Signed: | Date: 01/05/2025 |

| Faculty Board | |
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| The report and response have been approved by Faculty Board | |
| Faculty Dean: |  |
| Signed: | Date: 27/05/2025 |

| University Programmes Board (Programmes of 30 ECTS or great) | |
|---|-------------------------------------|
| The report and response have been approved by the University Programmes Board | |
| Registrar: | |
| Signed: | Date: Click or tap to enter a date. |