



Institute of Technology Sligo
INSTITIÚID TEICNEOLAÍOCHTA SLIGEACH

PROGRAMME VALIDATION REPORT

Date of Evaluation: May 14th 2019

Programmes Evaluated:

L6 Higher Certificate in Science in Property Services and Facilities Management (120 Credits) SG_SPROP_C06

L6 Certificate in Property Services Management (60 Credits) SG_SPROP_E06 (

L6 Certificate in Facilities Management (60 Credits) SG_SFACI_E06

Post Graduate Certificate in Mechanical & Electrical Quantity Surveying – L9 (30 Credits) SG_SMECH_S09

Panel of Assessors:

Mr Tom Cullivan, (Chairperson), Retired HETAC Secretary

Mr Noel McKenna, Head of Department, Department of the Built Environment, Dundalk Institute of Technology

Mr Eoin Homan, Head of Department, Department of Built Environment and Extended Campus, IT Carlow

Mr Colin McLean, VP Academic Affairs and Registrar, Institute of Technology Sligo

Declaration Regarding Any Conflicts of Interest

The members of the Panel signed a form confirming that they did not have any conflict of interest.

It was noted that the Industry member of the panel had a conflict of interest that precluded them from being part of the panel.

It was noted that the other members of the panel had extensive industry experience.

Meeting with Institute, Faculty, Department and Programme Management

Attendees:

- Una Parsons, Head of Faculty of Engineering and Design
- Trevor McSharry, Head of Department of Civil Engineering and Construction
- Pat Carter
- Barrie Cox
- Ruairi O Driscoll

The Chair welcomed Head of Faculty of Engineering and Design and Head of Department of Civil Engineering and Construction.

IT Sligo has a long relation with Society of Chartered Surveyors Ireland (SCSI) and in discussions with them 2 years ago explored these programmes. SCSI address needs of national skills shortage in both areas. IT Sligo will work with SSSI in an initial 5 year partnership. SCSI will give professional body input and they will promote them.

The panel asked how are online students inducted.

The programme team responded that there is a wide cross-section of students, some with 20 year in industry. Part time learners are different to full time in their motivation and focus, and are diverse in age group. The Institute has a robust one day induction programme. 50% attend in person and 50% access recording at a later date. At Induction students are given tools to arrange their week re work and study.

The programme team explained that 55% of Faculty of 3000 students are online. There are new developments in online with a VP, Instructional Designers and that online advisors had been piloted.

The panel asked if there were issues with evening delivery and what technical supports were available at that time.

The programme team outlined how the Institute now has technical support at night. In addition the Programme Chair gets allocation for online to allow them to undertake duties. There are some programmes in the faculty with high numbers e.g. 3000 in moocs. The programme is designed with FAQ's so that repeat questions are not reoccurring. Best practice is shared across programmes. One lecturer went to USA to Southern New Hampshire University for an extended period of time to see their online programmes to 100,000 students.

The panel noted that the Faculty should put induction information into the programme documents to outline support for online students.

The programme team described that the L6 programme had a one day workshop per semester as well. This will assist retention.

The panel noted that the workshop information was not prominent in the document.

The panel asked if SCSi have expert subject matter input.

The programme team explained that they had identified someone that had helped critique one area in which we they did not have expertise. They are also available to feed into workshops with guest lecturers etc. They will also help identify industry and make contacts for us to explore.

The programme team gave the rationale for the programmes as Industry has changed in relation to major projects. These now have cost profiles skewed towards M&E sector. E.g., data centres. BOQ is going to be key doc and M&E will be a key element. This skill set is missing from QS at the moment.

The panel asked for more information on asynchronous and synchronous teaching.

The programme team detailed that live lectures would be provided and then retrospective access to recorded lectures, to online materials and resources on module page.

The panel queried the overall award credit based on 70 credits, and not including the 50 credits WBL. The programme team explained that the 70 credits are core elements and that the WBL is pass-fail.

The panel explored the rationale of having an entry requirement of working full time in industry – Could this be part time and/or for learners with sufficient access to an appropriate workplace environment to complete the WBL modules?

The Programme Team agreed that there is flexibility in the definition of full time. The WBL Modules are 2 year-long modules. Each semester students produce analytical logs and 2 analytical reports. There is an end of semester 4000 word case study, similar to critical analysis. Final interview online at end. There is a site visit by lecturer to interview student and line manager. The programme two streams tailor study to requirements of professional pathways. A programme handbook will be developed

The panel asked what happens if students fail WBL?

The programme team explained each element is pass-fail and that CA assignments can be resubmitted. SCSi has a lot of experience in this area and has learned from their approaches relating to appropriate repeat processes.

The programme illustrates ongoing commitment to working with professional bodies and industry by the faculty.

HOF Left 10 am

The panel asked what the anticipated student numbers were?

The programme team noted it was a minimum of in L6 20-30 and L9 20-30. The aim was to start with manageable groups and then it will grow over time.

The panel asked if the L9 structure with electives aligned with SCSi and asked whether a 30 mandatory credits model might be better as some elective modules appeared to be more core to the QS discipline area.

The Panel responded that the profile of the most significant potential student cohort was already qualified QS, and may be chartered. The programme is primarily trying to address a skills shortage for these qualified QS practitioners. They will already have expertise in core areas. BIM is very important to new companies.

The panel felt that BIM is very generic, and not from M&E viewpoint.

The panel responded that it took an overarching view of BIM. Many people think they understand it, but this module builds a foundation. The programme team will use guest lecturers to illustrate how things are done in industry. SCSi were looking at measurement etc. When the programme team started, they felt the programme scope needed to be expanded and electives were developed as a result. The programme includes 20 credits core, complemented by 10 credits of electives.

The panel asked if a challenge could be diversity of students – building services engineers and QS - two different cohorts

The programme team noted that the electives are running in other programmes and that it could be 50/50 split between the cohorts. Students will collaborate, as they are dedicated online students who want to get most out of programme.

The panel queried if group work and project work could bring this collaboration out.

The programme team said they would look at the initial mix and design accordingly. The programme is predominately for QS and building services engineers and Construction project management. They need to understand technology to be able to quantify. They need understanding of M&S to allow it to be quantified. It was noted that a new staff member was starting shortly with relevant experience.

Broke for Tea 10.20

Restarted 10.40pm

Meeting with Department and Programme Management

Attendees:

- Trevor McSharry, Head of Department of Civil Engineering and Construction
- Pat Carter
- Barrie Cox
- Ruairi O Driscoll
- James Lonergan SCSi
- Ruth Comerford SCSi
- Lee McLaughlin
- Colin Burney

- Daniel Clarke Hagan
- Jerome McElchar

The panel asked the SCSi for their views on demand for programmes

The SCSi published a report in June last year that outlined demand in a number of areas with 1640 needed in growth projection. The programme areas had been identified as needed at a national level and that a flexible delivery mechanism was needed.

In Construction there was strong demand for M&E skills. There had been controversy in recent projects as an M&E missing. Industry need these addressed

The panel asked if some people might try to formalise their skills.

The RCSI felt yes they would. There are some areas where you need to be licensed. Where skills shortage occur they can do limited tasks until they are licenced.

It was noted that the predicted student intake identified by the programme team was modest, but conservatively based on assuring viability. It was seen as a positive risk, programmes can grow as online model is scalable. Larger number of students leads to larger lecturer hours

The panel asked if there was a bank of guest lecturers in specialisms available.

The programme team explained that up to 7 hours of guest lectures for one person. Approved by Head. May be good in workshops to complement modules. Would normally be face to face but could also be online. The guest lecturer can do it from their office using adobe connect.

It was noted that the department had some deficits in its capabilities but have recruited and are recruiting.

The panel felt that there was overly prescriptive entry requirements - Pg. 10 of L9 Quite prescriptive the access strategy needs to include RPL.

The programme team have looked at this and have designed it to suit target group of students. They also have to keep this in mind with SCSi requirements

RPL applications are looked by programme chair. There is a process to map the RPL against the required skills and competences

The panel queried if the entry requirements could be simplified? An appropriate L8 in a cognate area or equivalent with RPL would give more flexibility.

The panel asked about the retention rates for online programmes?

The programme team felt that for L7, it was very good for those that start and commit. At L8 industry busy and trying to juggle work and home commitments. Flexibility to do over a longer period. Online helps students and gives them the flexibility. Live lecture also available as a recording, this can be more flexible. 72% retention in programmatic review. Some online up to 100%

Training and support available for delivering online through the centre for online learning. There is also a mentoring system with experienced staff.

11.15 Break

11.20 Start

Attendees:

- Trevor McSharry, Head of Department of Civil Engineering and Construction
- Pat Carter
- Barrie Cox
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Meeting with Programme Team 1 Higher Certificate in Science in Property Services and Facilities Management – L6 (120 Credits)

Modules

Q page 10 programme schedule Introduction to Property Services 60/40 but 100 CA in module (page 90)?

A 100% CA is correct – 1 module per year 100% to lighten exams

pg. 60 70/30 is correct

Q Assessment strategy – Repeat assessment of Lo's. Open assessment – What's it going to be?

A We do not put in elements that have to be passed – 40% pass – flexibility if students fail both they have to re-sit both. Repeat elements that fail to achieve all Lo's. Exam board in June elements captured that they have to resist. Assessor sets re assessment and final exam

Q Over assessment in Sector. Is it one assessment?

A Pg. 32 assessment strategy – Show spread of assessment over time. Try to avoid reassessing Lo's when not needed.

Q Will it be project based re assessment

A WBL will apply this.

Q Is there crossover in assessment and could students do in work place?

A Yes. Will look at module-by-module basis to avoid over assessing.

Q Should modules have workshops?

A Yes but not in Law. – Need to modify page 60.

Pg. 63 Services procurement (and supplier management)? Title change? Reflects module content

A Yes should be ok

Lo 3 – is this mission creep – going beyond? Could be supplier management? Rephrase

Q Add in Supplier management LO. Repeat assessment strategy – Note of how it is handled. Describe what it is and where it is in schedule. No reference to workshops

Pg. 67 Int to Facilities Management and Environmental Health and safety

Limit scope of EHS? Is this justified? Add relating to facilities management

Page 71 WBL Facilities Management

Change Lo1 to describe from understand. Coursework assessment Lo1-6 assessed many times. Build in support into text

Page 74 Construction technology and maintenance

Lo7 need reworded. Book list additions suggested to include 'Illustrated Guide to Mechanical Building Services' & 'Illustrated Guide to Mechanical Building Services' (both published by BSRIA).

Page 79 Financial Management and controls

Financial/facilities manager? Assessment strategy – What is CA and where does it fit.

Page 82 IT Systems and Admin

Assessment strategy

Page 85 Property and Company law and arbitration

Typos in Module Description sub-section. Workshop in or out (referenced under T&L Strategies)? If none take out.

Page 89 In to property services

Lo's don't flow? Tweak. 100% CA needs to be fleshed out. How many, how often, word count etc.?

Pg. 93 Residential Management Residential property management?

Tweak LO's – words missing? Lo 5 quiet lengthy?

Page 97 WBL

Same comments at other WBL

Page 99 Economics of Property

Assessment strategy?

Page 103 Property VALIATION

Lo 1 & Lo3 – rephrase – remove understand. All Los being reassessed through CA and final exam?

Page 107 Commercial Property Management

Take away understand from Lo's.

Meeting with Programme Team 2 Post Graduate Certificate in Mechanical & Electrical Quantity Surveying – L9 (30 credits)

Same general comments as L6

Page 33 Electrical Installation Measurement

Measurement? Rates and commercial sensitives around these

Page 36 Electrical building services

Indicative syllabus. Last bullet 3rd – Procurement – In correct place?

Booklists – Add 'Spons's Mechanical and Electrical Services Price Book'.

Page 39 Building Information modelling

Common module. Make specific by making tailored CA? Put in plan to show not generic BIM.

A Hope to use real life scenarios - teamwork dynamic

Page 42 Contacts and procurements

Common module. Add in module resources (e.g. Spons's Mechanical and Electrical Services Price Book, various forms of contract for M&E installation works, professional services agreements for M&E consultants etc.)? Expand

Page 47 Mechanical Installation Measurement

Booklists – Add 'Spons's Mechanical and Electrical Services Price Book'.

Page 49 Mechanical Build services Tech

Book list additions suggested to include 'Illustrated Guide to Mechanical Building Services' & 'CIBSE Guides (individual guides as applicable).

Page 52 Constructions Economics and finance

Formatting of modules resources. Online workload? Shown as PT

Page 55 Business Management and Entrepreneurship

Page 59 Strategic Management

Decision of the Validation Panel

Commended

The programme team are to be commended for the constructive interaction with the professional body, SCSl, in developing two well-structured programmes that both address what appears to be a definite market need.

Conditions

A brief outline of the institute's approach to online learner induction and ongoing support should be included in programme documentation as outlined in the discussion together with specific measures that will apply for both programmes presented for validation.

Recommendations

Review the entry requirements to provide flexibility of access to people with appropriate backgrounds.

Appropriate hours allocation for the coordination of the programme.

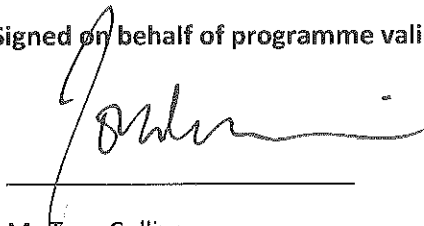
Module descriptors need rewritten in light of discussion and QQI Standards. Specifically reference to Lo's, assessment and reassessment strategies, CA/ Final Exam Balance.

Learner assessment strategy (summary table in each programme document) to be detailed (avoiding ongoing).

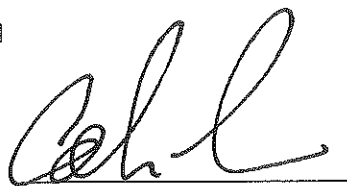
Module title of Services procurement changed to Services procurement and supplier management?

Specific examples and duration of workshops in each module.

Signed on behalf of programme validation Panel



Mr Vom Cullivan
Chairperson



Colin McLean
Recording Secretary

Date:

22/05/19

Date:

21/5/19