



Programme Review Report

Master of Science in Real Estate

<i>Version of Report</i>	<i>Author</i>	<i>Date</i>
1	Jan Cairns	14/03/2024
2	Jan Cairns	25/03/2024

<i>Approval</i>	<i>Date</i>
Documentation for Review approved by Faculty Board	12/02/2024
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 Real Estate
NFQ Level	9
ECTS Credits	90
Mode of delivery	Part-time <input checked="" type="checkbox"/> Full-time <input checked="" type="checkbox"/>
Duration	Part-time: 2.5 years Full-time: 1.5years
Modality/ies of delivery	In-person, On-campus <input checked="" type="checkbox"/> Blended <input type="checkbox"/>
	Online <input type="checkbox"/> Hyflex <input type="checkbox"/>
Classification of award	First Class Honours; Second Class Honours, First Division; Second Class Honours, Second Division; Pass
Discipline Programmes Board	NA
Faculty Board	Faculty of Engineering & Built Environment
Schools involved in delivery	School of Surveying & Construction Innovation
Delivery location	Bolton Street
Collaborative Partner (where applicable)	NA
Date of Commencement of revised programme	September 2024

Section B	Awards
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Award Title	Master of Science in Real Estate
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.

Section C - Programme Derogations (if required)
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<i>Derogations from Assessment Regulations/Marks and Standards, requiring approval by University Programmes Board (where applicable)</i>
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No derogations sought.

University Programmes Board Approval	Date
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Section D	Review Process
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Date of Programme Review	Thursday 14 March 2024
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Context for Programme Review

How was the programme review process instigated, by whom/via which process?

Review requested by the School of Surveying & Construction Innovation in order to undertake a full review of the programme and update as appropriate.

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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Transitional arrangements

How will changes to revised programme be implemented, i.e. to be implemented with immediate effect in the next academic year of delivery, or phased in on a year-by-year basis.

Changes are to be implemented with immediate effect in September 2024.
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Panel Members

Name	Role	Affiliation
Dr Pat O'Connor (Chair)	Panel Chair	Head of School of Social Sciences, Law, and Education, Faculty of Arts & Humanities, TU Dublin
Dr Ashley O'Donoghue	Internal Panel Member	Head of Discipline, Graduate Business School, Faculty of Business, TU Dublin
Professor Andrew Baum	External Panel Member	Emeritus Professor, Said Business School, University of Oxford
Dr Jasmine Lay-Cheng Lim	External Panel Member	Belfast School of Architecture and the Built Environment, Ulster University
Max Reilly	External Panel Member	Senior Director, JLL, Dublin
James Lonergan	Representative of Society of Chartered Surveyors Ireland	Society of Chartered Surveyors Ireland (SCSI)
Jan Cairns	Academic Quality Advisor	Academic Affairs, TU Dublin

Schedule of Meetings

Venue	Boardroom, TU Dublin Bolton Street
09.30 hrs	Introduction of Panel to senior staff of School of Surveying and Construction Innovation, including Head of Discipline, Chairperson of the Programme Committee/Programme Co-ordinator and other key staff. Presentation from School on key aspects of the programme 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 the Head of Discipline, Programme Co-ordinator and other key staff to discuss issues including programme rationale, aims, objectives and learning outcomes, recruitment and ongoing market demand, graduate employment and employability, overall learning, teaching and assessment strategy and other 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 and teaching, learning and assessment methods
13.00 hrs	Lunch
13.30 hrs	Private Meeting of the Panel to discuss its findings and commence drafting the report.
15.15 hrs	Verbal Presentation of draft summary findings to Head of Discipline, Programme Co-ordinators and other key staff.

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: The input of all stakeholders in the review, including students, graduates and employers, is noted.		

Governance & Management		
<i>Does the programme align with the University's Strategic Plan and the principles of the University Education Model, and relevant policies?</i>	Yes ✓	No <input type="checkbox"/>
Comment: This is addressed within the Programme Self Evaluation Report and within the programme documentation.		
<i>Do the Programme Management and Quality Assurance arrangements align to TU Dublin Quality Framework processes?</i>	Yes ✓	No <input type="checkbox"/>
Comment:		
<i>Has the Annual Monitoring/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 Programme Monitoring reports were provided.		

Student Data		
<i>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?</i>	Yes ✓	No <input type="checkbox"/>
Comment: Both the full-time and part-time programmes continue to recruit well, and the Programme Team has plans to connect with organisations that have a large real estate portfolio to promote the programme.		
<i>On consideration of student engagement, performance and progression data, are students engaging with their programme and performing as</i>	Yes ✓	No <input type="checkbox"/>

<i>expected? If not, has this been acknowledged and addressed through the programme review process?</i>		
Comment: Student performance and completion rates are strong.		
<i>On consideration of graduate destination data, is there evidence that students are securing employment in the field or progressing to further study in the discipline?</i>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Comment: Graduates of the full-time programme have been successful in securing employment in the field and most part-time students are already in relevant employment when taking the programme.		

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 of the Panel in relation to Programme 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 type="checkbox"/>	No <input type="checkbox"/>
Comment: Please see Condition of the Panel in relation to Programme Learning Outcomes.		
<i>Will the curricula, teaching, learning and assessment methods enable students to reach the appropriate standard to qualify for the award?</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Comment: Please see Condition of Panel in respect of Module Learning Outcomes and recommendations in respect of module assessment.		
<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"/>
Comment: There is evidence of strong engagement with SCSI, PSRA and with industry.		
<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"/>
Comment: Programme is closely aligned to SCSI and PSRA requirements.		

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: There was evidence of this within the programme and modules.		
<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: Regular engagement with industry and relevant professional bodies and authorities (PSRA) is evident.		

<i>Is the programme curriculum well-structured with a logical progression of learning and development across the modules and stages?</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<p>Comment: Please see Condition of the Panel in respect of programme structure and Recommendation in relation to sequencing of modules.</p>		
<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"/>
<p>Comment: As a conversion Masters programme, there is little scope to include a work placement in the full-time programme. However, part-time students are working in relevant organisations/companies and some full-time students will also have relevant work experience.</p>		
<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"/>
<p>Comment: Not applicable.</p>		
<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"/>
<p>Comment: Not applicable.</p>		
<i>Is the required programme and module information provided in the correct format?</i>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<p>Comment: Programme Self Evaluation Report was completed and programme and module information was downloaded from the Programme and Module Catalogue. Student Handbooks were provided.</p>		

Learning, Teaching & Assessment		
<i>Is there an effective student-centred learning and teaching strategy that aligns with the University's strategies and guidelines in this regard?</i>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<p>Comment: This was evident in the documentation and through Panel discussions with the Programme Team.</p>		
<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 type="checkbox"/>	No <input type="checkbox"/>
<p>Comment: Please see Recommendation of the Panel in respect of the Assessment Strategy</p>		
<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 type="checkbox"/>	No <input type="checkbox"/>
<p>Comment: Please see Condition of the Panel in respect of Module Learning Outcomes. The use of real-world authentic assessments minimises the risk of breaches of academic integrity. The Programme Team is committed to using the latest software.</p>		

<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 type="checkbox"/>	No <input checked="" type="checkbox"/>
Comment: Please see Condition of the Panel in respect of the need for mapping of Programme Learning Outcomes, Module Learning Outcomes and assessment methods.		
<i>Are there opportunities in all modules to provide students with timely and constructive feedback on their learning and development?</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Comment: Please see Recommendation of the Panel in respect of Assessments.		
<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: Please see Recommendation of the Panel in respect of the alignment of delivery of full-time and part-time programmes.		

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: Currently there are no concerns around resourcing, in terms of demand for the programme, in particular the part-time route, there is scope to increase student numbers but there would be implications in terms of staffing resources and space.		
<i>Are there sufficient staff that are appropriately qualified and capable to support the programme delivery?</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: See Recommendation regarding assessment strategy.		
<i>Are the access, transfer and progression arrangements including RPL clearly defined and appropriate, and aligned to TU Dublin policy/strategy in this regard?</i>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Comment: It is noted that the minimum English Language requirement for entry is IELTS 7.		
<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: This is described in the Programme Self Evaluation Report.		
<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: Student Handbooks are provided. Staff use Brightspace for communication in relation to module information. The Panel was not able to meet either current students or graduates to corroborate this with them.		

Section F	Overall Recommendation of the Panel
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1.	Recommend continuing approval of programme as submitted, without amendment	<input type="checkbox"/>
2.	<p>Recommend continuing approval of programme, subject to minor amendments/editorial changes to be completed as soon as possible and with recommendations for consideration.</p> <p>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.</p>	<input type="checkbox"/>
3.	<p>Recommend continuing approval of programme subject to the fulfilment of conditions. Recommendations for consideration may also be attached.</p> <p>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.</p> <p>A new programme cannot go forward to Faculty Board for consideration unless a response to the Review Report is submitted with revised programme documentation.</p>	<input checked="" type="checkbox"/>
4.	Do not recommend continuing approval of programme.	<input type="checkbox"/>

Areas for commendation	
1.	The strong reputation of programme and its graduates within the industry.
2.	Continued strong recruitment to the programme and high student completion rates.
3.	How sustainability as a core theme has been embedded throughout the programme.
4.	The incorporation of authentic assessment within modules.

Conditions of Approval	
1.	<p>The Programme Learning Outcomes should be reviewed and revised to align with the relevant QQI award-type descriptor and any related discipline-specific descriptors. The Programme Learning Outcomes should then be mapped to the Module Learning Outcomes.</p> <p>Response: We have thoroughly reviewed and revised the Programme Learning Outcomes to ensure alignment with the QQI award-type descriptor and relevant discipline-specific descriptors. The</p>

	revised outcomes have been meticulously mapped to the Module Learning Outcomes to ensure coherence and clarity across the programme.
2.	<p>The Module Learning Outcomes should be reviewed and revised to ensure that action verbs are used and that learning outcomes reflect Masters level learning. The Panel advises that the Programme Team refer to LTA resources in this regard.</p> <p>Response: Action verbs have been incorporated into the Module Learning Outcomes, and revisions have been made to ensure they accurately reflect Masters-level learning. This enhancement will ensure that the learning outcomes are specific, measurable, and aligned with advanced academic standards.</p>
3.	<p>Module reading lists require upgrading and updating.</p> <p>Response: We have updated the module reading lists to include the latest and most relevant literature. This ensures that the reading materials are current, comprehensive, and aligned with both academic and industry standards, thereby enriching the learning experience for our students.</p>
4.	<p>The Panel considers that the programme structure needs to be revisited, in order to reduce unnecessary overlap between modules and with a view to re-incorporating content from the proposed elective modules within mandatory modules. The Panel makes recommendations below as to how the Programme Team might approach this.</p> <p>Response: The programme structure has been meticulously reviewed and restructured to minimize unnecessary overlap. Content from elective modules has been integrated into mandatory modules where appropriate. This streamlining will enhance the coherence and progression of learning throughout the programme.</p>
5.	<p>The Statutory Valuations module should be revisited as currently the module title and the module syllabus and learning outcomes do not align. The Panel makes recommendations below as to how this may be addressed.</p> <p>Response: We have carefully considered the Statutory Valuations elements recommended by the panel. Given the extensive content, it was determined that combining these elements into a single module would be too burdensome. Therefore, we have established a new core module titled "Statutory Valuations, Standards and Ethics." To complement this, we have collaborated with our colleagues in the School of Accounting, Economics, and Finance to offer their Financial Asset Valuation module as an elective. This approach ensures that students interested in specialist valuations can gain the necessary competencies without overloading a single module, thus maintaining an appropriate balance while also furthering the University Education model.</p>

Recommendations

1.	<p>In relation to Condition 4 above, the Panel makes the following recommendations:</p> <ul style="list-style-type: none"> the Investment Appraisal and Valuation module content be combined with the Investment Valuation Techniques module, as a mandatory module
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	<ul style="list-style-type: none"> content from the Corporate Real Estate Management elective module should be incorporated into the potentially re-titled Statutory Valuations module, with the Field Trip as a stand-alone elective module.
	<p>Response:</p> <p>We have implemented these recommendations by combining the content of the Investment Appraisal and Valuation module with the Investment Valuation Techniques module. Additionally, relevant content from the Corporate Real Estate Management module has been integrated into the new Statutory Valuations, Standards and Ethics module. The field trip is now a stand-alone elective titled the International Real Estate Challenge.</p>
2.	<p>In relation to Condition 5 above, the Panel makes the following recommendations:</p> <ul style="list-style-type: none"> the Statutory Valuations module be retitled to reflect more accurately the content and learning outcomes for this module. A suggested title is Asset Management; topics such as rating and Compulsory Purchasing Orders be included within the Specialty Valuations, Standards and Ethics module.
	<p>Response:</p> <p>Bullet 1 has been implemented with the creation of a new module, Asset Management.</p> <p>Extensive consideration was given as how best to achieve bullet 2. Incorporating statutory valuation issues such as rating and CPO into a module with specialist financial and other asset valuations, international valuation standards and ethics in a single 5 ECTS module was deemed to be too much detail for students and staff. However, it has been achieved by dropping the specialist valuation component in favour of Statutory Valuations in the core module. The specialist valuations components is also achieved through a collaborative agreement with the School of Accounting, Economics, and Finance who have allowed us to use their Financial Asset Valuation module as an elective. This elective ensures that students gain competencies in specialist valuations and all areas recommended without overburdening a single module. We are pleased to have achieved this recommendation through collaboration while further embedding the University Education Model into the programme.</p>
3.	<p>The Panel has commended how the Sustainability theme has been integrated within the programme. It recommends that the Programme Team explore other such themes that might be threaded through programme modules and it should consider how and where these should be embedded. It is suggested that Technology might be included as one of these themes.</p>
	<p>Response:</p> <p>Technology has been further embedded into the curriculum, ensuring integration across various modules. This enhancement reflects current industry trends and prepares our students with relevant skills and knowledge.</p>
4.	<p>The Programme Team should develop an overall assessment strategy and schedule for the programme. This should also include:</p>

	<ul style="list-style-type: none"> • a review of the assessment of modules in particular those with one ‘high stakes’ assessment method at the end of the module, with a view to reflecting current or introducing new continuous assessments, alongside the associated submission date. This would provide students with the opportunity for feedback on their performance and would also ensure that all learning outcomes are appropriately assessed. • more detail on the equivalency of assessments, in terms of word count (for essays, projects), submission date, and duration of examination and number of questions. • the breakdown of group work assessment to include how individual participation is assessed.
	<p>Response:</p> <p>An overall assessment strategy has been developed, incorporating a balanced mix of assessment types and continuous assessment opportunities. This strategy ensures that students receive timely and constructive feedback, which is essential for their academic and professional development.</p>
5.	<p>The Module Learning Outcomes should be reviewed with a view to ensuring a more consistent approach or strategy, particularly in relation to the number of learning outcomes.</p>
	<p>Response:</p> <p>A thorough review has been conducted to standardize the number of learning outcomes across all modules. This consistency ensures clarity and coherence in our curriculum, facilitating a better learning experience for our students.</p>
6.	<p>The Programme Team should consider moving the Land Use Economics module to semester one for FT students if practicable, to reflect its importance as an introductory module.</p>
	<p>Response:</p> <p>This adjustment has been implemented to reflect the importance of the Land Use Economics module as an introductory course. Placing it in the first semester provides students with a strong foundational understanding early in their studies. Additionally, we have incorporated Property Tax into the module title, thereby embedding our research into the curriculum in response to the panel's feedback.</p>
7.	<p>The Programme Team should consider the validation of an Exit Award to give value to the work completed by students who may not be able to complete the Masters. It is noted that there is a separate process through which this can be approved.</p>
	<p>Response:</p> <p>We will seek validation for a Postgraduate Certificate and a Postgraduate Diploma. These exit awards will provide options for students who are unable to complete the full Masters programme, ensuring they receive recognition for their completed studies.</p>
8.	<p>The Panel encourages the move towards the co-delivery of the full-time and part-time programmes, where practicable.</p>
	<p>Response:</p>

	Co-delivery will be implemented wherever practical to enhance resource efficiency and student experience. This approach will also foster a more integrated learning environment for all students.
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Other matters to be brought to the attention of Faculty Board and/or Academic Quality Assurance & Enhancement Committee

1. It should be noted that no students or graduates of the programme were available to meet with the Panel during the review.
2. 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. He also reported that he will work with the Programme Team to ensure the alignment with SCSi requirements, should a new mapping exercise be needed as a result of the Panel’s report.

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.

Signed: 	Date: 26/03/24
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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.

Signed: 	Date: 23/05/2024
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Faculty Board

The report and response have been approved by Faculty Board

Head of Learning Development:	
Signed:	Date: Click or tap to enter a date.

Academic Quality Assurance & Enhancement Committee

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

Head of Academic Affairs:	
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Signed:	Date: Click or tap to enter a date.
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