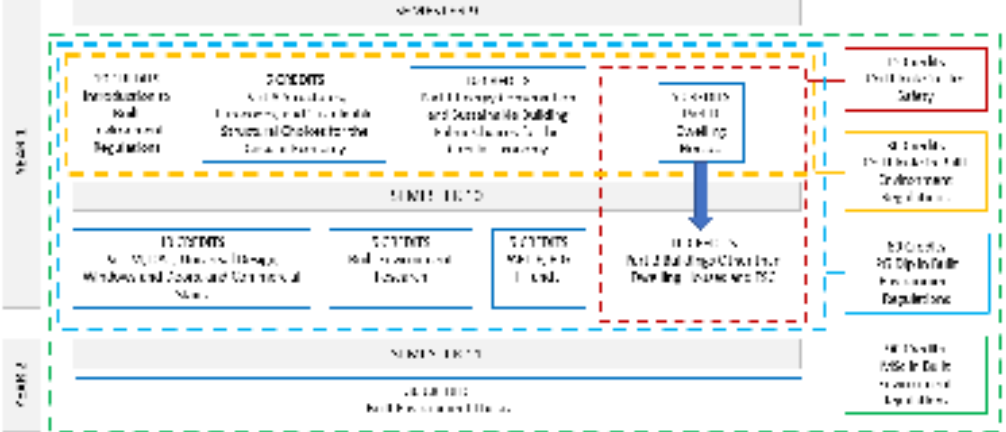


1.	<b>Title of Programme(s): (incl. Award Type and Specify Embedded Exit Awards)</b>	<p>MSc in Built Environment Regulations          Post Graduate Diploma in Built Environment Regulations          Certificate in Built Environment Regulations (30 ECTS)          Certificate in Fire Safety (15 ECTS)</p> <p>The Postgraduate Diploma and the Certificates will also act as exit awards for the Master's programme.</p>
2.	<b>NFQ Level(s)/ No. ECTS:</b>	<p>9          MSc: 90 ECTS          Postgraduate Diploma: 60 ECTS          Certificates: 30 ECTS and 15 ECTS</p>
3.	<b>Duration:</b>	<p>MSc: 1.5 years or 3 years Flexible Delivery          Postgraduate Diploma: 1 year          Certificate in Built Environment Regulations: 1 semester          Certificate in Fire Safety: 1 year</p>
4.	<b>ISCED Code:</b>	0732
5.	<b>School / Centre:</b>	School of Engineering
6.	<b>Department:</b>	Department of Building & Civil Engineering
7.	<b>Type of Review:</b>	New Programme
8.	<b>Date of Review:</b>	16 <sup>th</sup> June 2021
9.	<b>Delivery Mode:</b>	Blended & Full-time
10.	<b>Panel Members:</b>	<ul style="list-style-type: none"> <li>• Mr Damien Courtney, Fellow Emeritus, Cork Institute of Technology (Chair)</li> <li>• Ms Frances Robertson, Senior Lecturer in Architectural Technology, Sheffield Hallam University</li> <li>• Ms Anne Boner, Head of Department of Civil Engineering &amp; Construction, Letterkenny Institute of Technology</li> <li>• Mr Willie Madden, Director for Western Region, RPS Europe</li> <li>• Ms Carmel Brennan, Head of Academic Quality GMIT (Secretary)</li> </ul>
11.	<b>Proposing Staff:</b>	<ul style="list-style-type: none"> <li>• Prof Graham Heaslip</li> <li>• Ms Mary Rogers</li> <li>• Ms Irene Hayden</li> <li>• Ms Louise Tynan</li> <li>• Mr Gundo Sohn</li> <li>• Mr John Scahill</li> <li>• Dr Alan Duggan</li> </ul>

12.	<b>Programme Rationale:</b>	<p>Normalising compliance with the building regulations and devising techniques for mixed-cohorts of professionals to use to meet those requirements and to standardise requirements such as material certification, workmanship and fitness for purpose, as well as the consistent use of building regulation semiotics, for example, will create sustainable construction practices, and lines of supply will become more standardised as they become established. It will create a sustainable, healthy, safe built environment for everyone to use and will become the direct antithesis to the evidential 'poor housing report' written by the BRE Trust and commissioned by the Irish Government in 2016 (Nicol, Piddington and Garrett, 2016).</p> <p>Ireland's Industry 4.0 Strategy 2020-2025: Supporting the digital transformation of the manufacturing sector and its supply chain' was launched by the Minister for Business, Enterprise and Innovation in December 2019. The Strategy sets out a vision that "by 2025 Ireland will be a competitive, innovation driven manufacturing hub at the frontier of the fourth industrial revolution and at the forefront of Industry 4.0 development and adoption". Forming part of the Future Jobs Initiative, the Strategy recognises the role that reskilling, upskilling and lifelong learning will need to play to exploit new technologies and to deliver the Industry 4.0 transformation (Engineers Ireland, 2020). The master's degree programme will go some way towards aiding in the reskilling, upskilling and lifelong learning required to deliver the Industry 4.0 transformation.</p> <p>The programme aims to afford advanced experience, knowledge and training to fulfil, in part, the onerous and challenging roles, duties and responsibilities associated with the built environment regulations. The programme aims to determine, critique and defend through in-depth training and experience an intimate knowledge of both the legislation and the roles, and then synthesise newly acquired learning through project-based learning. The programme aims to develop in-depth knowledge by taking learners through a series of steps in each taught module, to analyse and critique the execution of design and construction scenarios in the built environment by adopting Smart Regulations, building regulation semiotics and student-centred demonstration of regulatory compliance and non-compliance examples through Parts A to M inclusive in the Irish building regulations.</p>
13.	<b>Proposed Student Intake Number:</b>	20
14.	<b>Stakeholder Engagement:</b>	<p>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.</p>
15.	<b>Graduate Demand:</b>	<p>There are significant employment opportunities for building regulation practitioners as specialists within their broader discipline areas. By completing this masters' programme, further employment opportunities will present in the areas of architecture, architectural technology, building surveying, consultancy, consultant engineering, civil engineering, building engineering and building services engineering. There will be opportunities for progression into management and to more senior positions with this</p>

		<p>qualification. This qualification and sub-sets thereof will help to meet annual CPD requirements, and to align with professional body requirements. This programme will facilitate employment opportunities in the broad area of building regulations and building control in the private and public sector and facilitate self-employment in this area. Job titles such as engineer, civil engineer, consultant engineer, building engineer, building services engineer, architect, architectural technologist, quality engineer, building surveyor, building control engineer, local authority engineer and construction manager will be possible, when coupled with an appropriate undergraduate qualification and appropriate membership of a professional body.</p>
<p>16. <b>Entry Requirements, Access, Transfer &amp; Progression:</b></p>		<p>Candidates must hold a cognate level 8 Bachelor (Hons) degree with a minimum grade classification of H2.2 or equivalent. Candidates who do not meet the H2.2 performance standard in a Level 8 award will be required to pass a qualifying assignment at an H2.2 performance standard as established by the Programme Board for the programme in question 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 will be as determined by GMIT and as published in the Access, Transfer and Progression code.</p>
<p>17. <b>Programme Structure:</b></p>		 <p>The programme can also be undertaken using a 3-year flexible pathway.</p>
<p>18. <b>Learning, Teaching &amp; Assessment Strategies:</b></p>		<p>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 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</p>

		<p>for building regulation practitioners working in the Built Environment by incorporating expert guest speakers and by reflecting current building regulation requirements, noting that these change regularly. 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. Discussion fora online with visual cues will be expected to be participated in for teaching and learning. 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> <p>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.</p>
19.	<b>Resource Implications:</b>	Up to 12 contact hours per semester are required to deliver the programme. Supervision hours will vary according to student numbers. Fire engineering expertise will need to be recruited for the delivery of relevant modules. This programme will be delivered on a self-financing basis.
20.	<b>Synergies with Existing Programmes:</b>	None.
21.	<b>Findings and Recommendations:</b>	<p><b>Commendations (if any):</b></p> <p>The panel commended the proposers on:</p> <ol style="list-style-type: none"> <li>1. The level of work and commitment of staff in the preparation of the programme and the quality of documentation received.</li> <li>2. The use of the industry steering committee in informing the structure, content and delivery of the programme.</li> </ol>

		The programme was approved subject to the following recommendation(s) (14).	
		<b>Special conditions attaching to approval (if any):</b>	
		None.	
		<b>Recommendations of the panel in relation to award sought:</b>	
		<ol style="list-style-type: none"> <li>1. Consider the title of the programme and whether a broader title which describes the programme is feasible. For example, it might be more appropriate to use the term regulation rather than regulations.</li> <li>2. Clarify the nature of cognate entry requirements which are appropriate for entry to this programme. Revise the wording of language entry requirements to enhance clarity.</li> <li>3. Specify the delivery mode as blended in the programme documentation.</li> <li>4. Ensure the importance of legal and contractual obligations are fully understood by students on completion of the programme.</li> <li>5. Include industry experts in addition to regulatory guest speakers for the planning and building regulations modules.</li> <li>6. Consider offering an applied project module as an alternative to the thesis module.</li> <li>7. Consider the additional supports that students may require to undertake the thesis and recommend that the Institute make these available.</li> <li>8. Review the module titles to ensure that they appropriately reflect the module content, and that all modules are titled consistently.</li> <li>9. Continue the use of the industry steering committee to advise the Programme Board on this programme as it rolls out. This will be useful in helping to anticipate future trends and ensuring the programme remains relevant.</li> <li>10. Ensure that all reading materials are available digitally to facilitate remote learning.</li> <li>11. Ensure that the digital transformation of the industry is reflected in the programme, as relevant.</li> <li>12. Review the Programme Assessment Strategy with a view to ensuring that students are not over-assessed and that there is not an over-reliance on specific forms of assessment. The forms of assessment used should be appropriate to the level of the programme and to the particular student cohort targeted by this programme.</li> <li>13. Capitalise on the multi-disciplinary nature of the course and the varied backgrounds of the student cohort through the teaching, learning and assessment strategies. Consider utilising a multi-disciplinary project as a vehicle for learning.</li> <li>14. CIVE09005 Part B Dwelling Houses: Consider creating an awareness of other codes of practice, for example British Standards.</li> </ol>	
22.	FAO: Academic Council:	Approved:	
		Approved subject to recommended changes:	X
		Not approved at this time:	
	Signed:		
		Chair	Secretary