

1.	<b>Title of Programme(s):</b> (incl. Award Type and Specify Embedded Exit Awards)	Certificate in Energy Conservation and Environmental Services (Minor Award, 15 ECTS)
2.	<b>NFQ Level(s)/</b> <b>No. ECTS:</b>	9 15 ECTS
3.	<b>Duration:</b>	2 semesters
4.	<b>ISCED Code:</b>	0732 – Building and Civil Engineering
5.	<b>School / Centre:</b>	School of Engineering
6.	<b>Department:</b>	Building and Civil Engineering
7.	<b>Type of Review:</b>	New Programme
8.	<b>Date of Review:</b>	24 <sup>th</sup> March 2022
9.	<b>Delivery Mode:</b>	Full-time, Blended
10.	<b>Panel Members:</b>	Mr Damien Courtney, Fellow Emeritus CIT (Chair) Ms Frances Robertson, Senior Lecturer – Architectural Technology, Sheffield Hallam University Dr Benjamin Mallon, Assistant Professor in Geography & Citizenship Education, Dublin City University Mr Dylan Farrell, Experience Design Engineer, Thermo King Mr Willie Madden, Director for Western Region, RPS Europe Ms Carmel Brennan, Head of Academic Quality, GMIT
11.	<b>Proposing Staff:</b>	Prof Graham Heaslip Ms Mary Rogers Ms Irene Hayden Mr John Scahill
12.	<b>Programme Rationale:</b>	The Certificate in Energy Conservation and Environmental Services aims to address current building regulation requirements for near zero energy buildings and retrofit of existing building stock. This is an area of upskilling which is in demand in the construction industry.

		This is a minor award which is part of the previously approved MSc in Built Environment Regulation.
13.	<b>Proposed Student Intake:</b>	20
14.	<b>Stakeholder Engagement:</b>	Meetings were held with industry representatives and a steering group was formed to inform the programme development. An alumni survey was conducted and in addition a survey of industry, student and graduate representatives was conducted at the GMIT 11th International Construction Management Conference Day, held on March 8th, 2021.
15.	<b>Graduate Demand/Employment:</b>	This programme is primarily intended for upskilling of those already working in the industry.
16.	<b>Entry Requirements, Access, Transfer &amp; Progression:</b>	<p>Level 8 Bachelor (Hons) degree with a minimum grade classification of H2.2 or equivalent in an appropriate Built environment undergraduate programme or equivalent. Candidates who do not meet the H2.2 performance standards in a level 8 award will be required to pass a qualifying assignment at a H2.2 standard as established by the Programme Board and as approved by the Registrar.</p> <p>In accordance with GMIT policy recognition of prior learning can be used to gain access to or exemption from this programme.</p> <p>English language requirements are 6.0 in IELTS or equivalent.</p> <p>Students who successfully complete this award may continue to complete some or all elements of the MSc/Postgraduate Diploma in Built Environment Regulation.</p>
17.	<b>Programme Structure:</b>	This programme consists of two modules, one focussing on energy conservation and the other on services. Each are delivered on a semesterised basis.
18.	<b>Learning, Teaching &amp; Assessment Strategies:</b>	The programme teaching and learning strategy epitomises a flexible, student centred, inclusive approach appropriate for multi-disciplinary adult learners. Blended delivery using online mobile distance learning will help meet the remit of a working cohort. The programme teaching and learning strategy will also closely align with industry, regional and discipline requirements and will reflect those requirements by using a developmental evaluation approach with

		<p>reflective practice to update the technical content within the overarching programme teaching and learning strategy as and when required.</p> <p>Modules are taught through applied project-based experiential learning, with lectures and tutorials throughout each semester. The programme teaching and learning strategy will closely align with practice requirements for building regulation practitioners working in the Built Environment by incorporating expert guest speakers and by reflecting current building regulation requirements, noting that these regularly change. Visiting lecturers will be used extensively in the taught modules to keep the content current, professional, up to date and fit for purpose. Building regulation semiotics will be used as examples of compliance requirements as student centred learning.</p> <p>The delivery of this programme is blended. Students will be expected to participate in online fora with visual cues being used to prompt discussion. These will be introduced and on-boarded in the initial face-to-face classes on campus. Discussion fora can provide an opportunity for peer support, peer-to-peer learning, and peer reviewing. They can be used to facilitate group activities and reduce isolation when learning online.</p> <p>The delivery is blended; therefore, some online learning will be conducted using reusable learning objects. These may incorporate pictures, diagrams, videos and 360-degree panoramas. These may have assessments embedded into them. Most of these TEL tools will be designed using a visual building regulation pedagogy, which is defined as a systematic delivery, assessment and award process using visual literacy skills, along with digital, media and foundation literacy skills in an online learning setting.</p> <p>The novel visual building regulation pedagogy uses Applied visual interactive Building Regulations (AviBRs) which are designed specifically for the course and delivered in stages, 'transitioning from a place of none or little knowledge of the building regulations to one where building compliance requirements for design, contract drawings and building site certification and compliance sign-off are clearly understood within the confines and safety of an educational setting' (Hayden, 2019, p160).</p>
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		A combination of assessment methodologies will be used including project based experiential learning using formative and summative assessment, and assessments based on real world authentic settings.	
19.	<b>Resource Implications:</b>	No additional resources are required for delivery of this programme as it is embedded within the MSc in Built Environment Regulation.	
20.	<b>Synergies with Existing Programmes:</b>	As above.	
21.	<b>Findings and Recommendations:</b>	<b>Commendations:</b>	
		1. This programme meets a need in the market and is structured and delivered in a way that is appropriate to the target cohort.	
		<b>Conditions:</b>	
		None.	
		<b>Recommendations:</b>	
		1. Ensure that there is a sufficiently wide range of industry practitioners available to input into the programme delivery, so that this important aspect of the programme can be sustained.	
		2. Devise an induction programme to provide students with the technology and other skills to succeed at the programme.	
22.	<b>FAO: Academic Council:</b>	<b>Approved:</b>	
		<b>Approved subject to recommended changes:</b>	x
		<b>Not approved at this time:</b>	
	<b>Signed:</b>		
		<b>Chair</b>	<b>Secretary</b>