

BSc HRM Post-revalidation response to panel, May 2022

Condition	Response	Evidence
<p>Review and resubmit all module descriptors with a view to updating and enhancing their consistency.</p>	<p>All module descriptors have been reviewed by the programme team and updated to ensure consistency in relation to ??? and recency of reading lists.</p>	<p>Please see book of modules here: BSc HRM Module Descriptors</p>
Recommendation	Response	Evidence
<p>More details on the support provided to students to engage in remote learning and the personalisation of the student journey.</p>	<p>There are a wide range of Effective Online Learning Skills and supporting students in making use of our VLE (Brightspace) resources contained in the Student Success Portal: https://brightspace.tudublin.ie/d2l/home/165966</p> <p>This includes resources on the following:</p> <ul style="list-style-type: none"> • Points to remember when learning online • Tips for successful online learning • A Guide for online learning • Succeed in your online learning • How to do well in an online course • 12 steps to get ready to learn online • Essentials for online learning <p>A link to the ‘Student Success Portal’ resources is provided under section 2.7 in the updated student handbook; BSc HRM Student Handbook</p> <p>The programme is designed in line with the University Strategic Intent 2030 which contains a clear statement of intent to:</p> <p><i>Create Pathways for All</i></p>	<p>A link to the ‘Student Success Portal’ resources is provided under section 2.7, page 16 in the updated student handbook: BSc HRM Student Handbook</p> <p>See Table 13, page 32 in the main programme documentation for details as to how this specific programme aligns to the design principles of the new University Education Model (UEM): BSc HRM Programme Document</p>

We are committed to providing lifelong education opportunities at every level:

- Providing and promoting multiple entry points and clear progression pathways for all*
- Ensuring flexibility in structure, mode & place of delivery to suit an evolving global landscape*
- By providing our communities, industry and wider society with targeted and relevant lifelong learning opportunities*

In addition, we have identified opportunities for exit awards at PG Diploma level as well as the potential use for Micro-credentials in the future. A micro-credential is a proof of the learning outcomes that a learner has acquired following a short learning experience. Micro-credentials can improve accessibility to lifelong learning, enhance professional identity and self-efficacy, through learning that is closely linked to professional work practices and enables an agile response to labour market needs and technological, economic and social change. They have the potential for engaging those learners who are seeking to up-skill, re-skill, return to employment or change careers. These can address time constraints for learners and potential inflexibility in current programme provision and delivery. This is because the inherent flexibility in micro-credentials means that learners can access learning in discrete small units, at a time and pace which allows greater balance with both life and work commitments. Within the HRM programme of the future, learners can undertake a credit-bearing micro-credential with the ability to stack their learning towards a larger award - it can provide learners with agile pathways from stand-alone, bite-

	<p>sized micro-credentials to larger awards, allowing learning to align with and adjust to changes in learner priorities over time.</p> <p>We also were informed by the development of the new University Education Model (UEM) <i>Nurturing Bright Minds, Creativity & Ambition</i>: <i>We are committed to developing a new model of education: ; Radically rethinking, developing and delivering a new research-informed & practice-based education model, that promotes academic excellence and ensures that it develops the attributes and capabilities necessary for tomorrow's world, today.</i></p>	
<p>A more visual representation of the student journey and themes covered in the programme.</p>	<p>This has been based around the core programme themes in line with CIPD core knowledge and behaviours and is contained in the updated student handbook.</p> <p>Reflection by the team: We are aware of the different learning styles of our students and are also in the process of creating a visual interactive 'Student Journey' timeline for all HRM students.</p>	<p>See Section 3.4, page 23 of the updated student handbook here: BSc HRM Student Handbook</p> <p>See sample timeline here: HRM Student Journey Timeline</p>
<p>More information should be provided to the students on the Services available in the Careers Office and the benefits of different module specialisation to different career opportunities. Explore ways to incorporate career service provision within modules and assessment.</p>	<p>More detailed careers information is now included in the student handbook. This is an important addition to the supports we provide to students on the programme in relation to opportunities for module specialisation. In addition, the programme team are looking at increasing opportunities for colleagues from the Careers Service to input directly to the programme content/delivery.</p>	<p>See page 9/10 of the updated student handbook: BSc HRM Student Handbook</p>

<p>A mapping of how the philosophy is linked to the programme learning outcomes showing the philosophy in action.</p>	<p>The team have considered this carefully and produced a table that shows the clear alignment of the core philosophical themes to the PLOs of the programmes, while also providing examples of what this philosophy looks like in action at modular level.</p> <p>Reflection by the team: We found this a really useful exercise post-validation and as a result, have also extended it to our MSc HRM programme.</p>	<p>Please see BSc HRM Programme Philosophy in Action MSc HRM Programme Philosophy in Action</p>
<p>Include a more explicit emphasis on the development of consultancy skills within the programme.</p>	<p>The Programme team got together for the first time in the face-to-face environment on campus to reflect upon this element of the programme and collated it in the form of a table. A more explicit emphasis in the development of Consultancy Skills is now included as an addendum to the programme documentation.</p>	<p>Please see Consultancy skills</p>
<p>Provide a detailed assessment schedule for each cohort in the student handbook, which gives an indication of the timing, size and scope of each assessment.</p>	<p>An assessment schedule is provided to students upon commencement of each year/semester of study.</p>	<p>Please see section 2.9, page 21 of the updated student handbook with a link to a sample assessment schedule: BSc HRM Student Handbook</p>
<p>Further information on the external consultation that informed the review.</p>	<p>An overview of the external consultation has been provided as part of this response.</p> <p>It included extensive desk research informed by a number of CIPD articles and recent studies as well as a focus groups with industry in November 2011 and March 2022.</p> <p>Industry Participants included HR/L&D Managers across a range of industries: Retail; Banking; IT; Public Sector; Consulting firms; Social Media.</p>	<p>Please see studies/articles used to inform the programme design: Desk Research articles and studies Please see details of the industry engagement here: Stakeholder Engagement</p>
<p>Clearer information that students are eligible to join CIPD but that there are</p>	<p>The emphasis has been placed upon eligibility within the student handbook and clear reference is made to the fact that fees apply.</p>	<p>See section 2.6, page 17 of the updated student handbook: BSc HRM Student Handbook</p>

<p>fees that apply and provide more information to students on the benefits of joining.</p>		
<p>More information to students on the structure of the work placements and the employability skills that should be covered on the placement.</p>	<p>The work placement handbook has been updated to include the skills that are acquired on the placement.</p> <p>In general, the work placement seeks to enable the student to:</p> <ul style="list-style-type: none"> · Demonstrate personal qualities of commitment, flexibility and integrity · Experience teamwork and leadership · Test theories of business and organisations in operation · Learn new business and personal skills · Observe in action business functions and business problems that may have been dealt with in the academic programme <p>Reflection by the team: the work placement is such a key component to the programme that it has been identified as timely for conducting some evaluative research with the stakeholders into the future.</p>	<p>Updated handbook here: Work placement Handbook</p>
<p>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</p>	<p>We already have a good spread of sectors represented for the placement of our students. With banking, retail, insurance, health, IT and state bodies, among others all taking part of this important aspect of the programme.</p> <p>However, as part of our marketing plan, it is an objective to increase our visibility across a variety of sectors and employers through our HR podcast and seminar series. This will assist in</p>	<p>Please see Marketing Development Plan here: Marketing Development Plan</p>

<p>currently in HR and it is important for employers to have exposure to this practical course.</p>	<p>bringing this practical placement/programme element to the attention of a broader student market.</p>	
<p>Review the assessment strategy of the programme:</p> <ul style="list-style-type: none"> • 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 	<p>The team have discussed the use of integrated assignments on the programme. While there was not 100% support for this, it was agreed that we would pilot some examples of integrative assessments in 2022/23 and keep it under review for a further roll out in subsequent years.</p> <p>We will evaluate the pilot project from the teams and learners perspectives and look at the potential to scale more widely across the programme.</p> <p>The core themes of the programme have been highlighted in the student handbook and the relevant modules aligned. A clear identification of the consultancy knowledge, behaviour and skills development has been made and this, along with employability skills, will be brought to the attention of the students in an integrative manner by the team in the programme induction and the delivery of their individual modules.</p>	<p>See sample pilot of integrated assessment: Integrated assignments</p> <p>Please see Consultancy skills</p>
<p>Provide more explicit details of the milestones and timeline for the elements of the dissertation in the dissertation handbook.</p>	<p>The dissertation handbook has been updated to include explicit details of the milestones and timeline for elements of the dissertation included.</p>	<p>Please see page 3 of updated Dissertation handbook here: BSc HRM Dissertation Handbook</p>
<p>Consider how the communication provided to students on the programme from across the University could be</p>	<p>A Faculty Event calendar is being prepared by the Dean's office for use in 2022/23 and we will use this as the basis for the production and publication of a programme-level key communications schedule to align with the student lifecycle.</p>	<p>In train; awaiting faculty level calendar.</p> <p>Please see sample interactive timeline here: HRM Student Journey</p>

streamlined and improved. Consider a timetable of important communications for the student life cycle.	It is the intention of the team to continue to develop the interactive Student Journey Timeline of important programme aspects and supports available to students throughout the academic year.	
Consider the differentiation of entry criteria for the full-time and part-time programmes and if this needs to be refined.	This has been considered by the programme team and alignment of entry requirements have been agreed.	<p>Minimum Entry Requirements for Full & Part Time learners</p> <ul style="list-style-type: none"> • Applicants should have a Leaving Certificate with passes in not less than six subjects, two of which should be at Grade C3 or better on higher level papers. • The programme operates a Recognition of Prior Experiential Learning (RPEL) scheme meaning applicants with substantial work experience at an appropriate level but who do not have the minimum qualifications may be accepted. • Applications from QQI Level 5 and 6 are welcome. Further details at www.tudublin.ie/qqi 1.4.2 Mature applicants (23+) are welcome. Further details at www.tudublin.ie/mature Resources & Programme Alignment • If English is not a student's first language, they will need to provide evidence of their English language proficiency as detailed on our website. Applicants for this programme should have a minimum IELTS (Academic Version) English Proficiency of 6 overall (or equivalent) with nothing less than '6' in each component.
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.	The programme team have commenced the development of a marketing plan for HRM programmes with resource requirements at University and Faculty level outlined.	Please see marketing development plan here: Marketing Development Plan
Consider how the gender balance can be further	There is growing recognition that sustainable societies and economies need equal participation of men and women in order to develop and thrive. This is encapsulated in the UN	Further details on the Athena Swan project and how it is progressing can be found here:

<p>enhanced on the programme.</p>	<p>Sustainable Development Goals (SDGs), which recognise gender equality as “not only a fundamental human right, but a necessary foundation for a peaceful, prosperous and sustainable world”. Our HRM Programme design and delivery are underpinned by this SDG.</p> <p>Importantly, the SDGs state that women must have equal opportunity for full and effective participation in leadership roles across the public, private, and political spheres. Figures published by the Higher Education Authority highlight gender inequality as an issue for higher education in Ireland. Across Irish universities, only <u>27% of Professors</u> are women and, while women comprise 65% of non-academic staff, they comprise <u>43% of the highest paid full-time non-academic staff</u> (December 2020). In a major national initiative supported by the Higher Education Authority, the Athena SWAN Charter was launched in Ireland in early 2015 to help combat this under-representation. You will note that in our particular faculty we exemplify one of the highest representation of women in the University.</p> <p>TU Dublin is proud to hold an Athena Swan Legacy Bronze Award in recognition of our commitment to advancing gender equality for women in science, technology, engineering and mathematics (STEM) and for bringing about organisational and cultural change.</p>	<p>https://www.tudublin.ie/explore/about-the-university/equality-and-diversity/athena-swan/</p>
<p>Consider how all the students are supported to enhance student engagement and well-being, with particular emphasis on 1st and 2nd</p>	<p>While there are a number of University-wide initiatives in the support of students engagement and well-being, the team met to discuss specific actions required for our HRM students. Some of these recommendations included:</p> <ul style="list-style-type: none"> • Extension of peer mentor to PT students 	<p>Please see resources available for first years specifically here: https://www.tudublin.ie/for-students/career-development-centre/career-development-learning/engaging-first-years/</p>

<p>years who are returning to campus and the support provided to part-time students in the evening.</p>	<ul style="list-style-type: none"> • Use of the Academic Centre; academic writing/study skills etc. • Enhanced Learning environment at evening times to ensure student services such as the library and catering facilities are available to them. <p>These supports and resources will be continuously reviewed as part of our overall programme offering and student experience.</p>	<p>Please see resources on Student Engagement in TU Dublin, including the peer mentoring programme and student union resources and societies: https://www.tudublin.ie/for-students/student-life/student-engagement/</p> <p>Details of the broad range of Student Wellbeing services available to our learners: https://www.tudublin.ie/for-students/student-services-and-support/student-wellbeing/</p> <p>A number of Growth Hub education bursaries have been awarded to our faculty that include the themes of wellbeing and student support: https://www.tudublin.ie/research/innovation-and-enterprise/studententerprise/growthhub/entrepreneurship-educators/entrepreneurship-education-bursaries/</p>
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Observations

Observation	Response
<p>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.</p>	<p>Reflection by the team: The team are pleased to have included a new standalone digital module as well as incorporating a more detailed focus on data analytics within the Business Leadership module.</p> <p>Currently, there is not an option for students to under-take extra credit modules across the faculty, however it is something that the team and the wider faculty will consider going forward. It will feature in future programme team discussions.</p> <p>The introduction of Digital Badges: There is potential for student engagement in project challenges in the programmes; also for participation in any future Case Study competitions or engagement with the new HR</p>

	Podcasts series on the HRM programmes; also on the first year mentoring initiative on the same programme. Summer Schools and Study Abroad engagement can also be captured and recognised. Further details can be found here: Digital Badges
It is noted that the 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.	The team thank the panel for its compassion in identifying this. There are a number of staff wellbeing initiatives available to staff to engage in, some sample resources are available here: Staff Wellbeing . Staff are encouraged and supported by the School to attend these initiatives throughout the academic year and regular email updates are disseminated across the School Executive and wider staff on these supports.