



**PRIFYSGOL CYMRU Y DRINDOD DEWI UNIVERSITY OF WALES
TRINITY SAINT DAVID**

Dissertation Paper

EXPLORING SHRM IMPROVEMENT OPTIONS OF AN ACADEMIC INSTITUTION
IN THE UK CONSIDERING
THE POTENTIAL AND EXTENT OF AI-ENABLED TECHNOLOGY:
THE CASE OF THE UWTSD LONDON CAMPUS

By

Daniel Brindusescu

STUDENT ID: 1908591

MODULE TITLE: DISSERTATION

MODULE CODE: LCMB7020

DISSERTATION SUPERVISOR: DR. GLADIUS DAVID KULOTHUNGAN

Abstract

The proposed dissertation aims to explore strategic human resource management (SHRM) options involving AI-enabled technology in a case study of the University of Wales Trinity Saint David (UWTSD) in London. This study will analyse the role and extent of AI to identify and implement innovative HRM strategies (SHRM) to improve key institutional metrics, related to personal development planning (PDP), organisational development planning (ODP), student and staff engagement, graduate employability, and curriculum delivery, while also attracting students from different financial backgrounds. To realise that, a mixed-methods research design may be employed, quantitative data will be gathered through surveys distributed to students and some former faculty staff, while qualitative insights are to be obtained via in-depth analysing secondary data published by university academic endorsed by UWTSD management and leadership. The findings may reveal important factors impacting the university's SHRM policies and regulations in relation to leadership and governance structural aspects, HR practices, and the extent of entrepreneurial initiatives; strengths such as a supportive community and innovative programmes implemented are to be observed, alongside with yet-to-be improved different aspects including limited resources, students and staff engagement and employability, diversification and overall development strategies. The dissertation will endeavour to suggest SHRM recommendations regarding goal setting, leadership training, and improved, governance, which focus as well on talent acquisition, personal development, and employee engagement to create a motivated academic environment and align with organisational growth strategies. This study will try to unravel additional SHRM options in terms of improving strategic planning, policy development, and implementing strategies premise to a viable conceptual framework and lead to a competitive edge able to attract top talent, foster innovation, and raise the university's KPI's.

Key words: UWTSD, SHRM, AI, PDP, ODP, improvement and innovation.

Acknowledgements

All acknowledgements towards the completion of this research paper are directed to people dear to my heart that inspired most through my ongoing academic journey: the master's degree program manager Dr. Hoang Dang Nguyen, Dr. Gladius Kulothungan my esteemed dissertation supervisor, Dr. Amare Desta together with all my former lecturers, and last but not least, to Dr. Audsin Dahs conjointly with the London Campus Management Team that brought our academic journey to the next level of excellence!

TABLE OF CONTENTS

Abstract	01
Acknowledgements	01
Table of contents	02
I Introduction	04
II Main Body	07
1.0 The Issue Statement, Aim and Objectives, Research Questions.....	07
1.1 Issue Statement	08
1.2 Aim	09
1.3 Objectives	09
1.4 Research Questions	10
2.0 Literature Review	12
2.1 Overview of SHRM	13
2.2 Role of AI in SHRM	14
2.3 AI in Higher Education	15
2.4 Case Studies and Comparative Analysis.....	15
2.5 Gaps in the Literature	16
2.6Theoretical Framework.....	17

3.0 Methodology	18
3.1 Data Sample Size.....	19
3.2 Data Sample Type.....	20
3.3 Data Sampling Methods	20
3.4 Data Analysis	21
4.0 Findings, Discussions and Limitations	22
4.1 Findings	23
4.2 Discussions	25
4.3 Limitations	26
5.0 Ethical Considerations	26
6.0 Time Frame (Gantt Chart)	33
III Conclusion and future research	36
IV References	40
V Appendix	56

I. Introduction

In the rapidly evolving landscape of higher education, the strategic application of human resource management (SHRM) is gaining prominence as universities and academic institutions grapple with the challenges and opportunities brought forth by technological advancements, global competition, and shifts in societal expectations (Bratton et al., 2022). This dissertation seeks to explore how the University of Wales Trinity Saint David (UWTSD) can leverage artificial intelligence (AI) to enhance its strategic human resource management practices. Specifically, this study focuses on the potential of AI-enabled technology to optimize engagement, employability, curriculum delivery, and institutional reputation in line with UWTSD's broader goals (Pandey et al., 2023).

The scope of SHRM extends beyond traditional HR functions, touching on talent acquisition, personal development, organizational culture, and performance optimization (Collins, 2022; Bratton et al., 2022). For academic institutions like UWTSD, which operate within a highly competitive global market, effective SHRM has become essential not only to attract and retain talent but also to foster an academic environment that encourages innovation, inclusivity, and excellence (Bergmann et al., 2018; UWTSD, 2024).

AI technology, with its capabilities for data analysis, predictive modelling, and personalized engagement, presents a unique opportunity for universities to reimagine SHRM, particularly in enhancing flexibility and responsiveness to both internal and external demands (Bates et al., 2020). Through the strategic application of AI, UWTSD could potentially address pressing challenges in higher education, such as increasing student engagement, improving curriculum relevance, and boosting the employability of graduates (Crompton & Burke, 2023;).

Research Topic and Objectives - This dissertation investigates AI-enabled SHRM solutions with the goal of proposing viable strategies that can support UWTSD's ambitious mission to be a top-tier institution, UWTSD's vision of academic excellence aligns with the aspirations of many higher education institutions that seek to harness digital tools to transform both their educational offerings and institutional management (UWTSD, 2024; Grant, 2021). The focus areas include improving personal and organizational development planning (PDP and ODP), enhancing engagement between students and faculty, increasing employability outcomes for graduates, and refining curriculum delivery mechanisms (Benavides et al., 2020). These objectives reflect a growing recognition of the impact that digital technologies can have on academic management, especially in creating personalized experiences and optimizing institutional performance (Crompton & Burke, 2023;).

According to the research of Davidescu et al. (2020) regarding the role of flexible and data-driven management practices in fostering sustainable HRM, AI can serve as a catalyst for a transformative SHRM model that not only meets UWTSD's operational needs but also aligns with the expectations of today's students and staff (Ghosh et al., 2024). This exploration of AI's role in SHRM will offer insights into how academic institutions can stay competitive, relevant, and attractive to top-tier talent, thereby strengthening UWTSD's position in the higher education landscape (George & Wooden, 2023).

Background and Context - The University of Wales Trinity Saint David is a forward-looking institution committed to fostering an academic environment that is both inclusive and excellence driven. However, to achieve its ambitious goal of ranking among the top 10 universities in the UK, UWTSD must continuously diversify and innovate to stay in line with the competitive pressures and digital demands of the higher education sector (UWTSD, 2024). The university's goals require not only excellence in teaching and research but also the implementation of strategic HRM practices that support faculty and student success. As noted by Abelha et al. (2020), graduate employability and student engagement are critical performance indicators for universities, and improvements in these areas are often tied to effective HR practices.

The intersection of AI and SHRM presents an exciting avenue for UWTSD to explore, by leveraging AI technologies, the institution can address critical aspects of HRM, such as talent acquisition, student and staff engagement, curriculum development, and employability enhancement (Bates et al., 2020). AI-enabled SHRM has the potential to transform traditional HR functions by automating administrative tasks, enhancing decision-making through data insights, and fostering personalized learning experiences (Chan & Tsi, 2023). In doing so, UWTSD can improve institutional performance, attract a diverse student population, and cultivate a dynamic academic culture.

The adoption of AI in SHRM aligns with recent trends in higher education, where digital transformation is reshaping the ways, institutions operate and engage with stakeholders (Benavides et al., 2020); AI's capabilities in data processing and predictive analysis allow for a more proactive approach to HRM, enabling institutions to respond to the evolving needs of students and staff with greater efficiency and effectiveness. For UWTSD, which is committed to social impact and academic excellence, AI offers a pathway to achieve sustainable growth and operational efficiency, supporting the institution's mission of becoming an excellent leader in higher education innovation (UWTSD, 2024).

Rationale and Significance of the Study - The rationale behind this dissertation is rooted in the growing recognition that universities must adopt innovative and flexible approaches to HRM to remain competitive; AI-enabled SHRM presents a promising solution by capacitating HR departments to adopt a more strategic role in supporting the institution's goals, enhancing operational efficiency, and promoting a positive academic environment (Ghosh et al., 2024). As George and Wooden (2023) argue, the integration of AI in educational institutions can lead to transformative changes, providing faculty and students with the tools to thrive in a digitally connected world (Bates et al., 2020;).

The significance of this research lies in its potential to contribute to both theory and practice within the field of SHRM. From a theoretical perspective, this study will extend existing knowledge on AI applications in HRM by exploring their implications for the higher education sector (Pandey et al., 2023). From a practical perspective, the findings could provide UWTSD with actionable recommendations for implementing AI-enabled SHRM solutions that align with the institution's mission, values, and strategic objectives (UWTSD, 2024). This dissertation is not only relevant to UWTSD but also to other academic institutions that seek to leverage AI for competitive advantage, institutional resilience, and sustainable growth (Grant, 2021; Nguyen et al., 2024).

Research Aims and Questions - This dissertation aims to identify and propose AI-enabled SHRM strategies that can support UWTSD's goal of enhancing institutional performance and

achieving academic excellence (UWTSD, 2024). To do this, the project will investigate certain research issues about important variables influencing the institutional performance of UWTSD and potential AI-enabled SHRM solutions to address those challenges (Crompton & Burke, 2023). The investigation includes examining how UWTSD's management, SHRM, and strategic marketing departments promote organizational growth; additionally, it considers the importance of diversifying implemented programs to improve staff and student engagement, graduate employability, and curriculum delivery, especially in light of AI advancements (Benavides et al., 2020).

In that regard, this research will explore how AI-enabled SHRM might contribute to UWTSD's objective of attracting and retaining students from a variety of socioeconomic backgrounds, thereby enhancing the institution's reputation and financial stability (George & Wooden, 2023). Furthermore, this study will also address the opinions of key UWTSD stakeholders regarding the potential advantages and challenges of implementing AI-enabled SHRM initiatives (Abuhamda et al., 2021).

The research questions reflect the core focus areas of SHRM improvement, stakeholder engagement, and institutional performance, which are essential for UWTSD to fulfil its strategic vision (UWTSD, 2024).

Methodological Approach

To explore these research questions, this dissertation will adopt a mixed-methods approach, combining quantitative surveys with qualitative data analysis. Mixed-methods research is valuable for capturing the complexity of real-world organizational settings, making it a suitable choice for this study (Abuhamda, Ismail & Bsharat, 2021; Saunders). Quantitative data will be gathered through surveys distributed to students and faculty, providing insights into their perceptions of current SHRM practices and the potential of AI-enabled solutions (O'Dwyer & Bernauer, 2016). Additionally, qualitative data, derived from and secondary sources, will further enrich the analysis by offering in-depth perspectives on the institutional landscape, challenges, and opportunities at UWTSD (Jafari & Keykha, 2024;).

This methodological approach is designed to capture both broad trends and specific nuances of SHRM at UWTSD, enabling a comprehensive analysis of the potential benefits and challenges posed by AI-enabled solutions (Chan & Tsi, 2023). The findings will contribute to a robust understanding of how AI can enhance SHRM practices in higher education, providing actionable recommendations that align with UWTSD's strategic goals (UWTSD, 2024). This research aims to inform strategies for using AI in SHRM, enhancing institutional adaptability and sustainability within the context of higher education (Murdan & Halkhoree, 2024).

To conclude this introduction, the University of Wales Trinity Saint David (UWTSD) in its pursuit of academic excellence, may need to adopt more creative and innovative strategic human resource management practices to stay competitive in the present dynamic academic environment (UWTSD, 2024). This dissertation aims to examine how AI-enabled technology could impact SHRM processes at UWTSD's London campus, potentially providing a competitive edge and supporting its ambition of ranking among the top institutions in the UK (Murdan & Halkhoree, 2024). By identifying crucial factors that affect institutional success and exploring how AI might enhance HRM tasks, this research will evaluate the potential benefits of integrating AI in higher education (Jafari & Keykha, 2024).

Integrating AI in SHRM is both a response to technological advances and a strategic approach to establishing a sustainable, inclusive, and future-ready academic institution (Chan & Tsi, 2023). This study will propose methods to enhance engagement, employability, and curriculum delivery while meeting the diverse needs of students and faculty. Consequently, UWTSD can strengthen its institutional identity, drive innovation, and achieve academic excellence and social impact by focusing on AI-enabled SHRM practices that align with its strategic objectives (UWTSD, 2024).

II. Main Body

Within the main body of this dissertation, the exploration of Strategic Human Resource Management (SHRM) improvement options at UWTSD's London campus will align closely with the institution's mission to "Transform Education; Transform Lives" (UWTSD, 2024); this section will systematically examine how AI-enabled technology can support UWTSD's goal of enhancing academic excellence, institutional well-being, and cultural heritage (Murdan & Halkhoree, 2024). By dissecting SHRM's critical component, such as personal development planning (PDP), organizational development planning (ODP), engagement, employability, and curriculum innovation; this research assesses how AI-driven SHRM strategies can be leveraged to improve HR practices that benefit both students and staff (Collins, 2022; Davidescu et al., 2020).

The dissertation will further evaluate AI's potential to transform traditional HR tasks by automating processes and enhancing data-driven decision-making while focusing on maintaining UWTSD's heritage and national well-being as core aspects of its educational strategies (Jafari & Keykha, 2024); ultimately, this exploration aims to align HR strategies with UWTSD's broader ambitions (UWTSD, 2024), providing actionable insights into how AI-driven SHRM can attract diverse talent, foster innovation, and enhance institutional reputation. Such insights contribute to the university's vision of creating an inclusive, forward-looking academic community that adapts seamlessly to evolving educational demands (Bratton et al., 2022; Chan & Tsi, 2023).

1.0 The Issue Statement, Aim and Objectives, Research Questions

This Issue Statement is significant as UWTSD aims to sustain organisation's position in a competitive higher education market, where the use of advanced digital tools can serve as a differentiating factor (Eager & Brunton, 2023); this research will uncover the potential of AI in SHRM to develop sustainable, data-driven practices that promote long-term institutional success and align with the university's objectives of social impact and academic excellence (UWTSD, 2024).

Aim and Objectives - The Aim and Objectives and Research Questions, two of the most important components that are to be included in a dissertation since they provide a distinct purpose and quantifiable consequences for the research. (Furseth & Everett, 2013). The goals of this study, which focusses on AI-enabled SHRM at the London campus of UWTSD,

provide the groundwork for future investigations into the potential benefits of AI for improving institutional performance. They so support UWTSD's overall goal of redefining institutional tactics and education. (UWTSD, 2024).

These goals are turned into concrete actions by the objectives, which focus on employability, engagement enhancements within SHRM organisational as well as personal growth (Collins, 2022). They support measurable advancements in key institutional metrics while addressing the specific needs of UWTSD, which operates in a competitive academic environment (Abuhamda, Ismail & Bsharat, 2021).

Research questions - designed to investigate SHRM's impact on institutional performance, directly address critical factors like management, marketing, and stakeholder engagement (Chan & Tsi, 2023), are essential to the organisation and emphasis of a dissertation, acting as the foundational framework for the inquiry (Adams, Khan, & Raeside, 2014); the exploration of Strategic Human Resource Management (SHRM) improvement options at UWTSD's London campus through AI-enabled technologies necessitates well-formulated research questions.

These questions guide the analysis towards addressing specific institutional needs, like student engagement, employability, and operational efficiency (Crompton & Burke, 2023), their approach facilitates a focused examination of AI's transformative potential in SHRM, ensuring that the research is pertinent and applicable for academic institutions operating in competitive contexts (Abuhamda, Ismail, & Bsharat, 2021); Abelha et al. (2020) emphasise that concentrating on appropriate research questions allows the study to effectively fill gaps in existing HR practices and provide innovative AI-based solutions for institutional advancement.

1.1 Issue Statement

The growing incorporation of Artificial Intelligence (AI) in higher education offers both advantages and obstacles for institutions aiming to improve their Strategic Human Resource Management (SHRM) practices, the University of Wales Trinity Saint David (UWTSD), especially at its London campus, is under increasing pressure to implement innovative SHRM strategies that enhance operational efficiency while responding to the changing needs of students, staff, and external stakeholders (Bratton et al., 2022; UWTSD, 2024); this dissertation examines the capacity of AI-enabled technology to enhance SHRM processes at UWTSD, specifically addressing talent acquisition, employee development, student engagement, and curriculum delivery (Crompton & Burke, 2023).

This research focusses upon discovering AI-driven solutions that align with UWTSD's strategic goals of fostering innovation, inclusivity, and academic achievement, yet preserving competitiveness in a rapidly evolving global educational environment (Pandey et al., 2023; Benavides et al., 2020). [The case study institution] is at a pivotal point where the integration of AI into SHRM could significantly enhance [The University of Wales Trinity Saint David's] reputation, improve graduate employability outcomes, and foster a more engaged and dynamic academic community (Aldosari, 2020; Ghosh et al., 2024).

The challenge involves reconciling AI's capabilities with the human-centred values that characterise the university's culture, addressing concerns regarding data privacy, potential

biases in AI-driven decision-making, and the impact of automation on traditional HR roles is essential (Agrawal, 2023); this study proposes a framework for AI-enabled Strategic Human Resource Management (SHRM) that enhances efficiency and reinforces UWTSD's strategic objectives, offering a roadmap for AI integration that improves institutional performance and stakeholder satisfaction (Bygstad et al., 2022; George & Wooden, 2023).

1.2 Aim:

The aim of the of the present dissertation is to examine the transformative potential of AI-enabled technology within UWTSD's SHRM framework, since artificial intelligence (AI) offers sophisticated data-driven insights, predictive capabilities, and streamlined processes, it presents a unique opportunity for academic institutions to modernise HRM practices and meet the evolving expectations from students, faculty, and members of the board stakeholders (Vrontis et al., 2023).

With an emphasis on talent acquisition, growth, commitment, and corporate culture, this study will investigate how AI can improve UWTSD's strategic HR goals; it will also assess how technological integration can help the university reach more general goals, including enhanced student engagement, improved graduate employability, and developments in curriculum delivery (Camisón-Haba, 2021).

As this study investigates AI's influence on SHRM at UWTSD it will as well evaluate how technological integration can help the institution achieve broader goals; using artificial intelligence will enable UWTSD to implement a data-driven HRM strategy closely in line with its goals of promoting academic achievement, diversity, and social impact.

Given the fact that digital transformation is quickly changing higher education management, this emphasis on AI-enabled SHRM is especially relevant (Omrane et al., 2022); the uses of artificial intelligence in SHRM have the potential to increase decision-making reliability, automate repetitive tasks, and improve staff-student engagement at university level (Zawacki-Richter et al., 2019).

1.3 Objectives:

The *Primary Objective* of this research is to investigate design and recommend tactical alternatives frameworks that could markedly improve strategic human resource management (SHRM) practices at the University of Wales Trinity Saint David (UWTSD), specifically at its London campus; this intent is motivated by the growing acknowledgement that universities operating in a global academic environment must implement adaptive and progressive HRM strategies to sustain institutional performance and foster sustainable growth (Bratton et al., 2022).

In that regard, this study will analyse existing SHRM structural tactical plans in place and identify areas for development, proposing effective solutions to enhance UWTSD's HRM practices in terms of efficiency, responsiveness, and alignment with overall institutional goals (Knies et al., 2024) that is to develop SHRM frameworks to improve engagement, employability, and organizational and personal development metrics.

About the *Second Objective* that is to create the premises to develop SHRM frameworks to improve engagement, employability, and organizational and personal development metrics - An AI-enabled strategy can offer transforming potential by means of Strategic Human Resource Management (SHRM) frameworks that enhance curriculum delivery, engagement, employability, and personal and organisational development metrics (Aldosari, 2020; Agrawal, 2023).

Integrating artificial intelligence into SHRM operations at the University of Wales Trinity Saint David's London campus will help to automate time-consuming procedures, provide personalised communication, and increase responsiveness to stakeholder needs, hence enhancing engagement methods (Bygstad et al., 2022); since AI-powered predictive analytics can find areas where further help or interventions are required, matching SHRM goals with student and teacher engagement is paramount (Chatterjee & Bhattacharjee, 2020).

This method guarantees a more personalised experience, thereby improving institutional performance and learning results (Bates et al., 2020), moreover, matching SHRM with AI skills supports sustainability and enhances employability results for graduates, so helping to digitalise higher education (Abelha et al., 2020); by means of this synergy, UWTSD's SHRM structure can help to create a more dynamic and interesting academic environment, therefore establishing the institution at the leading edge of AI-driven educational developments (Agrawal, 2023; Abuhamda et al., 2021).

1.4 Research Questions:

What are the critical factors impacting UWTSD's performance? - This question aims to identify the specific elements that are contributing to enhance university KPI's.

There are several aspects that have the potential to contribute to the improvement of UWTSD's performance, one of these factors is the alignment of AI-driven Strategic Human Resource Management (SHRM) practices with the goals of the institution; according to Agrawal (2023) and Bates et al. (2020), artificial intelligence technologies have the potential to dramatically increase both efficiency and responsiveness; these technologies enable automation, improved data analytics, and personalised communication, as the incorporation of artificial intelligence (AI) improves student engagement and employability outcomes, both of which are essential performance indicators for educational institutions of higher learning (Abelha et al., 2020).

To increase operational efficiency and decision-making processes [at UWTSD], strategic alignment between SHRM and digital transformation projects is also essential (Bygstad et al., 2022); additionally, the utilisation of predictive analytics enables improved resource allocation and proactive initiatives, which ultimately results in increased institutional agility and enhanced stakeholder engagement (Chowdhury et al., 2023). Consequently, artificial intelligence can play an important role not only in optimising SHRM processes but also in driving the overall strategic objectives of the institution, which in turn has a beneficial influence on the institution's key performance indicators (KPIs).

How do management, SHR, and strategic marketing functions support UWTSD organizational development? - This question seeks to benchmark organisation's strategies against those of top institutions already implementing AI enabled technology, to uncover best practices, room for improvement and innovation areas.

Comparing strategies from organisations employing AI-enabled technologies, the research question investigates how management, Strategic Human Resource Management (SHRM), and Strategic Marketing roles [assist UWTSD's organisational development, to] improve institutional performance and sustainability, these activities must be integrated effectively, especially when utilising AI (Agrawal, 2023; Bates et al., 2020); by using AI-driven HR tools for hiring, training, and performance monitoring, SHRM plays a critical role in creating an adaptive workforce that is able to respond quickly to changing educational needs (Chowdhury et al., 2023).

Using AI for targeted marketing campaigns, personalised communication, and predictive analytics, strategic marketing enhances the institution's competitiveness and branding [while assisting UWTSD in] drawing in a diverse student body and sustaining engagement (Camisón-Haba, 2021); moreover, management's involvement in using AI for process optimisation and decision-making is essential for coordinating organisational objectives with technology breakthroughs, which in turn drives UWTSD's expansion and innovation (Bygstad et al., 2022).

What initiatives can UWTSD implement to enhance student and staff engagement, graduate employability, and curriculum delivery? - This question focuses on identifying actionable strategies to improve key aspects of the university HR practices.

There are several aspects that have the potential to contribute to the improvement of UWTSD's performance, one of these factors is the alignment of AI-driven Strategic Human Resource Management (SHRM) practices with the goals of the institution; according to Agrawal (2023) and Bates et al. (2020), artificial intelligence technologies have the potential to dramatically increase both efficiency and responsiveness, these technologies enable automation, improved data analytics, and personalised communication.

Abelha et al.'s within their research from 2020 posing that the incorporation of artificial intelligence (AI) improves student engagement and employability outcomes, both of which are essential performance indicators for educational institutions of higher learning; when it comes to increasing operational efficiency and decision-making processes [at UWTSD], strategic alignment between SHRM and digital transformation projects is also essential (Bygstad et al., 2022).

Why UWTSD may need to attract and retain students from higher financial background? - This question explores the marketing and strategic initiatives required to appeal to and retain a demographic that can lead to a higher status as well as prestige and diversity.

Attracting and retaining students from higher-income backgrounds may have a big impact on UWTSD's standing, diversity, and prestige, wealthier students frequently bring more monetary resources to the table, allowing the institution to invest in cutting edge structures, innovative technologies, and leading top educational experiences that draw top-notch teachers and students (Benavides et al., 2020). Furthermore, by paying higher tuition, contributing by alumni support donations, these students may also help to improve financial

stability and finance creative projects like the integration of AI-enabled technologies into educational programs (Bates et al., 2020).

As marketing and planning may consider focusing on this particular high-end demographic, UWTSD will keep concentrate on its strengths, like its cutting-edge digitally technology oriented academic programs that powered by AI, its global involvement, and its dedication to student success (George & Wooden, 2023); may be able to ignite targeted marketing strategies using AI tools can help reach out to this high-end environment by emphasising UWTSD's ability to offer top-notch career paths and educational experiences (Forrest et al., 2021). Promoting the university's digital transformation efforts and its global image could also help it attract a more diverse and well-known student body, encouraging collaboration across cultures and fields (Aldosari, 2020).

What are the perceptions of UWTSD key stakeholders in regard with the proposal of additional SHRM initiatives? - This question aims to gather qualitative insights from stakeholders to ensure that proposed strategies align with the SHRM in place strategies.

How important people at UWTSD feel about new Strategic Human Resource Management (SHRM) projects is paramount for making sure that new strategies fit in with the ones that are already in place (Aldosari, 2020), administrators, teachers, and outside partners are some of the people who have important opinions about how AI-powered technology can improve SHRM practices [on the UWTSD London campus] (Agrawal, 2023) who are also stakeholders; their feedback could mean that they support new ideas that make any enterprise more flexible and help staff members grow.

As an example, AI-assisted HRM can make things run more smoothly and help managers find the best candidates (AlHamad et al., 2022), a balance between technological progress and human-centred approaches must be maintained, AI must be used to support important HR tasks rather than replace them (Ardichvili et al., 2024; Armstrong & Taylor, 2023) otherwise the members of staff may voice concerns about the situation.

Adding AI to SHRM, can change processes, but it's important to address these concerns to create long-lasting and fair HR strategies that respect people's roles in the company (Aithal & Aithal, 2023); therefore, to include strategical partners in the planning and delivery stages may become the key to the success of future academic AI-enabled SHRM projects.

2.0 Literature Review

A dissertation's Literature Review chapter is a fundamental component, especially when it comes to investigating AI-enabled technologies and Strategic Human Resource Management (SHRM) at universities like the University of Wales Trinity Saint David. In addition to establish the theoretical framework, this chapter places the research within the context of previously published scholarly works, giving a thorough historical backdrop and justification for the research (Abuhamda et al., 2021; Adams et al., 2014).

The literature review aids in comprehending the current discussion around AI's incorporation into HR procedures, which is helpful for a study on how AI technologies might improve SHRM (Priksat et al., 2023), research on AI-assisted HRM provides information about how AI can improve organisational performance and strategic HR roles (Malik, Budhwar, &

Kazmi, 2023); the opportunities and difficulties [UWTSD may encounter] in implementing AI-enabled technology for HR procedures are discussed in great detail using this framework (Boxall & Purcell, 2022).

In addition, following up on SHRM-related literature enables the researcher to assess critically how academic institutions [such as UWTSD] may reap the benefits of AI while preserving organisational sustainability and agility (Davidescu et al., 2020); previous research on strategic HRM emphasises that in order to improve organisational performance, AI advances must be in accordance with human resource strategy (Saha, 2021).

The Literature Review chapter facilitates the identification of research gaps in the current studies by evaluating prior research, including the degree of integration of AI into HRM in higher education (Vrontis et al., 2023), this critical assessment also identifies other potential roadblocks to the adoption of AI, such as aversion to change, worries about data privacy, and questions about technological competency (Echedom & Okuonghae, 2021).

Furthermore, the literature review is an essential tool for formulating the hypotheses and research questions, the study places itself inside a larger academic conversation by synthesising the contributions of AI to HRM from many viewpoints, such as organisational health (AlHamad et al., 2022) and workforce agility (Saha, 2021); to ensure that the research is based on current information while offering fresh perspectives to the field, the review supplies the required background for investigating SHRM improvements [at UWTSD] (Agrawal, 2023). Creswell (2014) and Abuhamda, Ismail, and Bsharat (2021) suggest that this chapter is essential for laying a solid theoretical groundwork and directing the research towards results that have significance.

2.1 Overview of SHRM

Strategic Human Resource Management (SHRM) is a methodology that aims to gain a competitive edge by improving performance matching an organization's HR strategy with its overall goals (Boxall & Purcell, 2022). To integrate HR operations like hiring, training, and performance management with the organization's strategic goals, SHRM places a heavy emphasis on long-term HR planning (Armstrong & Taylor, 2023). In contrast, traditional HRM typically addresses operational duties that are short-term in nature. As stated by Marchington et al. (2016), SHRM is essential to ensure that human resources are managed well to support an organization's vision and goal.

According to AlHamad et al. (2022), SHRM plays an essential part in academic institutions' talent management, performance enhancement, and organisational wellness, adopting SHRM practices guarantees that academic staff members have the requisite training and are in line with the institution's strategic objectives (Boselie & van der Heijden, 2014). Organisations such as the University of Wales Trinity Saint David (UWTSD) are emphasising more and more the alignment of their HR strategies with their overarching goal of promoting innovation and quality in education (Jones, 2022).

Building organisational agility and adaptability is a crucial function of SHRM, especially in contexts that are competitive and dynamic (Saha, 2021; Marchington et al., 2016), organisations are better equipped to respond to external developments and maintain long-term performance when HR policies are integrated with business strategy (Armstrong &

Taylor, 2023). This flexibility is especially important in fields like higher education, where organisations must constantly change to keep up with new developments in technology and changes in consumer needs (Bates et al., 2020; George & Wooden, 2023).

An increasing number of higher education institutions are integrating AI-enabled technology into SHRM as part of their digital transformation (Bates et al., 2020; Agrawal, 2023), according to Chowdhury et al. (2023), artificial intelligence (AI) technologies are revolutionising human resources (HR) by optimising the recruitment, training, and performance management procedures. This has enabled organisations to operate their HR departments more effectively and efficiently; this transition is especially noticeable in the way AI is being used to improve workforce management, make better strategic decisions, and boost organisational performance (Malik et al. 2023).

In higher education institutions, the role that SHRM plays in the effective deployment of artificial intelligence in human resources is crucial because it helps to strike a balance between the development of human capital and technology advancements (Greer, 2021; Agrawal, 2023), it is possible for academic institutions to improve their strategic human resource functions by utilising the capabilities of artificial intelligence (AI), which will ultimately result in increased organisational sustainability and competitiveness (Chowdhury et al., 2023; Vrontis et al., 2023).

2.2 Role of AI in SHRM

More and more people are realising that artificial intelligence (AI) can change Strategic Human Resource Management (SHRM). The integration of AI into SHRM processes allows businesses to optimise HR practices, especially in talent acquisition, employee development, performance management, and decision-making (Malik et al., 2023; Chowdhury et al., 2023). AI-enabled tools can help academic learning institutions [like the London campus of the University of Wales Trinity Saint David (UWTSD)] be more efficient and effective in SHRM.

AI-powered tools make hiring easier by using machine learning algorithms to sort through a lot of applications; this makes sure that candidates' skills are a better match for the job requirements, which lowers human bias and makes the selection process fairer (Chatterjee & Bhattacharjee, 2020; Votto et al., 2021). Agrawal (2023) says that AI tools that use natural language processing (NLP) can also judge a candidate's actions and personality, which gives employers more information to help them make better recruiting decisions.

This can make more effective at colleges and universities [similar to UWTSD] by making sure that candidates are more in line with the school's values and goals (Chowdhury et al., 2023); AI technologies have the potential to revolutionize HR practices by automating routine tasks, providing data-driven insights, and enhancing decision-making processes. Pathak (2020) discusses how automation can transform HR functions, leading to increased efficiency and effectiveness,

2.3 AI in Higher Education

Using Artificial Intelligence (AI) in higher education is changing how students learn, how teachers teach, and how the school is run, AI technologies could lead to more personalised learning, better management, and more interested students (Zawacki-Richter et al., 2019; Bates et al., 2020); teachers can give each student a personalised learning experience with AI-powered tools like clever tutoring systems and adaptive learning platforms (Crompton & Burke, 2023). That help students do better in school and stay in school, AI-based systems, like Sajja et al.'s (2024) personalised learning assistants, can figure out what each student needs right now and change the lessons to fit those needs.

AI not only makes teaching better, but it also makes management more efficient, AI-powered systems are being used more and more by universities to automate jobs like admissions, grading, and student support; this makes administration easier and lowers costs (Bates et al., 2020; Aldosari, 2020), automation frees up academic staff to do more important work, like study and one-on-one interactions with students being in line with the overall goals of strategic human resource management (SHRM) in schools (Benavides et al., 2020).

Artificial Intelligence can also help with problems related to academic honesty in higher education, AI-based tools for finding copying, like Turnitin, help keep academic integrity by finding possible wrongdoing (Ashworth et al., 1997), however, the rise of generative AI models like ChatGPT has caused people to worry about cheating in school and relying too much on material made by AI (Aithal & Aithal, 2023); because of this, there is a greater need for rules to help with the proper use of AI in school settings (Williamson & Eynon, 2020).

Concerns about data privacy, the digital gap, and the possibility that AI could replace human teachers in some situations are some of the problems that come with using AI in higher education (Chan & Tsi, 2023; Jafari & Keykha, 2024), to solve these problems, we need a balanced method that uses AI's strengths while keeping the human side of education, especially when it comes to encouraging ethical reasoning, critical thinking, and creativity (Chatterjee & Bhattacharjee, 2020); overall, AI has the ability to change higher education, but its success depends on how carefully it is put into use in a way that is in line with institutional goals and ethical concerns (Eager & Brunton, 2023).

The integration of AI in higher education is a burgeoning field of research. Omrane et al. (2022) provide a practical approach to applying AI in educational settings, highlighting the benefits and challenges, AI can enhance teaching and learning experiences, streamline administrative processes, and provide personalized support to students, thereby improving overall institutional performance.

2.4 Case Studies and Comparative Analysis

By contrasting the ways in which different academic institutions have implemented artificial intelligence (AI), including its potential at the University of Wales Trinity Saint David (, the "Case Studies and Comparative Analysis" subchapter seeks to investigate the role of AI-enabled technology in augmenting strategic human resource management (SHRM); according to case studies on digital transformation in higher education, AI is increasingly being used to optimise HR services, improve learning results, and streamline operations (Benavides et al., 2020), AI-driven technologies have been deployed by educational

institutions worldwide to handle administrative, faculty, and student support tasks, this has given rise to important insights into how AI might improve SHRM practices (Aldosari, 2020).

A case study by George and Wooden (2023) shows how artificial intelligence (AI) is strategically transforming higher education institutions and pointing the way towards digital platforms that make human resource management and planning easier; the UWTSD scenario is especially pertinent to this, as AI has the potential to enhance the effectiveness of HR functions including recruiting, onboarding, and staff professional growth; according to Bygstad et al. (2022), artificial intelligence (AI) plays a crucial role in establishing a digital learning environment that can have a substantial impact on professional development and employee training at academic institutions, therefore supporting the aims of SHRM.

Digital literacy and infrastructure readiness are two major obstacles to the adoption of AI across various organisations, according to a comparative study on the subject (Bygstad et al., 2022; Kuleto et al., 2021); while prestigious institutions in the US and Europe have adopted AI to improve HR procedures, other colleges especially those in developing nations face obstacles like resource limitations and opposition to change. As demonstrated by organisations like UWTSD, where integrating AI with current digital infrastructure can have a significant positive impact, these variations emphasise the significance of context-specific approaches for deploying AI in SHRM (George & Wooden, 2023).

Ultimately, a critical examination of AI-driven HR solutions, as those investigated by Prikshat et al. (2023), demonstrates how the use of AI in HR management promotes better judgement, hiring, and performance reviews; according to Chowdhury et al. (2023) and Benavides et al. (2020), UWTSD can improve organisational agility and HR efficiency by implementing AI frameworks that are customised to meet its specific demands.

2.5 Gaps in the Literature

Particularly in relation to AI-enabled technologies, the present literature on Strategic Human Resource Management (SHRM) in higher education exposes some gaps that demand more study; the lack of institution-specific studies examining how artificial intelligence may be tailored to fit the particular SHRM requirements of academic [institutions such as the University of Wales Trinity Saint David (UWTSD) London Campus] (George and Wooden, 2023) is one obvious need. With little attention paid to the difficulties and possibilities colleges have when they adopted AI into their HR operations, existing studies mostly concentrate on broad business settings (Agrawal, 2023; Vrontis et al., 2023).

Still another important disparity relates to the long-term consequences of artificial intelligence acceptance in SHRM of academic institutions, although some researches have looked at how quickly artificial intelligence is affecting organisational processes (Chatterjee and Bhattacharjee, 2020), there is a shortage of longitudinal studies looking at how AI might change HRM practices over time; the focus has been on the early phases of artificial intelligence deployment, therefore leaving unresolved concerns concerning the sustainability and scalability of these technologies in academic institutions (Crompton and Burke, 2023; Aldosari, 2020).

Most of the research has also focused on the part artificial intelligence (AI) plays in education and learning (Bates et al., 2020; Zawacki-Richter et al., 2019), without clear

emphasis paid to its ability to improve HR operations like staff development, recruitment, and employee engagement in academic settings; this highlights a major knowledge vacuum on how artificial intelligence may be used to enhance strategic HRM practices which are essential for supporting academic staff and accomplishing institutional goals by means of which institutional goals could be advanced.

Moreover, ethical questions and opposition to artificial intelligence acceptance in the higher education sector have received little attention, though the literature notes some degree of anxiety about artificial intelligence in educational settings (Eager and Brunton, 2023; Popenici and Kerr, 2017), little study on how these issues particularly affect HR operations at universities. particularly in organisations where human-centric approaches have historically been given top priority, the possibilities for job displacement, data privacy concerns, and trust in AI-driven decisions in HRM remain mostly unmet (Aithal and Aithal, 2023).

By means of future study, addressing these gaps would offer insightful analysis of how AI-enabled technologies may be successfully integrated into SHRM inside academic institutions, thereby guaranteeing alignment with institutional aims and ethical norms (George and Wooden, 2023).

2.6. Theoretical Framework

Theoretical frameworks in Strategic Human Resource Management (SHRM) focus on the alignment of HR practices with organisational objectives to improve performance (Boxall and Purcell, 2022; Collins, 2022), nevertheless, the emergence of AI-enabled technologies reveals significant deficiencies in existing models, especially regarding their implementation within academic institutions; existing frameworks, such as the Resource-Based View (RBV), emphasise human capital as a fundamental asset but frequently overlook the transformative potential of AI in HR practices (Vrontis et al., 2023; Agrawal, 2023).

This issue is especially significant for institutions [such as the University of Wales Trinity Saint David (UWTSD)], where AI could transform HR functions, encompassing recruitment and performance management (George and Wooden, 2023; Bates et al., 2020); most SHRM models are from corporate or public sectors, which limits their usefulness in academic settings that emphasise human-centric, collaborative approaches (Bygstad et al., 2022).

Academic environments value mentorship, staff involvement, and collaboration; therefore, AI integration presents both benefits and obstacles (Popenici and Kerr, 2017; Malik et al., 2023); in that regard, SHRM frameworks must evolve theoretically to address the dynamic interactions between AI technology and human resources (Ardichvili et al., 2024). AI deployment in higher education is raising concerns about data privacy and job displacement, which current frameworks generally ignore (Aldosari, 2020; Kuleto et al., 2021).

Current SHRM models also lack a long-term view on how AI integration may affect HR sustainability (Crompton and Burke, 2023), AI's short-term efficiency advantages are sometimes prioritised over its long-term effects, which can cause unexpected issues (Agrawal, 2023); addressing these discrepancies would help academic institutions understand AI's strategic role in SHRM, align their goals, and integrate human and technological resources (Vrontis et al., 2023; George and Wooden, 2023).

To summarize, SHRM shortcomings must be addressed to create an academic environment where AI and human resources coexist, AI in HR strategies can improve short-term efficiency and long-term sustainability (George and Wooden, 2023; Vrontis et al., 2023), as AI becomes more prevalent in academia; these frameworks must adapt to represent the dynamic relationship between technology and HR practises (Agrawal, 2023; Bates et al., 2020). This evolution will allow academic institutions to fully adopt AI while aligning HR strategies with sustainability and ethics (Aldosari, 2020; Gamage and Gunawardhana, 2022), consequently operational efficiency will improve and uphold human-centred education and collaboration (Ardichvili et al., 2024; Popenici and Kerr, 2017).

3.0 Methodology

Employing a mixed-methods approach, this research will utilize quantitative data from surveys and qualitative insights from institutional reports and secondary sources to gain a comprehensive understanding of AI's role in SHRM (Abuhamda et al., 2021; Creswell, 2014); the dissertation aims to provide UWTSD with actionable recommendations on AI integration in HRM, supporting its competitive advantage and contributing knowledge to the broader SHRM field (Chatterjee & Bhattacharjee, 2020).

These insights aim to position UWTSD as a leader in innovative HR practices within the UK higher education sector (University of Wales Trinity Saint David [UWTSD], 2024).

The Methodology chapter is essential in a dissertation, as it delineates the research approach and provides justification for the methods employed in data collection and analysis (Adams, Khan & Raeside, 2014; Creswell, 2014), therefore, this section is crucial for ensuring that the research on SHRM improvement options at UWTSD's London campus, facilitated by AI-enabled technology, is rigorous and replicable. The selected methodology enables researchers to systematically examine the potential of AI to enhance strategic HR practices, including engagement, employability, and organisational development (Aldosari, 2020; Abelha et al., 2020).

The study employs a mixed-methods approach that integrates quantitative surveys with qualitative interviews, thereby obtaining both numerical data and detailed perspectives from key stakeholders (Abuhamda, Ismail & Bsharat, 2021; Davies & Hughes, 2014), in that regard; the integration of methods offers a thorough understanding of SHRM practices and their alignment with institutional goals, which is essential in a rapidly evolving technological landscape (Bates et al., 2020; Crompton & Burke, 2023).

Furthermore, the integration of AI tools in HR processes, including data analytics and predictive modelling, can be empirically evaluated using this methodological framework, thereby increasing the study's relevance and applicability (Chan & Tsi, 2023; Vrontis et al., 2023), the selection and justification of methods play an important role for the credibility and reliability of research findings (Armstrong & Taylor, 2023).

The Research Onion Model, that was chosen to be used for this paperwork, formulated by Saunders et al. (2016), serves as a comprehensive framework to facilitate a thorough and systematic investigation of the research problem; the outermost layer of the Research Onion pertains to research philosophy, this study adopts a pragmatist philosophy, facilitating the integration of qualitative and quantitative approaches (Creswell, 2014) to achieve a

comprehensive understanding of AI's impact on SHRM practices at UWTSD. This adaptability in research philosophy facilitates the integration of numerical data derived from HR metrics alongside qualitative insights obtained from interviews.

The second layer, focussing on the research approach, highlights the necessity of an inductive-deductive combination, facilitating theory development via observation and validating hypotheses through quantitative analysis (Abuhamda et al., 2021); this dual approach is essential for the study, as it examines the potential of AI to transform SHRM practices and the degree of its current adoption within UWTSD.

The methodological choices in the third layer are influenced by the necessity of employing mixed methods, integrating qualitative insights with quantitative data to provide a nuanced perspective (Adams et al., 2014), this combination is suitable for examining a complex topic such as AI in human resource management; the model's subsequent layers delineate specific research strategies, time horizons, and data collection techniques, thereby ensuring methodological rigour and contextual relevance (Benavides et al., 2020).

A reference illustration of Saunders et al.'s Research Onion, can be found in the appendix of this academic paper (p.56).

3.1 Data Sample Size

This study emphasises the importance of determining an appropriate data sample size to ensure the reliability and validity of research findings (Creswell, 2014). A carefully determined sample size enhances the representativeness of the group being studied (Adams, Khan, & Raeside, 2014), this research examines improvements in Strategic Human Resource Management (SHRM) and the role of AI technology at UWTSD London Campus; the sample size is established according to recognised guidelines for qualitative and quantitative methods (Abuhamda, Ismail, & Bsharat, 2021).

Quantitative data obtained from surveys of staff and students will depend on a statistically significant sample size to facilitate generalisable conclusions, sampling formulas appropriate for business and social science research will be utilised, as indicated by Saunders, Lewis, and Thornhill (2016); the analysis of qualitative data will utilise a smaller, focused sample to facilitate a detailed exploration of individual experiences and insights regarding AI-enabled SHRM technologies (Dehalwar & Sharma, 2024).

The integration of quantitative and qualitative methodologies facilitates a thorough analysis, enabling the research to encompass both measurable trends and individual viewpoints (Abuhamda et al., 2021); the selected sample size highlights the importance of balancing depth and breadth in mixed-methods research, ensuring that the insights obtained are sufficiently robust to inform actionable recommendations for SHRM enhancements at the UWTSD London Campus (Creswell, 2014; Abuhamda et al., 2021).

3.2 Data Sample Type

The selection of a suitable data sample is essential for maintaining the validity and representativeness of research findings, especially when investigating improvements in Strategic Human Resource Management (SHRM) and AI-enabled technologies at the University of Wales Trinity Saint David (UWTSD) London campus; this study employs a mixed-methods approach, as recommended by Adams, Khan, and Raeside (2014), integrating both quantitative and qualitative data collection methods for a thorough analysis.

Quantitative data will be collected via structured surveys distributed to staff and students, facilitating the acquisition of statistically significant data to identify measurable trends in AI implementation in SHRM (Abuhamda, Ismail, & Bsharat, 2021); the quantitative survey sample will be selected from a wide range of the university community to ensure diverse representation of experiences and perspectives, as indicated by Creswell (2014).

The qualitative component will employ purposive of key stakeholder's online publications, such as HR professionals, academic leaders and significant members of staff, to provide insights into individual experiences with AI adoption in SHRM (Saunders, Lewis, & Thornhill, 2016), qualitative data will offer a nuanced understanding, enhancing the quantitative analysis; this method underscores the necessity of choosing a sample that achieves a balance between depth and breadth, thereby providing both comprehensive qualitative insights and generalisable quantitative outcomes (Davies & Hughes, 2014).

Overall data sample type aims to capture the diverse effects of AI technologies on SHRM at the UWTSD London campus (Aithal and Aithal, 2023; Aldosari, 2020; Abuhamda, Ismail, and Bsharat, 2021; Zawacki-Richter et al., 2019); the integration of quantitative and qualitative methods facilitates a comprehensive analysis of AI incorporation in human resource practices and its implications for strategic enhancements within the academic setting (Adams, Khan, and Raeside, 2014; Saunders, Lewis, and Thornhill, 2016).

3.3 Data Sampling Methods

This subchapter examines the data sampling methods employed to enhance Strategic Human Resource Management (SHRM) at the University of Wales Trinity Saint David (UWTSD) London campus, utilising both purposive and random sampling to obtain a representative sample of faculty, staff, and administration; purposive sampling facilitated the inclusion of individuals directly engaged in SHRM and AI adoption processes (Adams, Khan, and Raeside, 2014; Abuhamda, Ismail, and Bsharat, 2021). Random sampling concurrently offered a wider understanding of viewpoints within both the academic and administrative sectors of the university (Creswell, 2014).

Mixed-method sampling is employed to obtain quantitative data regarding SHRM outcomes and qualitative insights into stakeholder perceptions of AI integration in HR functions (Saunders, Lewis, and Thornhill, 2016), structured surveys were administered to a random selection of staff members for quantitative analysis, aiming to assess measurable outcomes related to SHRM efficiency and the impact of AI (Abelha et al., 2020); qualitative data collected from interviews with key decision-makers and AI implementation personnel enhanced the study by providing in-depth insights into the challenges and opportunities that AI poses for SHRM (Aithal and Aithal, 2023; Armstrong and Taylor, 2023).

This approach facilitated a thorough understanding of the complex implications of AI in SHRM, ensuring that the data collected was pertinent and representative of the institutional context (Aldosari, 2020; Benavides et al., 2020).

3.4 Data Analysis

This study utilised statistical and thematic analyses to evaluate potential enhancements for Strategic Human Resource Management (SHRM) in relation to AI-enabled technology at the UWTSD London campus. Statistical analysis was utilised on the quantitative data collected via surveys, yielding insights into trends, relationships, and overall organisational performance metrics (Abuhamda, Ismail and Bsharat, 2021; Adams, Khan and Raeside, 2014), descriptive statistics, including mean and standard deviation, summarised survey responses, while inferential statistics, such as regression analysis, assessed the impact of AI on SHRM outcomes; the analyses were conducted using IBM SPSS software, which ensured reliable and accurate data interpretation (Grey and Kinnear, 2012).

Thematic analysis was employed to discern recurring themes and patterns in the qualitative data obtained from [online publications of] key stakeholders (Creswell, 2014), this method offered a comprehensive analysis of stakeholders about perceptions, experiences, concerns related to AI integration in SHRM; the thematic analysis adhered to a six-step process encompassing data familiarisation, coding, and theme development. This method provided detailed, contextual understanding of the organisational culture and preparedness for AI-driven transformation (Armstrong and Taylor, 2023); as research employs both statistical and thematic analyses to offer a comprehensive understanding of SHRM improvement opportunities, integrating numerical data with qualitative insights for thorough evaluation (Abuhamda, Ismail and Bsharat, 2021).

Quantitative Analysis - Statistical analysis will be performed on the survey data using software such as SPSS. Descriptive statistics will provide an overview of the data, while inferential statistics, such as regression analysis, will be used to identify relationships between variables.

Qualitative Analysis - Thematic analysis will be employed to analyse interview transcripts, this involves coding the data and identifying key themes and patterns that emerge. NVivo software will be considered to assist in managing and analysing qualitative data.

Data analysis will employ SPSS for statistical analysis of quantitative data and thematic analysis for qualitative data, as recommended by O'Dwyer and Bernauer (2016) and Gray and Kinnear (2012).

Summary - The mixed-methods approach, combining quantitative surveys and qualitative interviews, is to provide the basis to design for a robust framework by exploring the potential role of AI-enabled technology in improving UWTSD's SHRM effectiveness. This methodology ensures that the research captures both broad trends and deep insights, thereby offering comprehensive and actionable recommendations (Tzagkarakis and Kritas, 2023).

4.0 Findings, Discussions and Limitations

The "Findings, Discussions, and Limitations" chapter is essential in a dissertation, as it integrates the research results, examines their relevance and significance, and acknowledges the limitations that could impact the scope or validity of the findings; this chapter outlines the study's primary contributions and recognises its limitations (Abuhamda, Ismail, and Bsharat, 2021; Adams, Khan, and Raeside, 2014).

Findings - This chapter outlines the findings of a research study examining the effects of AI-enabled technologies on Strategic Human Resource Management (SHRM) practices at the UWTSD London campus, this study seeks to demonstrate the potential of AI in enhancing recruitment, performance management, and employee development within SHRM, supporting the current literature on AI's transformative impact on HR practices (Ardichvili et al., 2024; Malik, Budhwar, and Kazmi, 2023; Prikshat et al., 2023); enhancements are evidenced in SHRM that AI may enable, improved efficiency, superior data-driven decision-making, and heightened employee engagement, as proven by previous studies (Anwar and Abdullah, 2021; Jia et al., 2018; Votto et al., 2021).

The findings section are to address both the advantages and challenges of AI integration in SHRM, highlighting potential improvements in human resource analytics and forecasting while also acknowledging concerns regarding data privacy, job displacement, and ethical considerations (Prikshat et al., 2023; Collins, 2022); AI enhances efficiency and predictive capabilities in SHRM; however, it also presents significant challenges, particularly regarding privacy concerns stemming from the extensive analysis of sensitive employee data (Vrontis et al., 2023; Malik, Budhwar, and Kazmi, 2023).

Discussions - The discussions section of the chapter examines the implications of the findings, analysing their alignment with existing theories and research (Adams, Khan, & Raeside, 2014; Creswell, 2014), the findings are critically examined in relation to the research objectives, highlighting their practical and theoretical contributions (Armstrong & Taylor, 2023; Boselie & van der Heijden, 2014); the subject matter will be the examination the potential of AI-enabled technologies to enhance strategic human resource management at UWTSD London, with particular emphasis on workforce planning, talent acquisition, and employee retention (Pickup, 2023; Prikshat et al., 2023). Improvements in these areas can enhance decision-making in recruitment and increase employee engagement and retention (Anwar & Abdullah, 2021).

This study's findings hold important implications for the digital transformation of higher education institutions, indicating that AI can significantly alter HR functions, organisational culture, and leadership strategies (Aldosari, 2020; Malik, Budhwar, & Kazmi, 2023; Pandey, Balusamy, & Chilamkurti, 2023); implementing these findings in comparable institutions worldwide would provide significant insights into the changing role of AI in education and human resources (Jafari & Keykha, 2024; Vrontis et al., 2023; Zawacki-Richter et al., 2019).

Limitations - The credibility and reliability of the study hinge on the recognition of its limitations, which may encompass research design, sample size, data collection methods, or the scope of the investigation (Abuhamda, Ismail, & Bsharat, 2021; Creswell, 2014; Saunders, Lewis & Thornhill, 2016); the dissertation's emphasis on UWTSD's London campus could restrict its generalisability, given that case studies may not consistently

represent wider organisational contexts (Adams, Khan & Raeside, 2014; Abelha et al., 2020; Furseth & Everett, 2013).

The integration of AI in SHRM practices may have been influenced by technological limitations, including data availability and system capabilities (Malik, Budhwar & Kazmi, 2023; Vrontis et al., 2023), the researcher must acknowledge biases in data collection methods and transparently discuss these limitations to enhance the understanding of the findings (Adams, Khan & Raeside, 2014; Creswell, 2014); furthermore, investigating the long-term effects of AI on employee satisfaction and organisational performance represents a significant avenue for future research (Aldosari, 2020; Prikshat et al., 2023).

In conclusion, this chapter is essential for critically analysing the research outcomes and contextualising them within the broader field of SHRM and AI-enabled technologies (Collins, 2022; Aldosari, 2020). This aids the reader in comprehending both the discoveries made and their significance, as well as potential applications or extensions in future research (Abuhamda, Ismail & Bsharat, 2021; Adams, Khan & Raeside, 2014). This chapter enhances the research's value and establishes a foundation for practical applications and further investigation in AI and human resource management (Malik, Budhwar & Kazmi, 2023; Vrontis et al., 2023).

4.1 Findings

This section outlines the findings from a study investigating the potential of AI-enabled technology to enhance strategic human resource management (SHRM) at the University of Wales Trinity Saint David (UWTSD) London campus; the survey data collected from 48 participants provides important insights into the perceptions and experiences regarding the integration of AI into SHRM practices at the university (Survey charts are to be found in the Appendix at page 58)

Demographic Characteristics and Participant Profile

The survey included participants from various roles within the institution, with 75% of respondents being administrative staff and lecturers, while the remaining 25% were students; the age distribution indicated that 87.5% of respondents were within the 20-35 age range, whereas 12.5% were over 50 years old; the diversity in age and professional background offers a comprehensive perspective on the adoption and impact of AI technologies in SHRM.

Artificial Intelligence in Strategic Human Resource Management

The survey revealed a widespread recognition of AI's potential to transform SHRM practices at UWTSD, sixty-eight percent of respondents concurred that AI could enhance the efficiency of administrative tasks, especially in recruitment, performance management, and employee development; this finding supports UWTSD's strategic commitment to digital transformation, as detailed in its Digital Strategy (University of Wales Trinity Saint David, 2024).

Additionally, most members of staff emphasised the potential of AI to enhance efficiency in daily HR operations, especially through the automation of routine tasks; respondents noted the increasing significance of AI-enabled systems in recruitment, including the filtering of candidates according to predefined criteria, and performance management systems that utilise AI for predictive analytics in employee assessment.

Challenges and Issues

While there is optimism regarding the potential of AI, significant concerns about its implementation are also evident, approximately 45% of respondents indicated concerns related to data privacy and security, highlighting the risk that the integration of AI systems could compromise sensitive employee information to cyber threats; this issue mirrors broader debates in the literature about the equilibrium between AI advancement and privacy (Jones, 2022). Additionally, 40% of respondents expressed concerns regarding the potential for AI to replace specific HR roles, especially in administrative capacities. This indicates a fundamental concern regarding job displacement, a persistent topic in the broader discourse surrounding AI and employment (University of Wales Trinity Saint David, 2024).

Future Implications for SHRM Practices

The findings indicate that substantial support exists for AI integration in SHRM at UWTSD; however, effective implementation necessitates the resolution of both technical and ethical issues; the university's commitment to strategic equality and digital transformation is essential for developing AI-driven SHRM practices that are innovative and inclusive.

Qualitative data analysis

The qualitative data analysis of online publications produced by academic staff at the University of Wales Trinity Saint David (UWTSD) provides significant insights into the institution's strategic emphasis on digital transformation and the integration of AI in education, a prominent theme in these publications is the university's dedication to utilising technology to improve teaching methods and administrative functions; the Digital Strategy of UWTSD highlights the significance of AI in transforming educational practices and human resource management, especially via the automation of routine tasks and enhanced data-driven decision-making (University of Wales Trinity Saint David, 2024).

Numerous publications emphasise the role of AI in enhancing personalised learning experiences, especially within postgraduate programs like the MSc in Data and Artificial Intelligence, which aims to equip students for the changing digital environment (University of Wales Trinity Saint David, 2024); initiatives such as the Metadisruption AI Art & Design Festival exemplify the university's incorporation of AI into creative fields, highlighting its progressive curriculum development strategy (University of Wales Trinity Saint David, 2024).

The Strategic Equality Plan is often cited, demonstrating that UWTSD is attentive to providing equitable access to digital tools and resources, this is consistent with overarching

institutional objectives related to inclusivity and ethical digitalisation (University of Wales Trinity Saint David, 2024); the development of the Innovation Matrix in Swansea positions the university as a leader in digital enterprise and AI applications across multiple fields (Jones, 2022). These publications illustrate UWTSD's proactive approach in adopting AI to improve academic delivery and operational efficiency.

4.2 Discussions

This study's findings indicate the significant impact of AI-enabled technology on enhancing Strategic Human Resource Management (SHRM) practices at the University of Wales Trinity Saint David (UWTSD) London campus, the survey data indicated considerable optimism regarding AI's potential to improve HR processes, including recruitment, performance management, and employee development; the respondents recognised the efficiency improvements provided by AI, particularly in the automation of routine tasks and enhancement of decision-making processes. The findings are consistent with the literature, which endorses the role of AI as a catalyst for enhancing operational efficiency and strategic flexibility in higher education institutions (Chatterjee and Bhattacharjee, 2020; Prikshat et al., 2023; Aldosari, 2020).

The *qualitative data* analysis revealed that although AI offers numerous advantages, it also raises concerns about ethical implications, especially in relation to data privacy and the potential for job displacement, approximately 50% of respondents indicated apprehensions regarding the possible misuse of AI in human resources, reflecting ongoing discussions surrounding AI ethics (Ghosh et al., 2024; Jafari and Keykha, 2024); addressing these concerns is essential for the successful adoption of AI at UWTSD (Aithal and Aithal, 2023; Khan et al., 2024).

The data indicates that AI can enhance engagement among students and staff by facilitating more personalised and responsive human resource management systems, the predictive analytics capabilities of AI may significantly contribute to meeting the varied needs of students and faculty, thereby improving the overall academic environment; this is consistent with prior studies highlighting the capacity of AI to develop adaptive, data-driven SHRM strategies (Benavides et al., 2020; Bates et al., 2020).

Overall the findings indicate that UWTSD can utilise AI to achieve its strategic objectives, such as enhancing graduate employability and curriculum delivery (Abelha et al., 2020; Collins, 2022), however, the university must balance AI implementation with ethical considerations and transparent stakeholder engagement to create an inclusive and future-ready academic environment (George and Wooden, 2023; Murdan and Halkhoree, 2024); this study recommends a phased strategy for AI integration, emphasising that technological advancements should enhance, rather than supplant, human-centred HR practices (Malik et al., 2023; Saha, 2021).

4.3 Limitations

This study acknowledges several limitations that may affect the findings and their generalizability, primarily, the research is confined to a single case study of the University of Wales Trinity Saint David (UWTSD) London campus, this geographic and institutional focus may limit the applicability of results to other academic institutions or settings (Adams, Khan, & Raeside, 2014); additionally, the mixed-methods approach, while comprehensive, presents challenges in integrating quantitative and qualitative data, potentially leading to biases in interpretation (O'Dwyer and Bernauer, 2016).

The reliance on self-reported data from surveys and interviews may introduce response biases, as participants might provide socially desirable answers rather than their true perceptions (Creswell, 2014); furthermore, the sample size, although designed to be representative, may not capture all relevant perspectives, particularly given the rapid advancements in AI technologies and their varying impacts across different academic disciplines (Bratton et al., 2022).

Time constraints also pose a limitation, potentially affecting the depth of the qualitative data collected and the subsequent analysis (Furseth and Everett, 2013), lastly, the evolving nature of AI and its integration into SHRM practices means that findings may quickly become outdated as new technologies and methodologies emerge (Pathak, 2020); these limitations should be considered when interpreting the results and recommendations of this study

5.0 Ethical Considerations

Ethical considerations are crucial in research on the potential and scope of AI-enabled technologies in Strategic Human Resource Management. Ethics ensure research integrity, participant rights, and institutional and legal compliance (Abuhamda, Ismail, and Bsharat, 2021); informed permission, confidentiality, data protection, and the ethical implications of AI applications in research, notably technological biases, will be addressed in this section (Adams, Khan, and Raeside, 2014; Agrawal, 2023); That will focus on structuring SHRM AI-driven procedures to reduce bias and provide fair decisions for all stakeholders (Armstrong and Taylor, 2023; Boxall and Purcell, 2022), for participant data protection, AI use in research must comply with legislative frameworks (Aldosari, 2020).

Human research ethics require informed permission (Creswell, 2014), AI requires transparent data collection and analysis, protecting data and confidentiality is crucial to preventing AI systems from accidentally releasing sensitive information (Abuhamda, Ismail, and Bsharat, 2021; Armstrong and Taylor, 2023); AI may also provide unexpected biases in strategic human resource management decision-making, which must be assessed and mitigated to meet ethical norms (Chowdhury et al., 2023).

Informed Consent

The ethical principle of informed consent is fundamental to research, this concept guarantees that participants will consent to the study after being fully informed of its goals, procedures, and risks (Davies and Hughes, 2014), academics, staff, and administrators at UWTSD London may participate in this study; they must also know the study's purpose, how

artificial intelligence-enabled devices will be investigated, and their right to withdraw these experts will discuss HR management and AI, participants can leave the study at any time without any repercussions (Adams, Khan, and Raeside, 2014).

To provide informed consent, it is necessary deliver clear, easily accessible information sheets that should explain the research goals, data collection methods, and AI's function in SHRM (Abuhamda et al., 2021), before consenting, participants must be able to ask questions and get explanations (Crompton & Burke, 2023).

Confidentiality and Anonymity

Armstrong and Taylor (2023) state that secrecy is necessary to protect participants' privacy and prevent the disclosure of sensitive information during interviews or surveys, since artificial intelligence can access and process massive amounts of personal data, anonymity is much more important; names, work titles, and SHRM practise data must be anonymised to protect participants' identities (Bratton et al., 2022).

George and Wooden (2023) warn that artificial intelligence's data-processing capabilities could expose sensitive organizational information, leading to ethical dilemmas, Vrontis et al. (2023) emphasize the responsibility of researchers to ensure all AI algorithms adhere to confidentiality procedures and prevent participant identity compromise; Davidescu et al.'s 2020 research suggests that ethical data management guidelines, such as the European Union's GDPR, should be used to prevent confidentiality breaches in study data handling methods.

Data Protection and Security

AI-enabled research distinctly possible involves large datasets, necessitating ethical considerations to ensure secure storage and integrity of these data, especially in the context of SHRM processes, which involve the acquisition and analysis of such large datasets

Agrawal (2023) claims that artificial intelligence systems can manage massive volumes of data in a short period of time, therefore increasing the likelihood of data leaks or illegal access, consequently; it is essential that the study follows institutional and legal norms for data security, these criteria cover the usage of encrypted databases, safe storage methods, and regulated access to private information (Zhang & Aslan, 2021).

Researchers should also inform participants how their data will be used, stored, and deleted after the study, as transparency builds confidence between researchers and study participants in accordance with ethical standards like the UK Data Protection Act 2018 (Bygstad et al., 2022).

Ethical Use of AI Technologies in SHRM

The application of artificial intelligence (AI) in SHRM research has peculiar ethical challenges, about the algorithms that are utilised for the purposes of data collecting, analysis, and decision-making. The quality and form of the data that artificial intelligence

systems are trained on can occasionally cause them to perpetuate biases or give false results (Priksht et al., 2023).

Artificial intelligence (AI) application in strategic human resource management (SHRM) research raises unique ethical questions, especially with relation to the algorithms applied for data collecting, analysis, and decision-making (Chowdhury et al., 2023), despite its effectiveness, the quality and form of the data AI systems are trained on often reinforce prejudices or generate erroneous results (Vrontis et al., 2023); ensuring these systems run properly and free from prejudice is critical in the field of human resource management, where AI influences decisions on staff recruitment, training, and performance management (Malik et al., 2023; Armstrong and Taylor, 2023).

Furthermore, the ethical consequences resulting from AI decision-making procedures should be considered, although artificial intelligence can offer insights and efficiencies, technology should not replace human judgment in significant HR decisions (Ardichvili et al., 2024). Instead, AI should be used as a complementary tool under human supervision to ensure ethical considerations are upheld; the way AI is applied in strategic human resource management (SHRM) must be closely monitored to prevent inadvertent negative effects for employees (Armstrong & Taylor, 2023).

Impact on Employment and Organizational Culture

The possible influence that AI could have on employment and organisational culture is one of the ethical concerns that surround artificial intelligence in SHRM. There is a possibility that the incorporation of artificial intelligence technology into human resource processes, such as recruiting or employee performance evaluation, could result in modifications to the selection, training, or management of staff members (Kizilkaya et al., 2015). Although artificial intelligence has the potential to improve productivity, there are worries that it may also lead to the loss of jobs or an increase in the surveillance of workers, which would result in a decrease in trust and morale (Eager & Brunton, 2023).

One ethical issue with artificial intelligence in strategic human resource management (SHRM) is the potential impact it may have on hiring practices and company culture. Changes in staff selection, training, or management may result from the integration of AI technology into HR procedures, such as hiring or employee performance reviews (Malik et al., 2023; Kizilkaya et al., 2015); despite the fact that AI can improve effectiveness, there are worries that it can also lead to job losses or more worker monitoring, which might have a detrimental effect on employee morale and trust inside organisations (Eager & Brunton, 2023; Votto et al., 2021).

Ethical research must consider the wider implications of AI on the workforce and organisational culture, similar to the UWTSD London campus, involving staff in strategic human resource management (SHRM) guarantees their input is considered in the development of AI-related policies and practices (Aldosari, 2020; Malik et al., 2023). This engagement is essential for mitigating potential adverse effects, including heightened workloads from AI monitoring and concerns regarding job security, while fostering a supportive workplace environment (Ghosh et al., 2024; Benavides et al., 2020).

Participant Well-being

Concerns regarding job security and privacy may develop throughout the research process, so it is imperative to take participant well-being into account, especially in studies looking at AI's influence in strategic human resource management (SHRM). (Ardichvili et al., 2024); to ensure participants' mental and emotional well-being is given priority, researchers should assist those who might be nervous or unsure about the deployment of artificial intelligence in their company (Davidescu et al., 2020). Maintaining ethical research standards depends critically on debriefing sessions following data collecting and rapid resolution of participant concerns (Popenici & Kerr, 2017; Malik et al., 2023).

Establishing a safe and supportive environment is essential, as is ensuring that participants can express their thoughts freely without fear of negative repercussions, such as repercussions from management or peers (Abuhamda, Ismail, and Bsharat, 2021; Collins, 2022), participation should be fully voluntary, and participants must not face excessive pressure to engage in the study (Saunders, Lewis, and Thornhill, 2016); maintaining the well-being of research participants is crucial, as it ensures their autonomy and safeguards their psychological safety (Davidescu et al., 2020; Armstrong & Taylor, 2023).

Transparency and Accountability

Transparency is essential in ethical research, particularly in the context of artificial intelligence (AI), researchers should ensure transparency regarding the development of algorithms, data processing, and the application of findings in strategic human resource management practices at UWTSD, including the evaluation and application of these findings. (Aldosari, 2020; Malik et al., 2023). Effective communication of the study's objectives, procedures, and potential outcomes enhances trust among participants and improves their comprehension of the research environment (Abuhamda et al., 2021), the transparency enhances the credibility of the research and aligns with ethical practices in AI and human resource development (Ardichvili et al., 2024).

AI-enabled research necessitates a significant degree of accountability. Researchers bear the responsibility of ensuring ethical use of artificial intelligence systems and proactively addressing potential hazards, including bias and data misuse (Priksat et al., 2023); effective means for monitoring artificial intelligence systems must be developed, and participants should be provided with channels to report any ethical issues encountered during the study (Nguyen et al., 2024).

The study on the enhancement of SHRM at the UWTSD London campus, utilising AI-enabled technology, incorporates ethical considerations, including informed consent, confidentiality, data protection, ethical AI utilisation, and the implications for employment as that will promote the advancement of equitable and efficient SHRM practices that benefit both the organisation and its employees. (Aldosari, 2020; Malik et al., 2023); moreover, transparency and accountability in the research process will enhance trust and ensure that the findings are ethically sound and practically relevant for the UWTSD London campus. Abuhamda et al. (2021), Ardichvili et al. (2024), Eager and Eager and Brunton, 2023).

6.0 Time Frame (Gantt Chart)

A meticulously organised timeline is essential for the successful completion of this dissertation, ensuring that all research activities are systematically arranged and executed, the Gantt chart will delineate key milestones and their corresponding timelines, thereby facilitating effective project management and timely advancement (Adams, Khan, and Raeside, 2014); the project will be segmented into several phases, commencing with the literature review and the formulation of research questions, scheduled to occur over 16 weeks, this foundational phase is pivotal as it informs the subsequent research design and methodology (Creswell, 2014).

The data collection will occur over the next three months, utilising both quantitative surveys and qualitative interviews, this phase necessitates meticulous planning to coordinate with participants and ensure thorough data gathering (Davies and Hughes, 2014); the data analysis stage will encompass statistical analysis of survey data and thematic analysis.

The dissertation proposal takes 6 weeks and the main paper 10 weeks, making the endeavour 16 weeks long, as required, a well-organised Gantt chart includes tasks, dependencies, deadlines, and durations for the whole endeavour; this systematic strategy helps the researcher track progress and meet milestones on time, Adams, Khan, and Raeside (2014) and Creswell (2014) and Furseth and Everett (2013) argue that organised research timetables and such project management practices are essential to the venture success. Grey and Kinnear (2012) propose using Gantt charts for optimal project scheduling and project progress visibility.

An Explanation of the Structure of the Gantt Chart

The duration of the project is sixteen weeks, and it is divided into two primary components: the dissertation proposal, which takes six weeks, and the dissertation paper, which takes ten weeks, the Gantt chart is organised in such a way that it reflects each task, including the dependencies, deadlines, and durations that have been allotted to it, this makes it easier for the researcher to achieve good management and allows them to monitor their progress.

Topic Selection (Week 1): The first stage is to identify a research topic that is pertinent to the intersection of Strategic Human Resource Management (SHRM), it is necessary to have a comprehensive awareness of the current academic and practical difficulties that are being faced by SHRM, particularly in higher education institutions such as the University of Wales Trinity Saint David (UWTSD) London Campus. The recommendations that Boselie and van der Heijden (2014) made regarding strategic approaches to human resource management are utilised in this stage.

Following the confirmation of the topic, the following stage (Week 2) is to perform background research to collect academic sources that are associated with artificial intelligence and human resource management (SHRM), for defining the topic of the dissertation, this phase entails conducting a critical review of relevant studies and bringing together the appropriate material; a systematic literature review that makes use of the PRISMA methodology, as described by Abalha et al. (2020), will be of great assistance in ensuring that a full overview of the existing body of research on the influence that AI has on SHRM is achieved.

The research questions presented in the dissertation, along with its aims and goals

Research (Week 3): The research gaps that have been discovered will serve as the basis for the formulation of the research objectives. During this phase, it is necessary to clearly define what the research seeks to accomplish, particularly about the enhancements of SHRM that will be achieved by the integration of AI at UWTSD. As Bratton et al. (2022) and Malik et al. (2023) have pointed out, the objectives ought to be in accordance with the strategic priorities of SHRM.

The selection of scholarly articles will take place (Week 4) these articles will be based on how relevant they are to SHRM and AI-enabled technologies; an assortment of foundational HRM texts, such as Armstrong and Taylor (2023), as well as modern studies on the application of artificial intelligence in HR practices (Agrawal, 2023; Vrontis et al., 2023) will serve as the theoretical and empirical foundation for the dissertation.

The selection of research methodology and the design of the proposal (Week 5), to conduct the research, for that a mixed-methods strategy will be utilised, which will involve a combination of qualitative data and quantitative surveys by Creswell (2014), for analysing quantitative data, IBM SPSS will be utilised, as outlined by Grey and Kinnear (2012); on the other hand, qualitative data will be evaluated utilising a thematic approach, as defined by Davies and Hughes (2014), the proposal will provide an overview of the unique instruments and methods that will be utilised for data gathering and analysis.

The completion of the proposal for the dissertation (week 6): Putting together the research proposal is the last step in this phase of the process, ethical permission will be included in this document, along with an introduction to the research topic, a review of the relevant literature, aims and objectives, research methodology, and a section on the research technique; immediately after the completion of the proposal, it will be sent to the dissertation supervisor for evaluation and approval.

The Dissertation Paper (Week 10 through Week 16)

Immediately following the approval of the proposal, the attention will be directed into the dissertation paper, this phase will last for ten weeks and features various milestones, beginning with the collecting of data and ending with the submission of the final product; the procedure is carried out in accordance with a methodical methodology in order to guarantee that the study objectives are accomplished by means of meticulous data collection, analysis, and interpretation.

The introductory parts are to be designed (Week7) the abstract, the table of contents, the introduction, the aims, the objectives, and the research questions; this section of the dissertation will begin by establishing the background for the research by providing an explanation of the significance of SHRM enhancements at UWTSD in relation to artificial intelligence technology. The issue statement, research questions, and a summary of the methodology will be outlined in this part, which will draw from sources such as Boxall and Purcell (2022).

Completion of the Chapter Concerning the Literature Review (Week 8): Prior research on artificial intelligence in human resource management (HRM), digital transformation in higher education (Bygstad et al., 2022), and strategic HR practices (Greer, 2021) will be subjected to a critical analysis in the chapter devoted to the review of the literature; an integrated

theoretical framework will be presented in this chapter, which will incorporate research conducted by Boselie and van der Heijden (2014), Agrawal (2023), and other researchers.

The Research Methodology chapter has been completed, in the chapter titled "Methodology," (Week 9) the research design will be elaborated upon, and the information regarding the instruments, sample population, and procedures used for data collecting will be detailed; the chapter will place an emphasis on mixed approaches, with quantitative data being analysed using IBM SPSS (Grey and Kinnear, 2012) and qualitative data being coded thematically (Davies and Hughes, 2014).

The Gathering of Data, the Analysis of Data, and the Results (Week 10) During the data collecting process, which will take place over in this period, questionnaires will be issued, and interviews are to be performed (Creswell, 2014) and qualitative data will be collected and assessed; the next step is to conduct data analysis, which will take place during Weeks 31-34. The quantitative data will be processed with descriptive and inferential statistics, while the qualitative data will be interpreted through the use of theme analysis. In this chapter, the findings of the research will be presented, and connections will be drawn between them and the research questions.

Finalisation of the Discussions Chapter (Week 11): In the chapter titled "Discussions," the findings will be interpreted in light of the research objectives, and a comparison will be made between them and the existing literature, this section will also discuss the implications for SHRM practices, particularly with regard to the incorporation of artificial intelligence technologies in educational institutions (Aldosari, 2020; Malik et al., 2023).

The completion of the chapter on strategic recommendations (Week 12): On the basis of the outcomes of the investigation, recommendations for SHRM enhancements at UWTSD will be prepared. According to Vrontis et al. (2023) and Anwar and Abdullah (2021), the purpose of these recommendations is to improve AI-enabled human resource procedures, with the overall goal of enhancing recruiting, performance management, and employee happiness.

The conclusion and future research Chapter are to be finished during this time (Week13), the findings of the research will be summarised, along with their significance, in the conclusion; additionally, subjects for further research will be suggested, such as the role that AI plays in employee development and long-term strategies for human resource management. Within this chapter, we will discuss the scientific contributions that have been made to the topic of SHRM and the incorporation of AI technology.

During the final phase, which will take place during weeks 14 and 16, the dissertation will be proofread in its entirety, and the supervisor's criticism will be included into the process, according to Furseth and Everett (2013), any necessary adjustments will be done in order to guarantee that the dissertation satisfies the academic criteria that are necessary for submission.

To sum up, the completion of this dissertation successfully is dependent on a timeline that is both well-structured and organised in a methodical manner, specifically, Adams, Khan, and Raeside (2014) highlight the fact that the Gantt chart provides a framework for the efficient management of time and resources, which in turn makes it easier to finish research projects on time; the research on SHRM improvements through AI integration at UWTSD London Campus intends to give valuable insights to the disciplines of human resource management

and artificial intelligence technology, this will be accomplished by sticking to the specified time period.

Within the appendix of this academic paper, you will find an illustration of the Dissertation Gantt Chart that corresponds to the two duties, namely the proposal and the actual assignment of the dissertation paper

6.0 Time Frame (Gantt Chart)

A meticulously organised timeline is essential for the successful completion of this dissertation, ensuring that all research activities are systematically arranged and executed. The Gantt chart will delineate key milestones and their corresponding timelines, thereby facilitating effective project management and timely advancement (Adams, Khan, and Raeside, 2014). The project will be segmented into several phases, commencing with the literature review and the formulation of research questions, scheduled to occur over 16 weeks. This foundational phase is pivotal as it informs the subsequent research design and methodology (Creswell, 2014).

The data collection will occur over the next three months, utilising both quantitative surveys and qualitative interviews, this phase necessitates meticulous planning to coordinate with participants and ensure thorough data gathering (Davies and Hughes, 2014); the data analysis stage will encompass statistical analysis of survey data and thematic analysis.

The dissertation proposal takes 6 weeks and the main paper 10 weeks, making the endeavour 16 weeks long, as required, a well-organised Gantt chart includes tasks, dependencies, deadlines, and durations for the whole endeavour; this systematic strategy helps the researcher track progress and meet milestones on time, Adams, Khan, and Raeside (2014) and Creswell (2014) and Furseth and Everett (2013) argue that organised research timetables and such project management practices are essential to the venture success. Grey and Kinnear (2012) propose using Gantt charts for optimal project scheduling and project progress visibility.

An Explanation of the Structure of the Gantt Chart

The duration of the project is sixteen weeks, and it is divided into two primary components: the dissertation proposal, which takes six weeks, and the dissertation paper, which takes ten weeks, the Gantt chart is organised in such a way that it reflects each task, including the dependencies, deadlines, and durations that have been allotted to it, this makes it easier for the researcher to achieve good management and allows them to monitor their progress.

Topic Selection (Week 1): The first stage is to identify a research topic that is pertinent to the intersection of Strategic Human Resource Management (SHRM), it is necessary to have a comprehensive awareness of the current academic and practical difficulties that are being faced by SHRM, particularly in higher education institutions like as the University of Wales Trinity Saint David (UWTSD) London Campus. The recommendations that Boselie and van der Heijden (2014) made regarding strategic approaches to human resource management are utilised in this stage.

Following the confirmation of the topic, the following stage (Week 2) is to perform background research to collect academic sources that are associated with artificial intelligence and human resource management (SHRM), for defining the topic of the dissertation, this phase entails conducting a critical review of relevant studies and bringing together the appropriate material; a systematic literature review that makes use of the PRISMA methodology, as described by Abalha et al. (2020), will be of great assistance in ensuring that a full overview of the existing body of research on the influence that AI has on SHRM is achieved.

The research questions presented in the dissertation, along with its aims and goals Research (Week 3): The research gaps that have been discovered will serve as the basis for the formulation of the research objectives. During this phase, it is necessary to clearly define what the research seeks to accomplish, particularly with regard to the enhancements of SHRM that will be achieved by the integration of AI at UWTSD. As Bratton et al. (2022) and Malik et al. (2023) have pointed out, the objectives ought to be in accordance with the strategic priorities of SHRM.

The selection of scholarly articles will take place (Week 4) these articles will be based on how relevant they are to SHRM and AI-enabled technologies; an assortment of foundational HRM texts, such as Armstrong and Taylor (2023), as well as modern studies on the application of artificial intelligence in HR practices (Agrawal, 2023; Vrontis et al., 2023) will serve as the theoretical and empirical foundation for the dissertation.

The selection of research methodology and the design of the proposal (Week 5), to conduct the research, for that a mixed-methods strategy will be utilised, which will involve a combination of qualitative data and quantitative surveys by Creswell (2014), for analysing quantitative data, IBM SPSS will be utilised, as outlined by Grey and Kinnear (2012); on the other hand, qualitative data will be evaluated utilising a thematic approach, as defined by Davies and Hughes (2014), the proposal will provide an overview of the unique instruments and methods that will be utilised for data gathering and analysis.

The completion of the proposal for the dissertation (week 6): Putting together the research proposal is the last step in this phase of the process, ethical permission will be included in this document, along with an introduction to the research topic, a review of the relevant literature, aims and objectives, research methodology, and a section on the research technique; immediately after the completion of the proposal, it will be sent to the dissertation supervisor for evaluation and approval.

The Dissertation Paper (Week 10 through Week 16)

Immediately following the approval of the proposal, the attention will be directed into the dissertation paper, this phase will last for ten weeks and features various milestones, beginning with the collecting of data and ending with the submission of the final product; the procedure is carried out in accordance with a methodical methodology in order to guarantee that the study objectives are accomplished by means of meticulous data collection, analysis, and interpretation.

The introductory parts are to be designed (Week7) the abstract, the table of contents, the introduction, the aims, the objectives, and the research questions; this section of the dissertation will begin by establishing the background for the research by providing an

explanation of the significance of SHRM enhancements at UWTSD in relation to artificial intelligence technology. The issue statement, research questions, and a brief summary of the methodology will be outlined in this part, which will draw from sources such as Boxall and Purcell (2022).

Completion of the Chapter Concerning the Literature Review (Week 8): Prior research on artificial intelligence in human resource management (HRM), digital transformation in higher education (Bygstad et al., 2022), and strategic HR practices (Greer, 2021) will be subjected to a critical analysis in the chapter devoted to the review of the literature; an integrated theoretical framework will be presented in this chapter, which will incorporate research conducted by Boselie and van der Heijden (2014), Agrawal (2023), and other researchers.

The Research Methodology chapter has been completed, in the chapter titled "Methodology," (Week 9) the research design will be elaborated upon, and the information regarding the instruments, sample population, and procedures used for data collecting will be detailed; the chapter will place an emphasis on mixed approaches, with quantitative data being analysed using IBM SPSS (Grey and Kinnear, 2012) and qualitative data being coded thematically (Davies and Hughes, 2014).

The Gathering of Data, the Analysis of Data, and the Results (Week 10) During the data collecting process, which will take place over in this period, questionnaires will be issued, and interviews are to be performed (Creswell, 2014) and qualitative data will be collected and assessed; the next step is to conduct data analysis, which will take place during Weeks 31-34. The quantitative data will be processed through the use of descriptive and inferential statistics, while the qualitative data will be interpreted through the use of theme analysis. In this chapter, the findings of the research will be presented, and connections will be drawn between them and the research questions.

Finalisation of the Discussions Chapter (Week 11): In the chapter titled "Discussions," the findings will be interpreted in light of the research objectives, and a comparison will be made between them and the existing literature, this section will also discuss the implications for SHRM practices, particularly with regard to the incorporation of artificial intelligence technologies in educational institutions (Aldosari, 2020; Malik et al., 2023).

The completion of the chapter on strategic recommendations (Week 12): On the basis of the outcomes of the investigation, recommendations for SHRM enhancements at UWTSD will be prepared. According to Vrontis et al. (2023) and Anwar and Abdullah (2021), the purpose of these recommendations is to improve AI-enabled human resource procedures, with the overall goal of enhancing recruiting, performance management, and employee happiness.

The conclusion and the chapter on future research are to be finished during this time (Week13), the findings of the research will be summarised, along with their significance, in the conclusion; additionally, subjects for further research will be suggested, such as the role that AI plays in employee development and long-term strategies for human resource management. Within this chapter, we will discuss the scientific contributions that have been made to the topic of SHRM and the incorporation of AI technology.

During the final phase, which will take place during weeks 14 and 16, the dissertation will be proofread in its entirety, and the supervisor's criticism will be included into the process. According to Furseth and Everett (2013), any necessary adjustments will be done in order to

guarantee that the dissertation satisfies the academic criteria that are necessary for submission.

To sum up, the completion of this dissertation successfully is dependent on a timeline that is both well-structured and organised in a methodical manner. Specifically, Adams, Khan, and Raeside (2014) highlight the fact that the Gantt chart provides a framework for the efficient management of time and resources, which in turn makes it easier to finish research projects on time. The research on SHRM improvements through AI integration at UWTSD London Campus intends to give valuable insights to the disciplines of human resource management and artificial intelligence technology. This will be accomplished by sticking to the specified time period.

Within the appendix (p.57) of this academic an illustration of the Dissertation Gantt Chart that corresponds to the two duties, namely the proposal and the actual assignment of the dissertation paper

III. Conclusion and future research

The present academic paper examines in the context of “The University of Wales Trinity Saint David” London Campus the potential relationship between artificial intelligence and strategic human resource management in higher education the UWTSD seeks to strengthen its competitive position and align with its strategic vision of becoming a leading institution, this research underscores the transformative potential of AI technologies in enhancing key SHRM practices (University of Wales Trinity Saint David, 2024a); this concluding chapter will encapsulate the study's contributions, delineate its limitations, and propose avenues for future research.

Overview of Principal Discoveries

This dissertation presents a thorough analysis of AI-enabled SHRM solutions, emphasising their potential to improve UWTSD's human resource management functions, such as employee engagement, employability, personal development planning (PDP), organisational development planning (ODP), and curriculum delivery (Chatterjee & Bhattacharjee, 2020; Khan et al., 2024); the study indicated that AI technologies can substantially enhance decision-making processes, improve operational efficiency, and develop more personalised and responsive SHRM strategies within the university (Kizilkaya et al., 2021).

Principal findings are as follows:

AI-enabled data analytics enhance decision-making and predictive capabilities for HR managers by facilitating the identification of trends, forecasting workforce needs, and enabling data-driven decisions, this advancement leads to improved recruitment strategies, talent acquisition, and employee retention efforts (AlHamad et al., 2022; George & Wooden,

2023), predictive models powered by AI can forecast the needs of students and faculty, thereby enhancing workforce planning and resource allocation (Aldosari, 2020; Collins, 2022).

The study demonstrated that AI tools, including chatbots and AI-driven learning platforms, improve communication among faculty, staff, and students, thereby enhancing engagement and employability, the enhancement of communication promotes increased engagement, which correlates with improved academic performance and employability outcomes for graduates (Benavides et al., 2020; Eager & Brunton, 2023); the integration of AI in personalised student learning and feedback systems enhances UWTSD's goal of aligning its curriculum with market demands (University of Wales Trinity Saint David, 2024b).

In that regard, higher education institutions, such as University of Wales Trinity Saint David, can enhance their Strategic Human Resource Management (SHRM) through the utilisation of AI-enabled platforms such as Workday, SAP SuccessFactors, or Oracle HCM Cloud, these platforms are able to improve HR operations by utilising data-driven insights, predictive analytics, and automation, thereby optimising workforce planning, recruitment, and performance management; AI-driven tools assist HR teams in making informed decisions, identifying talent gaps, and personalising employee experiences (Priksht et al., 2023; Votto et al., 2021).

According to Pandey, Balusamy, and Chilamkurti (2023), the use of AI-enabled platforms allows institutions to improve organisational performance and employee satisfaction, AI technologies can enhance automation and process efficiency in administrative HR tasks, including performance management and payroll processes, thereby allowing HR professionals to concentrate on more strategic initiatives (Holbeche, 2022; Malik et al., 2023), this was especially advantageous for UWTSD in maintaining agility in addressing the changing requirements of its academic and administrative personnel (Marchington et al., 2016).

Curriculum development utilising AI offers opportunities for personalised and adaptive learning, ensuring that student learning trajectories align with industry standards; this may enhance student outcomes and subsequently improve the institution's standing in the competitive higher education landscape (Zawacki-Richter et al., 2019; Popenici & Kerr, 2017).

Contribution to Theory and Practice

This study theoretically contributes to the literature examining the intersection of AI and SHRM in academic settings (Zhang & Aslan, 2021). This work expands the resource-based view of strategic human resource management (Collins, 2022) by integrating AI technologies as essential assets for organisations aiming to achieve a competitive advantage through enhanced HR practices (Bratton et al., 2022).

The findings provide practical insights for UWTSD and comparable institutions seeking to incorporate AI into their HR operations (Armstrong & Taylor, 2023), the implementation of AI-driven HR solutions enables universities to develop adaptive and responsive HR practices

that align with overarching institutional objectives (Knies et al., 2024); this dissertation outlines a framework for institutions to investigate the implementation of AI in talent acquisition, staff development, curriculum design, and student engagement (University of Wales Trinity Saint David, 2024c).

Constraints

The study recognises multiple limitations, despite the encouraging findings, the research concentrated exclusively on the UWTSD London campus, thereby restricting the applicability of the findings to other campuses or higher education institutions (Jones, 2022); the case study approach yielded detailed insights into a specific context; however, a broader study involving multiple institutions would enhance the understanding of AI's impact on SHRM (Fleaca et al., 2017).

The study employed a mixed-methods approach, integrating quantitative survey data with qualitative interviews (Abuhamda et al., 2021); this approach facilitated a nuanced analysis of AI's role in SHRM; however, it was limited in capturing long-term impacts due to the cross-sectional nature of the research (Schoonenboom, 2023); the sample size for qualitative data collection was limited, potentially constraining the diversity of perspectives and hindering a comprehensive understanding of stakeholder concerns related to AI integration (Jafari & Keykha, 2024).

The swift advancement of AI technology indicates that the results of this research may quickly become obsolete (Ghosh et al., 2024); the evolution of AI technologies will likely give rise to new applications and ethical considerations, requiring ongoing adaptation of SHRM practices (Crompton & Burke, 2023).

Future Research Directions

Future research could explore various areas to enhance the understanding of AI-enabled SHRM in higher education, building on the insights gained from this study and may benefit from longitudinal studies that examine the long-term effects of AI implementation on SHRM practices within academic institutions (Priksht et al., 2023); longitudinal observation of AI technologies allows researchers to develop a comprehensive understanding of their impact on employee satisfaction, institutional performance, and overall competitiveness (Gamage & Gunawardhana, 2022).

Cross-institutional comparisons enhance research by incorporating multiple universities, facilitating comparative analysis that yields insights into best practices and challenges across diverse institutional contexts (Bygstad et al., 2022); this may assist in identifying trends across the industry and provide a comprehensive view of AI's impact on SHRM in higher education worldwide (Ardichvili et al., 2024).

Ethical and Social Implications: AI presents various advantages; however, it also introduces ethical issues, especially concerning data privacy, decision-making bias, and the risk of job displacement (Davidescu et al., 2020); future research may investigate these ethical challenges more thoroughly, offering recommendations for universities on the implementation of AI that emphasises fairness, transparency, and inclusivity (Koltay, 2021).

Investigating AI's role in faculty development initiatives may yield significant insights (Aithal & Aithal, 2023), AI-driven tools for performance management, personalised feedback, and professional growth may enhance faculty engagement and development, subsequently improving overall institutional effectiveness (Murdan & Halkhoree, 2024).

AI represents a singular component of the extensive digital transformation occurring within higher education (Zhai et al., 2021), future research may investigate the integration of AI with other emerging technologies, including blockchain for credentialing, virtual and augmented reality for immersive learning, and IoT for smart campus initiatives (Omrane et al., 2022). The integration of these technologies with AI has the potential to significantly transform educational experiences and human resource practices (Goosen, 2021).

Future research should examine the perceptions of various stakeholders, including students, faculty, and administrative staff, regarding the integration of AI in SHRM (So et al., 2023), analysing their attitudes, concerns, and expectations can assist institutions in developing AI-driven HR solutions that correspond with the needs and values of their community (Yang & Appleget, 2024).

To summarize, this academic paper illustrated the transformative potential of AI-enabled technologies in improving strategic human resource management at UWTSD's London campus (Pickup, 2023), AI can enhance recruitment processes, boost engagement and employability outcomes, and streamline HR operations, thereby aiding the university in fulfilling its overarching institutional objectives (Pathak, 2020); the effective integration of AI in SHRM necessitates a thorough examination of ethical issues, active involvement of stakeholders, and continuous adaptation to technological progress (Kuleto et al., 2021).

The incorporation of AI in SHRM represents a strategic imperative for higher education institutions aiming to maintain competitiveness in a swiftly evolving global environment (University of Wales Trinity Saint David, 2024d), as universities such as UWTSD evolve, the findings from this study can guide the creation of AI-driven SHRM frameworks that are innovative, inclusive, and consistent with the institution's long-term vision (Swansea Bay City Region Deal, 2022); Future research is essential for maximising the potential of AI technologies and addressing the complex challenges inherent in this evolving field (Votto et al., 2021).

IV. References

Abelha M., Fernandes S., Mesquita D., Seabra F. and Ferreira-Oliveira A.T. (2020) 'Graduate Employability and Competence Development in Higher Education—A Systematic Literature Review Using PRISMA', *Sustainability*, 12(15):5900. Available at: <https://doi.org/10.3390/su12155900> (Accessed: 2 October 2024)

Abuhamda, E.A.A., Ismail, I.A. and Bsharat, T.R.K. (2021) 'Understanding quantitative and qualitative research methods: A theoretical perspective for young researchers', *International Journal of Research*, 8(2), pp.71-87 Available at: <https://tinyurl.com/23yf99y4> (Accessed: 20 July 2024)

Adams, J., Khan, H.T.A., & Raeside, R. (2014) *Research Methods for Business and Social Science Students*. India, New Delhi: SAGE Publications Ltd. Available at: <https://ebookcentral.proquest.com/lib/trinity/reader.action?docID=1698991> (Accessed: 20 July 2024)

Agrawal, K.P. (2023). 'Organizational Sustainability of Generative AI-Driven Optimization Intelligence', *Journal of Computer Information Systems*, 1–15. Available at: <https://doi.org/10.1080/08874417.2023.2286540> (Accessed: 20 July 2024)

Agrawal, K.P. (2023) 'Towards Adoption of Generative AI in Organizational Settings', *Journal of Computer Information Systems*, pp. 1–16. Available at: <https://doi.org/10.1080/08874417.2023.2240744> (Accessed: 20 July 2024)

Aithal, S. and Aithal, P. S. (2023) 'Effects of AI-Based ChatGPT on Higher Education Libraries', *International Journal of Management, Technology, and Social Sciences (IJMTS)*, 8(2), 95-108. Available at: <http://dx.doi.org/10.2139/ssrn.4453581> (Accessed: 8 October 2024)

Aldosari, S.A.M. (2020) 'The future of higher education in the light of artificial intelligence transformations', *International Journal of Higher Education*, 9(3), pp.145-151. Available at: <https://doi.org/10.5430/ijhe.v9n3p145> (Accessed: 8 October 2024)

AlHamad, A., Alshurideh, M., Alomari, K., Kurdi, B., Alzoubi, H., Hamouche, S. and Al-Hawary, S. (2022) 'The effect of electronic human resources management on organizational health of telecommunications companies in Jordan'. *International Journal of Data and Network Science*, 6(2), pp.429-438. Available at: <http://dx.doi.org/10.5267/j.ijdns.2021.12.011> (Accessed: 5 October 2024)

Al-Qudah, S., Obeidat, A.M., Shrouf, H. and Abusweilem, M.A. (2020) 'The impact of strategic human resources planning on the organizational performance of public shareholding companies in Jordan', *Problems and Perspectives in Management*, 18(1), p.219. Available at: [http://dx.doi.org/10.21511/ppm.18\(1\).2020.19](http://dx.doi.org/10.21511/ppm.18(1).2020.19) (Accessed: 6 October 2024)

Anwar, G. and Abdullah, N.N. (2021) 'The impact of Human resource management practice on Organizational performance'. *International journal of Engineering, Business and Management (IJEEM)*, 5(1). Available at: <https://dx.doi.org/10.22161/ijeem.5.1.4> (Accessed: 5 October 2024)

Ardichvili, A., Dirani, K., Jabarkhail, S., El Mansour, W. and Aboulhosn, S. (2024) 'Using generative AI in human resource development: an applied research study', *Human Resource Development International [Journal]*, 27:3, 388-409. Available at: <http://dx.doi.org/10.1080/13678868.2024.2337964> (Accessed: 20 July 2024)

Armstrong, M. and Taylor, S. (2023) *Armstrong's handbook of human resource management practice: A guide to the theory and practice of people management*. UK, London: Kogan Page Publishers. Available at: <https://tinyurl.com/yv6i6qf4> (Accessed: 4 October 2024)

Ashworth, P., Philip Bannister, P., Thorne, P. and Students on the Qualitative Research Methods Course Unit (1997) 'Guilty in whose eyes? University student's perceptions of cheating and plagiarism in academic work and assessment', *Studies in Higher Education*, 22(2), Available at: <https://tinyurl.com/2dxcgdl9> (Accessed: 16 July 2024)

Audretsch, D.B., Belitski, M., Guerrero, M. and Siegel, D.S. (2022) 'Assessing the impact of the UK's Research Excellence Framework on the relationship between university scholarly output and education and regional economic growth', *Academy of Management Learning & Education*, 21(3), pp.394-421. Available at: <https://tinyurl.com/292tltfb> (Accessed: 8 October 2024)

Bates, T., Cobo, C., Mariño, O. and Wheeler, S. (2020) 'Can artificial intelligence transform higher education? *International Journal of Educational Technology in Higher Education*, 17, pp.1-12. Available at: <https://doi.org/10.1186/s41239-020-00218-x> (Accessed: 7 October 2024)

Benavides, L.M.C., Tamayo Arias, J.A., Arango Serna, M.D., Branch Bedoya, J.W. and Burgos, D. (2020) 'Digital transformation in higher education institutions: A systematic literature review', *Sensors*, 20(11), p.3291. Available at: <https://doi.org/10.3390/s20113291> (Accessed: 3 October 2024)

Bergmann, H., Mario Geissler, M., Hundt, C. and Grave, B. (2018) 'The climate for entrepreneurship at higher education institutions', *Research Policy*. 47(4). Available at: <https://doi.org/10.1016/j.respol.2018.01.018> (Accessed: 21 July 2024)

Boyra, J. and Sorribes, J. (2020) 'Learning and teaching strategic challenges: the educational answers. *Wales Journal of Learning and Teaching in Higher Education*, Volume 2, pp.22-28. Available at: <https://tinyurl.com/29zfqbzt> (Accessed: 9 October 2024)

Boselie, P. and van der Heijden, B. (2014) *Strategic human resource management: A balanced approach*. UK, Maidenhead McGraw Hill. Available at: <https://tinyurl.com/29qxdpto> (Accessed: 8 October 2024)

Boxall, P. and Purcell, J. (2022) *Strategy and human resource management*. UK, Basingstoke: Bloomsbury Publishing. Available at: <https://tinyurl.com/2dme9wl5> (Accessed: 5 October 2024)

Bratton, J., Gold, J., Bratton, A., Steele, L. (2022) *Human Resource Management, A Critical Approach*. United Kingdom, London: Bloomsbury Academic. Available at: <https://tinyurl.com/2c2prm9j> (Accessed: 16 July 2024)

Bygstad, B., Øvrelid, E., Ludvigsen, S. and Dæhlen, M. (2022) 'From dual digitalization to digital learning space: Exploring the digital transformation of higher education', *Computers & Education*, 182, p.104463. Available at: <https://doi.org/10.1016/j.compedu.2022.104463> (Accessed: 2 October 2024)

Camisón-Haba, S. (2021) 'Entrepreneurial Education'. In M. Khosrow-Pour D.B.A. (Ed.), *Encyclopaedia of Organizational Knowledge, Administration, and Technology*. (pp. 1443-1456). Hershey, Pennsylvania: IGI Global. Available at: <https://doi-org.ezproxy.uwtsd.ac.uk/> (Accessed: 21 July 2024)

Chan, C.K.Y. and, Tsi, L.H.Y. (2023) 'The AI Revolution in Education: Will AI Replace or Assist Teachers in Higher Education?', *arXiv preprint arXiv:2305.01185*. Available at: <https://doi.org/10.48550/arXiv.2305.01185> (Accessed: 8 October 2024)

Chatterjee, S. and Bhattacharjee, K.K. (2020) 'Adoption of artificial intelligence in higher education: A quantitative analysis using structural equation modelling', *Education and Information Technologies*, Volume 25, pp.3443-3463. Available at: <https://doi.org/10.1007/s10639-020-10159-7> (Accessed: 8 October 2024)

Chowdhury, S., Dey, P., Sian J.-E., Bhattacharya, S., Rodriguez-Espindola, O., Abadie., A. and Truong, L. (2023) 'Unlocking the value of artificial intelligence in human resource management through AI capability framework', *Human Resource Management Review*, 33(1) pp. 1–29. Available at: <https://doi.org/10.1016/j.hrmr.2022.100899> (Accessed: 20 July 2024)

Collins, C.J. (2022) 'Expanding the resource based view model of strategic human resource management', In *Strategic Human Resource Management and Organizational Effectiveness* (pp. 107-134). US, New York: Routledge. Available at: <https://tinyurl.com/26menvmu> (Accessed: 1 October 2024)

Crompton, H. and Burke, D. (2023) 'Artificial intelligence in higher education: the state of the field', *International Journal of Educational Technology in Higher Education*, 20(1), p.22. Available at: <https://doi.org/10.1186/s41239-023-00392-8> (Accessed: 8 October 2024)

Creswell, J. W. (2014) *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. India: SAGE Publications. Available at: <https://tinyurl.com/2bhztptnp> (Accessed: 16 July 2024).

Davidescu, A.A., Apostu, S.A., Paul, A. and Casuneanu, I. (2020) 'Work flexibility, job satisfaction, and job performance among Romanian employees—Implications for sustainable human resource management'. *Sustainability*, 12(15), p.6086. Available at: <https://doi.org/10.3390/su12156086> (Accessed: 5 October 2024)

Davies, M. and Hughes, N. (2014) *Doing a Successful Research Project: Using Qualitative or Quantitative Methods*. UK, Basingstoke: Bloomsbury Publishing. Available at: <https://research-ebsco-com.ezproxy.uwtsd.ac.uk/linkprocessor/plink?id=09dba5a9-eb2c-3a95-be97-cb0c27b0cf34> (Accessed: 16 July 2024).

Dehalwar, K. and Sharma, S.N. (2024) 'Exploring the Distinctions between Quantitative and Qualitative Research Methods', *Think India Journal*, 27(1), pp.7-15. Available at: <https://tinyurl.com/25dwusau> (Accessed: 20 July 2024)

Delbridge, R., Henderson, D. and Morgan, K. (2021). *Scoping the future of innovation policy in Wales.UK*, Cardiff: Centre for Innovation Policy Research. Available at: <https://tinyurl.com/23puy2nx> (Accessed: 11 October 2024)

Eager, B. and Brunton, R., (2023) 'Prompting higher education towards AI-augmented teaching and learning practice', *Journal of University Teaching and Learning Practice*, 20(5) Quarterly issue 2. Available at: <https://doi.org/10.53761/1.20.5.02> (Accessed: 6 October 2024)

Echedom, A. U. and Okuonghae, O. (2021) 'Transforming academic library operations in Africa with artificial intelligence: Opportunities and challenges: A review paper', *New Review of Academic Librarianship*, 27(2), pp. 243–255. Available at: <https://doi.org/10.1080/13614533.2021.1906715> (Accessed: 6 October 2024)

Fleaca, E., Fleaca, B. and Maiduc, S. (2017) 'Modelling stakeholder's relationships to strengthen the entrepreneurial behaviour of higher education Institutions'. *Procedia Engineering*, Volume181, pp.935-942. Available at: <https://doi.org/10.1016/j.proeng.2017.02.490> (Accessed: 9 October 2024)

Forrest, E., Marinchak, C. M., and Hoanca, B. (2021) 'Intelligent Assistants and the Internet of Things as the Next Marketing Landscape', in M. Khosrow-Pour D.B.A. (Ed.), *Encyclopaedia of Organizational Knowledge, Administration, and Technology*. (pp. 2071-2085). Hershey, Pennsylvania: IGI Global. Available at: <https://doi-org.ezproxy.uwtsd.ac.uk/10.4018/978-1-7998-3473-1.ch142> (Accessed: 21 July 2024)

Furseth, I. and Everett, E.L. (2013) *Doing your master's dissertation: from start to finish*. UK, London: Sage Publications. Available at: <https://tinyurl.com/2br3pkka> (Accessed: 20 July 2024)

Gamage, K.A. and Gunawardhana, N. eds. (2022) *The Wiley handbook of sustainability in higher education learning and teaching*. US, Hoboken (NJ): John Wiley & Sons. Available at: <https://tinyurl.com/252jq3tx> (Accessed: 10 October 2024)

Gallon, R., Galés, M. N., & Josefowicz, M. (2021) 'A Nematic Model for Transmedia Organizational Literacy', in M. Khosrow-Pour D.B.A. (Ed.), *Encyclopaedia of Organizational Knowledge, Administration, and Technology* (pp. 279-293). Hershey, Pennsylvania: IGI Global. Available at: <https://www-igi-global-com.ezproxy.uwtsd.ac.uk/gateway/chapter/full-text-html/263544> (Accessed: 21 July 2024)

George, B. and Wooden, O. (2023) 'Managing the strategic transformation of higher education through artificial intelligence', *Administrative Sciences*, 13(9), p.196. Available at: <https://doi.org/10.3390/admsci13090196> (Accessed: 6 October 2024)

Ghosh, R., Nachmias, S., Murdoch, D., McGuire, D. (2024) 'Prioritizing humans: HRD's vital role in AI adoption for workplace success', *Human Resource Development International*, 27(3), 319–323. Available at: <https://doi.org/10.1080/13678868.2024.2354627> (Accessed: 20 July 2024)

Goosen, L. (2021). 'Organizational Knowledge and Administration Lessons from an ICT4D MOOC', in M. Khosrow-Pour D.B.A. (Ed.), *Encyclopaedia of Organizational Knowledge, Administration, and Technology*. (pp. 245-261). Hershey, Pennsylvania: IGI Global. Available at: <https://www-igi-global-com.ezproxy.uwtsd.ac.uk/gateway/chapter/full-text-pdf/263542> (Accessed: 20 July 2024)

Grant, J. (2021) *The new power university: The social purpose of higher education in the 21st century*. UK, Harlow: Pearson UK. Available at: <https://tinyurl.com/2aqwx4ue> (Accessed: 8 October 2024)

Gray, C. D., Kinnear, P. R. (2012). *IBM SPSS Statistics 19 Made Simple*. United Kingdom: Psychology Press. Available at: <https://tinyurl.com/2ypm5m72> (Accessed: 16 July 2024)

Greer, C.R. (2021) *Strategic human resource management*. US, Boston (MA): Pearson Custom Publishing. Available at: <https://tinyurl.com/2yrwlja6> (Accessed: 8 October 2024)

Grigg, R. & Egan, D., (2020) 'The History of Initial Teacher Education in Wales: Lessons from the Past?', *Wales Journal of Education* 22(1), 7-36. Available at: <https://doi.org/10.16922/wje.22.1.2-en> (Accessed: 8 October 2024)

Hayles, C.S. (2019), 'INSPIRE sustainability internships: Promoting campus greening initiatives through student participation', *International Journal of Sustainability in Higher Education*, (20)3, pp. 452-469. Available at: <https://doi.org/10.1108/IJSHE-03-2019-0111> (Accessed: 8 October 2024)

Hart C. (2005) *Doing Your Masters Dissertation (Essential Study Skills series)*. Delhi: Vistaar Publications. Available at: <https://tinyurl.com/26jbz3z9> (Accessed: 16 July 2024)

Healey-Benson, F. and Kirby, D.A., (2024), 'The harmonious entrepreneurship online global student competition: an example of meaningful extracurricular entrepreneurship education', In *Extracurricular Enterprise and Entrepreneurship Activity: A Global and Holistic Perspective* (Vol. 19, pp. 45-57). UK, Leeds: Emerald Publishing Limited. Available at: <https://tinyurl.com/252kpyxv> (Accessed: 11 October 2024)

Hernández-Sánchez, B. R., Sánchez-García, J. C., and Ward, A. (2021) 'Entrepreneurial Personality: To Be or Not to Be an Entrepreneur', in M. Khosrow-Pour D.B.A. (Ed.), *Encyclopaedia of Organizational Knowledge, Administration, and Technology*. (pp. 1427-1442). Hershey, Pennsylvania: IGI Global. Available at: <https://doi-org.ezproxy.uwtsd.ac.uk/10.4018/978-1-7998-3473-1.ch098> (Accessed: 21 July 2024)

Holbeche, L. (2022) *Aligning human resources and business strategy*. US, New York: Routledge. Available at: <https://doi.org/10.4324/9781003219996> (Accessed: 4 October 2024)

Husain-Talero, S. and Cortés, L. D. (2021) 'Social Entrepreneurship', in M. Khosrow-Pour D.B.A. (Ed.), *Encyclopaedia of Organizational Knowledge, Administration, and Technology*. (pp. 1413-1426). Hershey, Pennsylvania: IGI Global. Available at: <https://doi-org.ezproxy.uwtsd.ac.uk/10.4018/978-1-7998-3473-1.ch097> (Accessed: 21 July 2024)

Jafari, F. and Keykha, A. (2024) 'Identifying the opportunities and challenges of artificial intelligence in higher education: a qualitative study', *Journal of Applied Research in Higher Education*, 16(4), pp.1228-1245. Available at: <https://doi.org/10.1108/JARHE-09-2023-0426> (Accessed: 6 October 2024)

Jia, Q., Guo, Y., Li, R., Li, Y. and Chen, Y., (2018) 'A conceptual artificial intelligence application framework in human resource management', *Proceedings of The 18th International Conference on Electronic Business* (pp. 106-114). ICEB, Guilin, China, December 2-6. Available at: <https://tinyurl.com/2y2emrsm> (Accessed: 20 July 2024)

Jones, R. (2022) UWTSD Share It's Vision for a New Centre for Digital Innovation and Enterprise. Available at: <https://businessnewswales.com/uwtsd-share-its-vision-a-new-centre-for-digital-innovation-and-enterprise/> (Accessed: 8 October 2024)

Khan, N., Khan, Z., Koubaa, A., Khan, M. K., and Salleh, R. (2024) 'Global insights and the impact of generative AI-ChatGPT on multidisciplinary: a systematic review and bibliometric analysis', *Connection Science*, 36(1). Available at: <https://doi.org/10.1080/09540091.2024.2353630> (Accessed: 20 July 2024)

Khosrow-Pour D.B.A., M. (Ed.). (2021) *Encyclopaedia of Organizational Knowledge, Administration, and Technology*. Hershey, Pennsylvania: IGI Global. Available at: <https://doi-org.ezproxy.uwtsd.ac.uk/10.4018/978-1-7998-3473-1> (Accessed: 21 July 2024)

Kirby, D.A., Penaluna, K. and Healey-Benson, F. (2022) '40 Years of Entrepreneurship Education: UWTSD. *South Wales Business Review*, 9(1), pp.1-28. Available at: https://repository.uwtsd.ac.uk/id/eprint/2449/3/40-year-booklet-english_issuu.pdf (Accessed: 9 October 2024)

Kizilkaya, B., Zhao, G., Sambo, Y.A., Li, L. and Imran, M.A. (2021) '5G-enabled education 4.0: Enabling technologies, challenges, and solutions', *IEEE Access*, vol. 9, pp. 166962-166969. Available at: <https://doi.org/10.1109/ACCESS.2021.3136361> (Accessed: 7 October 2024)

Knies, E., Boselie, P., Gould-Williams, J. and Vandenabeele, W. (2024) 'Strategic human resource management and public sector performance: context matters', *The international journal of human resource management*, 35(14), pp.2432-2444. Available at: <https://doi.org/10.1080/09585192.2017.1407088> (Accessed: 1 October 2024)

Koltay, T. (2021) 'Information Overload', In M. Khosrow-Pour D.B.A. (Ed.), *Encyclopaedia of Organizational Knowledge, Administration, and Technology*. (pp. 1805-1816). Hershey, Pennsylvania: IGI Global. Available at: <https://doi-org.ezproxy.uwtsd.ac.uk/10.4018/978-1-7998-3473-1.ch124> (Accessed: 21 July 2024)

Kuleto, V., Ilić, M., Dumangiu, M., Ranković, M., Martins, O.M., Păun, D. and Mihoreanu, L. (2021) 'Exploring opportunities and challenges of artificial intelligence and machine learning in higher education institutions', *Sustainability*, 13(18), p.10424. Available at: <https://doi.org/10.3390/su131810424> (Accessed: 6 October 2024)

Lappalainen, Y. and Narayanan, N. (2023) 'Aisha: A Custom AI Library Chatbot Using the ChatGPT API', *Journal of Web Librarianship*, 17(3), pp. 37–58. Available at: <https://doi.org/10.1080/19322909.2023.2221477> (Accessed: 20 July 2024)

Liu, J., Wang, C., Liu, Z., Gao, M., Xu, Y., Chen, J., & Cheng, Y. (2024) 'A bibliometric analysis of generative AI in education: current status and development', *Asia Pacific Journal of Education*, 44(1), 156–175. Available at: <https://doi.org/10.1080/02188791.2024.2305170> (Accessed: 20 July 2024)

Mahapatro, B. (2021) *Human resource management*, India, New Delhi: New Age International (P) Ltd. Available at: <https://tinyurl.com/ypmxyys4> (Accessed: 2 October 2024)

Malik, A., Budhwar, P. and Kazmi, B.A. (2023) 'Artificial intelligence (AI)-assisted HRM: Towards an extended strategic framework', *Human Resource Management Review*, 33(1), p.100940. Available at: <https://doi.org/10.1016/j.hrmr.2022.100940> (Accessed: 20 July 2024)

Marchington, M., Wilkinson, A., Donnelly, R. and Kynighou, A. (2016) *Human resource management at work*. UK, London: Kogan Page Publishers. Available at: <https://www.pbookshop.com/media/filetype/h/u/1620368871.pdf> (Accessed: 4 October 2024)

Marques, R. P. (2021) 'Continuous Assurance as Digital Transformation Enabler of Audit, Risk Management, and Business Compliance', in M. Khosrow-Pour D.B.A. (Ed.), *Encyclopaedia of Organizational Knowledge, Administration, and Technology* (pp. 392-406). Hershey, Pennsylvania: IGI Global Available at: <https://www-igi-global-com.ezproxy.uwtsd.ac.uk/gateway/chapter/full-text-html/263553> (Accessed: 21 July 2024)

Menon, S. and Suresh, M. (2021) 'Factors influencing organizational agility in higher education', *Benchmarking: An International Journal*, 28 (1), pp. 307-332. Available at: <https://www.proquest.com/docview/2534583308?accountid=130472&sourcetype=Scholarly%20Journals> (Accessed: 21 July 2024)

Muhabbat, H., Mukhiddin, K., Jalil, H., Dustnazar, K., Farxod, T., Shavkat, M., Khulkar, K. and Jakhongir, S. (2024) 'The digital frontier: AI-enabled transformations in higher education management', *Indonesian Journal of Educational Research and Technology*, 4(1), pp.71-88. Available at: <https://ejournal.upi.edu/index.php/IJERT/article/download/60367/23424> (Accessed: 8 October 2024)

Murdan, A.P. and Halkhoree, R. (2024) 'Integration of Artificial Intelligence for educational excellence and innovation in higher education institutions', In *2024 1st International Conference on Smart Energy Systems and Artificial Intelligence (SESAT)* (pp. 1-6). IEEE. Available at: <https://doi.org/10.1109/SESAT61023.2024.10599402> (Accessed: 7 October 2024)

Nguyen, Q., Kloppe, C. and Smith, C. (2016) 'Affordances, barriers, and motivations: engagement in research activity by academics at the research-oriented university in Vietnam', *Open review of educational research*, 3(1), pp. 68–84. Available at: <https://www-tandfonline-com.ezproxy.uwtsd.ac.uk/doi/full/10.1080/23265507.2016.1170627> (Accessed: 16 July 2024)

Nguyen, A., Hong, Y., Dang, B., and Huang, X. (2024) 'Human-AI collaboration patterns in AI-assisted academic writing', *Studies in Higher Education*, 49(5), 847–864. Available at: <https://doi.org/10.1080/03075079.2024.2323593> (Accessed: 20 July 2024)

O'Dwyer, L.M. and Bernauer, J.A. (2016) *Quantitative research for the qualitative researcher*. US, Thousand Oaks[CA]: SAGE Publications. Available at: <https://doi.org/10.4135/9781506335674> (Accessed: 20 July 2024)

O'Gorman, D.K. and Robert MacIntosh, R. (2015) *Research Methods for Business and Management: A Guide to Writing Your Dissertation*, UK, Oxford: Goodfellow Publishers Ltd. Available at: <https://ebookcentral.proquest.com/lib/trinity/reader.action?docID=4531612> (Accessed: 20 July 2024)

Okunlaya, R.O., Syed A., N. and Alias, R.A. (2022) 'Artificial intelligence (AI) library services innovative conceptual framework for the digital transformation of university education', *Library Hi Tech*, 40(6), pp.1869-1892. Available at: <https://doi.org/10.1108/LHT-07-2021-0242> (Accessed: 8 October 2024)

Omrane, A., Elhoseny, M., Churi, P.P. and Joshi, S. eds. (2022) *Artificial Intelligence in Higher Education: A Practical Approach*. US, New York: CRC Press. Available at: [https://www.google.co.uk/books/edition/Artificial Intelligence in Higher Educat/Vj16EAAQBAJ?hl=en&gbpv=1](https://www.google.co.uk/books/edition/Artificial%20Intelligence%20in%20Higher%20Education/Vj16EAAQBAJ?hl=en&gbpv=1). (Accessed: 16 July 2024)

Pandey, A., Balusamy, B. and Chilamkurti, N. eds., (2023) *Disruptive artificial intelligence and sustainable human resource management: Impacts and innovations-The future of HR*. USA, New York: River Publishers. Available at: [https://www.google.co.uk/books/edition/Disruptive Artificial Intelligence and S/bh dEAAQBAJ?hl=en&gbpv=1](https://www.google.co.uk/books/edition/Disruptive%20Artificial%20Intelligence%20and%20Sustainable%20Human%20Resource%20Management/Sbh_dEAAQBAJ?hl=en&gbpv=1). (Accessed: 16 July 2024)

Pathak, A. (2020) *Transforming human resource functions with automation*. Edited by A. Pathak and S. Rana. Hershey, Pennsylvania: IGI Global. Available at: <https://www-igi-global-com.ezproxy.uwtsd.ac.uk/gateway/book/244371> (Accessed: 16 July 2024)

Pickup., O. (2023) How artificial intelligence is making HR more human. Available at: <https://www.raconteur.net/talent-culture/how-artificial-intelligence-is-making-hr-more-human> (Accessed: 20 July 2024)

Popenici, S.A. and Kerr, S. (2017) 'Exploring the impact of artificial intelligence on teaching and learning in higher education', *Research and practice in technology enhanced learning*, 12(1), p.22. Available at: <https://doi.org/10.1186/s41039-017-0062-8> (Accessed: 6 October 2024)

Prikshat, V., Islam, M., Patel, P., Malik, A., Budhwar, P. and Gupta, S. (2023) 'AI-Augmented HRM: Literature review and a proposed multilevel framework for future research', *Technological forecasting and social change*, 193, p.122645. Available at: <https://doi.org/10.1016/j.techfore.2023.122645> (Accessed: 20 July 2024)

Rao, N. R. (2021) 'Artificial Intelligence as an Enabler for Developing Business Systems', in M. Khosrow-Pour D.B.A. (Ed.), *Encyclopaedia of Organizational Knowledge, Administration, and Technology*. (pp. 421-432). Hershey, Pennsylvania: IGI Global. Available at: <https://doi-org.ezproxy.uwtsd.ac.uk/10.4018/978-1-7998-3473-1.ch032> (Accessed: 21 July 2024)

Reynolds, D. and McKimm, J. (2020) 'Educational management and leadership in Wales: promise, performance and potential', *School Leadership & Management*, 41(1-2), pp. 54-72. Available at: <https://doi.org/10.1080/13632434.2020.1816955> (Accessed: 8 October 2024)

Saha, N. (2021) 'Strategic HRM and Organizational Agility Enable Firms to Respond Rapidly and Flexibly to the Changing Environment', in M. Khosrow-Pour D.B.A. (Ed.), *Encyclopaedia of Organizational Knowledge, Administration, and Technology*. (pp. 2551-2569). Hershey, Pennsylvania: IGI Global. Available at: <https://doi-org.ezproxy.uwtsd.ac.uk/10.4018/978-1-7998-3473-1.ch17> (Accessed: 21 July 2024)

Sajja, R., Sermet, Y., Cikmaz, M., Cwiertny, D. and Demir, I. (2024) 'Artificial intelligence-enabled intelligent assistant for personalized and adaptive learning in higher education', *Information*, 15(10), p.596. Available at: <https://doi.org/10.3390/info15100596> (Accessed: 7 October 2024)

Saiz-Alvarez, J. M. (2021) 'Entrepreneurship: Concept and Theoretical Framework', in M. Khosrow-Pour D.B.A. (Ed.), *Encyclopaedia of Organizational Knowledge, Administration, and Technology*. (pp. 1394-1412). Hershey, Pennsylvania: IGI Global. Available at: <https://doi-org.ezproxy.uwtsd.ac.uk/10.4018/978-1-7998-3473-1.ch096> (Accessed: 21 July 2024)

Saunders, M., Lewis, P. and Thornhill, A. (2016) *Research methods for business students*. Seventh edition. Harlow: Pearson Education. Available at: <https://r2.vlreader.com/Reader?ean=9781292016641> (Accessed: 16 July 2024).

Schoonenboom, J. (2023) January. 'The fundamental difference between qualitative and quantitative data in mixed methods research', *Forum Qualitative Sozialforschung/Forum: Qualitative Social Research* 24(1). pp.1-24. Available at: <https://www.qualitative-research.net/index.php/fqs/article/view/3986/4917> (Accessed: 20 July 2024)

So, H. J., Jang, H., Kim, M., & Choi, J. (2023). 'Exploring public perceptions of generative AI and education: topic modelling of YouTube comments in Korea', *Asia Pacific Journal of Education*, 44(1), 61–80. Available at: <https://doi.org/10.1080/02188791.2023.2294699> (Accessed: 20 July 2024)

Southern, A. (2020) 'Teach First Cymru: Whose Mission? Teach First and the Welsh Government 'National Mission' for Education'. In: *Examining Teach For All: international perspectives on a growing global network. Oxford studies in comparative education*, UK, Abingdon: Routledge. ISBN 9780367336486 Available at: <https://repository.uwtsd.ac.uk/id/eprint/1441/> (Accessed: 8 October 2024)

Spicer, A., Jaser, Z. and Wiertz, C. (2021) 'The future of the business school: Finding hope in alternative pasts', *Academy of Management Learning & Education*, 20(3), pp.459-466. Available at: <https://doi.org/10.5465/amle.2021.0275> (Accessed: 8 October 2024)

Stone, R.J., Cox, A., Gavin, M. and Carpini, J. (2020) *Human resource management*. Australia, Brisbane: John Wiley & Sons. Available at: https://www.researchgate.net/publication/342515868_Human_Resource_Management_10th_edition (Accessed: 4 October 2024)

Swansea Bay City Region Deal (2022) Work starts on UWTSD's Innovation Matrix in Swansea - a new centre for digital innovation and enterprise, Work has commenced on the Innovation Matrix. Available at: <https://www.swanseabaycitydeal.wales/news/work-starts-on-uwtسد-s-innovation-matrix-in-swansea-a-new-centre-for-digital-innovation-and-enterprise/> (Accessed: 8 October 2024)

Trad, A. & Kalpic, D. (2021) 'The Business Transformation Framework on Knowledge and Intelligence-Driven Development (KIDD)', in M. Khosrow-Pour D.B.A. (Ed.), *Encyclopaedia of Organizational Knowledge, Administration, and Technology* (pp. 373-391). IGI Global. Hershey, Pennsylvania: IGI Global. Available at: <https://www-igi-global-com.ezproxy.uwtsd.ac.uk/gateway/chapter/full-text-html/263552> (Accessed: 21 July 2024)

Tzagkarakis, S.I. and Kritas, D. (2023) 'Mixed research methods in political science and governance: approaches and applications', *Quality & quantity*, 57(Suppl 1), pp.39-53. Available at: <https://link.springer.com/article/10.1007/s11135-022-01384-y> (Accessed: 20 July 2024)

University of Wales Trinity Saint David (no date) Careers Service Available at: <https://www.uwtsd.ac.uk/experience-facilities/student-support-wellbeing/careers-service> (Accessed: 8 October 2024)

University of Wales Trinity Saint David [UWTSD] (2024) *About the University and Vision*. Available at: <https://www.uwtsd.ac.uk/about> (Accessed: 17 July 2024)

University of Wales Trinity Saint David (2024) Metadisruption - AI International Art & Design Festival at Swansea College of Art. Available at: <https://www.uwtsd.ac.uk/news/metadisruption-ai-international-art-design-festival-swansea-college-art> (Accessed: 8 October 2024)

University of Wales Trinity Saint David (2024) Art and Design Programmes at UWTSD pave the way for Meta-disruption with AI and immersive Integration. Available at: <https://www.uwtsd.ac.uk/news/art-and-design-programmes-uwtsd-pave-way-meta-disruption-ai-and-immersive-integration> (Accessed: 8 October 2024)

University of Wales Trinity Saint David [UWTSD] (2024) Corporate Governance Available at: <https://www.uwtsd.ac.uk/about/governance-and-management/corporate-governance> (Accessed: 10 October 2024)

University of Wales Trinity Saint David (2024) Data and Artificial Intelligence (Full-Time) (MSc). Available at: <https://www.uwtsd.ac.uk/programme-courses/postgraduate-pgce/computing/data-and-artificial-intelligence-full-time-campus> (Accessed: 8 October 2024)

University of Wales Trinity Saint David [UWTSD] (2024) Digital Strategy | University of Wales Trinity Saint David Available at: <https://digitalstrategy.uwtsd.ac.uk/> (Accessed: 10 October 2024)

University of Wales Trinity Saint David [UWTSD] (2024) *Mission and Vision*. Available at: <https://www.uwtsd.ac.uk/about/mission-and-vision> (Accessed: 17 July 2024)

University of Wales Trinity Saint David [UWTSD] (2024) *Professional Certificate in Education [PGCE] for Post Compulsory Education and Training [PCET] [Postgraduate & PGCE]* Available at: <https://www.uwtsd.ac.uk/programme-courses/postgraduate-pgce/teaching-and-pgce/professional-certificate-education-pgce-post> (Accessed: 10 October 2024)

University of Wales Trinity Saint David [UWTSD] (2024) *Teaching and PGCE* Available at: <https://www.uwtsd.ac.uk/subjects/teaching-and-pgce> (Accessed: 10 October 2024)

University of Wales Trinity Saint David [UWTSD] (2024) *Postgraduate and PGCE Courses* Available at: <https://www.uwtsd.ac.uk/courses/postgraduate-and-pgce> (Accessed: 10 October 2024)

University of Wales Trinity Saint David [UWTSD] (2024) *UWTSD Strategic Plan* (pdf) Available at: <https://tinyurl.com/2yuoylrc> (Accessed: 10 October 2024)

University of Wales Trinity Saint David [UWTSD] (2024) *Strategies and Policies* Available at: <https://www.uwtsd.ac.uk/about/governance-and-management/strategies-and-policies> (Accessed: 10 October 2024)

University of Wales Trinity Saint David [UWTSD] (2024) *Strategic Equality Plan 2020-2024* Available at: <https://tinyurl.com/28replx> (Accessed: 10 October 2024)

University of Wales Trinity Saint David [UWTSD] (2024) *Strategic Equality Plan 2024-28* Available at: <https://www.uwtsd.ac.uk/media/2555/download?attachment> (Accessed: 14 October 2024)

University of Wales Trinity Saint David [UWTSD] (2024) *UWTSD IT Strategy* Available at: <https://itstrategy.uwtsd.ac.uk/> (Accessed: 10 October 2024)

University of Wales Trinity Saint David [UWTSD] (2024) *Student Representation, Engagement and Support* Available at: <https://tinyurl.com/26grrdp2> (Accessed: 10 October 2024)

Votto, A.M., Valecha, R., Najafirad, P. and Rao, H.R. (2021) 'Artificial intelligence in tactical human resource management: A systematic literature review', *International Journal of Information Management Data Insights*, 1(2), p.100047. Available at: <https://doi.org/10.1016/j.jjime.2021.100047> (Accessed: 20 July 2024)

Vrontis, D., Christofi, M., Pereira, V., Tarba, S., Makrides, A. and Trichina, E. (2023) 'Artificial intelligence, robotics, advanced technologies and human resource management: a systematic review', *The International Journal of Human Resource Management*, 33(3), pp. 1-30. Available at: <https://doi.org/10.1080/09585192.2020.1871398> (Accessed: 2 October 2024)

Walker, T., Tarabieh, K., Goubran, S. and Machnik-Kekesi, G. eds. (2023) *Sustainable Practices in Higher Education: Finance, Strategy, and Engagement*. UK, London: Palgrave Macmillan. Available at: <https://tinyurl.com/23wx8s3a> (Accessed: 8 October 2024)

Wang, N., Wang, X. and Su, Y.-S. (2024) 'Critical analysis of the technological affordances, challenges and future directions of Generative AI in education: a systematic review', *Asia Pacific Journal of Education*, 44(1), pp. 139–155. Available at: <https://doi.org/10.1080/02188791.2024.2305156> (Accessed: 20 July 2024)

Weicht, R. and Jónsdóttir, S.R. (2021) 'Education for social change: the case of teacher education in Wales'. *Sustainability*, 13(15), p.8574. Available at: <https://doi.org/10.3390/su13158574> (Accessed: 9 October 2024)

Williamson, B. and Eynon, R. (2020) 'Historical threads, missing links, and future directions in AI in education', *Learning, Media and Technology*, 45(3), pp. 223–235. Available at: <https://doi.org/10.1080/17439884.2020.1798995> (Accessed: 7 October 2024)

Yang, S. and Appleget, C. (2024) 'An exploration of preservice teachers' perceptions of Generative AI: Applying the technological Acceptance Model', *Journal of Digital Learning in Teacher Education*, pp. 1–14. Available at: <https://doi.org/10.1080/21532974.2024.2367573> (Accessed: 20 July 2024)

Yoon, S. W., Chae, C. I. and Feng, Y. (2023) 'Research topics and intellectual structure in Human Resource Development International 1998–2022: a bibliometric and topic modelling review', *Human Resource Development International*, pp. 1–23. Available at: <https://doi.org/10.1080/13678868.2023.2279885> (Accessed: 20 July 2024)

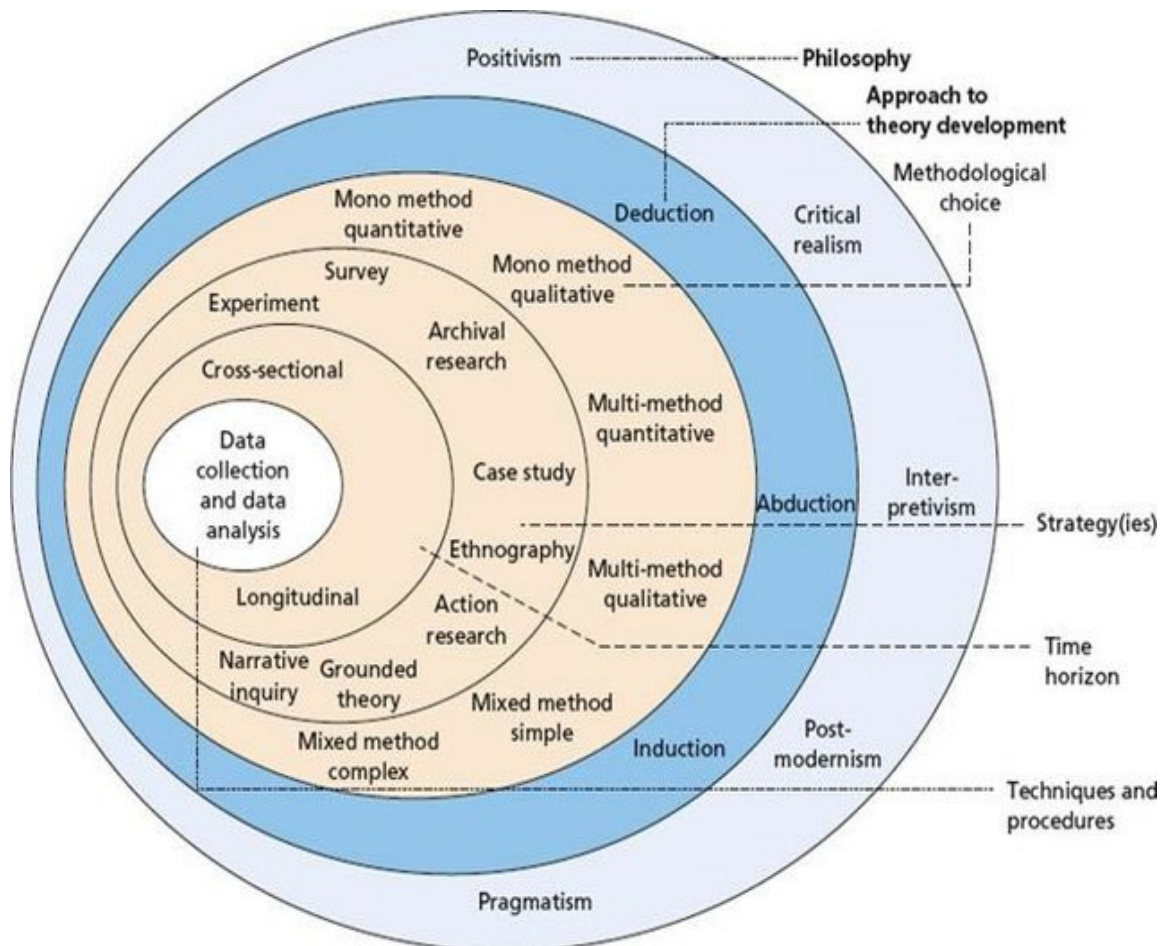
Zawacki-Richter, O., Marín, V.I., Bond, M. and Gouverneur, F. (2019) 'Systematic review of research on artificial intelligence applications in higher education—where are the educators?', *International Journal of Educational Technology in Higher Education*, 16(1), pp.1-27. Available at: <https://doi.org/10.1186/s41239-019-0171-0> (Accessed: 6 October 2024)

Zhang, K. and Aslan, A.B. (2021) 'AI technologies for education: Recent research & future directions', *Computers and Education: Artificial Intelligence*, Volume 2, p.100025. Available at: <https://doi.org/10.1016/j.caeai.2021.100025> (Accessed: 7 October 2024)

Zhai, X., Chu, X., Chai, C.S., Morris, S. Y. J., Istenic, A., Spector, M., Liu, J.B., Yuan, J. and Li, Y. (2021), A Review of Artificial Intelligence (AI) in Education from 2010 to 2020', *Complexity*. Volume 2021,8812542, pp.1-18 pages. Available at: <https://doi.org/10.1155/2021/8812542> (Accessed: 6 October 2024)

4theRegion (2020) Microsoft and UWTSD share vision for digital transformation in higher education. Available at: <https://www.4theregion.org.uk/microsoft-and-uwttd-share-vision-for-digital-transformation-in-higher-education/> (Accessed: 8 October 2024)

V. Appendix



Saunders et al.'s Research Onion, source, ResearchGate:
<http://dx.doi.org/10.37247/ADERES2EDN.2.2021.14>

A Dissertation Gant Chart for the two tasks, the proposal and the actual Dissertation Paper assignment is to be developed as suggested by the below table:

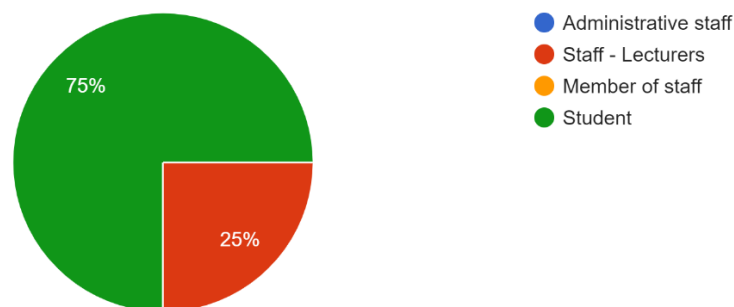
	Milestones	Weeks															
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Task 1 Dissertation Proposal	Selection of topic																
	Background research																
	Aims, objectives and the research questions of the dissertation																
	Selection of scholarly articles																
	Selection of research methodology and proposal design																
	Completion of the Dissertation proposal Task 1																
Task 2 Dissertation Paper	Starting the Dissertation paper Task 2- completion of introductory chapters																
	Completion of the Literature Review chapter																
	Completion of the Research Methodology chapter																
	Completion of data collection, data analysis and findings chapter																
	Completion of the Discussions chapter																
	Completion of the Strategic Recommendations chapter																
	Completion of the Conclusion and future research chapter																
	Review and corrections of the paper																
	Review and corrections of the paper																
	Final review, corrections and submission of the paper																
																	

Survey

Exploring SHRM improvement options of an academic institution in the UK considering the potential and extent of AI-enabled technology: the case of the UWTSD London campus

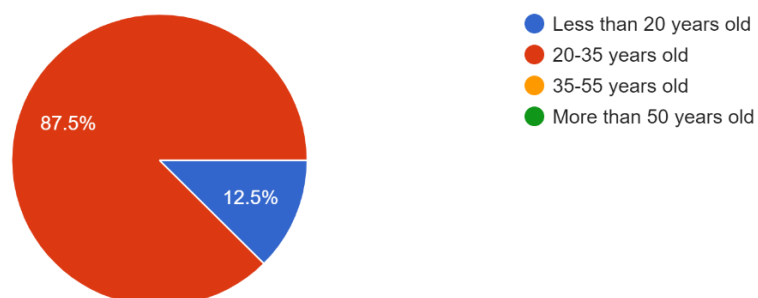
Participant capacity type?

48 responses



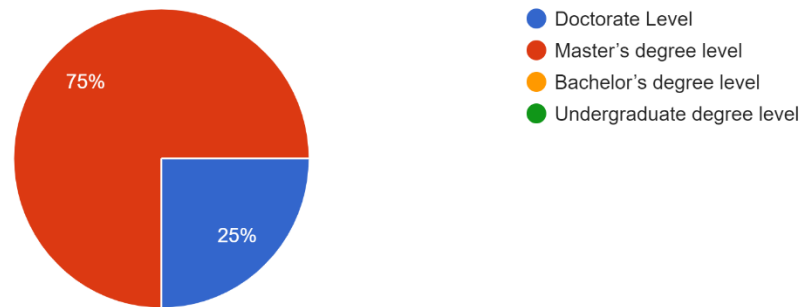
Age group?

48 responses



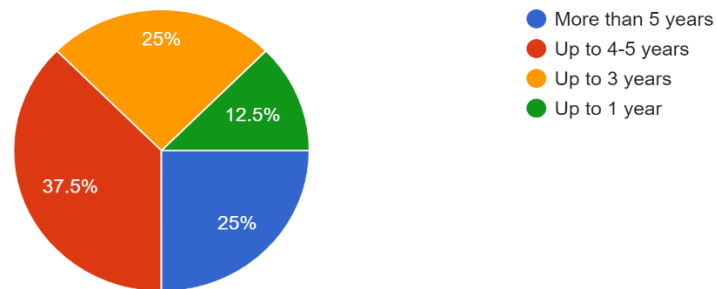
Study group/academic level?

48 responses



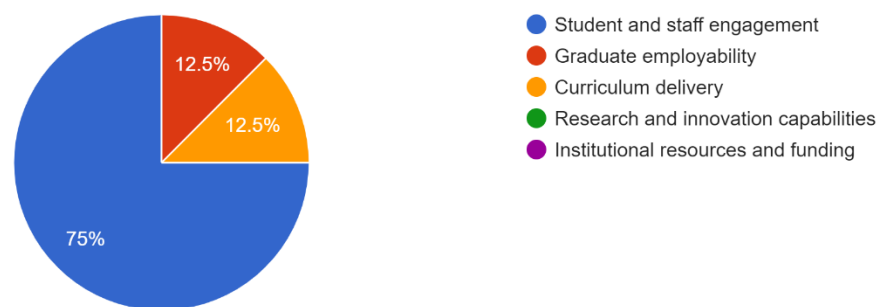
Study, academic experience/work experience in the field of higher education?

48 responses



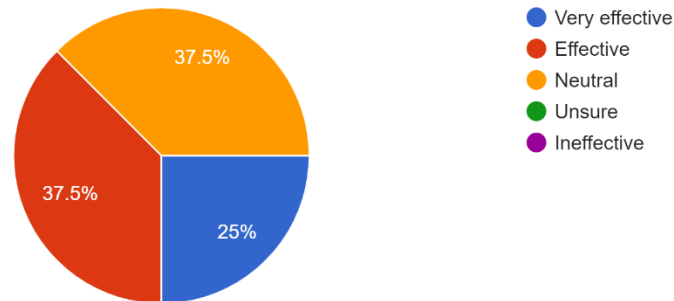
1) Critical Factors Impacting UWTSD's Performance: Which of the following factors do you believe most significantly impacts the performance of UWTSD?

48 responses



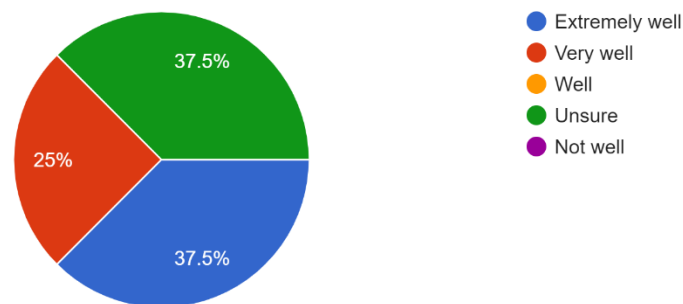
2) Role of Management in Organizational Development: How effective do you think UWTSD's management is in supporting organizational development?

48 responses



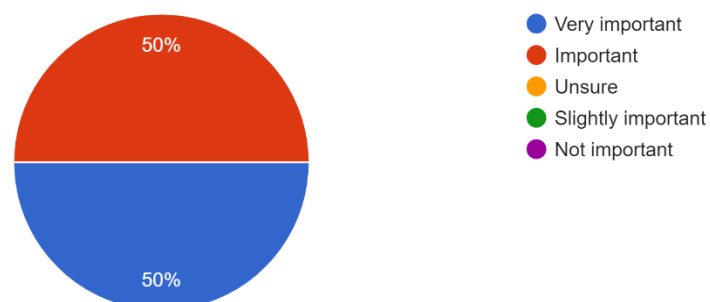
3) Contribution of SHRM Practices: How well do current SHRM practices at UWTSD support student and staff engagement?

48 responses



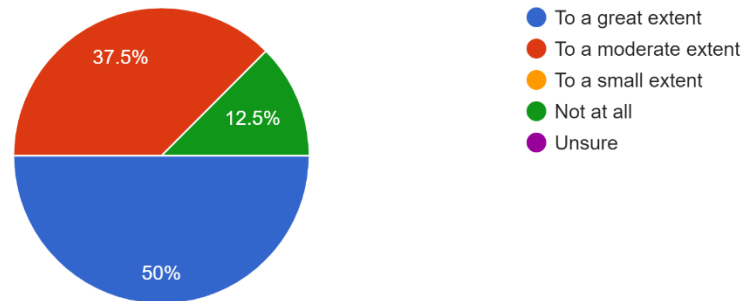
4) Strategic Marketing Functions: How important are strategic marketing functions in attracting and retaining students at UWTSD?

48 responses



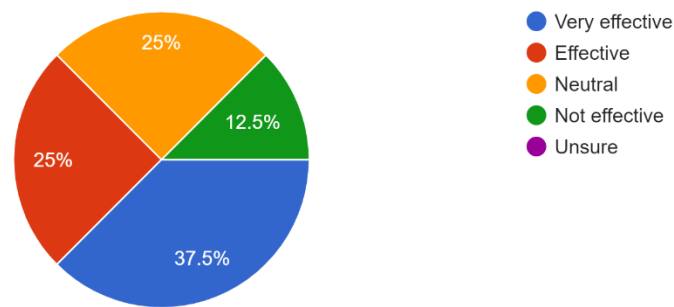
5) AI-Enabled Technology in SHRM: To what extent do you believe AI-enabled technology can enhance SHRM practices at UWTSD?

48 responses



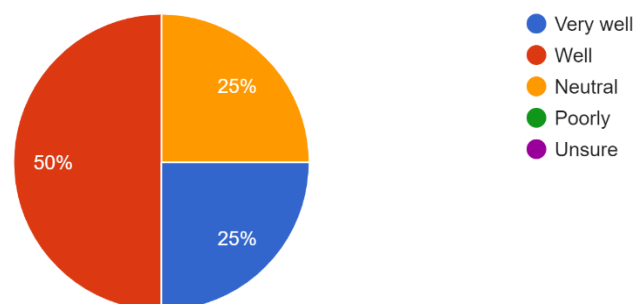
6) Organizational Development Planning (ODP): How effective is organizational development planning (ODP) integrated with strategic human resource management (SHRM) at UWTSD?

48 responses



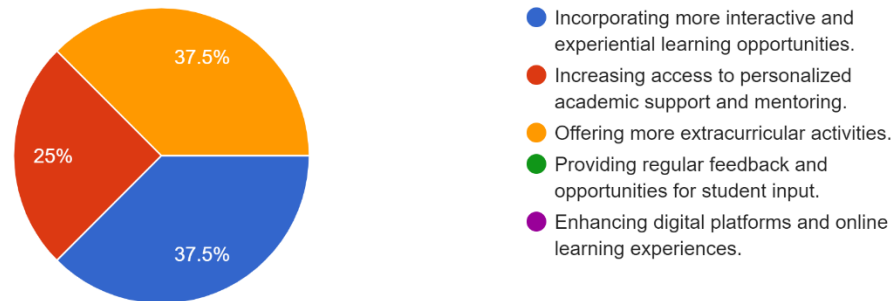
7) Personal Development Planning (PDP): How well does personal development planning (PDP) contribute to the career readiness of UWTSD graduates?

48 responses



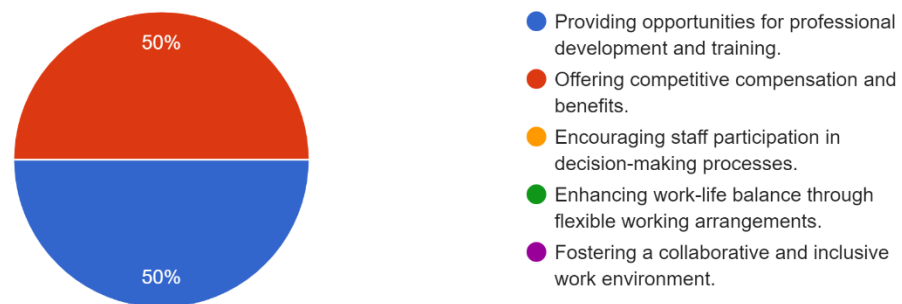
8) Enhancing Student Engagement: Which initiative do you believe would most effectively enhance student engagement at UWTSD?

48 responses



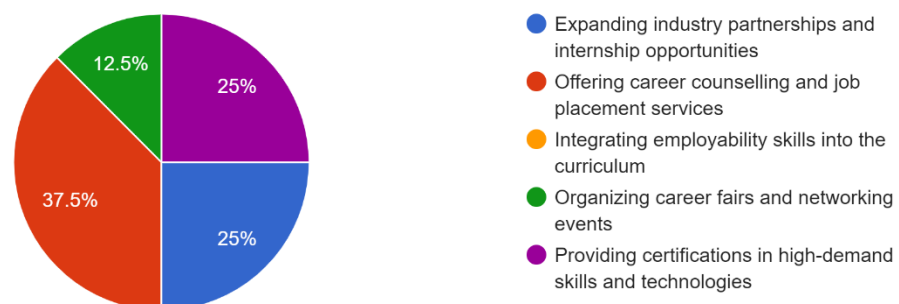
9) Improving Staff Engagement: What do you think is the most effective way to improve staff engagement at UWTSD?

48 responses



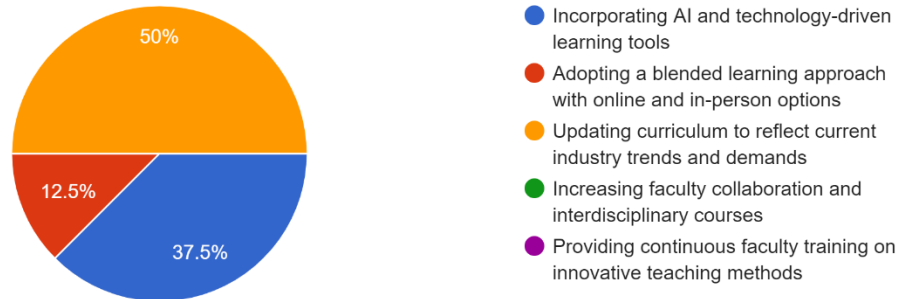
10) Boosting Graduate Employability: Which initiative should UWTSD prioritize to boost graduate employability?

48 responses



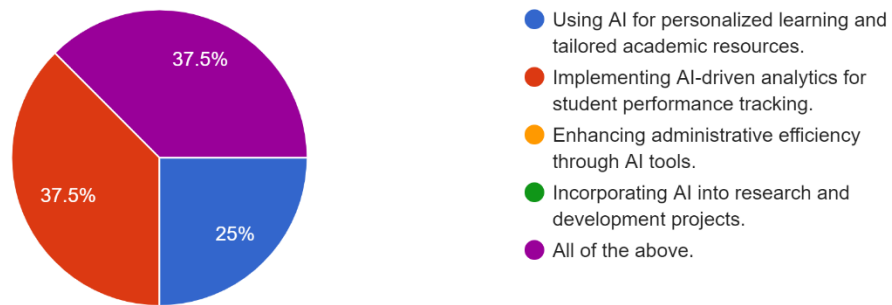
11) Enhancing Curriculum Delivery: What approach should UWTSD take to enhance curriculum delivery?

48 responses



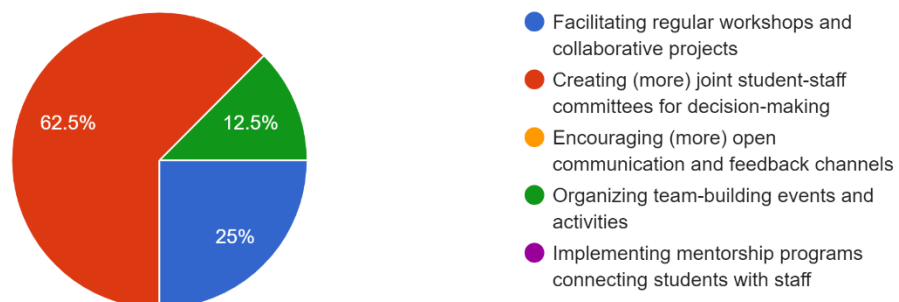
12) Integrating AI in Education: How should UWTSD integrate AI technology to improve educational outcomes?

48 responses

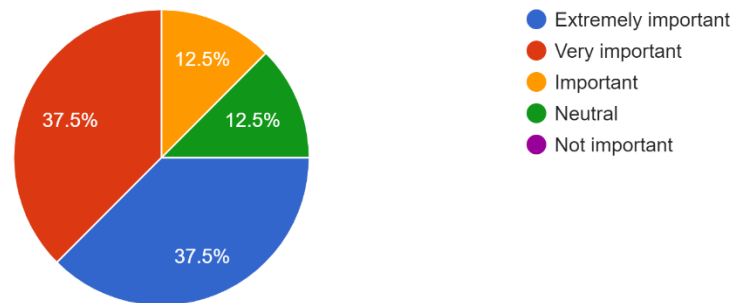


13) Strategic Student and Staff Collaboration: How can UWTSD promote better collaboration between students and staff?

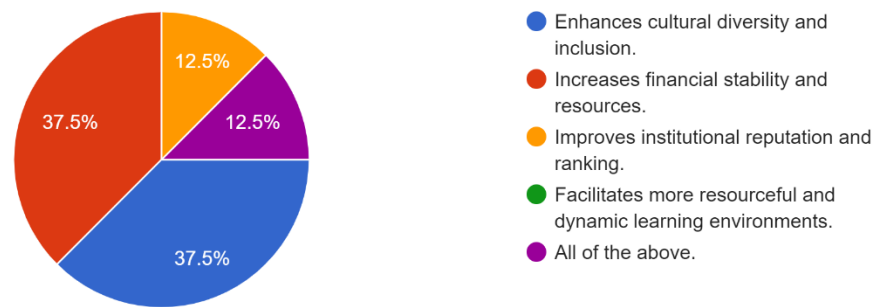
48 responses



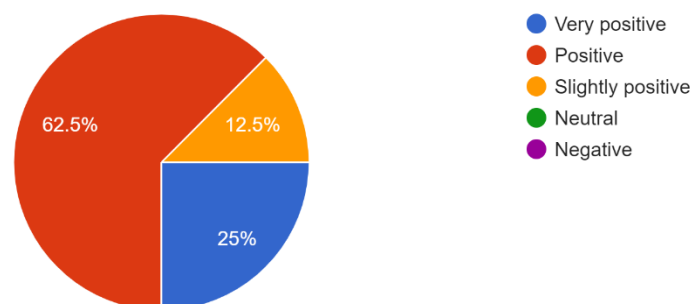
14) Importance of Diverse Student Demographic: How important is it for UWTSD to attract and retain students from diverse backgrounds and demographics with higher financial resources?
48 responses



15) Impact of Diverse Demographics on Strategic Goals: Why is attracting students from more financially diverse backgrounds important for UWTSD's strategic goals?
48 responses

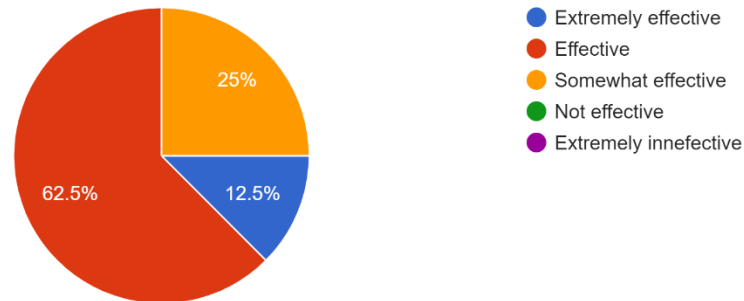


16) Stakeholder Perceptions of SHRM Initiatives to Attract Diverse Student Demographic: What is your perception of the current SHRM about consider...initiatives for UWTSD to attract diverse students?
48 responses



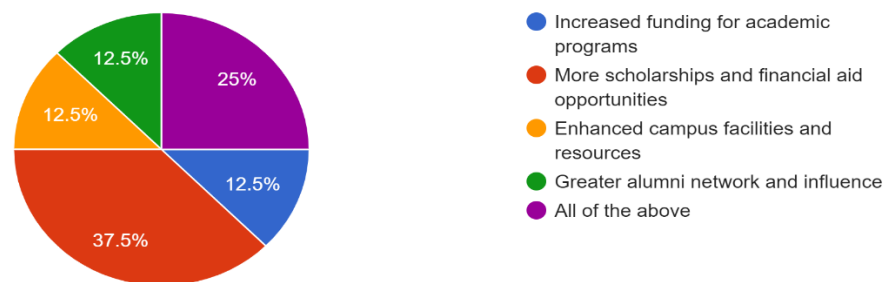
17) Effectiveness of SHRM in Achieving Diversity Goals: How effective do you think additional SHRM initiatives will be in achieving diversity and demographic goals at UWTSD?

48 responses



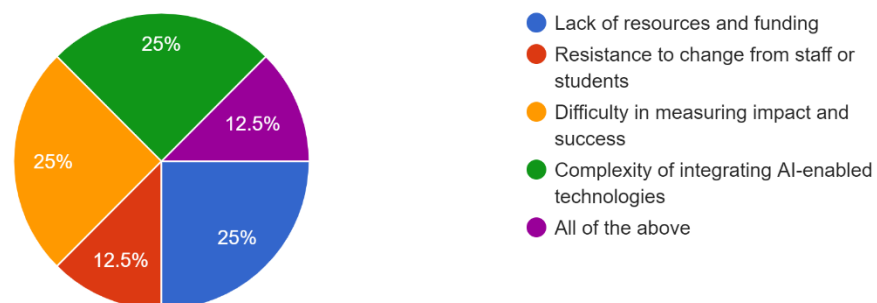
18) Key Benefits of Attracting High-Financial-Resource Student Demographic: What do you perceive as the key benefits of attracting students from wealthier background to UWTSD?

48 responses



19) Challenges to Implement SHRM Initiatives Using AI-enabled Technologies: What do you see as the main challenges in implementing additional SHRM initiatives at UWTSD?

48 responses



20) Support for Strategic Marketing to Attract Diverse Student Demographic: How much do you support using strategic marketing to attract and retain a more diverse student demographic at UWTSD?
48 responses

