



TUS

Ollscoil Teicneolaíochta na Sionainne:
Lár Tíre, An tIarthar Láir

Technological University of the Shannon:
Midlands Midwest

**Faculty of Continuing, Professional, Online and Distance Learning
Department of Lifelong Learning**

Report of External Validation Panel

External Validation Panel 25th February 2026

for the

Master of Arts in Talent Management

and

Post Graduate Diploma in Arts in Talent Management

Proposing Faculty/School	Faculty of Continuing, Professional, Online and Distance Learning
Department	Department of Lifelong Learning
Award and Programme Titles (NFQ Level) and (ECTS Credits)	<p>Master of Arts in Talent Management Level 09 Required Credits: 90 Delivery Mode: Part Time, Online Start Term: 202600 Award Class: Masters (Taught) Award Type: Master of Arts</p> <p>Post Graduate Diploma in Arts in Talent Management Level 09 Required Credits: 60 Delivery Mode: Part Time, Online Start Term: 202600 Award Class: Postgraduate Diploma Award Type: Postgraduate Diploma in Arts</p>
Type & Date of Panel	<input type="checkbox"/> Internal Panel <input checked="" type="checkbox"/> External Panel Date of Panel: 25/02/2026
Panel Membership	<p>Mr John Vickery (Chairperson to Panel) Former Registrar Institute of Technology Tallaght</p> <p>Mr Shane Hill Head of Department of Management & Financial Studies Dundalk Institute of Technology</p> <p>Ms Lyn Donnelly Manager of Ballinasloe Area Community Development</p> <p>Mr Brian Hickey (former learner) Vice President of Product at Soapbox Labs</p> <p>Dr Michael Barrett Emeritus Head of School of Business ATU, Sligo</p> <p>Mr David Gleeson CEO All Pro Recruitment</p>

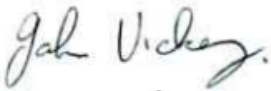
	<p>Dr Sarah O’Toole (Secretary to Panel) Regional Tertiary Education Manager TUS Midwest campus</p> <p>Amanda Ryan Quality Officer TUS Midlands campus</p>
<p>Management & Programme Team</p>	<p>Dean of Faculty of Continuing, Professional, Online and Distance Learning Dr Michael Tobin Head of Department of Lifelong Learning Declan Doran Jim Gilchrist Senior Lecturer</p> <p><u>Programme Team:</u> Kevin Farrell, Shona Stewart, Paul Doherty, Paul Aherne, Susan Colley, Paul McNamee, Dr Jude Lohan, Claire Callagy, Aoife Moloney, Clare McEnroe, Declan Kenny, Suzanne Maher, Claudia McNamara</p>
<p>Programme Rationale</p>	<p>The decision to develop the programme as a Master of Arts (MA) in Talent Management, rather than a Master of Science (MSc), reflects the disciplinary orientation, pedagogical approach, and graduate capability profile underpinning the programme design.</p> <p>The faculty felt that Talent Management is positioned between organisational behaviour, leadership, psychology, human development, ethics, and social science. Although data analytics and technology-enabled HR systems form important components of contemporary talent practice, the core emphasis of this programme is on human-centred organisational leadership, workforce engagement, behavioural change, inclusion, wellbeing, and strategic people development. These domains are inherently aligned with the traditions and foundations of Arts and social science disciplines, which prioritise critical inquiry, reflective practice, interpretive analysis, and applied professional judgement.</p> <p>The MA framework supports a practice-led and professionally oriented learning model that develops graduates’ ability to evaluate complex organisational contexts, navigate ethical and social dimensions of work, and design people strategies that balance performance outcomes with employee wellbeing and organisational sustainability. This aligns directly with the programme’s stated objective of producing graduates capable of leading workforce transformation rather than</p>

	<p>solely managing technical HR systems or quantitative workforce metrics.</p> <p>From a teaching and learning perspective, the programme is grounded in experiential learning, applied research, reflective practice, and problem-based learning methodologies. Assessment methods emphasise strategic projects, case-based analysis, reflective portfolios, leadership interventions, and an applied dissertation. This approach aligns more naturally with the MA award structure, which supports qualitative inquiry, mixed-methods research, and applied organisational research approaches rather than the predominantly quantitative methodologies typically associated with MSc programmes.</p> <p>The MA designation reflects the programme’s strong emphasis on professional identity development, leadership capability, ethical practice, and critical thinking, all of which are core attributes of Arts-based postgraduate education. Graduates are prepared to operate in senior strategic roles that require advanced interpersonal competence, organisational judgement, stakeholder management capability, and systems-level thinking.</p> <p>From a market and employer perspective, consultation with industry stakeholders highlighted demand for strategic people leaders and organisational change agents, rather than technical HR analysts alone. The MA award therefore accurately signals to employers the programme’s focus on strategic leadership, people development, organisational culture, and workforce transformation.</p> <p>In summary, the MA designation appropriately reflects the programme’s human-centred philosophy, leadership orientation, pedagogical approach, assessment design, and graduate outcomes. It ensures academic coherence with the programme’s learning objectives and aligns with both institutional strategy and employer expectations, while maintaining strong professional relevance.</p>
<p>Validation Meeting Agenda/Summary</p>	<p>Private Meeting of Assessors</p> <p>Meeting with Senior Management</p> <ul style="list-style-type: none"> • Strategic Focus/Context for Differential Validation • Relevant Staffing, Facilities and Resource Issues <p>(A Short Presentation will be delivered to the Panel)</p> <p>Meeting with Programme team</p>

	<p>Rationale for Proposed Changes to Existing Programme</p> <ul style="list-style-type: none"> • Structure of the Programme and Proposed Programme Schedule • Review of Changes from Existing Approved Programme. • Proposed Programme Curriculum, Modules and Syllabi: <ul style="list-style-type: none"> ✓ Module Learning Outcomes ✓ Indicative Content ✓ Assessment/Repeat Assessment Methodologies ✓ Module Resources <p>Private Meeting of Assessors Meeting with Senior Management (Feedback session)</p>
Main Findings	See detail included below
Commendations	<p>The panel commends the team for</p> <ol style="list-style-type: none"> 1. the timely development of the programme for the sector and the focus of the modules. The programme demonstrates strong alignment with regional and national strengths skills and shows clear evidence of engagement with industry, labour market trends and international developments. 2. how the management and academic staff engaged in the discussion and the response to questions from the panel. 3. the design of the flexible part-time and online delivery is well suited to the target cohort learner and supports access for working professionals and career changers. 4. a very learner centered approach to learning teaching and assessment throughout the programme.
Conditions (Note: Only applicable to External Validation Panels)	None

Recommendations

1. Update the entry requirements in the programme document with reference to the English language requirements and the minimum grade of 2.2 and ensure that they are consistent across the documentation.
2. Consider the Programme Learning Outcomes for the MA and the Postgraduate Diploma as they are the same for both programmes.
3. Review the programme learning outcomes as they are currently too generic, ensure they are contextualised to Talent Management written in learner centered language.
4. Update the programme document (Table page 21 MA document and page 19 PostGrad Dip document) to include the mapping for the programme learning outcomes to the NFQ Level 9 Descriptor Award standard.
5. Review the module learning outcomes to be more reflective of the higher order thinking skills required for a Level 9 programme, e.g. use evaluate, synthesise and justify.
6. Update the module teaching and learning strategy to be more specific and relevant to the module e.g. reference to formative feedback and the planned use of guest lectures and industry engagement.
7. Systematic embedding of reflective practice across modules would strengthen alignment between the stated strategy and module alignment.
8. Review the document for spelling and typology errors to ensure consistent formatting and language throughout, for example, amend US spelling.
9. Consider the use of final semester exams and their appropriateness for a Level 9 programme.
10. Review and update the reading list to ensure the most recent and relevant readings are listed and ensure that reading material is updated on a regular basis.

	<p>11. Update the programme documentation to provide clearer evidence of how employer engagement will be sustained.</p> <p>Module Specific Recommendations</p> <p>12. Leadership</p> <ul style="list-style-type: none"> - Ensure that the leadership element is more explicit in the module learning outcomes. <p>13. Research Methods</p> <ul style="list-style-type: none"> - Include more references to research management tools and resources in the module descriptor and bibliography. - Review the weekly workload as it is currently set to 28 hours per week. <p>14. Global Talent Management</p> <ul style="list-style-type: none"> - Consider how international regulations could be further incorporated into the syllabus where appropriate. <p>15. Dissertation</p> <ul style="list-style-type: none"> - Update the teaching and learning strategy to refer to the milestones and drafts that students must achieve throughout the duration of the module. - Consider incorporating a viva as part of the Dissertation module. - Ensure that the word count is consistent throughout the document.
Chairperson Signature	
Date	10/03/2026