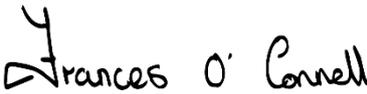# VALIDATION REPORT

1.	Title of Programme(s): (incl. Award Type and Specify Embedded Exit Awards)	Bachelor of Arts (Honours) in Human Resource Management Exit award Certificate in People Skills (60 ECTS, Level 7)
2.	NFQ Level(s)/ No. ECTS:	60 ECTS, 30 ECTS
3.	Duration:	3 Years Part-time, 1 year Part-time
4.	ISCED Code:	0413 – Management & Administration
5.	School / Centre:	School of Business
6.	Department:	Organisational Development
7.	Type of Review:	New Programme Validation
8.	Date of Review:	21st February, 2022
9.	Delivery Mode:	Blended combination of on-site and on-online
10.	Panel Members:	Ms Frances O'Connell, Vice President Student Education and Experience, Technological University of the Shannon, (Chair) Mr Ger Healy, Lecturer, University of Limerick Ms Linda Reidy, Lecturer Technological University of the Shannon Ms Joan Hannon, HR Manager, Boston Scientific, Galway Prof Graham Heaslip, Head of School of Engineering, GMIT (Secretary)
11.	Proposing Staff:	Dr Seamus Lennon Mr Michael Gill Ms Caroline Clarke Mr Shane Byrne Ms Clodagh Geraghty Mr Declan Hoban Ms Celene Dunphy Mr Deaglan O'Riain Dr Maggie Wood Ms Niamh Hearns
12.	Programme Rationale:	The Covid-19 global pandemic has driven the most dramatic change in work practices since the Industrial Revolution. In March 2020 HR practitioners had to oversee and implement profound changes in the way that people work. In the early days of the pandemic goodwill propelled both employees and managers to provide services and goods in new ways. However, more than a year on it is necessary to

		reframe traditional ways of managing and establish practices, policies and procedures which will serve organisational objectives and ensure the health and safety of workers during the pandemic and in the future. Competent, professional, HR practitioners are needed now more than ever as we face a host of systemic challenges within organisations. The extraordinary challenge of the Covid-19 pandemic has tested traditional management structures and emphasised the need for more agile people management and this is well evidenced in the rapid change to remote working in the last year. These current challenges coexist alongside the traditional professional hurdles of Human Resource Management such as employment law, compliance, recruitment and selection and skills shortages, performance management, employee relations, rapidly advancing technology and workplace stresses. These traditional difficulties must now be managed alongside the new complexities of the management of remote workers whilst the world is still in the grip of a global pandemic. Unprecedented professionalism in HR practice is required to manage these multifaceted challenges.
13.	Proposed Student Intake:	24
14.	Stakeholder Engagement:	In preparation for the submission 3 stakeholder events took place, identifying significant interest in this programme from students, graduates, HR practitioners and local industry. There was consensus from the stakeholders that a Level 8 qualification is appropriate in the context of 'broader thinking' and progression within an organisation. The stakeholders also expressed support for development of a Masters in HRM by GMIT.
15.	Graduate Demand/Employment:	The programme is aimed at people working or aspiring to work in HR. Potential students are likely to already be in employment, with some students coming from defined HR roles. The programme could appeal to candidates who have already achieved qualifications in business or other disciplines and are now interested in specialising in HR.
16.	Entry Requirements, Access, Transfer & Progression:	The proposers stipulated applicants must be 23 years of age on or before the 1st of January in the year of admission and have two years' work experience in a relevant organisational context. It is not a requirement that applicants are working or have worked specifically in a HR role. Advanced entry into second year of the programme is available to students who have a Higher Certificate qualification in a cognate area or equivalent.

| | | Graduates from the Certificate in Supervisory Management will be admitted to the second year of this programme.

Advanced entry into third year of the programme is available to students who have a degree qualification (level 7) in a cognate area or equivalent. This may affect CIPD associate membership for such students as the mapping to the profession map is based on year 2 and year 3 of the Bachelor of Arts (Honours) in Human Resource Management. GMIT is committed to the use of the recognition of prior learning (RPL) for admission purposes and it will be possible for applicants to gain admission through recognition of prior experiential learning (RPEL) and/or recognition of prior certified learning (RPCL).

Non-EU applicants who are not English speakers must have a minimum score of 5.5 (with a minimum of 5.0 in each component) in the International
English Language Testing System (IELTS) or equivalent. All results must have been achieved within 2 years of application to GMIT.
EU applicants who are not English speakers are recommended to have a minimum score of 5.5 (with a minimum of 5.0 in each component) in the
International English Language Testing System (IELTS) or equivalent.

Note that proposers have been asked to review the entry requirements. |
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| 17. | Programme Structure: | The programme has been designed for delivery over 3 years for part-time students to achieve a Level 8 award. At each stage the student receives 60 credits on completion, culminating in 180 credits. Consequently, the programme is 180 credits at level 8, delivered on a part-time basis. |
| 18. | Learning, Teaching & Assessment Strategies: | This programme is designed as a part-time blended programme delivered over three academic years. The teaching and learning strategy are vague and general, providing little insight or information into the pedagogic approach to be taken by the programme team. The nature and extent of the proposed blend between on-site and online delivery, and the nature of the online elements, are unclear. Expectations re student workload is also unclear.
The assessment strategy is generic and not specifically related to the programme. It does not provide an overview of the approaches to be taken to assessment and the nature and scope of assessment mechanisms to be used. It does not consider the impact of the number of assessment items per module on the self-directed learning hours and effort required |

		of the student. There is a very high incidence of repetitive assessment of the equivalent learning outcomes per module, which exacerbates this impact.
19.	Resource Implications:	No additional human resources are required for the programme. This programme will be self-financing. The following are costs in addition to the normal delivery costs and will be covered in the price of the programme to students. CIPD centre fee - €3,000 Residential Weekend - Year 2: €9,600, Year 3: €9,600 Guest speakers - €2,400 Library - €900
20.	Synergies with Existing Programmes:	There will be two common modules from the Certificate in Supervisory Management - Supervisory Management (15 credits) and Law/ Human Resources (10 credits). in first year.
21.	Findings and Recommendations:	The documents as presented do not make a case that is coherent, integrated, and consistent for validation. The panel are satisfied that there is a good idea for a programme, but that it is underdeveloped and therefore is not recommending validation at this time. The panel were agreed that the document needs significantly more work. The panel agreed to stay in situ as a continuation of this validation process, and as such will review any resubmitted documents. Reconsideration of this programme needs to initially focus on the development of programme learning outcomes and themes, and then follow through with relevant modules and content that are cohesive and progressive. Commendations: 1. There is evidence of extensive engagement with industry in relation to the development of the programme. 2. It is encouraging to see the commitment of the Institute, School and Department teams to the development, delivery, and resourcing of this contemporary programme.
		Conditions: 1. Review and revise the current structure and design of the programme, from 3 years to 4 years part-time to: (i) adequately recognise the student learning effort, both directed and self-directed; with (ii) the attendant duration scheduled that a part-time level 8 programme warrants; and (iii) that reflects and meets the market and student expectations in terms of duration and profiled module content. 2. Review the entry requirements for the programme, to include Leaving Certificate requirement. 3. Review the workload element for a prospective student. The programme in its current form is condensed and places undue time commitment on a part-time student.

| | | 4. Increase the duration of the programme to 4 years part-time to facilitate the opportunity to include explicit HRM modules. |
| | | 5. Demonstrate engagement with the professional accreditation body, CIPD, on the proposed programme structure, and that the mapping exercise will ensure professional validation of the programme. |

Recommendations:
1. Complete a mapping exercise indicating the changes from the existing Level 7 programmes.
2. Complete a mapping exercise indicating the modules which contribute to meeting the CIPD requirements.
3. Complete a mapping exercise to identify themes in the programme, for example, ethics, sustainability, HR.
4. Ensure that all module(s) learning outcomes are defined in the context of the learner and are sufficiently assessed.
5. Review each module's assessment strategy eliminating multiple assessments of the same learning outcomes, as appropriate.
6. Review and revise the repeat assessment strategy for each module ensuring that the repeat mechanism defined is relevant in a repeat assessment setting and assesses each of the original learning outcomes not originally achieved.
7. Ensure module learning outcomes are appropriate to the level of the module, and are outcome based and not descriptive.
8. Review the minimum intended programme learning outcomes ensuring they are comprehensive and that they are aligned with the QQI Level 8 Business award standards which GMIT has adopted.
9. Explain the arrangements planned to support and enable the students not in employment, or not employed in a HR role, especially in relation to the work integrated elements of the programme.
10. Consider including industry-based module(s) to achieve CIPD recognition.
11. Include a chart illustrating the delivery model, to include breakdown between online, onsite, and residential weekend demonstrating student workload that would equate to the ECT workload expectation for each stage of the programme.
12. Consider including a matrix for transferable skills and a sample CA schedule, which would enhance the document.
13. Clarify in the documentation the strategy proposed in relation to establishing the programme, growing demand. and sustaining the programme.
14. Explain the mechanisms to mitigate the risk of over-assessment and consider including a sample assessment schedule as an appendix.
15. Ensure that there is a tri-partite agreement in place to ensure that employers and students are clear about expectations and responsibilities prior to the work-based project commencing.
16. Ensure that there are key points of contact for the students for each module and the programme, and that this is clearly communicated to students.

		17. Ensure that the Programme Board is continuously informed of changes and developments in the industry and that the programme content evolves as required remaining relevant. 18. Ensure that the mapping of modules against Programme Learning Outcomes is correct in all instances. 19. Review the reading lists for each module to ensure a consistent and appropriate approach to the volume of essential and recommended reading. 20. Review and update book and other resources, ensuring consistency of referencing format. Include journal and website resources, as relevant. 21. Update section 2 to reflect the transition from GMIT to ATU.	
22.	FAO: Academic Council:	Approved:	
		Approved subject to conditions and/or recommended changes:	
		Not approved at this time:	X
	Signed:	*Frances O' Connell*	*Graham Doorly*
		Chair	Secretary