



## Programme Validation Report

Master of Science in Construction Project Management  
 Postgraduate Diploma in Construction Project Management  
 Postgraduate Certificate in Construction Project Management

<i>Version of Report</i>	<i>Author</i>	<i>Date</i>
1	Jan Cairns	30/04/2024
2		10/05/2024
3		23/05/2024
		Click or tap to enter a date.

<i>Approval</i>	<i>Date</i>
Programme Proposal approved by Faculty Board	14/02/2023
Programme Proposal approved by University Programmes Board	28/03/2023
Programme approved by Faculty Board	20/06/2024
Programme approved by University Programmes Board	Click or tap to enter a date.

### Section A - Programme Details

Title	Master of Science in Construction Project Management TU229/TU420
NFQ Level	9
ECTS Credits	90
Mode of delivery	Part-time <input checked="" type="checkbox"/> Full-time <input checked="" type="checkbox"/>
Duration	Part-time: 2 Years Full-time: 1 Year
Mode of provision	Face-to-Face <input type="checkbox"/> Blended <input checked="" type="checkbox"/> Online <input type="checkbox"/>
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)	NA
Date of Commencement	September 2025

Title	Postgraduate Diploma in Construction Project Management TU419
NFQ Level	9
ECTS Credits	60
Mode of delivery	Part-time <input checked="" type="checkbox"/> Full-time <input type="checkbox"/>
Duration	Part-time: 2 Years Full-time:
Mode of provision	Face-to-Face <input type="checkbox"/> Blended <input checked="" type="checkbox"/> Online <input type="checkbox"/>
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)	NA
Date of Commencement	September 2025

Title	Postgraduate Certificate in Construction Project Management TU5419
NFQ Level	9
ECTS Credits	30
Mode of delivery	Part-time <input checked="" type="checkbox"/> Full-time <input type="checkbox"/>
Duration	Part-time: 1 Year Full-time:
Mode of provision	Face-to-Face <input type="checkbox"/> Blended <input checked="" type="checkbox"/> Online <input type="checkbox"/>
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)	NA
Date of Commencement	September 2025

### Section B - Awards

Award Title (1)	Master of Science in Construction Project Management
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 Title (2)	Postgraduate Diploma in Construction Project Management
Exit/Embedded	Exit <input type="checkbox"/> Embedded <input checked="" type="checkbox"/>
NFQ Level	9
Award Class	Major
ECTS Credits	60
Classification of award	Distinction; Merit, Grade One; Merit, Grade Two; Pass

Award Title (3)	Postgraduate Certificate in Construction Project Management
Exit/Embedded	Exit <input type="checkbox"/> Embedded <input checked="" type="checkbox"/>
NFQ Level	9
Award Class	Minor
ECTS Credits	30
Classification of award	Distinction; Merit, Grade One; Merit, Grade Two; Pass

### Section C - Programme Derogations (if required)

<i>Derogations from Assessment Regulations/Marks and Standards already approved by University Programmes Board</i>	
None sought	
Date of University Programmes Board Approval	Click or tap to enter a date.

### Section D Validation Process

Please tick the process that was followed:

Validation Panel <input checked="" type="checkbox"/>	AQEC Meeting <input type="checkbox"/>	AQEC Sub-Group <input type="checkbox"/>
Date: 30 April 2024	Date:	Date:

#### Panel Members

Name	Role	Affiliation
Brian Graham	External Panel Member	South East Technological University
James Lonergan	SCSI Representative	Society of Chartered Surveyors Ireland (SCSI)
Dr Keith Sunderland	Panel Chair	School of Electrical & Electronic Engineering, TU Dublin
Sinead Barton	Internal Panel Member	School of Electrical & Electronic Engineering, TU Dublin
Nuala Hayes	Internal Panel Member	School of Transport & Civil Engineering, TU Dublin
Jan Cairns	Academic Quality Advisor	Academic Affairs, TU Dublin
Gary O'Sullivan of the Elliott Group had been nominated and approved as a Panel member but was unable to attend due to illness.		

### 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 <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Comment: The Programme Proposal Form, Programme Documentation and School presentation to the Panel address the above.		

<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 <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Comment: Approved TU Dublin policies and processes in this regard will be followed.		

Awards Standards		
<i>Are the programme aims and learning outcomes clearly written using appropriate terminology?</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Comment: Please see Condition 5. in respect of Programme and Module Learning Outcomes.		
<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"/>
Comment: Please see Condition 5.		
<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"/>
Comment:		
<i>Was the 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"/>
Comment: The Panel commends the stakeholder involvement in the programme development.		
<i>Has the programme been benchmarked against similar programmes nationally and internationally?</i>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Comment:		
<i>Did the 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"/>
Comment: The programme is mapped to SCSi competencies. Please see Condition 3 in this regard.		

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 <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Comment:		
<i>Will there be opportunities for students to input into curriculum design decisions in the future?</i>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Comment:		

<i>Is there a mechanism to ensure the input of external stakeholders in the ongoing development of the programme?</i>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Comment: An Industry Professional and Liaison Board has been established and will meet regularly.		
<i>Is the programme curriculum well-structured with a logical progression of learning and development across the modules and stages?</i>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Comment: Please see Recommendation 4 in this regard.		
<i>Are there appropriate opportunities for students to undertake work-based learning, through work placements or work-based projects or assignments?</i>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Comment: Students on the part-time route are likely to be working in the construction sector while studying. The Capstone Experience module focuses on real-world cases.		
<i>If applicable, have the relevant Blended Learning Checklists (i.e. Learning Experience Context &amp; Programme Context) been fully completed and submitted to the Panel?</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Comment: The Panel considered that the proposed Blended delivery for the part-time route was well thought through and would be appropriate to this cohort. Please see Condition 6 in relation to the full-time cohort.		
<i>Is the required programme and module information provided in the correct format?</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Comment: Please see Condition 4 in this regard.		

Learning, Teaching & Assessment		
<i>Is there an effective student-centred teaching and learning strategy that aligns with the University's strategies and Education Model?</i>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Comment:		
<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 <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Comment:		
<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 <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Comment: The types of assessment used including Problem Based Learning assist in maintaining academic integrity.		
<i>Is there a comprehensive mapping of assessment methods and module learning outcomes and between module learning outcomes and programme learning outcomes?</i>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Comment:		
<i>Are there opportunities in all modules to provide students with timely and constructive feedback on their learning and development?</i>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Comment:		

It was noted that face-to-face delivery focuses on feedback on student performance and progression. Please also see Recommendation 1 in this regard.		
<i>Do the teaching and assessment methods consider the diversity of the student cohort?</i>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Comment: The Blended approach to delivery is likely to accommodate part-time students. Please see Condition 6 in relation to the full-time route.		

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 <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Comment: The School confirmed that the programme will rely on students' own laptops as resources for software laboratory sessions, as the co-delivery of the full-time and part-time programmes is likely to mean that the number of computers in some labs will not be sufficient.		
<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"/>
Comment:		
<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"/>
Comment:		
<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 type="checkbox"/>	No <input type="checkbox"/>
Comment: Please see Recommendation 3 in relation to the Recognition of Prior Learning entry route to the programme.		
<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"/>
Comment:		
<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"/>
Comment: The Panel commends the Sharepoint site that has been developed for students.		
<i>Has the Checklist for First Year Student Success (where applicable) been fully completed and submitted to the Panel?</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Comment: Please see Recommendation 2, which notes that elements of FYSS could be implemented for various cohorts of students including those returning to education and students new to TU Dublin.		

Collaborative Provision (if applicable)		
Are the roles and responsibilities of each partner clearly defined?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Comment: NA		
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?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Comment: NA		

### Section F - Overall Recommendation

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

Areas for commendation	
1.	Responsiveness to industry needs including skills and knowledge development.
2.	Extensive industry stakeholder involvement in the development and design of the programme.
3.	The establishment of an Industry and Professional Liaison Board that will continue to meet regularly.

4.	The embedding of sustainability and digital skills throughout the programme.
5.	Focus on real-world issues through the contribution of industry guest lecturers, site visits and assessment strategy.

<b>Conditions of Approval</b>	
1.	<p>The Panel considers that, while it anticipates that the proposed blended approach to delivery will suit the part-time student cohort, more opportunities need to be provided for face-to-face learning to support the learning experience of the full-time cohort.</p> <p>Response: We understand the importance of creating a balanced and supportive learning environment for all student cohorts, including full-time students. While the proposed blended approach to delivery aims to cater to the needs of part-time students, we are committed to enhancing the learning experience of our full-time students as well.</p> <p>To address this feedback, we will incorporate more face-to-face learning elements into the program structure for the full-time cohort. This will include scheduling regular in-person sessions, workshops, or group activities that allow for direct interaction and collaboration among students and instructors. By offering more opportunities for face-to-face engagement, we aim to create a more immersive and enriching learning experience for our full-time students.</p> <p>Additionally, we will work closely with the programme team to design engaging and interactive face-to-face learning activities that complement the online components of the program. This integrative approach will help ensure that full-time students benefit from a rounded educational experience that combines both remote and in-person learning opportunities.</p> <p>By implementing these suggestions and refining our approach, we are confident that we can create a comprehensive and inclusive learning environment that caters to the diverse needs of all our students.</p>
2.	<p>Programme and Module Learning Outcomes require some revision to ensure that action verbs, appropriate to a level nine programme, are included.</p> <p>Response: The programme team have reviewed the Programme and Module Learning Outcomes to ensure that they include action verbs suitable for a level nine program. We tried to use clear and precise action verbs will help students understand the expected level of performance and achievement for each outcome.</p>
3.	The mapping of modules including elective modules to SCSi competencies needs to be completed in order for SCSi accreditation of the programmes to progress.



	<p>Response:</p> <p>The programme team understand the importance of mapping the modules, including elective modules, to SCSi competencies for the accreditation process. The programme team have completed this alignment to ensure that the programme meets the SCSi standards effectively.</p>
4.	<p>The topic of Building Control should be explicitly addressed within the programme and documented, either within modules or within the Programme Learning Outcomes. As part of this review</p> <p>Response:</p> <p>The programme team acknowledge the importance of explicitly addressing Building Control and quality issues in the construction industry within the programme. The discussions that took place on the day of the review prompted an interesting discussion, with the team deciding that we should incorporate a module to address this. It is intended that this will take the place of one of our electives. This will ensure that this topic is thoroughly integrated.</p> <p>This module provides students with an understanding and working knowledge of current Building Control Legislation, Building Regulations and accompanying Technical Guidance Documents and Construction Product Regulations. Students will study associated areas of inspection planning and execution, compliance, enforcement and certification of building work in Ireland.</p> <p>We aim to incorporate this enhancement to meet the required standards and provide comprehensive education to our students. This module has been added to the programme documentation. I have also added to the email response. Once approved we will add this to Akari.</p>
5.	<p>The Assessment field for modules within the Programme &amp; Module Catalogue (PMC) should include all assessment components with percentages attached, where these exist.</p> <p>Response:</p> <p>We understand the importance of transparency and accuracy in the assessment field within the Programme &amp; Module Catalogue (PMC). We have ensured that all assessment components are clearly listed along with their respective percentage weights where applicable.</p> <p>This comprehensive inclusion will provide students with a clear understanding of the assessment structure and expectations for each module.</p>
6.	<p>The information required on the PMC should be fully completed and accurate in relation to the particular programme delivery.</p> <p>Response:</p> <p>This has been completed</p>

## Recommendations


1.	<p>The statement on the Recognition of Prior Learning (RPL) route for entry should reference the process to be followed, and the mapping of experiential learning against relevant Professional Body learning outcomes.</p>
	<p>Response:</p> <p>The programme team will complete a mapping process to align the recognised Prior Learning (RPL) with the Chartered Institute of Building (CIOB) Learning Outcomes for an undergraduate programme. The aim is to ensure that the prior learning experiences of students meet the CIOB's educational standards and competencies. This will involve creating a detailed mapping matrix to compare the content of the prior learning experiences with the CIOB Learning Outcomes and then Identifying areas of alignment and gaps between the prior learning and required competencies. This will involve developing a framework outlining the criteria and methods for assessing RPL against the CIOB Learning Outcomes. This will include standardised assessment tools such as rubrics, checklists, or reflective essays. Once completed each student's prior learning will be assessed on a case-by-case basis, referring to the mapping matrix and assessment framework.</p> <p>The programme team will then decide on each application. Students will be offered detailed feedback regarding the assessment results. If the students' prior learning is sufficient to meet CIOB standards the student will be offered a place on the MSc and if not feedback will be provided where additional learning is required.</p> <p>This has been added to the programme documentation. By following this structured approach, we can effectively map Recognised Prior Learning with the Chartered Institute of Building Learning Outcomes, ensuring that students' previous educational and professional experiences are valid and valuable within the context of their application to a level 9 MSc.</p>
2.	<p>The Programme Team should consider the earlier delivery of the Professional Management and Communications module in the part-time programmes, in order to support those students who are returning to education. The orientation programme for these students should be delivered on-campus and include elements of the undergraduate first-year orientation which would also be beneficial for this cohort.</p>
	<p>Response:</p> <p>The programme team recognise the unique needs of part-time students, especially those returning to education after some time. We agree that delivering the Professional Management and Communications module earlier in the programme could provide essential support to these students. For this reason, we have moved it from semester 2 of year 1 to semester 1 of year 1. Furthermore, we will ensure that the orientation programme for part-time students is delivered on-campus and incorporates relevant elements from the undergraduate first-year orientation. This will help to create a more cohesive and supportive learning environment for this cohort.</p>
3.	<p>The Programme Team should consider moving the delivery of the Research Skills module to the first year of the part-time programme, in order to allow the Capstone Experience module to commence in Semester 3 of the part-time programme. Should this not be possible for</p>

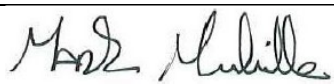
	<p>practical reasons, the Team should monitor student performance within the Capstone module and revisit the scheduling of these modules again as appropriate.</p>
	<p>Response: The programme team understands the importance of equipping students with essential research skills early in their academic journey to support their Capstone Experience module effectively. For this reason we agree with the panel and have moved research methods to semester 2 of year 1. We commit to closely monitoring student performance within the Capstone module. Based on our findings, we will revisit and, if necessary, reschedule these modules to better meet the students' needs.</p>
4.	<p>Where there is only one 100% continuous assessment component within modules, consideration should be given to breaking this down and including earlier deliverables with appropriate percentages attached, in order to facilitate the provision of timely feedback to students.</p>
	<p>Response: Although the modules indicate 100% CA in all circumstances this involved breaking the CA into earlier deliverables. Providing students with timely and constructive feedback is crucial for the students' learning and is understood by all the programme team. Breaking down assessments into smaller components with appropriate weights not only helps students track their progress but also encourages them to engage consistently with the learning material. This approach can promote a deeper understanding of the subject matter and ultimately lead to better learning outcomes for students.</p>

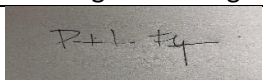
#### **Other matters to be brought to the attention of Faculty Board and/or University Programmes Board**

1.	<p>It should be noted that the Programme Proposal Form, approved by University Programmes Board, indicated that the part-time programme would be delivered over three years (2.5 years). This was reconsidered by the School, based on University guidance and industry feedback, and the part-time programme duration within the documentation submitted for validation was changed to two years. The Panel is happy to approve this and it notes that the School has indicated that this change does not affect the substance of the costings as set out in the approval Programme Proposal Form.</p>
2.	<p>The Panel notes that the SCSi Director of Education James Lonergan has reported his intention to recommend continuing SCSi accreditation of the programme, with the submission of the Panel's report through the SCSi committee structure, once Condition 3 has been satisfactorily addressed.</p> <p>The Panel notes also that the School intends to submit the programmes, once approved, to the Chartered Institute of Building (CIOB) for accreditation.</p>

#### **Section G - Approvals**

Validation Report	
This report has been agreed by the Validation Panel and is signed on their behalf by the chairperson.	
Chairperson: 	18/06/24
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.	
Head of School:	
Signed: 	Date: 18/06/2024

Faculty Board	
The report and response have been approved by Faculty Board	
Head of Teaching & Learning:	
Signed: 	Date: 20/06/2024

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.