

**QQI**Quality and Qualifications Ireland
Dearbhú Cáilíochta agus Cáilíochtaí Éireann

Independent Evaluation Report on an Application for Validation of a Programme of Education and Training

Part 1 A

Provider name	Dublin Business School
Date of site visit	3 rd December 2020
Date of report	4 rd December 2020
Is this a re-validation report (Yes/No)	No

Overall recommendations

Principal programme	Title	Master of Science in Human Resource Management
	Award	Master of Science
	Credit¹	90
	Recommendation <i>Satisfactory OR Satisfactory subject to proposed conditions² OR Not Satisfactory</i>	Satisfactory

Embedded programme³	Title	Postgraduate Diploma in Science in Human Resource Management
	Award	Postgraduate Diploma

¹ Specify the credit units because more than one system of units is in use. E.g. 20 (ECTS).

² Normally an application that fails to meet the criteria in any of its aspects will be considered as not satisfactory. Nevertheless, so as to ensure that the validation process will not be implemented unreasonably, if an independent evaluation finds that a programme virtually meets the validation criteria but needs some minor modifications, the independent evaluation could conclude "Satisfactory subject to recommended special conditions" where the special conditions prescribe the defects that require to be corrected.

Further, in exceptional cases the 'special conditions' may be used to identify parts of the application that are considered satisfactory on a stand-alone basis. For example, an application might propose a programme to be provided at two locations but the independent evaluation report may find the application satisfactory on condition that it be provided only at one specified location and not at the other. These conditions will not however be used to recommend that QQI can be satisfied with a programme conditional on a different QQI award (e.g. at a lower NFQ level or having a different CAS award title) being sought than the one identified in the application.

³ Copy this panel for each embedded programme.

	Exit award (Yes/No)	Yes
	Credit	60
	Recommendation <i>Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory</i>	Satisfactory

Embedded programme 2⁴	Title	Certificate in Human Resource Management
	Award	Certificate
	Exit award (Yes/No)	Yes
	Credit	30
	Recommendation <i>Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory</i>	Satisfactory subject to proposed conditions

Evaluators

Evaluators		
Name	Role	Principal occupation
Danny Brennan	Chair	Former Registrar of LYIT and Principal DNB Education Consultants.
Nicole O Neil	Secretary	QA Officer at TU Dublin
John Byrne	Academic Subject Matter Expert	Assistant lecturer in Human Resources and Management Studies at GMIT
Na Fu	Academic Subject Matter Expert	Associate Professor in Human Resource Management at Trinity Business School
Eric Aldewereld	International Subject Matter Expert/Industry Expert	Higher Education Consultant
Teena Choudhary	Learner Representative	Institute of Business Management and Research, Bangalore

⁴ Copy this panel for each embedded programme.

Part 1 B

Principal Programme: MSc in Human Resource Management

Names of centres where the programmes are to be provided	Maximum number of learners (per centre)	Minimum number of learners
DBS: Dublin Campus	300 per annum	10 per annum

Enrolment interval (normally 5 years)	Date of first intake	January 2021
	Date of last intake	December 2026
Maximum number of annual intakes	3	
Maximum total number of learners per intake (over all centres)	50	
Programme duration (months from start to completion)	Full-time: 12 months Part-time: 18 months	
Target learner groups	This programme is aimed at national and international learners with a minimum second-class second-division (2.2) honours undergraduate bachelor's degree in a cognate area who wish to specialise in the field of human resource management with a view to entering or advancing in the industry. Cognate subjects include HR, psychology, law, marketing, management or another related business discipline. This programme may also be of interest to those with a Higher Diploma in Business, Level 8 award, or a second-class second-division (2.2) honours undergraduate bachelor's degree in a non-cognate area plus 3–5 years' professional experience in a related field and who require a qualification in this area in order to progress professionally.	
Approved countries for provision	Ireland	
Delivery mode: Full-time/Part-time	Full-time and Part-time	
The teaching and learning modalities	<ul style="list-style-type: none"> ● Classroom lectures ● Case-based learning ● Workshops ● Tutorials ● Individual and group work ● Online synchronous and asynchronous classes 	
Brief synopsis of the programme (e.g. who it is for, what is it for, what is involved for learners, what it leads to.)	The Master of Science in Human Resource Management is designed to prepare learners for a career in Human Resource Management in private and public sector. Given the increasing role of technological advancements in society and workplace, human resource management is emerging as a multidisciplinary field with a breadth and depth of content that encompasses various areas of expertise such as: employment law, diversity and inclusion, people analytics and organisational behaviour that play a	

	<p>central role in shaping the strategy and leading digital transformation within organisations.</p> <p>Semester one (FT) lays the groundwork for the programme and encompasses modules that focus on providing a solid and comprehensive understanding of the relevant concepts of Human Capital and Organisational Behaviour, a proficiency in the legal aspects of HR as well as Equality, Diversity and Inclusion while also offering HR analytical (HR Analytics) knowledge.</p> <p>Semester two (FT) builds on this by covering content in which the knowledge, understanding and skills acquired in the first semester are developed and applied. Semester two modules offer applied skills in topics such as and Reinventing Performance Management, Dynamic Leadership Development, Applied Strategic Management and Contemporary issues in Human Resource Management which focus on the human-centred capabilities and behaviours that are necessary to achieve positive business outcomes in HR profession.</p>													
<p>Summary of <u>specifications</u> for teaching staff</p>	<p>This programme requires 7 staff with a whole time equivalent contract.</p> <p>Lecturing staff will have a minimum of a Level 9 Postgraduate Diploma or Masters and/or PhD in the following areas: Human Resource Management, Psychology, Business or Law. In modules where industry experience is desirable, holders of Level 8 honours degrees in the above disciplines, who are exceptionally qualified by virtue of significant senior industry experience may also be considered.</p>													
<p>Summary of specifications for the ratio of learners to teaching-staff</p>	<table border="1"> <thead> <tr> <th data-bbox="679 1384 1007 1451">Staff to learner ratio</th> <th data-bbox="1013 1384 1383 1451">Learning activity type</th> </tr> </thead> <tbody> <tr> <td data-bbox="679 1456 1007 1523">1:50</td> <td data-bbox="1013 1456 1383 1523">Lecture classroom-based sessions</td> </tr> <tr> <td data-bbox="679 1527 1007 1572">1:25</td> <td data-bbox="1013 1527 1383 1572">Workshops</td> </tr> <tr> <td data-bbox="679 1576 1007 1621">1:35</td> <td data-bbox="1013 1576 1383 1621">Practical lab sessions</td> </tr> <tr> <td data-bbox="679 1626 1007 1671">1:50</td> <td data-bbox="1013 1626 1383 1671">Online class (live)</td> </tr> <tr> <td data-bbox="679 1675 1007 1733">1:25</td> <td data-bbox="1013 1675 1383 1733">Online tutorial (interactive)</td> </tr> </tbody> </table>		Staff to learner ratio	Learning activity type	1:50	Lecture classroom-based sessions	1:25	Workshops	1:35	Practical lab sessions	1:50	Online class (live)	1:25	Online tutorial (interactive)
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<p>Overall WTE staff/learner ratio.⁵</p>	<p>An average ratio of 43:1, learner to WTE staff ratio</p>													

⁵ This is the total wholetime equivalent number of staff dedicated exclusively to this programme divided by the maximum number of learners that can be enrolled with that complement of staff.

Programmes being replaced by the [principal programme]

Programmes being replaced (applicable to applications for revalidation)			Arrangement for enrolled learners	Date when replaced programme is planned to cease completely
Code	Title	Last enrolment date	Indicate whether "Teach out" or "Transfer to replacement programme"	

Embedded programme: Postgraduate Diploma in Science in Human Resource Management⁶

Names of centres where the programmes are to be provided	Maximum number of learners (per centre)	Minimum number of learners
DBS: Dublin Campus	300	10

Enrolment interval (normally 5 years)	Date of first intake	January 2021
	Date of last intake	December 2026
Maximum number of annual intakes	3	
Maximum total number of learners per intake	50	
Programme duration (months from start to completion)	Full-time: 12 months Part-time: 18 months	
Target learner groups	This Postgraduate Diploma in Science in Human Resource Management (60 ECTS) programme is aimed at learners with a minimum second-class second-division (2.2) honours undergraduate bachelor's degree in a cognate area who wish to specialise in the field of human resource management with a view to entering or advancing in the industry. Cognate subjects include HR, psychology, law, marketing, management or another related business discipline. This programme may also be of interest to those with a Higher Diploma in Business, Level 8 award, or a second-class second-division (2.2) honours undergraduate bachelor's degree in a non-cognate area plus 3-5 years' professional experience in a related field and who require a qualification in this area in order to upskill and progress professionally. On completion of this programme, learners	

⁶ This only needs to be completed where embedded programmes may be offered independently of the principal programme. Add more subsections if there are more than one embedded programmes proposed to lead to QQI awards.

	will have the expertise to operate at a professional level and effectively integrate their skills into decision-making in their company.	
Approved countries for provision	Ireland	
Delivery mode: Full-time/Part-time	Full-time and Part-time	
The teaching and learning modalities	<ul style="list-style-type: none"> ● Classroom lectures ● Case-based learning ● Workshops ● Tutorials ● Individual and group work ● Online synchronous and asynchronous classes 	
Brief synopsis of the programme (e.g. who it is for, what is it for, what is involved for learners, what it leads to.)	<p>The Postgraduate Diploma programme is an embedded award in the Master of Science in Human Resource Management. It is offered to learners who do not progress to, or wish to complete, the research component of the full Masters programme.</p> <p>Semester one (FT) lays the groundwork for the programme and encompasses mostly foundational modules that focus on providing a solid and comprehensive understanding of the relevant concepts of Human Capital and Organisational Behaviour, a proficiency in the legal aspects of HR) as well as Equality, Diversity and Inclusion while also offering HR analytical (HR Analytics) knowledge. Semester two (FT) builds on this by covering advanced modules in which the knowledge, understanding and skills acquired in the first semester can be employed.</p> <p>Semester two modules offer applied skills in topics such as: Reinventing Performance Management, Dynamic Leadership Development, Applied Strategic Management, and Contemporary issues in Human Resource Management which focus on the human-centred capabilities and behaviours. Learners develop advanced practical skills in essential areas such as employment law, performance management, HR diagnosis and strategy. It is a 1 year full-time, 18month part-time programme with four 5 ECTS and four 10 ECTS taught modules.</p>	
Summary of specifications for teaching staff	<p>This programme requires 7 staff with a whole time equivalent contract.</p> <p>Lecturing staff will have a minimum of a Level 9 Postgraduate Diploma or Masters and/or PhD in the following areas: Human Resource Management, Psychology, Business or Law. In modules where industry experience is desirable, holders of Level 8 honours degrees in the above disciplines, who are exceptionally qualified by virtue of significant senior industry experience may also be considered.</p>	
Summary of specifications for the ratio of learners to teaching-staff	Staff to learner ratio	Learning activity type

	1:50	Lecture classroom-based sessions
	1:25	Workshops
	1:35	Practical lab sessions
	1:50	Online class (live)
	1:25	Online tutorial (interactive)
Overall WTE staff/learner ratio.	An average ratio of 43:1, learner to WTE staff ratio	

Programmes being replaced by the [embedded programme]

Programmes being replaced (applicable to applications for revalidation)			Arrangement for enrolled learners	Date when replaced programme is planned to cease completely
Code	Title	Last enrolment date	Indicate whether "Teach out" or "Transfer to replacement programme"	

Embedded Programme 2: Certificate in Human Resource Management⁷

Names of centres where the programmes are to be provided	Maximum number of learners (per centre)	Minimum number of learners
DBS: Dublin Campus	300	10

Enrolment interval (normally 5 years)	Date of first intake	January 2021
	Date of last intake	December 2026
Maximum number of annual intakes	3	
Maximum total number of learners per intake	50	
Programme duration (months from start to completion)	Full-time: 3 months (1 semester of 12 weeks). Part-time: 6 months (2 semesters of 12 weeks each)	

⁷ This only needs to be completed where modules may be offered independently. Add more subsections if there are more than one modules proposed to lead to QQI awards.

Target learner groups	<p>This Certificate (30 ECTS) programme is aimed at learners with a minimum second-class second-division (2.2) honours undergraduate bachelor's degree in a cognate area who wish to specialise in the field of human resource management with a view to entering or advancing in the industry. Cognate subjects include HR, psychology, law, marketing, management or another related business discipline.</p> <p>This programme may also be of interest to those with a Higher Diploma in Business, Level 8 award, or a second-class second-division (2.2) honours undergraduate bachelor's degree in a non-cognate area plus 3–5 years' professional experience in a related field and who require a qualification in this area in order to upskill and progress professionally. On completion of this programme, learners will have sufficient expertise to advise at a professional level in the subjects studied.</p>
Approved countries for provision	Ireland
Delivery mode: Full-time/Part-time	Full-time and Part-time
The teaching and learning modalities	<ul style="list-style-type: none"> ● Classroom lectures ● Case-based learning ● Workshops ● Tutorials ● Individual and group work ● Online synchronous and asynchronous classes
Brief synopsis of the programme (e.g. who it is for, what is it for, what is involved for learners, what it leads to.)	<p>The Certificate of Science in Human Resource Management is an embedded award in the Master of Science in Human Resource Management. It is offered to learners who do not progress to, or wish to complete the full Masters (or Postgraduate Diploma) programme.</p> <p>The Certificate comprises 4 modules which focus on providing a solid and comprehensive understanding of the relevant concepts of Human Capital and Organisational Behaviour, a proficiency in the legal aspects of HR as well as Equality, Diversity and Inclusion while also offering HR analytical (HR Analytics) knowledge. It is a 3 month full-time, 6 month part-time programme with two 5 ECTS and two 10 ECTS taught modules.</p>
Summary of specifications for teaching staff	<p>This programme requires 7 staff with a whole time equivalent contract.</p> <p>Lecturing staff will have a minimum of a Level 9 Postgraduate Diploma or Masters and/or PhD in the following areas: Human Resource Management, Psychology, Business or Law. In modules where industry experience is desirable, holders of Level 8 honours degrees in the above disciplines, who are exceptionally qualified by virtue of significant senior industry experience may also be considered.</p>

Summary of specifications for the ratio of learners to teaching-staff	Staff to learner ratio	Learning activity type
	1:50	Lecture classroom-based sessions
	1:25	Workshops
	1:35	Practical lab sessions
	1:50	Online class (live)
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Overall WTE staff/learner ratio.	An average ratio of 43:1, learner to WTE staff ratio	

Programmes being replaced (applicable to applications for revalidation)		
Code	Title	Last enrolment date

Programmes being replaced by the [embedded programme]

Programmes being replaced (applicable to applications for revalidation)			Arrangement for enrolled learners	Date when replaced programme is planned to cease completely
Code	Title	Last enrolment date	Indicate whether "Teach out" or "Transfer to replacement programme"	

Part 1C Evaluation of the Case for an Extension of the Approved Scope of Provision (where applicable).

Comment on the case for extending the applicant's Approved Scope of Provision to enable provision of this programme.

N/A

Part 2A Evaluation against the validation criteria

QQI's validation criteria and sub-criteria are copied here in grey panels.

Criterion 1

The provider is eligible to apply for validation of the programme	
a) The provider meets the prerequisites (section 44(7) of the 2012 Act) to apply for validation of the programme.	
b) The application for validation is signed by the provider's chief executive (or equivalent) who confirms that the information provided is truthful and that all the applicable criteria have been addressed.	
c) The provider has declared that their programme complies with applicable statutory, regulatory and professional body requirements. ⁸	
Satisfactory (yes, no, partially)	Comment
Yes	<i>DBS provided the panel with evidence to state that they are in compliance with this criterion</i>

⁸ This criterion is to ensure the programme can actually be provided and will not be halted on account of breach of the law. The declaration is sought to ensure this is not overlooked but QQI is not responsible for verifying this declaration or enforcing such requirements.

Criterion 2

The programme objectives and outcomes are clear and consistent with the QQI awards sought

- a) The programme aims and objectives are expressed plainly.
- b) A QQI award is specified for those who complete the programme.
 - (i) Where applicable, a QQI award is specified for each embedded programme.
- c) There is a satisfactory rationale for the choice of QQI award(s).
- d) The award title(s) is consistent with unit 3.1 of QQI's *Policy and Criteria for Making Awards*.
- e) The award title(s) is otherwise legitimate for example it must comply with applicable statutory, regulatory and professional body requirements.
- f) The programme title and any embedded programme titles are
 - (i) Consistent with the title of the QQI award sought.
 - (ii) Clear, accurate, succinct and fit for the purpose of informing prospective learners and other stakeholders.
- g) For each programme and embedded programme
 - (i) The **minimum intended programme learning outcomes** and any other educational or training objectives of the programme are explicitly specified.⁹
 - (ii) The minimum intended programme learning outcomes to qualify for the QQI award sought are **consistent with** the relevant QQI awards standards.
- h) Where applicable, the **minimum intended module learning outcomes** are explicitly specified for each of the programme's modules.
- i) Any QQI minor awards sought for those who complete the modules are specified, where applicable.

For each minor award specified, the minimum intended module learning outcomes to qualify for the award are consistent with relevant QQI minor awards standards.¹⁰

Satisfactory (yes, no, partially)	Comment
Yes	<i>The programme and module objectives and learning outcomes are clear and consistent.</i>

Master of Science in Human Resource Management

The panel was provided with detailed mapping which demonstrated how the Masters programme learning outcomes are aligned with the QQI level 9 Science award standards. The panel was also provided with details on how each of the programme learning outcomes map to the module learning outcomes. The panel was impressed with the details of the documentation submitted. The panel made a suggestion to DBS in relation to re-wording one of the programme learning outcomes to better reflect the module learning outcomes and to better describe what a graduate will be able to do on completion of the programme.

Postgraduate Diploma in Human Resource Management

The panel was provided with the programme learning outcomes and mapping for the embedded postgraduate diploma award and was satisfied that they meet the requirements and made the same suggestion as above to re-word one programme learning outcome.

⁹ Other programme objectives, for example, may be to meet the educational or training requirements of a statutory, regulatory or professional body.

¹⁰ Not all modules will warrant minor awards. Minor awards feature strongly in the QQI common awards system however further education and training awards may be made outside this system.

Certificate in Human Resource Management

The panel was satisfied that the objectives and learning outcomes for the Certificate in Human Resource Management are consistent with the QQI criteria.

Criterion 3

The programme concept, implementation strategy, and its interpretation of QQI awards standards are well informed and soundly based (considering social, cultural, educational, professional and employment objectives)

- a) The development of the programme and the intended programme learning outcomes has sought out and taken into account the views of stakeholders such as learners, graduates, teachers, lecturers, education and training institutions, employers, statutory bodies, regulatory bodies, the international scientific and academic communities, professional bodies and equivalent associations, trades unions, and social and community representatives.¹¹
- b) The interpretation of awards standards has been adequately informed and researched; considering the programme aims and objectives and minimum intended programme (and, where applicable, modular) learning outcomes.
 - (i) There is a satisfactory rationale for providing the programme.
 - (ii) The proposed programme compares favourably with existing related (comparable) programmes in Ireland and beyond. Comparators should be as close as it is possible to find.
 - (iii) There is support for the introduction of the programme (such as from employers, or professional, regulatory or statutory bodies).
 - (iv) There is evidence¹² of learner demand for the programme.
 - (v) There is evidence of employment opportunities for graduates where relevant¹³.
 - (vi) The programme meets genuine education and training needs.¹⁴
- c) There are mechanisms to keep the programme updated in consultation with internal and external stakeholders.
- d) Employers and practitioners in the cases of vocational and professional awards have been systematically involved in the programme design where the programme is vocationally or professionally oriented.
- e) The programme satisfies any validation-related criteria attaching to the applicable awards standards and QQI awards specifications.

Satisfactory (yes, no, partially)	Comment
Yes	<i>The panel is satisfied that the programme concept, implementation strategy and the interpretation is well informed and soundly based.</i>

Master of Science in Human Resource Management

The panel was provided with evidence of how DBS had engaged with the relevant stakeholders in relation to the development of this programme. The panel noted that the inclusion of a module on HR Analytics and on Equality, Diversity and Inclusion have been included on the programme to differentiate the programme and to address an identified skills need of potential graduate employers. The panel discussed with DBS their intention to seek CIPD accreditation for the programme and how the CIPD criterion had been taken into consideration in relation to programme

¹¹ Awards standards however detailed rely on various communities for their interpretation. This consultation is necessary if the programme is to enable learners to achieve the standard in its fullest sense.

¹² This might be predictive or indirect.

¹³ It is essential to involve employers in the programme development and review process when the programme is vocationally or professionally oriented.

¹⁴ There is clear evidence that the programme meets the **target learners'** education and training needs and that there is a clear demand for the programme.

design. The panel would encourage DBS to further engage with CIPD with a view to obtaining this accreditation which will be of benefit to graduates of the programme.

The panel recommends that the development of a Graduate Attributes Skills Map which shows where within the programme each of the Graduate Attributes will be developed would be useful.

Postgraduate Diploma in Human Resource Management

As above

Certificate in Human Resource Management

The panel discussed the role of the Certificate in Human Resource Management. The panel accepted the inclusion of the embedded certificate programme as an exit award. The panel noted that as the certificate programme comprises only 30 ECTS it is therefore limited in the range of topics that can be covered. The panel advises DBS to make it clear to students the limitations of this award and to encourage students to complete the full award to enhance their employability.

Criterion 4

The programme's access, transfer and progression arrangements are satisfactory

- a) The information about the programme as well as its procedures for access, transfer and progression are consistent with the procedures described in QQI's policy and criteria for access, transfer and progression in relation to learners for providers of further and higher education and training. Each of its programme-specific criteria is individually and explicitly satisfied¹⁵.
- b) Programme information for learners is provided in plain language. This details what the programme expects of learners and what learners can expect of the programme and that there are procedures to ensure its availability in a range of accessible formats.
- c) If the programme leads to a higher education and training award and its duration is designed for native English speakers, then the level of proficiency in English language must be greater or equal to B2+ in the Common European Framework of Reference for Languages (CEFR¹⁶) in order to enable learners to reach the required standard for the QQI award.
- d) The programme specifies the learning (knowledge, skill and competence) that **target learners** are expected to have achieved before they are enrolled in the programme and any other assumptions about enrolled learners (programme participants).
- e) The programme includes suitable procedures and criteria for the **recognition of prior learning** for the purposes of access and, where appropriate, for advanced entry to the programme and for exemptions.
- f) The programme title (the title used to refer to the programme):-
 - (i) Reflects the core *intended programme learning outcomes*, and is consistent with the standards and purposes of the QQI awards to which it leads, the award title(s) and their class(es).
 - (ii) Is learner focused and meaningful to the learners;
 - (iii) Has long-lasting significance.
- g) The programme title is otherwise legitimate; for example, it must comply with applicable statutory, regulatory and professional body requirements.

Satisfactory (yes, no, partially)	Comment
Yes	<i>The proposed access, transfer and progression arrangements are satisfactory</i>

Master of Science in Human Resource Management

The panel discussed with DBS the potential target audience for the programme. The panel noted that DBS expects that the majority of applicants for this programme will be from their own undergraduate programmes. The expected student cohort will include a mixture of international students and national students. It was noted that some applicants will have previously studied Human Resources as part of their undergraduate degree or Higher Diploma, some applicants may come from the cognate disciplines of psychology or business and may not have studied Human Resources within the curriculum. Applicants who have not previously obtained a degree or Higher Diploma in a cognate discipline require adequate work experience prior to entry to the programme. The panel and DBS discussed how the programme has been structured to provide a foundation to

¹⁵ Each of the detailed criteria set out in the Policy and criteria for access, transfer and progression in relation to learners for providers of further and higher education and training must be addressed in the provider's evaluation report. The detailed criteria are (QQI, restated 2015) arranged under the headings

- Progression and transfer routes
- Entry arrangements
- Information provision

¹⁶ http://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf (accessed 26/09/2015)

Human Resource Management in the first semester. The panel recommended to DBS, that a stronger introduction to the field of Human Resource Management should be included early on in the first semester.

Postgraduate Diploma in Human Resource Management

As above

Certificate in Human Resource Management

As above

Criterion 5

The programme's written curriculum is well structured and fit-for-purpose	
<ul style="list-style-type: none"> a) The programme is suitably structured and coherently oriented towards the achievement by learners of its intended programme learning outcomes. The programme (including any stages and modules) is integrated in all its dimensions. b) In so far as it is feasible the programme provides choice to enrolled learners so that they may align their learning opportunities towards their individual educational and training needs. c) Each module and stage is suitably structured and coherently oriented towards the achievement by learners of the intended <i>programme</i> learning outcomes. d) The objectives and purposes of each of the programme's elements are clear to learners and to the provider's staff. e) The programme is structured and scheduled realistically based on sound educational and training principles¹⁷. f) The curriculum is comprehensively and systematically documented. g) The credit allocated to the programme is consistent with the difference between the entry standard and minimum intended programme learning outcomes. h) The credit allocated to each module is consistent with the difference between the module entry standard and minimum intended module learning outcomes. i) Elements such as practice placement and work based phases are provided with the same rigour and attentiveness as other elements. j) The programme duration (expressed in terms of time from initial enrolment to completion) and its fulltime equivalent contact time (expressed in hours) are consistent with the difference between the minimum entry standard and award standard and with the credit allocation.¹⁸ 	
Satisfactory (yes, no, partially)	Comment
Yes	<i>The programmes' written curriculum is well structured and fit for purpose</i>

Master of Science in Human Resource Management

The curriculum is well thought out and includes the main topics that the panel would expect to see included in the programme. The panel and DBS discussed the evolving nature of the Human Resource Management field and how the programme will need to be regularly updated. The panel was impressed by the inclusion of the Contemporary Issues in Human Resource Management module which will utilise guest speakers from industry to provide up to date content in emerging areas within the field of Human Resource Management. The panel recommends that DBS review and update the curriculum and in particular incorporate a stronger emphasis on the digitalisation of the workplace and cultural issues, a stronger global perspective (particularly within the employment law module). The Reinventing Performance Management module should be revised to provide a better alignment between the title, learning outcomes and content. DBS should consider changing the title of the Human Capital Management and Organisation Behaviour Module to better reflect the content of the module.

¹⁷ This applies recursively to each and every element of the programme from enrolment through to completion.

In the case of a modular programme, the pool of modules and learning pathway constraints (such as any prerequisite and co-requisite modules) is explicit and appropriate to the intended programme learning outcomes.

¹⁸ If the duration is variable, for example, when advanced entry is available, this should be explained and justified

The panel was provided with detailed documentation on the organisation and supervision of the Dissertation and Applied Research Project which is comprehensive and will provide good guidance for students undertaking these modules.

Postgraduate Diploma in Human Resource Management

As above

Certificate in Human Resource Management

As above

Criterion 6

There are sufficient qualified and capable programme staff available to implement the programme as planned

- a) The specification of the programme's staffing requirements (staff required as part of the programme and intrinsic to it) is precise, and rigorous and consistent with the programme and its defined purpose. The specifications include professional and educational qualifications, licences-to-practise where applicable, experience and the staff/learner ratio requirements. See also criterion 12 c).
- b) The programme has an identified complement of staff¹⁹ (or potential staff) who are available, qualified and capable to provide the specified programme in the context of their existing commitments.
- c) The programme's complement of staff (or potential staff) (those who support learning including any employer-based personnel) are demonstrated to be competent to enable learners to achieve the intended programme learning outcomes and to assess learners' achievements as required.
- d) There are arrangements for the performance of the programme's staff to be managed to ensure continuing capability to fulfil their roles and there are staff development²⁰ opportunities²¹.
- e) There are arrangements for programme staff performance to be reviewed and there are mechanisms for encouraging development and for addressing underperformance.
- f) Where the programme is to be provided by staff not already in post there are arrangements to ensure that the programme will not enrol learners unless a complement of staff meeting the specifications is in post.

Satisfactory (yes, no, partially)	Comment
Yes	<i>The panel was provided with assurance that DBS has sufficient qualified and capable programme staff available to implement the programme</i>

Master of Science in Human Resource Management

The panel was provided with evidence that DBS has sufficient qualified and capable staff to implement the programme. The panel noted that the staff to student ratios are appropriate for the delivery of the programme. The panel discussed with DBS the supports that are available for staff and were impressed with initiatives to support staff including "Learn and Lunch" that assist staff to share good practice.

The panel discussed the resource requirements of supervising and examining the dissertation element of the programme. The panel noted that if the programme recruits to its maximum enrolment figures, there could be a requirement to supervise 150 dissertations a year. The panel

¹⁹ Staff here means natural persons required as part of the programme and accountable (directly or indirectly) to the programme's provider, it may for example, include contracted trainers and workplace supervisors.

²⁰ Development here is for the purpose of ensuring staff remain up-to-date on the discipline itself, on teaching methods or on other relevant skills or knowledge, to the extent that this is necessary to ensure an adequate standard of teaching.

²¹ Professional or vocational education and training requires that teaching staff's professional/vocation knowledge is up to date. Being qualified in a discipline does not necessarily mean that a person is currently competent in that discipline. Therefore, performance management and development of professional and vocational staff needs to focus on professional/vocational competence as well as pedagogical competence. Professional development may include placement in industry, for example. In regulated professions it would be expected that there are a suitable number of registered practitioners involved.

cautions DBS to keep under active consideration the dissertation resource requirements when recruiting students to the programme.

Postgraduate Diploma in Human Resource Management

As above, with exception of the points on Dissertation

Certificate in Human Resource Management

As above, with exception of the points on Dissertation

Criterion 7

There are sufficient physical resources to implement the programme as planned

- a) The specification of the programme's physical resource requirements (physical resources required as part of the programme and intrinsic to it) is precise, and rigorous and consistent with the programme, its defined purpose and its resource/learner-ratio requirements. See also criterion 12 d).
- b) The programme has an identified complement of supported physical resources (or potential supported physical resources) that are available in the context of existing commitments on these e.g. availability of:
 - (i) suitable premises and accommodation for the learning and human needs (comfort, safety, health, wellbeing) of learners (this applies to all of the programme's learning environments including the workplace learning environment)
 - (ii) suitable information technology and resources (including educational technology and any virtual learning environments provided)
 - (iii) printed and electronic material (including software) for teaching, learning and assessment
 - (iv) suitable specialist equipment (e.g. kitchen, laboratory, workshop, studio) – if applicable
 - (v) technical support
 - (vi) administrative support
 - (vii) company placements/internships – if applicable
- c) If versions of the programme are provided in parallel at more than one location each independently meets the location-sensitive validation criteria for each location (for example staffing, resources and the learning environment).
- d) There is a five-year plan for the programme. It should address
 - (i) Planned intake (first five years) and
 - (ii) The total costs and income over the five years based on the planned intake.
- e) The programme includes controls to ensure entitlement to use the property (including intellectual property, premises, materials and equipment) required.

Satisfactory (yes, no, partially)	Comment
Yes	<i>The panel was assured that DBS has sufficient physical resources to meet the needs of the programme</i>

Master of Science in Human Resource Management

The panel was provided with details on the physical infrastructure of DBS and was assured of the suitability of the available physical accommodation. The panel was also provided with details on the virtual accommodation that is being utilised to deliver the programme and provide supports to students.

Postgraduate Diploma in Human Resource Management

As above

Certificate in Human Resource Management

As above

Criterion 8

The learning environment is consistent with the needs of the programme's learners

- a) The programme's physical, social, cultural and intellectual environment (recognising that the environment may, for example, be partly virtual or involve the workplace) including resources and support systems are consistent with the intended programme learning outcomes.
- b) Learners can interact with, and are supported by, others in the programme's learning environments including peer learners, teachers, and where applicable supervisors, practitioners and mentors.
- c) The programme includes arrangements to ensure that the parts of the programme that occur in the workplace are subject to the same rigours as any other part of the programme while having regard to the different nature of the workplace.

Satisfactory (yes, no, partially)	Comment
Yes	<i>The learning environment is appropriate and consistent with the needs of the programme learner</i>

Master of Science in Human Resource Management

The panel and DBS discussed the learning environment that is provided to students. The panel was impressed by the wide range of supports that are provided. The panel was particularly impressed by the process established by the Student Engagement and Success Unit to monitor Student Engagement and follow up with students who require additional support. It was clear to the panel that DBS is providing a supportive learning environment for students.

Postgraduate Diploma in Human Resource Management

As above

Certificate in Human Resource Management

As above

Criterion 9

There are sound teaching and learning strategies

- a) The teaching strategies support achievement of the intended programme/module learning outcomes.
- b) The programme provides authentic learning opportunities to enable learners to achieve the intended programme learning outcomes.
- c) The programme enables enrolled learners to attain (if reasonably diligent) the minimum intended programme learning outcomes reliably and efficiently (in terms of overall learner effort and a reasonably balanced workload).
- d) Learning is monitored/supervised.
- e) Individualised guidance, support²² and timely formative feedback is regularly provided to enrolled learners as they progress within the programme.

Satisfactory (yes, no, partially)	Comment
Yes	<i>The teaching and learning strategies are appropriate for the programme</i>

Master of Science in Human Resource Management

The panel discussed with DBS the different teaching and learning approaches used across the programmes. It was evident to the panel that DBS utilises a range of appropriate learning and teaching methods to engage with students. It was also evident that students learning is monitored and additional supports provided to assist students to engage with their programme of study and address any difficulties that may arise. The panel and DBS discussed a number of innovative teaching practices that are utilised within the programme and the panel encourages DBS to continue to explore innovative teaching practices that will enhance student engagement on the programme.

The panel discussed the adaption of the teaching and learning strategies in response to the move to on-line learning due to the Public Health Guidance and the additional on-line supports that have been provided to students to support their online engagement. The importance of social and emotional learning strategies was discussed and the panel recommends that DBS articulate more clearly the social and emotional learning strategy for the programme.

The panel noted that the learning and teaching strategy has been differentiated to take account of different learning and teaching needs of full-time and part-time cohorts. DBS should keep under review the full-time and part-time contact hours for the programme as they move to a more blended approach to learning. DBS should also keep under review the modalities of learning and assessment throughout the programme.

Postgraduate Diploma in Human Resource Management

As above

Certificate in Human Resource Management

As above

²² Support and feedback concerns anything material to learning in the context of the programme. For the avoidance of doubt it includes among other things any course-related language, literacy and numeracy support.

Criterion 10

There are sound assessment strategies

- a) All assessment is undertaken consistently with *Assessment Guidelines, Conventions and Protocols for Programmes Leading to QQI Awards*²³
- b) The programme's assessment procedures interface effectively with the provider's QQI approved quality assurance procedures.
- c) The programme includes specific procedures that are fair and consistent for the assessment of enrolled learners to ensure the minimum intended programme/module learning outcomes are acquired by all who successfully complete the programme.²⁴
- d) The programme includes formative assessment to support learning.
- e) There is a satisfactory written **programme assessment strategy** for the programme as a whole and there are satisfactory module assessment strategies for any of its constituent modules.²⁵
- f) Sample assessment instruments, tasks, marking schemes and related evidence have been provided for each award-stage assessment and indicate that the assessment is likely to be valid and reliable.
- g) There are sound procedures for the moderation of summative assessment results.
- h) The provider only puts forward an enrolled learner for certification for a particular award for which a programme has been validated if they have been specifically assessed against the standard for that award.²⁶

Satisfactory (yes, no, partially)	Comment
Yes	<i>The assessment strategy on the programme is appropriate.</i>

Master of Science in Human Resource Management

The panel was provided with detailed information on the proposed assessment strategy for the programme and modules. There is an appropriate balance of assessment across the programme. The sample assessments provided evidence that the assessment is likely to be valid and reliable and will enable the student to demonstrate that they have meet the learning outcomes for each module and the overall programme.

Postgraduate Diploma in Human Resource Management

As above

Certificate in Human Resource Management

As above

²³ See the section on transitional arrangements.

²⁴ This assumes the minimum intended programme/module learning outcomes are consistent with the applicable awards standards.

²⁵ The programme assessment strategy is addressed in the Assessment Guidelines, Conventions and Protocols for Programmes Leading to QQI Awards. See the section on transitional arrangements.

²⁶ If the award is a QQI CAS compound award it is not necessarily sufficient that the learner has achieved all the components specified in the certification requirements unless at least one of those components is a capstone component (i.e. designed to test the compound learning outcomes).

Criterion 11

Learners enrolled on the programme are well informed, guided and cared for

- a) There are arrangements to ensure that each enrolled learner is fully informed in a timely manner about the programme including the schedule of activities and assessments.
- b) Information is provided about learner supports that are available to learners enrolled on the programme.
- c) Specific information is provided to learners enrolled on the programme about any programme-specific appeals and complaints procedures.
- d) If the programme is modular, it includes arrangements for the provision of effective guidance services for learners on the selection of appropriate learning pathways.
- e) The programme takes into account and accommodates to the differences between enrolled learners, for example, in terms of their prior learning, maturity, and capabilities.
- f) There are arrangements to ensure that learners enrolled on the programme are supervised and individualised support and due care is targeted at those who need it.
- g) The programme provides supports for enrolled learners who have special education and training needs.
- h) The programme makes reasonable accommodations for learners with disabilities²⁷.
- i) If the programme aims to enrol international students it complies with the *Code of Practice for Provision of Programmes to International Students*²⁸ and there are appropriate in-service supports in areas such as English language, learning skills, information technology skills and such like, to address the particular needs of international learners and enable such learners to successfully participate in the programme.
- j) The programme's learners will be well cared for and safe while participating in the programme, (e.g. while at the provider's premises or those of any collaborators involved in provision, the programme's locations of provision including any workplace locations or practice-placement locations).

Satisfactory (yes, no, partially)	Comment
Yes	<i>Learners on the programme should be well informed, guided and cared for</i>

Master of Science in Human Resource Management

The panel was provided with information on the pastoral and academic supports provided to students. The panel was particularly impressed by the career workshops that are being provided for International Students in DBS. It is the view of the panel that the learners on the programme will be well informed, guided and cared for.

There are 2 areas that the panel highlights to DBS to ensure that students are provided with clear information: (1) The standing of the programme and relationship with CIPD. (2) The limitations in terms of employability and progression of the embedded exit award: Certificate in Human Resource Management and the added value of continuing their studies to obtain the full award.

²⁷ For more information on making reasonable accommodations see www.AHEAD.ie and QQI's Policies, Actions and Procedures for Access, Transfer and Progression for Learners (QQI, restated 2015).

²⁸ See Code of Practice for Provision of Programmes to International Students (QQI, 2015)

Postgraduate Diploma in Human Resource Management

As above

Certificate in Human Resource Management

As above

Criterion 12

The programme is well managed

- a) The programme includes intrinsic governance, quality assurance, learner assessment, and access, transfer and progression procedures that functionally interface with the provider's general or institutional procedures.
- b) The programme interfaces effectively with the provider's QQI approved quality assurance procedures. Any proposed incremental changes to the provider's QA procedures required by the programme or programme-specific QA procedures have been developed having regard to QQI's statutory QA guidelines. If the QA procedures allow the provider to approve the centres within the provider that may provide the programme, the procedures and criteria for this should be fit-for-purpose of identifying which centres are suited to provide the programme and which are not.
- c) There are explicit and suitable programme-specific criteria for selecting persons who meet the programme's staffing requirements and can be added to the programme's complement of staff.
- d) There are explicit and suitable programme-specific criteria for selecting physical resources that meet the programmes physical resource requirements, and can be added to the programme's complement of supported physical resources.
- e) Quality assurance²⁹ is intrinsic to the programme's maintenance arrangements and addresses all aspects highlighted by the validation criteria.
- f) The programme-specific quality assurance arrangements are consistent with QQI's statutory QA guidelines and use continually monitored completion rates and other sources of information that may provide insight into the quality and standards achieved.
- g) The programme operation and management arrangements are coherently documented and suitable.
- h) There are sound procedures for interface with QQI certification.

Satisfactory (yes, no, partially)	Comment
Yes	<i>The programme should be well managed</i>

aster of Science in Human Resource Management

The panel had a detailed discussion with DBS about the operation of their management, governance and quality assurance processes and structures. It was evident to the panel that DBS has put in place the appropriate structures and procedures that will ensure that the programme should be well managed and that these structures, processes, and procedures are consistent with the QQI statutory guidelines.

Postgraduate Diploma in Human Resource Management

As above

Certificate in Human Resource Management

As above

²⁹ See also QQI's Policy on Monitoring (QQI, 2014)

Part 2B Overall recommendation to QQI

Embedded programme 1: Postgraduate Diploma in Science in Human Resource Management

Select one	
Satisfactory	Satisfactory (meaning that it recommends that QQI can be satisfied in the context of unit 2.3) of Core policies and criteria for the validation by QQI of programmes of education and training;
	Satisfactory subject to proposed special conditions (specified with timescale for compliance for each condition; these may include proposed pre-validation conditions i.e. proposed (minor) things to be done to a programme that almost fully meets the validation criteria before QQI makes a determination); ³⁰
	Not satisfactory.

Reasons³¹ for the overall recommendation

It was the view of the panel that the proposed programme has been appropriately designed for the award of Postgraduate Diploma in Science in Human Resource Management and adequately addresses the 12 criterion as detailed above.

Embedded Programme 2: Certificate in Human Resource Management

Select one	
	Satisfactory (meaning that it recommends that QQI can be satisfied in the context of unit 2.3) of Core policies and criteria for the validation by QQI of programmes of education and training;
Satisfactory subject to one condition	Satisfactory subject to proposed special conditions (specified with timescale for compliance for each condition; these may include proposed pre-validation conditions i.e. proposed (minor) things to be done to a programme that almost fully meets the validation criteria before QQI makes a determination); ³²
	Not satisfactory.

Reasons³³ for the overall recommendation

It was the view of the panel that the modules proposed are coherent for the Minor award of Certificate in Human Resource Management and adequately addresses the 12 Criterion as detailed

³⁰ Normally an application that fails to meet the criteria in any of its aspects will be considered as not satisfactory. Nevertheless, so as to ensure that the validation process will not be implemented unreasonably, if an independent evaluation finds that a programme virtually meets the validation criteria but needs some minor modifications, the independent evaluation could conclude "Satisfactory subject to recommended special conditions" where the special conditions prescribe the defects that require to be corrected.

³¹ Give precise reasons for the conclusions organised under each of the 12 criteria (for the programme and each embedded programme and any modules proposed to lead to QQI awards) citing supporting evidence. If any criteria or sub-criteria are not met by the application this must be stated explicitly giving precise reasons with evidence. A "Not Satisfactory" recommendation may be justified if any one of the applicable criteria or sub-criteria are not demonstrated to be satisfied.

³² Normally an application that fails to meet the criteria in any of its aspects will be considered as not satisfactory. Nevertheless, so as to ensure that the validation process will not be implemented unreasonably, if an independent evaluation finds that a programme virtually meets the validation criteria but needs some minor modifications, the independent evaluation could conclude "Satisfactory subject to recommended special conditions" where the special conditions prescribe the defects that require to be corrected.

³³ Give precise reasons for the conclusions organised under each of the 12 criteria (for the programme and each embedded programme and any modules proposed to lead to QQI awards) citing supporting evidence. If any criteria or sub-criteria are not met by the application this must be stated explicitly giving precise reasons

above. As there are only 30 ECTS attached to this minor award, the panel noted that in terms of employability and progression that the value of award is limited and therefore is recommending a condition so that students who may seek this award are made fully aware of the limitations of this award.

Master of Science in Human Resource Management

Select one	
Satisfactory	Satisfactory (meaning that it recommends that QQI can be satisfied in the context of unit 2.3) of Core policies and criteria for the validation by QQI of programmes of education and training;
	Satisfactory subject to proposed special conditions (specified with timescale for compliance for each condition; these may include proposed pre-validation conditions i.e. proposed (minor) things to be done to a programme that almost fully meets the validation criteria before QQI makes a determination); ³⁴
	Not satisfactory.

Reasons³⁵ for the overall recommendation

It was the view of the panel that the proposed programme has been appropriately designed for the award of Masters of Science in Human Resource Management and adequately addresses the 12 criterion as detailed above.

Summary of recommended special conditions of validation

The Certificate is approved as an exit award but support should be put in place to encourage students to complete the programme and to make clear to students the limitations of the certificate programme in relation to employability.

Summary of recommendations to the provider

Update the programme documentation and module descriptors to reflect the discussions with the panel and as detailed above.

Engage as a matter of urgency with the CIPD to ascertain the potential of the programme for CIPD accreditation and to make clear in the promotional material the status of the relationship.

with evidence. A “Not Satisfactory” recommendation may be justified if any one of the applicable criteria or sub-criteria are not demonstrated to be satisfied.

³⁴ Normally an application that fails to meet the criteria in any of its aspects will be considered as not satisfactory. Nevertheless, so as to ensure that the validation process will not be implemented unreasonably, if an independent evaluation finds that a programme virtually meets the validation criteria but needs some minor modifications, the independent evaluation could conclude “Satisfactory subject to recommended special conditions” where the special conditions prescribe the defects that require to be corrected.

³⁵ Give precise reasons for the conclusions organised under each of the 12 criteria (for the programme and each embedded programme and any modules proposed to lead to QQI awards) citing supporting evidence. If any criteria or sub-criteria are not met by the application this must be stated explicitly giving precise reasons with evidence. A “Not Satisfactory” recommendation may be justified if any one of the applicable criteria or sub-criteria are not demonstrated to be satisfied.

Keep under review the full-time and part-time contact hours for the programme as they move to a more blended approach of learning.

Declarations of Evaluators' Interests

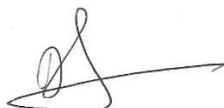
No interests have been declared.

This report has been agreed by the evaluation panel and is signed on their behalf by the chairperson.

Panel chairperson: Danny Brennan

Date: 10 December 2020

Signed:

A handwritten signature in black ink, appearing to be 'Danny Brennan', with a long horizontal stroke extending to the right.

Addendum

Here address any amendments to the application forwarded to the panel by QQI to address any proposed special conditions of validation.

Disclaimer

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Part 3: Proposed programme schedules

Part 4: Appendices