



1.	Title of Programme(s): (incl. Award Type and Specify Embedded Exit Awards)	BEng in Civil Engineering, L7 and L8 BSc in Construction Management, L7 and L8 BSc in Construction Economics & Quantity Surveying, L7 and L8
2.	NFQ Level(s)/ No. ECTS:	7 & 8 180 & 240
3.	Duration:	3 or 4 Years
4.	ISCED Code:	Miscellaneous
5.	School / Centre:	School of Engineering
6.	Department:	Department of Building and Civil Engineering
7.	Type of Review:	Differential Validation
8.	Date of Review:	12 th April 2021
9.	Delivery Mode:	Full-time
10.	Panel Members:	Mr Diarmuid O’Conghaile (Chair) Dr Pauline Logue Mr James Corbett Mr Justin Molloy, Director of Western and Midland Region, Construction Industry Federation Ms Carmel Brennan (Secretary)
11.	Proposing Staff:	Prof Graham Heaslip Ms Mary Rogers Mr John Hanahoe Ms Catriona O’Regan Mr Shane Newell
12.	Rationale for Proposed Changes	Work Placements are a key element of many programmes in GMIT and contribute to the applied nature of the education that GMIT delivers. The Covid-19 pandemic has impacted on every aspect of Irish society since Spring last year, not least on the construction industry. It is recognised that facilitating the placement of students during the Covid-19 Pandemic provides unique challenges for many industries, and in some instances, it may not be possible to place some students or entire cohorts of students. This is exacerbated by the impact of lockdown on the construction industry which has prevented the normal timelines for placement.

		<p>Whilst many programmes have inbuilt alternatives to placement which were validated when the programme was initially developed, these do not. The purpose of this differential validation is to propose and approve an alternative to the 30 ECTS work placements on the three listed programmes. It is acknowledged that it is not feasible to fully and accurately mirror the learning that would occur in a placement. However, the proposed alternative aims to provide students with valuable learning which reflect as closely as feasible the learning outcomes of their placement module albeit in a non-work environment.</p> <p>Approximately two thirds of students have already commenced placements and others are gradually securing placements. It is the Programme Boards' preferred option that all students will undertake the placement option, and work is ongoing in this regard. This project will be used only if required, and the Programme Boards are adopting a flexible approach to students transferring to placements.</p>
13.	Summary of Changes	The proposal is an alternative project module. The module learning outcomes have been devised so they map appropriately to the work placement module learning outcomes, and it allows the achievement of the programme learning outcomes. The module is designed to be used only in 2020-21.
14.	Resource Implications:	Management and supervision resources will be required for the new modules. The recommendations below require the School and Department Management to work with the Placement Coordinators in relation to ensuring that adequate resources are provided for the management and academic supervision of students taking this module, particularly in light of the potential need to supervise throughout the summer months.
15.	Findings and Recommendations:	<p>General:</p> <p>The panel approve the changes with the commendations (1) listed below and subject to the following condition(s) (0) and recommendation(s) (7):</p> <p>Commendations:</p> <p>The proposers were commended on the extensive thought and work that has gone into devising this alternative to placement and how it aims to replicate the work environment as closely as possible.</p> <p>Special conditions attaching to approval (if any):</p> <p>None</p>

		Recommendations of the panel in relation to award sought:	
		<ol style="list-style-type: none"> 1. Review the proposed supervision arrangements ensuring that there are regular scheduled opportunities for students to engage with their placement supervisor. 2. Review whether the resources required to support this module are adequate and work with the Institute to ensure that sufficient resources are provided to manage placements and supervise students. 3. Set a cut-off point in relation to students continuing with the project rather than moving to the placement given the disruption involved for groups of students. 4. Edit the module descriptor providing further detail on the teaching and learning strategy and ensure that the reading resources suggested are adequate. 5. Articulate clearly the general assessment strategy and rationale for same, providing further detail on the approach being taken in relation to group assessment. 6. Consult with GMIT's Assessment Guidelines document to ensure that there is equity in relation to the workload required of students for assessments. 7. Revise module learning outcome no. 2 which as written contains two learning outcomes. 	
22.	FAO: Academic Council:	Approved:	
		Approved subject to recommended changes:	X
		Not approved at this time:	
	Signed:		
		Chair	Secretary