

Part 1 Programme details

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| Proposed title | BSc in Human Resource Management |
| Existing titles and codes | BSc in Human Resource Management |
| Mode and duration of programme | 4 years full-time 4 years part-time |
| ECTS | 240 |
| TU Dublin Award(s) sought | Bachelor of Science in Human Resource Management |
| Classifications of award(s) | BSc:, First Class Honours, Second Class Honours Grade 1, Second Class Honours Grade 2, and Pass |
| School responsible | Management |
| Professional body accreditation and relevant dates (where applicable) | CIPD |
| External provider type (where applicable) | N/A |
| Delivery location | On-line and City Campus – Aungier Street |

Part 2 Programme approval information

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| Date of initial approval (of Q1A) by SLT's Academic and Research Committee/SLT | 2010 |
| Date of validation/review event | 14 th March 2022 |
| Date of approval by Academic Council and Governing Body | |
| Proposed date of re-commencement | September 2022 |

Part 3 Programme background/structure

Background

TU Dublin has been a lead player in the city of Dublin in the provision of human resource management and general management education for many years. As far back as the 1960s, the College of Commerce in Rathmines was the leading provider of part-time management education in Ireland before it merged with the College of Marketing from Mountjoy Square to form the Faculty of Business at DIT. The College of Commerce had been running a National Diploma in Personnel Management course since 1980 (which subsequently became a degree programme), and since 1985, both a National Diploma in Business Studies (Training and Development) and a Certificate in Personnel Practice (C.P.P.). The National Diploma in Personnel Management, which ran from 1980 to 1999, was validated by the National Council for Educational Awards (N.C.E.A.), and subsequently by the Higher Education and Technical Advisory Council (H.E.T.A.C. now QQI). In recent years, these part-time programmes have included part-time degree options in Business Studies and Human Resource Management within the School of Management. The MSc Human Resource Management was designed and validated in 2010.

Stated aims and learning outcomes of the programme

The specific aims of the BSc Degree in Human Resource Management are to:

- Apply concepts, theories and practices of the HRM function to be enabled to perform effectively and responsibly in a variety of contexts
- Provide participants with strategic, sustainable and contemporary strategies and applications of HRM in reducing inequality; promoting wellbeing and developing Inclusive, safe, resilient and sustainable workplaces
- Use a range of engaging and blended learning approaches in a supportive environment throughout the programme to enable Human Resource Management professionals to enhance their interpersonal and leadership qualities, underpinned by evidence-based knowledge and abilities, which can be directed to the analysis and solution of HRM and management issues with integrity, creativity and innovation.
- Produce a Human Resource Management professional capable of contributing in a sustainable, progressive, responsible, professional and creative way to the economy and to society, while ensuring decent work, productive employment and sustainable economic growth

Programme Learning Outcomes

On successful completion of the programme, the graduate will:

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| PLO1 | Knowledge <i>Breadth</i> | Comprehend the structure, culture, practice and trends of HRM at local, national and global contexts |
| PLO2 | Knowledge <i>Kind</i> | Apply detailed knowledge and understanding of a range of people management practices necessary to be an effective, strategic and ethical people professional |
| PLO3a PLO3b | Know-how and Skill <i>Range</i> | demonstrate mastery of complex and specialised professional, technical and conceptual skills and tools in contemporary Human Resource Management, in the interpretation of people's behaviour and the creation of a sustainable organisation culture Select and use a range of digital technologies to communicate complex concepts, ideas and information to HRM specialist and non-specialist audiences |

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| PLO4 | Know-how and Skill Selectivity | Exercise appropriate judgement based socially responsible, ethical and sustainable business and management practice and contribute confidently to strategic decision-making within the wider organisation and social context |
| PLO5 | Competence <i>Context</i> | identify and diagnose issues in the HRM work environment through inquiry and research, and apply evidence to make strategic recommendations within business situations |
| PLO6a PLO6b | Competence <i>Role</i> | act effectively under guidance in a peer relationship with qualified practitioners to collaborate, lead and work in multi-disciplinary teams in the completion of a range of applied projects Adapt to challenges and other uncertainties and take decisive actions |
| PLO7a PLO7b | Competence <i>Learning to Learn</i> | learn to act in a variety of dynamic and complex workplace contexts; learn to manage projects independently and within teams in a professional and ethical manner apply communication skills/strategy development to complex and unfamiliar problems within HRM practice |
| PLO8 | Competence <i>Insight</i> | reflect and appreciate the impact of their personal behaviour and professional sustainable practice in the workplace and wider society |

Programme structure

The full-time programme will be delivered over 8 semesters, with 30 ECTS each. The part-time programme will be delivered as follows:

- Years 1-3; 30 ECTS in semester 1; 20 ECTS in semester 2, plus 10 ECTS e-portfolio= 60 ECTS per year
- Year 4; 30 ECTS in semester 1; 15 ECTS in semester 2 , plus 15 ECTS dissertation = 60 ECTS per year

Entry Requirements

The minimum entry criteria for the full-time programme are 'a leaving certificate or equivalent with passes in not less than 6 subjects with at least 2 HC 5 grades, and a minimum O6 / H7 grade in Maths and English / Irish'. The minimum entry criteria for the part-time programme are 'Applicants should have a Leaving Certificate with passes in not less than six subjects, two of which should be at Grade C3 or H5 or better on higher level papers. A minimum of two years commercial or relevant working experience is highly desirable'.

Student assessment

In accordance with TU Dublin City Campus General Assessment Regulations

Derogations from the General Assessment Regulations, including rationale for derogation and view of the Panel:

Students have up to 4 attempts to complete each assessment.

Part 4 Validation Details and Membership of Panel

Schedule of meetings: Monday 14th March 2022

Venue: MS Teams

09.00 hrs Introduction of members of Panel to the Director/Dean of Faculty, senior staff from the School(s) responsible for the programme, Chairperson of the Programme Committee and other staff, as appropriate. Presentation to the panel on the key developments of the programmes.

09.20hrs Private meeting of Panel to review in detail documentation submitted and discuss matters to be raised at subsequent meetings with various groups

10.00 hrs Meeting of Panel with Head of School, Chairpersons and staff teaching on the BSc Programme to discuss such matters as syllabuses, teaching methods and assessment issues

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| 11.30 hrs | Panel Break |
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11.45 hrs Meeting with Students and Graduates on BSc

12.15 hrs Private Meeting of the Panel to summarise findings on the BSc and discuss MSc

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| 13.00 hrs | Lunch |
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14:00 hrs Meeting of Panel with Head of School, Chairpersons and staff teaching on the MSc Programme to discuss such matters as syllabuses, teaching methods and assessment issues

15.30hrs Meeting with Students and Graduates on MSc

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| 16:00hrs | Panel Break |
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16.15 hrs Private Meeting of the Panel

17.00 hrs Oral Presentation of findings of Panel to Director, senior staff, Chairperson of Programme Committee and other staff as appropriate.

Panel Membership

External Panel Members

Professor Brian Harney Professor in Strategy & HRM, Dublin City University, Dublin 11.

Dr Na Fu Associate Professor in HRM, Trinity College, Dublin 2.

Ms. Gay White Director, Gay White Consulting & Director of the Irish Institute of Training & Development.

Internal Panel Members

Assumpta Harvey
(Chair)

Head of School of Business, TU Dublin Blanchardstown Campus

Alan McDonnell

School of Mechanical & Design Engineering, TU Dublin City Campus

Officer

Ms Nicole O'Neill

Quality Assurance Officer

Documentation submitted: Self Evaluation and Overview, Student Handbook, Q5 Annual Monitoring Reports, External Examiner Reports, Programme Committee Minutes

Part 5 Summary of Panel findings against key questions

Note: the Panel's findings (ie yes/no) and any additional comments against each of the key questions should be recorded below. Where a 'no' is recorded, an associated condition or recommendation should be included in Part 6, Findings of the Panel.

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| Is the market demand and need for the programme clear and articulated? | Yes |
| Are the aims, objectives and learning outcomes of the programme well-founded and clearly formulated? | Yes |
| Are the entry requirements clear and appropriate? | Yes |
| Are the arrangements for access, transfer and progression in accordance with Institute policy and NFQ? | Yes |
| Are the programme learning outcomes at the appropriate level as set out by the NFQ requirements? | Yes |
| Do the individual modules 'add up' to a coherent programme? | Yes |
| Are Graduate Attributes embedded within the programme? | Yes |
| Will the accumulation of the module learning outcomes result in the attainment of the programme learning outcomes? | Yes |
| Is there appropriate use of student-centred learning, teaching and assessment strategies, including the First Year Framework for Success checklist, which recognise the needs of diverse student groups? | Yes |
| Do the curricula and teaching schemes in each module descriptor give realisable substance to the module's aims, objectives and learning outcomes? | Yes |
| Are the assessment methods and criteria aligned to the learning outcomes in each module? | Yes |
| Are facilities and resources, including staff, in place to support the delivery of the programme at the standard proposed? | Yes |
| Is there parity between off-campus/on-campus delivery (if applicable)? | N/A |
| Are the roles and responsibilities of each partner clearly specified (if applicable)? | N/A |

Part 6 Recommendations of the Panel

• Overall recommendations of the Panel

The panel commends the programme team on their development of a strong and practical HRM programme and how it fits within the boundaries of scholarship and practice¹. The panel was impressed with the staff's commitment to the programme. The panel commends the programme team on the comprehensive mapping of the programme to the CIPD Accreditation Criteria.

The panel recommends continuing approval of the programme with the following awards at Level 8 on the National Framework of Qualifications:

- Bachelor of Science in Human Resource Management

The panel makes the following conditions and recommendations for the consideration of the programme team

Conditions

Review and resubmit all module descriptors with a view to updating content and ensuring consistency.

Recommendations

Revise the programme documents to include:

- More details on the support provided to students to engage in remote learning and the personalisation of the student journey.
- A more visual representation of the student journey and themes covered in the programme.
- More information on the services provided by the Careers Service and the benefits of different module specialisation to different career opportunities. Explore ways to incorporate career service provision within modules and assessment.
- A mapping of how the philosophy is linked to the programme learning outcomes showing the philosophy in action.
- A more explicit emphasis on the development of consultancy skills.
- A detailed assessment schedule for each cohort in the student handbook, which gives an indication of the timing, size and scope of each assessment.
- Further information on the external consultation that informed the review.
- Clearer information that students are eligible to join CIPD but that there are fees that apply and provide more information to students on the benefits of joining.
- More information to students on the structure of the work placements and the employability skills that should be covered on the placement.

Keep under review the work placement organisation with a view to ensuring there is a good spread of placements available in all sectors.

There is a skills shortage currently in HR and it is important for employers to have exposure to this practical course.

Review the assessment strategy of the programme:

¹ Taken from the Programme Documentation

- To allow for integrated assessment.
- To make it clear to students what they are being assessed for over the duration of the programme, so they can identify how they are developing their employability and consultancy skills

Provide more explicit details of the milestones and timeline for the elements of the dissertation in the dissertation handbook.

Consider how the communication provided to students on the programme from across the University could be streamlined and improved. Consider a timetable of important communications for the student life cycle.

Consider the differentiation of entry criteria for the full-time and part-time programmes and if this needs to be refined.

Consider the marketing strategy for the programme and how to highlight further the value of the programme and what support is required from the College and University in this regard.

Consider how the gender balance can be further enhanced on the programme team.

Consider how all the students are supported to enhance student engagement and well-being, with particular emphasis on 1st and 2nd years who are returning to campus and the support provided to part-time students in the evening.

Observations

Feedback received from students included that the programme could have a stronger focus on the programme on Data Analytics, Practical Skills and that more information could be provided on participating in extra credit modules in Entrepreneurship.

It is noted that there is strong passion and commitment of the staff and it is recommended that staff avail of the resources that are provided through the University to enhance their wellbeing.

Summary of Changes Approved

- Alignment of what were two separate BSc HRM programmes within the School.
- The mapping to the 'new' CIPD Profession Map.
- Increased focus placed on 'Technology' with introduction of a Digital Pillar.
- Enhanced focus placed on 'Criticality', 'Sustainability' and 'wellbeing'.
- Introduction of the 'Ahead of the Curve in HR' podcast series.
- Consideration of use of Reflective Log/e-Portfolio to capture knowledge and skills development and encourage reflective practice.
- Move to blended delivery for Part-Time Learners (Hyflex potential)