Programme Review Report

Master of Music

Version of Report	Author	Date
Draft 1	AQA – Michael Keane	5th June 2024
Draft 2	AQA – Michael Keane	12th June 2024
Final	AQA – Michael Keane	8th July 2024

Approval	Date
Documentation for Review approved by Faculty Board	
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)	N/A

Section A   **Programme Details**

Title	Master of Music
NFQ Level	9
ECTS Credits	90
Mode of delivery	Part-time ✓ Full-time ✓
Duration	Part-time: 2 Yrs Full-time: 1 Yr
Modalities of delivery	In-person, Blended ☐ On-campus ✓
	Online ☐ Hyflex ✓
Classification of award	First Class Honours; Second Class Honours, First Division; Second Class Honours, Second Division; Pass
Discipline Programmes Board	N/A
Faculty Board	Faculty of Arts & Humanities
Schools involved in delivery	Conservatoire
Delivery location	Grangegorman
Collaborative Partner (where applicable)	N/A
Date of Commencement of revised programme	Sept 2024

Section B	Awards

Award Title	Master of Music
Specializations	Conducting / Performance / Composition
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
Exit Award Title	Postgraduate Diploma in Music
Specializations	Conducting / Performance / Composition
Exit/Embedded	Exit ☒ Embedded ☐
NFQ Level	9
Award Class	Major
ECTS Credits	60
Classification of award	Distinction; Merit, Grade One; Merit, Grade Two; Pass
Embedded Award Title	Postgraduate Certificate in Music
Specializations	Conducting / Performance
Exit/Embedded	Exit ☐ Embedded ☒
NFQ Level	9
Award Class	Minor
ECTS Credits	30
Classification of award	Distinction; Merit, Grade One; Merit, Grade Two; Pass

Section C
Programme Derogations from Assessment Regulations/Marks and Standards, requiring approval by University Programmes Board

Module Code	Module Title	Repeat Assessment in Supplementals	Repeat Attempts	Remark Requests Permitted	Compensation Between Modules
MUSM 9025	Approaches to Composition Research Documentation	Yes	3		No
MUSM 9024	Issues in Musical Scholarship	Yes	3		No
MUSG 1029	Composition Portfolio	Yes	3		No
MUSG 1030	Composition Techniques for the Creative Practitioner	Yes	3		No
MUSG 1027	Conducting Studies	No	There are no supplemental assessments for the performance (rehearsal and performance) assessment for this module. Should this need to be re-assessed, the re-assessments will normally take place during the following academic year. Where a student fails this module at the first attempt, one further attempt will be provided.	No	No
MUSG 1031	Creative Project	Yes	3		No
MUSG 1028	From Page to Podium	Yes	3		No
MUSG 1036	Lecture-Recital	Yes	1	No	No
MUSG 1032	Professional Portfolio	Yes	3		No
MUSM 9010	Recital	No	There are no supplemental assessments for the Recital module. Should the Recital need to be re-assessed, the re-assessments will normally take place during the following academic year. Where a student fails this module at the first attempt, one further attempt will be provided.	No	No
MUSM 9012	Research Project	Yes	3		No
MUSG 1033	Chamber Music	No	1	No	No
MUSG 1034	Concerto	Yes	1	No	No
MUSG 1035	Ensemble	Yes	1	No	No
MUSM 3528	From Page to Stage	Yes	3		No

University Programmes Board Approval	Date

Section D	Review Process

Date of Programme Review	29th May 2024

Context for Programme Review

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

The review was requested by the Conservatoire in order to undertake a full review and update of the programme to incorporate a new specialization in composition, align with the University's Education Model, Graduate Attributes and Strategic Intent.

Please tick the type of programme review undertaken:

Full Programme Review ✓	Focused Programme Review ☐
If a focused programme review, what is/are the area(s) of focus? N/A	

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.

The Conservatoire wishes for the revised programme to be implemented with immediate effect for the next academic year of delivery i.e. 2024/25

Panel Members

Name	Role	Affiliation
Dr. Geraldine Gray	Chair	Head of School of Informatics and Cybersecurity, TU Dublin.
Kevin Price	External assessor	Deputy Director of Music, Royal Welsh College of Music and Drama.
Dr. Adam Melvin	External assessor	School of Arts and Humanities, Ulster University.
Sharon Rollston	External assessor	Chief Executive, Music Network.
Tom Mulvey	Internal assessor	School of Global Business, TU Dublin.
Michael Keane	Academic Quality Advisor & Secretary to the Panel	Academic Affairs, TU Dublin.

Documentation Reviewed by the Programme Review Panel
- Programme Self Evaluation Report (PSER)   - Programme Descriptor (Extracted from the Programme and Module Catalogue - PMC)   - Book of Modules (Extracted from the Programme and Module Catalogue - PMC)   - Student Handbook   - Research Project Supervision Guidelines   - Annual Programme Enhancement Reports (2020/21, 2021/22, 2022/23)   - External Examiner Reports (2020/21, 2021/22, 2022/23)   - Exemplar Assessment Materials   - Graduate Profiles   - Staff Research Activities   - Checklist for the Design of HyFlex Modules   - TU Dublin Strategic Plan 2024-2028   - Overview of the University Education Model

Schedule of Meetings

9.00 – 10.00	Private meeting of panel to discuss/provide initial feedback on the submission documentation and draw up an agenda of matters to be raised at subsequent meetings.	
10.00 – 11.30	Meeting of Panel with Conservatoire staff. Presentation from Conservatoire on key aspects of the MMus programme and its review. Discussion on programme-related issues identified by the Panel.	
	In attendance:	
	Dr. Paul McNulty	Prof. Clíona Doris
	Kevin Hanafin	Dr. Kerry Houston
	Dr. Rachel Talbot	Dr. David Mooney
	Dr. Mary Lennon	Dr. Maria McHale
11.45 – 13.15	Meeting of Panel with staff teaching on the programme to discuss module syllabi (existing, revised and new), new specialization, teaching, learning and assessment methods.	
	In attendance:	
	Prof. Clíona Doris	Mairead Buicke
	Prof. Grainne Mulvey	Dr Mary Lennon
	Dr David Bremner	Richard McGrath
	Dr Daragh Black Hynes	Ciaran O'Connell
	Dr Bernie Sherlock	Padhraic O'Cuinneagain
	David Brophy	Dr Marco Ramelli
	Dr Mark Fitzgerald	Dr Adrian Smith
	Dr Maria McHale	

13.45 – 14.15	Meeting of Panel with current students and graduates.
	In attendance:
	Current Students	*Graduates*
	Stephen Caffrey	Eimear Harper
	Dylan Donnegan	Patrick Fitzpatrick
	Adam McDonagh	John Rousseau
	Johanna Seeber	Dave Whyte
14.15 – 14.45	Panel tour of facilities.
14.45 – 16.30	Private meeting of Panel to discuss its findings.
16.30 – 17.00	Oral Presentation of Panel summary findings to Head of Conservatoire, Head of Disciplines and Programme Coordinator.

Section E	Programme Evaluation

Programme Review Process		
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?	Yes ✓	No ☐
Evidence of consultation with all relevant stakeholders was provided within the PSER.		

Governance & Management		
Does the programme align with the University's Strategic Plan and the principles of the University Education Model, and relevant policies?	Yes ✓	No ☐
Engagement with the University Education Model, revised Graduate Attributes, Sustainable Education, EDI policies, and the three pillars of People, Planet and Partnership of the University's Strategic Plan was evident throughout this programme review process.		
Do the Programme Management and Quality Assurance arrangements align to TU Dublin Quality Framework processes?	Yes ✓	No ☐
Has the Annual Monitoring/Academic Quality Enhancement process been used to identify issues and actions that continually enhance the programme and student learning experience?	Yes ✓	No ☐
Enhancements since the last programme review in 2017 were evidenced within the PSER.		

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 ✓	No ☐
However, the panel recommended that the School outline 5 year aspirational recruitment targets for each specialization with aspirational targets for the number of offers to applicants framing the minimum number of acceptances required to offset assessment costs relating to each discipline. Also, to consider developing a strategy to achieve projected growth in each specialisation. See recommendation 2.		
On consideration of student engagement, performance and progression data, are students engaging with their programme and performing as expected? If not, has this been acknowledged and addressed through the programme review process?	Yes ✓	No ☐
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?	Yes ✓	No ☐
Evidenced within the PSER and provided graduate profiles.		

Awards Standards		
Are the programme aims and learning outcomes clearly written using appropriate terminology?	Yes ✓	No ☐
Are the programme aims and learning outcomes aligned to the proposed level of the award on the NFQ in accordance with applicable Award Standards?	Yes ✓	No ☐
Will the curricula, teaching, learning and assessment methods enable students to reach the appropriate standard to qualify for the award(s)?	Yes ✓	No ☐
Having reviewed the syllabi and assessment methods as proposed the panel was of the opinion that learners would be capable of attaining the standards of knowledge, skill or competence relevant for the awards.		
Is ongoing programme development appropriately informed by internal and external stakeholder input (including industry/practice, professional/regulatory bodies, and community organisations)?	Yes ✓	No ☐
The panel was of the opinion that the revised programme has recognised the changing cultural and professional landscape and sought to further enhance the employability of students by facilitating individual study pathways and by including a Professional Portfolio module, whilst also recognising the increasing role of technology within the music profession in this digital age and the associated challenges of culturally communicating and collaborating locally, nationally and internationally..		

Does ongoing programme development take account of relevant external discipline benchmarks and Professional Statutory and Regulatory Body requirements?	Yes ☐	No ☐
N/A		

Programme Design		
Is the programme design informed by current development in the discipline and associated subject areas, having taken into consideration current trends, stakeholder feedback and market analysis?	Yes ✓	No ☐
The panel commended the strategic approach taken in the programme redesign, the balance of practical and academic studies, relevance to industry and how practice as research is embedded in the programme and supports the evolving educational and professional artistic ecology.		
Is there a mechanism to ensure the input of external stakeholders in the ongoing development of the programme?	Yes ✓	No ☐
Is the programme curriculum well-structured with a logical progression of learning and development across the modules and stages?	Yes ✓	No ☐
Evident within the module syllabi and through discussion with the programme team, the panel was informed of the logical progression of learning and development as a student progresses through the programme. It was also clear to the panel how the standards of knowledge, skill and competence evolve throughout each of the individual modules within each of the specializations within the revised programme.		

Are there appropriate opportunities for students to undertake work-based learning, through work placements or work-based projects or assignments?	Yes ☐	No ☐
No work placement *per se* however, the panel recommended that the programme team: ▪ Consider formalising a repository of existing external partnerships to further broaden the opportunities for students to enhance their workshop skills and cross disciplinary experience. Ensure that expanding student networking and employment possibilities inform the suggested formalised repository of external partnerships, and (whenever possible) are established as long-term institutional relationships. See recommendation 9. ▪ Explore the opportunity for students to source an external partner within the Creative Project Module to further expand networking and employment possibilities. See recommendation 3.		

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?	Yes ☐	No ☐
N/A		

If applicable, have the relevant Blended Learning Checklists (i.e. Learning Experience Context & Programme Context) been fully completed and submitted to the Panel?	Yes ☐	No ✓
Modalities of delivery include in person on campus and Hyflex. Checklist for the Design of HyFlex Modules was submitted.		

Is the required programme and module information provided in the correct format?	Yes ✓	No ☐
Extracts from the PMC of both programme descriptor and book of modules were provided to the panel.		

Learning, Teaching & Assessment		
Is there an effective student-centred learning and teaching strategy that aligns with the University's strategies and guidelines in this regard?	Yes ✓	No ☐
The panel was informed of a wide variety of teaching and learning strategies and approaches employed including: ▪ Individual instrumental/vocal/conducting/composition tuition ▪ Group practical tuition ▪ Rehearsals and Performances ▪ Lectures and seminars ▪ Tutorials ▪ Masterclasses and Guest Lectures		

With the intention to provide a stimulating learning environment to enhance learning and teaching, and to facilitate the acquisition of the programme's learning outcomes by:

- Promoting independent learning with a particular emphasis on teaching students the discipline and application of skills
- Recognising the individuality of each student and cater for different learning styles
- Developing students' critical and analytical skills
- Encouraging a reflective approach to learning
- Providing an integrated approach to practical and academic components

Does the assessment strategy provide an appropriate mix of assessment types that will enable students to demonstrate that they have met the module and programme learning outcomes?	Yes ✓	No ☐

The panel concurred that the mix of assessment types was appropriate and that the assessment criteria and events as described within the submission documentation and through discussion at the panel meeting will enable students to demonstrate that they have met the module and programme learning outcomes.

Do the learning outcomes and assessment strategy ensure that academic integrity can be maintained and attempted breaches of academic integrity are minimised/easily detected?	Yes ✓	No ☐

Is there a comprehensive mapping of assessment methods and module learning outcomes and between module learning outcomes and programme learning outcomes?	Yes ✓	No ☐
Evident within the assessment section of the module syllabi and tables mapping the module learning outcomes to the programme learning outcomes as provided within the submission documentation.		
Are there opportunities in all modules to provide students with timely and constructive feedback on their learning and development?	Yes ✓	No ☐
Do the teaching and assessment methods consider the diversity of the student cohort?	Yes ✓	No ☐

Student Supports & Learning Environment		
Are there sufficient and appropriate resources (e.g. human, financial and physical) to support the proposed programme aims and objectives, to deliver the programme as specified?	Yes ✓	No ☐
Are there sufficient staff that are appropriately qualified and capable to support the programme delivery?	Yes ✓	No ☐
Are there appropriate arrangements in place to support the student experience and to monitor student performance?	Yes ✓	No ☐
Are the access, transfer and progression arrangements including RPL clearly defined and appropriate, and aligned to TU Dublin policy/strategy in this regard?	Yes ✓	No ☐
Do the student supports and learning environment cater for equality, diversity and inclusivity of students?	Yes ✓	No ☐
Is the relevant programme information clearly communicated to the students to ensure they are informed, guided and cared for?	Yes ✓	No ☐
Exemplar student handbook provided in the review documentation.		

Collaborative Provision (if applicable)		
Are the roles and responsibilities of each partner clearly defined?	Yes ☐	No ☐
N/A		
In the case of Joint or Multiple Awards, has due diligence on the capacity of the partner institution to meet the QA/QE requirements for the programme been undertaken?	Yes ☐	No ☐
N/A		

Section F	Overall Recommendation of the Panel

1.	**Recommend continuing approval of programme as submitted, without amendment**	☐
2.	**Recommend continuing approval of programme, subject to minor amendments/editorial changes to be completed as soon as possible and with recommendations for consideration.** **Note:** recommendations are attached where it is considered that the programme would benefit from particular changes, or from a review of certain aspects of the programme over a period of time, with changes made if required. While recommendations are advisory in nature, there is an expectation that all recommendations are responded to appropriately and acted upon as appropriate.	☒
3.	**Recommend continuing approval of programme subject to the fulfilment of conditions. Recommendations for consideration may also be attached.** **Note:** conditions are attached where it is agreed that changes must be made to the programme / programme documentation prior to the commencement of the programme. Conditions must be set where issues are identified that relate directly to academic standards or to University regulations or procedures. It should be clear what is required in order to meet the conditions. A new programme cannot go forward to Faculty Board for consideration unless a response to the Review Report is submitted with revised programme documentation.	☐
4.	**Do not recommend continuing approval of programme.**	☐

Approved Master of Music Programme Structure Post Review – Full time TU388, Part time TU389

Performance Specialization

Performance			Research		Professional Portfolio
30 ECTS	10 ECTS (Options)	15 ECTS	5 ECTS	20 ECTS	10 ECTS
RECITAL MUSM 9010	**FROM PAGE TO STAGE** MUSM 3528	**LECTURE-RECITAL** MUSG 1036	**ISSUES IN MUSICAL SCHOLARSHIP** MUSM 9024	**RESEARCH PROJECT** MUSM 9012	**PROFESSIONAL PORTFOLIO** MUSG 1032
	CONCERTO MUSG 1034				
	CHAMBER MUSIC MUSG 1033				
	ENSEMBLE MUSG 1035				
	CREATIVE PROJECT MUSG 1031				

Conducting Specialization

Conducting			Research		Professional Portfolio
30 ECTS	10 ECTS	15 ECTS	5 ECTS	20 ECTS	10 ECTS
CONDUCTING STUDIES MUSG 1027	**FROM PAGE TO PODIUM** MUSG 1028	**LECTURE-RECITAL** MUSG 1036	**ISSUES IN MUSICAL SCHOLARSHIP** MUSM 9024	**RESEARCH PROJECT** MUSM 9012	**PROFESSIONAL PORTFOLIO** MUSG 1032

Composition Specialization

Composition			Supporting Modules		Professional Portfolio
30 ECTS	10 ECTS	15 ECTS	5 ECTS	20 ECTS	10 ECTS
COMPOSITION PORTFOLIO MUSG 1029	**CREATIVE PROJECT** MUSG 1031	**LECTURE- RECITAL** MUSG 1036	**APPROACHES TO COMPOSITION RESEARCH DOCUMENTATION** MUSM 9025	**COMPOSITION TECHNIQUES FOR THE CREATIVE PRACTITIONER** MUSG 1030	**PROFESSIONAL PORTFOLIO** MUSG 1032

Approved Postgraduate Certificate in Music Programme Structure Post Review – TU250

Specialization Conducting: Postgraduate Certificate in Music in Conducting
> Conducting Studies (MUSG 1027, 30 ECTS credits)

Specialization Performance: Postgraduate Certificate in Music in Performance
> Recital (MUSM 9010, 30 ECTS credits)

Areas for commendation	
	The panel commended the: ▪ Strategic approach taken in the programme redesign, the balance of practical and academic studies as appropriate for a Conservatoire, relevance to industry and progression opportunity to a PhD, and how practice as research is embedded in the programme. ▪ Robustness of the revised programme structure considering the complexity of the programme. ▪ Exemplar quality of the documentation submitted for the review. ▪ Dynamic between staff and students. ▪ Staff's open and frank engagement at all sessions. ▪ Consideration given to stakeholder feedback. ▪ Consideration of the University Education Model. ▪ Facilities available to students.

Conditions of Approval	
	N/A

Recommendations	
1.	**Semester 3** Consider the reference to a third semester as per the programme schedule and, if retained, clearly articulate provision/support arrangements so that the expectations of both staff and students are appropriately managed.
	Response: The third semester is only relevant for the 1-year full-time programme (TU388). The arrangements currently in place are that a supervisor is appointed early in the first semester, so that individual supervision commences immediately after the initial research studies classes. Supervision continues throughout the second semester until 20th June. Students then submit a final draft on 1st September for review and

	final corrections by their supervisor. Students registered on TU388 will graduate in Spring to facilitate supervision in September.
2.	Recruitment targets and related costs Outline the 5-year aspirational recruitment targets for each specialization with aspirational targets for the number of offers to applicants framing the minimum number of acceptances required to offset assessment costs relating to each discipline. Also, consider developing a strategy to achieve projected growth in each specialisation.
	Response: The Conservatoire Executive has international recruitment as an assigned KPI and aims to have international student numbers at 10% across all programmes. The Conservatoire sees good potential for growth in the NI/UK market and has in-person recruitment activities planned for 2024-25. With these initiatives in mind, the Conservatoire Executive will review recruitment targets for 2025-26.
3.	Creative Project Module Explore the opportunity for students to source an external partner within the Creative Project Module to further expand networking and employment possibilities.
	Response: The Programme Team welcomes this recommendation, which will be progressed and formalised at programme meetings in the academic year 2024-25. Students will be permitted to source an external partner from September 2024.
4.	Arts Management Consider, in the next iteration of the programme, the possibility of introducing Arts Management as an additional specialization.
	Response: The Conservatoire will investigate the possibility of introducing this specialization together with colleagues in the School of Tourism and Hospitality Management. The school will arrange a meeting with the relevant Head of Discipline early in the 2024-25 to examine their Events Management programmes.
5.	Reading lists Review and update the reading lists of the following modules as discussed at the panel meeting:

	MUSG 1030 Composition Techniques for the Creative Practitioner MUSG 1029 Composition Portfolio
	Response: The reading lists will be reviewed and updated for September 2024.
6.	Performance sub-specialization Consider the inclusion of the performance sub-specialization on graduate parchments for example: Master of Music in Performance in Repetiteurship.
	Response: The Conservatoire will discuss this recommendation with Academic Affairs as the title above is considered too cumbersome. 'Master of Music in Performance (Repetiteur)' might be a possibility, but this recommendation requires further review and advice given the number of sub-specializations.
7.	MUSG 1030 Composition Techniques for the Creative Practitioner Review the module descriptor and assignment briefs such that the wording is less focused on notated music so as to better reflect the way the modular content accommodates students from a range of musical backgrounds/expertise (notably electronic music).
	Response: The Programme Team will discuss this recommendation at programme meetings in the academic year 2024-25 and a minor amendment will be submitted.
8.	MUSG 1032 Professional Portfolio Review and update the module descriptor to make more explicit the project management, collaborative practice and network building this module offers.
	Response: The Programme Team welcomes this recommendation and will discuss this recommendation at programme meetings in the academic year 2024-25. A minor amendment will be submitted; however, these topics can be introduced in 2024-25 within the existing module descriptor.
9.	External Partnerships Consider formalising a repository of existing external partnerships to further broaden the opportunities for students to enhance their workshop skills and cross disciplinary experience. Ensure that expanding student networking and

	employment possibilities inform the suggested formalised repository of external partnerships, and (whenever possible) are established as long-term institutional relationships.
	Response: As each partnership is reviewed, the recommendation above will be acted upon, formalised and agreed. The School will create a designated repository and ensure agreements are consistent and in line with University Policy.

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

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.	
Geraldine Gray	Date: 12/06/2024

School Response	
The response to the conditions and recommendations has been agreed by the School and is signed by the Head of Conservatoire.	
Paul McNelly	Date: 18/06/2024

Academic Quality Assurance & Enhancement Committee	
The report and response have been approved by the Academic Quality Assurance & Enhancement Committee	
Head of Academic Affairs:	
Signed:	Date: Click or tap to enter a date.

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04/07/24

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Re: Response to Validation Report on the Master of Science in Real Estate Programme

Dear validation panel,

We appreciate the detailed review and constructive feedback you all provided. Below are our responses to the specific conditions and recommendations:

Condition 1: Programme Learning Outcomes Evaluation

- **Committee's Comment:** While the Programme Learning Outcomes have been updated, there is no comparator or similar award standards against which these outcomes have been evaluated. The updated award standards appear to be lacking around the competence standard indicators in particular. See Appendix 1 for comparison of QQI generic and business award standards with updated programme learning outcomes.
- **Response:** We have revised the Programme Learning Outcomes to align with the QQI award standards for Level 9 courses. We have incorporated competence standard indicators to ensure comprehensive coverage. The updated Programme Learning Outcomes are as follows:

    1. **Programme Learning Outcome 1: Professionalism**

        Demonstrate professionalism in a wide range of activities including, but not limited to, general practice valuation, surveying, banking, property-related financial market activities, urban economic policy analysis and research, corporate real estate management, and property tax and housing.

        - **Alignment with QQI Standards:** This outcome aligns with the "Knowledge - breadth" and "Competence - role" standards,

demonstrating systematic understanding and taking significant responsibility.

2. **Programme Learning Outcome 2: Continued Professional Development**

   Recognise the importance of continued professional development to respond to changes in the market place and continuous self-development.

   o **Alignment with QQI Standards:** This outcome aligns with "Competence - learning to learn" by emphasizing self-evaluation and responsibility for professional development.

3. **Programme Learning Outcome 3: Advanced Knowledge**

   Demonstrate advanced knowledge of the theory and practice of valuation and recognise how these services are integrated into private, semi-state, and state sectors.

   o **Alignment with QQI Standards:** This outcome aligns with "Knowledge - kind" and "Know-how and skill - range," showcasing critical awareness and the ability to perform specialized research.

4. **Programme Learning Outcome 4: Financial Models**

   Develop modern financial models for asset valuation and appraisals.

   o **Alignment with QQI Standards:** This outcome aligns with "Know-how and skill - range" and "Know-how and skill - selectivity," demonstrating advanced skills and the development of novel techniques.

5. **Programme Learning Outcome 5: Research and Analysis**

   Practise advanced research and analytical capabilities to inform decision-making at management level.

   o **Alignment with QQI Standards:** This outcome aligns with "Know-how and skill - range" and "Competence - context," showing specialised research skills and acting in complex contexts.

6. **Programme Learning Outcome 6: Policy Appraisal**

   Demonstrate the cognitive ability to critically appraise policy initiatives that relate to the real estate and wider investment markets.

- o **Alignment with QQI Standards:** This outcome aligns with "Knowledge - kind" and "Competence - insight," focusing on critical awareness and reflection on social norms.

7. **Programme Learning Outcome 7: Impact Analysis**

   Analyse the impacts of policy or market-driven changes on the built environment for relevant stakeholders and society. Enhance ethical standards of the real estate profession and practices and critically reflect on the function of economic real estate analysis in the context of corporate social responsibility.

   - o **Alignment with QQI Standards:** This outcome aligns with "Competence - insight" and "Competence - role," reflecting on social norms and taking responsibility for professional ethics.

8. **Programme Learning Outcome 8: Adaptability and Flexibility**

   Demonstrate adaptability and flexibility to meet the challenging needs of current market practice, operating individually or as part of/leading a team with the ability to interpret requirements.

   - o **Alignment with QQI Standards:** This outcome aligns with "Competence - role" and "Competence - context," highlighting leadership, initiative, and operating in unpredictable contexts.

9. **Programme Learning Outcome 9: Critical Analysis**

   Exhibit a critical analytical ability to assess new developments in real estate finance and investment, real estate economics, appraisal techniques, and law and planning regulation.

   - o **Alignment with QQI Standards:** This outcome aligns with "Knowledge - kind" and "Know-how and skill - range," focusing on critical awareness and advanced research techniques.

10. **Programme Learning Outcome 10: Sustainable Development**

    Identify, analyse, and appraise critical sustainable development issues for the real estate and valuation sector and wider built environment.

    - o **Alignment with QQI Standards:** This outcome aligns with "Knowledge - kind" and "Competence - context," focusing on critical awareness and acting in complex contexts.

11. **Programme Learning Outcome 11: Information Technology**

    Optimise the utilisation of advances in modern information technology, including software for numerical/statistical analysis, report and presentation tools, database inquiry tools, and modern research and communication tools.

- o **Alignment with QQI Standards:** This outcome aligns with "Know-how and skill - selectivity" and "Competence - insight," focusing on developing new skills and scrutinizing social norms.

Condition 2: Module Learning Outcomes

- **Committee's Comment:** It is evident from a review of the updated book of modules that this condition has not been fully met. See Appendix 2 for analysis of updated modules including learning outcomes.
- **Response:** Please see the attached book of modules with tracked changes to see the detailed additional revised changes to this condition since the last version. They have also been updated in TU 375 MSc Real Estate Akari Book of Modules and we believe this comprehensively addresses this condition.

Condition 3: Module Assessment

- **Committee's Comment:** It is evident from a review of the updated book of modules that this condition has not been fully met. See Appendix 2.
- **Response:** References provided by the panel have been included in the reading lists of the respective modules where appropriate and others have been updated. See the book of modules and Akari as above for specific details.

Recommendations

Recommendation 4: Assessment Strategy

- **Committee's Comment:** There is no evidence of an assessment strategy and no changes to the original module assessment structure following the panel. There is no evidence of a consideration of high-stakes assessment and how the programme can address this.
- **Response:** An overall assessment strategy has been developed over the years, incorporating a mix of assessment types, including continuous assessments and feedback mechanisms and has been refined as part of this review as you will note from the book of modules. High-stakes assessments have been balanced with continuous assessment reducing undue pressure on students while maintaining academic rigour.

Recommendation 5: Consistency in Learning Outcomes

- **Committee's Comment:** There is little evidence of a more consistent approach to the number of learning outcomes per module.
- **Response:** A thorough review has been conducted to standardize the number of learning outcomes across all modules while also balancing the other feedback you have provided. While it is not possible to have all modules perfectly aligned at this time, particularly those delivered by other disciplines, schools or faculties, we will keep it under review.

We are committed to ensuring the highest standards for the Master of Science in Real Estate Programme to maintain its reputation as the leading course of its nature in the country and in line with international best practice.

We believe the actions outlined above meet the conditions and recommendations and enhance the overall quality of the programme. We will keep the recommendations under review and continue to improve the programme based on ongoing feedback and evaluation.

Thank you for your constructive feedback. We look forward to your approval and continued support.

Yours sincerely,

Frank Harrington

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Dr. Frank Harrington BSc MSc MA DBEnv FRICS FSCSI
Discipline Lead-Real Estate and Valuations