

**New Programme Validation
Consolidated Report
National College of Ireland**

**BA(Hons) HRM Strategy & Practice
Diploma in HRM Strategy & Practice**

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1 Panel Report

BA (Hons) HRM Theory & Practice

1.1 Details of Validation Event

PROVIDER	National College of Ireland
DATE OF VISIT	19 th March 2015
PROGRAMME(S) EVALUATED	Diploma in HRM Theory & Practice (L7, 60 ECTS) BA(Hons) in HRM Theory & Practice
PROGRAMME (S) RECOMMENDED FOR APPROVAL	Diploma in HRM Strategy & Practice (L7, 60 ECTS) BA(Hons) in HRM Strategy & Practice
PANEL OF EXPERTS	Mr Gerard O'Donovan, Head Faculty of Business & Humanities, Cork IT
	<i>Subject Matter Experts</i> Dr Christine Cross, Lecturer, Dept Personnel & Employment Relations, University of Limerick Mr Colm Kelleher, Lecturer, HRM, Galway-Mayo IT Dr Michael Pye, Principal Lecturer & PG Programme Tutor, University of Hertfordshire, UK Mr Gerard Phelan, HR Director, Irish Wheelchair Association
	<i>In attendance:</i> Sinéad O'Sullivan, Director of Quality Assurance & Statistical Services, NCI (<i>Rapporteur</i>)

1.2 Overall Summary

The Expert Panel, having reviewed the documentation presented by NCI and considered the responses of the programme team during the course of the site visit; recommend approval of the following programmes

Diploma in HRM Strategy & Practice (L7, 60 ECTS)
BA(Hons) in HRM Strategy & Practice

With 7 conditions and 8 recommendations.

The panel would also like to commend the programme team on its strong defence and domain knowledge, its relationship with CIPD and the demonstrated success of programmes in the HR area.

1.3 Examination of Programmes

The panel met with staff of NCI involved in the design of the programme, to examine the programme submission against the criteria for the validation of programmes as stipulated by the QQI board. In this regard, the QQI's *Core Validation Policy and Criteria, 2010, revised 2013* was used by the Panel. The panel heard that the programmes proposed were developed arising from the programmatic review of the BA(Ord) in HRM which has run at the College for

several years. The programme is targeted at part-time students only and has been restructured to align Stage 1 with the professional requirements of the Chartered Institute of Personnel & Development (CIPD) and to enable more streamlined progression to honours degree and postgraduate study in the area.

1.4 Development and publication of explicit intended learning outcomes

The programme submission documents, together with the outcome of discussions with NCI staff articulated the target learners' prerequisite learning and any other relevant assumptions about programme participants. The panel is satisfied that the programme learning outcomes are appropriate to the level and were designed using QQI's generic and business award standards at levels 7 and 8 of the National Framework of Qualifications for each of the awards. Notwithstanding this, the programme documentation should be reviewed to correct some documentation issues that arose from the use of new software, to ensure that the standards quoted are correct.

1.4.1 Programme content, design and learning environment

The Panel was satisfied that the programmes are coherent and fit for their stated purpose. The programme content and learning environment are appropriate to the programmes intended learning outcomes and the module learning outcomes are aligned to the programme learning outcomes. The programme team that the panel met is competent to enable learners to achieve the intended programme learning outcomes and to assess their achievements, in accordance with QQI's *Assessment and Standards 2013*. The panel is satisfied that the College has sufficient resources within its current full-time and associate faculty to appropriately resource the programmes.

Comment on Programme Modules

Modules were reviewed and subject to the following commentary in relation to specific modules were found to have appropriate learning outcomes, indicative content and assessment strategies. In general, the panel recommends that the programme team review opportunities to reduce unnecessary overlap.

Online content: For each module, the detail of the content for the proposed six hours online content should be outlined so that learners are clear as to what is required of them.

Resourcing & Talent Planning: Either remove or assess learning outcome 4

HRM in the Corporate Framework: The weighting for continuous assessment should be increase

Research Methods: The panel is of the view that this should be delivered in advance of the reward management module.

Statistics for HRM: Include sources of datasets should be included in the curriculum and the timing of assessment clarified.

Learning & Development: The panel recommends reviewing the number of learning outcomes.

Ethics: This module should be delivered earlier in the programme

Introduction to Finance: The panel recommends use of templates to assist in the assessment of the module

Strategic HRM: The description of the continuous assessment should be included.

Contemporary Issues in HR: Include ICT in the topics covered.

1.4.2 Enabling the achievement of the intended programme learning outcomes

The panel has concerns that learners will be able to meet the programme learning outcomes using the delivery mechanisms and patterns as submitted and described by the programme team. The programme team outlined that feedback from existing learners is that better use could be made of the calendar year as the target audience is exclusively part-time. The model of delivery proposed by the team is block delivery of traditional face to face learning with additional online delivery. The proposed teaching term is 11 weeks. The panel is of the view that this timeframe does not allow sufficient time for the required learning and reflection needed to allow learners to meet the programme learning outcomes and requires the programme team to reconsider some aspects of the programme structure and the delivery model to allow longer periods for learning and better use of credit.

1.4.3 Actions and procedures for access, transfer and progression for learners

The Panel was satisfied that the procedures for access, transfer and progression are consistent with national policy.

The panel is satisfied that the programme's use of *ECTS* (credit) and provisions for Recognition of Prior Learning (RPL) is consistent with QQI's *Assessment and Standards 2013* and with relevant national policy including:

- i. NQAI's *Principles and Operational Guidelines for the Implementation of a National Approach to Credit in Irish Higher Education and Training 2006*
- ii. NQAI's *Principles and Operational Guidelines for the Recognition of Prior Learning in Further and Higher Education and Training 2005*

Notwithstanding this, the panel requires that the entry requirements for the programme are reviewed and the nature of the work experience required should be clarified.

1.4.4 Education and training needs

The panel is satisfied that this programme satisfies a current need in the Irish education market. The panel recommends that the programme team revisit the roles that are outlined in the programme document and clearly articulate the core skills that graduates will have on leaving the programme.

1.4.5 Programme viability

The Panel was satisfied that the programme is consistent with the provider's mission and strategy. The panel heard the projections for student intake over the next 5 year period.

1.4.6 Learner Protection

NCI's policy is that once a programme has commenced, the programme will be completed for all learners enrolled. It is National College of Ireland's policy that, should a programme commence, it will be offered to completion for the specific intake of learners. The College is committed to the provision of this programme. As a member of the Dublin Pillar II Cluster, NCI has agreement from Dublin City University and Maynooth University to provide Learner Protection. Learners may transfer to an appropriate DCU or Maynooth University programme. In the case where the programme does not have an appropriate transfer option DCU or Maynooth University will complete out the QQI award using NCI faculty and premises. NCI has agreement in principle from QQI and is currently working with QQI on finalising the arrangement of these provisions'

1.4.7 Assessment of learners

The panel is satisfied that the learners will be appropriately assessed and underpins the achievement of the relevant standard of knowledge, skill and competence. The timing of assessment should be monitored to ensure that the assessment workload is sufficiently managed. An assessment matrix outlining the nature of assessment and its timing should be included in the programme documentation. The panel recommends the use of more innovative assessment instruments e.g blogs and video etc.

1.4.8 Quality Assurance Arrangements

The panel is satisfied that NCI has appropriate quality assurance arrangements in place and that no new quality assurance arrangements are required for these programmes. The documentation submitted demonstrated that the programme development followed rigorous institutional quality assurance to ensure that it conforms with strategy, stakeholders had been consulted with, had clearly identified resource requirements, and had undergone internal review prior to submission.

1.4.9 Ethics

It is expected that providers will have procedures in place to ensure that any teaching and learning or research activity at any level shall be conducted in a manner that is morally and professionally ethical. The panel was satisfied that this requirement has been met in respect of the proposed programmes.

1.4.10 Programme Titles and Award Titles

The Panel heard the rationale for the programme title and whilst satisfied that the programme titles and award as proposed are appropriate and consistent with QQI policy for the naming of awards believe that the programme titles should be reconsidered. The panel acknowledges that the College has an existing programme with the title of BA(Hons) HRM and the need to differentiate between the two awards.

1.5 RECOMMENDATION/COMMENT

FOR THE ATTENTION OF THE ACADEMIC COMMITTEE

The panel of experts recommend the validation of the following programme:

NFQ Level	<i>Level 7</i>
Programme Title	<i>Diploma in HRM Strategy & Practice [subject to condition 8]</i>
ECTS	<i>60 ECTS</i>
Award Type	<i>Major Award</i>

NFQ Level	<i>Level 8</i>
Programme Title	<i>BA(Hons) in HRM Strategy & Practice [subject to condition 8]</i>
ECTS	<i>180 ECTS</i>
Award Type	<i>Major Award</i>

Subject to:

Council's general conditions of approval

1.5.1 Commendations

1. Good learner feedback indicating programme satisfaction and strong staff student interaction
2. Strong student numbers and development in HR discipline
3. CIPD built into programmes with professional accreditation
4. Strong HR lecturing team
5. Strong teaching, learning and assessment strategy
6. Good institution operating guidelines in relation to group projects
7. Strong industry engagement

1.5.2 Conditions

1. To review delivery mode to ensure appropriate time for learner to accumulate knowledge and reflect on learning e.g. Three block approach as currently run by PG Dip in HRM, delivering some modules totally online, merging modules into greater credits for delivery
2. Review learning outcomes to ensure they are at the appropriate level
3. Repeat assessment strategy to be clear and stated in all module descriptors
4. E-Learning content 3 or 6 hours, syllabi content should be explicit and contained in each module
5. Research methods seminars taught prior to the Reward Management module.
6. Clearly articulate entry requirements and process for same including clarification of the work experience requirement
7. Formalise assessment matrix and include an indication of when assessment will take place
8. Review programme title [The argument for the inclusion of the terms 'HRM Theory and Practice' to differentiate the programme from other NCI offerings is weak; the panel considers the programmes would be more correctly described as 'HRM' awards]

1.5.3 Recommendations

- R1. Move ethics module to earlier stage not appropriate as a final module
- R2. More innovative approaches to assessment should be investigated and adopted
- R3. Current issues in industrial relations - rewrite learning outcomes to reflect contemporary nature of modules

- R4. Clarify use of terminology in HRM in the Corporate framework module
- R5. Resourcing and Talent Planning module delete learning outcome 4
- R6. Statistics for HR – reword mid semester exam also include HR sources of data
- R7. Continuous assessment should be considered for modules with terminal exams only e.g. business law and organisational behaviour.
- R8. Finance – templates should be developed for students as a reference guide and working tool
- R9. Strategic HR - assessment details needed
- R10. Eliminate duplication in diversity and change management to create space for additional content e.g. current issues in HRM and HRIS
- R11. External industry, guest speaker engagement should be articulated in future submissions, benchmarking against other providers and graduate profiles/destinations.

Appendix: Staff Met

Dr Phillip Matthews
Dr Colette Darcy
Mr Colin Whitston
Dr Caitriona Hughes
Dr Corina Sheerin
Dr TJ McCabe
Dr Paul Hanly
Mr Jonathan Brittain
Ms Bronwyn McFarlane
Ms Karen Murray
Ms Ruth O'Leary
Mr Fran Black
Mr Des Gargan

2 Programme Team Response to Panel Report

Mr Gerard O'Donovan
Head of Faculty of Business and Humanities
Cork IT
30th April 2015

Dear Gerard

Further to the evaluation of the BA (Hons) in HRM Theory & Practice and Diploma in HRM Theory & Practice held at NCI on the 19th March 2015, please find below the Programme Team's response to the panel report conditions and recommendations. The programme team has considered the options for the proposed title of the programme and proposes that the programmes be validated as **BA (Hons) in HRM Strategy & Practice** and **Diploma in HRM Strategy & Practice**.

If the team's response is acceptable to you and other members of the Panel, I would appreciate if you could formally indicate the Panel's acceptance of the teams response by completing the attached declaration for each of the programmes to Sinéad O'Sullivan, Director QASS.

This declaration will be submitted to QQI with the revised submission documents, final report and the response documentation. If you or any panel member requires any further information or clarification, please do not hesitate to contact me

We are endeavouring to have the documentations considered at QQI's meeting of the 10th of June. In order to meet that deadline, I would be grateful if the panel could send their response by close of business **on Monday, 11th May 2015**

Thank you again for your input into this process.

Yours sincerely



John McGarrigle,
Registrar & Company Secretary

Programme Team Response to External Panel Report

The Programme Team thanks the panel members for their constructive input. The table below outlines each of the conditions and recommendations made and the team's response to that item outlining how each has been met. These are referenced to the accompanying submission documents.

	Conditions	Responses
C1	To review delivery mode to ensure appropriate time for learner to accumulate knowledge and reflect on learning e.g. Three block approach as currently run by PG Dip in HRM, delivering some modules totally online, merging modules into greater credits for delivery	<p>The delivery mode has been reviewed and a number of changes have been made in response to the panel conditions.</p> <p>The approach taken on the PgDip in HRM was not considered wholly appropriate by the programme team. The thirteen week blocks used on that programme would seriously disrupt the inter-block breaks we had designed, especially in the summer, and would therefore make progress onto the PgDip itself unduly onerous. Nevertheless, the team has made substantial alterations in this respect that should meet the intention of the conditions.</p> <p>The two blocks in Stage One of the programme will run over 13 and 12 weeks respectively, with a reading and reflection break scheduled between modules in to allow students time to read, absorb knowledge and reflect on their learning. It also allows students time to prepare for assessments and key intervals in the blocks. Please see the Indicative Delivery Schedule, as well as the following Assessment Matrix in sections 6.8 and 6.9 for a full overview of the delivery and assessment schedule.</p> <p>This approach in stage one of the programme is made possible by bringing forward the start date for Learners, includes a whole-day academic induction organised around the Academic Writing module. It also allows additional time for students to grasp the foundations of the programme, develop their academic skills thus giving them a good grounding in HR topics and assessment requirements before moving on to subsequent stages. It is also very appropriate for those learners whose principal interest is the completion of the Diploma with its accompanying CIPD membership.</p> <p>Stages 2 and 3 have also been amended to include Reading and Reflection weeks. In addition, as suggested by the panel, a number of modules have been merged to allow for shorter teaching hours and thus reducing the assessment burden: The 5 credit Economics and Finance modules have been replaced with a 10 credit module in the Economic & Financial Environment Of Business Decision Making, and the 5 credit modules in equality and diversity and ethics have been replaced with a 10 credit module in Ethics, Equality and Diversity. These decisions reduce work and assessment load.</p> <p>At this stage the programme team did not think that putting one or more modules wholly on line would make a significant contribution given the</p>

	Conditions	Responses
		<p>College's policy that blended learning delivered via ICT should not diminish contact hours, and given our ambition to begin the Programme in September. Nonetheless, the team is determined, in accordance with the College's Learning, Teaching and Assessment Strategy to develop appropriate blended learning provision, not least as this will be key to making the programme truly national.</p> <p>The team believes that the amended delivery mechanisms will achieve the desired outcome of a programme tailored more closely to the needs of part-time learners.</p>
C2	Review learning outcomes to ensure they are at the appropriate level	Learning outcomes in the each module have been reviewed and amended where appropriate. For example, the number of LOs in the Learning and Development module have also been reduced to 6 from 7.
C3	Repeat assessment strategy to be clear and stated in all module descriptors	Repeat assessment strategy is clearly articulated in all module descriptors, and their timing is clearly indicated in the Assessment Matrix.
C4	E-Learning content 3 or 6 hours, syllabi content should be explicit and contained in each module	E-Learning is a component of Blended Learning, and its indicative content has been identified in each module descriptor by an asterisk. The purpose, benefits and regulation of Blended Learning are now comprehensively set out in Section of this document.
C5	Research methods seminars taught prior to the Reward Management module	Research methods seminars have been rescheduled to commence prior to the Reward Management module – but time has also been secured towards the end of that module as learners prepare their reports. See the indicative delivery schedule for details.
C6	Clearly articulate entry requirements and process for same including clarification of the work experience requirement	The programme team has discussed this matter in detail. The entry criteria have been amended with two goals in mind: 1) that no potential learner is disadvantaged by a wholly managerial classification of work experience, and 2) that admissions tutors have a full and appropriate set of tools to measure suitability.
C7	Formalise assessment matrix and include an indication of when assessment will take place	A revised and more detailed assessment schedule has been provided which clearly identifies assessment dates for each element of for each module, and the spread across the blocks. The repeat strategy is also included.

	Recommendations	Responses
R1	Move ethics module to earlier stage not appropriate as a final module	This module has been replaced as described above, and is now in Stage 2 instead of Stage 3.
R2	More innovative approaches to assessment should be investigated and adopted	Further innovation in assessment will be part of the programme team's brief in light of the initial running of the programme.
R3	Current issues in industrial relations - rewrite learning outcomes to reflect	Completed.

	Recommendations	Responses
	contemporary nature of modules	
R4	Clarify use of terminology in HRM in the Corporate framework module	Terminology around assessment in the module HRM in the Corporate Framework has been clarified
R5	Resourcing and Talent Planning module delete learning outcome 4	The programme team re-considered this issue and decided to retain but properly assess this LO. Details are shown in the revised module.
R6	Statistics for HR – reword mid semester exam also include HR sources of data	Statistics for HR has been re-developed as a new module called Analytics for HR and has been moved to stage 3.
R7	Continuous assessment should be considered for modules with terminal exams only e.g. business law and organisational behaviour.	The recommendations of the panel have been considered and it has been decided to assess both the <i>Essentials of Business Law</i> and <i>Organisational Behaviour</i> by way of 100% exam given the overall assessment burden on the student
R8	Finance – templates should be developed for students as a reference guide and working tool	Module and Finance and Economics in Stage 2 of the programme have been redeveloped for a new 10 credit module called The Economic and financial Environment of Business Decision-Making, thus reducing hours and assessment burden in stage 2 of programme.
R9	Strategic HR - assessment details needed	Now included.
R10	Eliminate duplication in diversity and change management to create space for additional content e.g. current issues in HRM and HRIS	This recommendation has been accommodated through the revision to the ethics module outlined above.
R11	External industry, guest speaker engagement should be articulated in future submissions, benchmarking against other providers and graduate profiles/destinations.	Guest speakers will be drawn to deliver lectures and on-line material where possible – this will be included in future documentation.

3 Panel Acceptance of Programme Team Response

Reaction of the Panel to the Programme Team Response

I have read the amended submission document for the Diploma in HRM Strategy and Practice and have received feedback from the members of the other external review panel who have also received and reviewed the amended documentation.. I can state that it addresses in a satisfactory manner, all the conditions made by the panel.

Therefore we recommend this programme for validation to QQI.

Signed on behalf of the external review panel

Mr Gerard O'Donovan
Chair

Date: 14th May, 2015.

Reaction of the Panel to the Programme Team Response

I have read the amended submission document for the BA Honours in HRM Strategy and Practice and have received feedback from the members of the other external review panel who have also received and reviewed the amended documentation.. I can state that it addresses in a satisfactory manner, all the conditions made by the panel.

Therefore we recommend this programme for validation to QQI.

Signed on behalf of the external review panel

Mr Gerard O'Donovan
Chair

Date: 14th May, 2015

4 Programme Schedules

4.1 BA(Hons) HRM Strategy & Practice

4.1.1 Programme Schedule for Stage 1

Name of Provider		National College of Ireland			Programme Codes		BAHSP			
Programme Title (i.e. named award)		BA in HRM Strategy and Practice								
Award Title (HETAC named award)		Bachelor of Arts in HRM Strategy and Practice								
Stage Exit Award Title		Diploma in HRM Practice								
Modes of Delivery (FT/PT/ACCS/BLENDED/OC etc)										
Stage	1	Number of Stages			3					
Award Class	Major	Award NQF Level			8					
Award EQF Level	6	Stage Credits (ECTS)			60					
Stage NQF Level		Stage EQF Level								
Date Effective	14/09/15									
Ref	Module Title	Module Status (M/E)	ECTS Credit Number		Total Student Effort		Allocation of Marks		Total %	
			NQF Level	ECTS Number	Total Hours	Contact Hours	Independent Learning	Course Work %		End of Module Formal Examination %
1.1	Resourcing and Talent Planning	M	7	5	125	24	101	100	0	100.00
1.2	Introduction to HRM	M	7	10	250	36	214	45	55	100.00
1.3	Employment Law	M	7	10	250	36	214	30	70	100.00
1.4	HRM in the Corporate Framework	M	7	10	250	36	214	40	60	100.00
1.5	Reward Management	M	7	10	250	36	214	100	0	100.00
1.6	Employment Relations - an Introduction	M	7	10	250	36	214	100	0	100.00
1.7	Academic Writing Skills	M	7	5	125	24	101	100	0	100.00
Special Regulations: None										

4.1.2 Programme Schedule for Stage 2

Name of Provider		National College of Ireland			Programme Codes			BAHSP		
Programme Title (i.e. named award)		BA in HRM Strategy and Practice								
Award Title (HETAC named award)		Bachelor of Arts								
Stage Exit Award Title										
Modes of Delivery (FT/PT/ACCS/BLENDED/OC etc)										
Stage		2			Number of Stages			3		
Award Class		Major			Award NQF Level			8		
Award EQF Level		6			Stage Credits (ECTS)			60		
Stage NQF Level					Stage EQF Level					
Date Effective		14/09/15								
Ref	Module Title	Module Status (M/E)	ECTS		Total Student Effort		Allocation of Marks			Total %
			NQF Level	Credit Number	Total Hours	Contact Hours	Independent Learning	Course Work %	End of Module Formal Examination %	
2.1	Learning and Development	M	7	10	250	36	214	100	0	100.00
2.2	Management Theory and Practice	M	7	10	250	36	214	40	60	100.00
2.3	The Economic & Financial Environment Of Business Decision Making	M	7	10	250	36	214	50	50	100.00
2.4	People Management	M	7	5	125	24	101	50	50	100.00
2.5	Ethics, Equality and Diversity	M	7	10	250	24	214	100	0	100.00
2.6	Essentials of Business Law	M	7	5	125	24	101	0	100	100.00
2.7	Organisational Behaviour - Theory and Practice	M	7	10	250	36	214	0	100	100.00
Special Regulations:		None								

4.1.3 Programme Schedule for Stage 3

Name of Provider		National College of Ireland			Programme Codes			BAHSP		
Programme Title (i.e. named award)		BA in HRM Strategy and Practice								
Award Title (HETAC named award)		Bachelor of Arts								
Stage Exit Award Title										
Modes of Delivery (FT/PT/ACCS/BLENDED/OC etc)										
Stage		AWARD			Number of Stages			3		
Award Class		Major			Award NQF Level			8		
Award EQF Level		6			Stage Credits (ECTS)			0		
Stage NQF Level					Stage EQF Level					
Date Effective		14/09/15								
Ref	Module Title	Module Status (M/E)	ECTS Credit		Total Student Effort			Allocation of Marks		
			NQF Level	Number	Total Hours	Contact Hours	Independent Learning	Course Work %	End of Module Examination %	Total %
3.1	Strategic HRM	M	8	10	250	36	214	40	60	100.00
3.2	Contemporary Issues in IR	M	8	10	250	36	214	50	50	100.00
3.3	Contemporary Issues in HRM	M	8	10	250	36	214	50	50	100.00
3.4	Economic and Social Policy	M	8	10	250	36	214	50	50	100.00
3.5	Organisational Development	M	8	5	125	24	101	100		100.00
3.6	Change Management	M	8	10	250	36	214	100		100.00
3.7	Analytics for Human Resource Management	M	8	5	125	24	101	50	50	100.00
Special Regulations:		None								

4.2 Diploma in HRM Strategy and Practice

Name of Provider		National College of Ireland			Programme Codes						
Programme Title (i.e. named award)		Diploma in HRM Strategy and Practice									
Award Title (HETAC named award)		Diploma in HRM Strategy and Practice									
Stage Exit Award Title											
Modes of Delivery (FT/PT/ACCS/BLENDED/OC etc)											
Stage		AWARD			Number of Stages						
Award Class		Minor			Award NQF Level						
Award EQF Level		6			Stage Credits (ECTS)						
Stage NQF Level					Stage EQF Level						
Date Effective		14/09/15			ISCED Subject Code						
Ref	Module Title	Block	Module Status (M/E)	NQF Level	ECTS Credit Number	Total Student Effort		Allocation of Marks			Total %
						Contact Hours	Independent Learning	Course Work %	End of Module Formal Examination %		
1.1	Academic Writing Skills	1	M	7	5	24	101	100	0	100	
1.2	Resourcing and Talent Planning	1	M	7	5	24	101	100	0	100.00	
1.3	Introduction to HRM	1	M	7	10	36	214	45	55	100.00	
1.4	Employment Law	1	M	7	10	36	214	30	70	100.00	
1.5	HRM in the Corporate Framework	1	M	7	10	36	214	40	60	100.00	
1.6	Reward Management	1	M	7	10	36	214	100	0	100.00	
1.7	Employment Relations - an Introduction	1	M	7	10	36	214	100	0	100.00	
Special Regulations								None			

5 Memo on Context of Validation

National College of Ireland
Validation of :
BA (Hons) in HRM Strategy & Practice
Diploma in HRM Strategy & Practice (Level 7)

These programmes were evaluated using QQI's policy for devolution of validation sub-processes. The programmes were submitted to QQI in February 2015. Development of the programmes arose from the programmatic review of NCI's portfolio in the HRM area. This level 8 programme replaces the existing BA (Ord) in HRM.

Membership of the Expert Panel was agreed with QQI's Programme Accreditation Unit. No member of the panel has indicated a conflict of interest and has signed a declaration to that effect.

The panel considered the programmes' submission documents, self-evaluation report. The final report was agreed by the panel. The programme team's response to the Expert Panel's agreed report has been considered by the panel and the Chair has indicated in the final report that the panel is happy that the conditions of the report have been fulfilled and that the programmes should be recommended to QQI for approval.



John McGarrigle
Registrar & Company Secretary
14th May 2015