Module Descriptor

Title	Managing Talent in Organisations		
Session	2026/27	**Status**	Approved
Code	HURM09010	**SCQF Level**	9
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Business & Creative Industries**		
Module Co-ordinator	S Zhang		

Summary of Module

This module begins by examining the role of Talent management across workforces.

Talent management's role is to attract, identify, develop, engage, retain and deploy individuals who are considered particularly valuable to an organisation.

Consideration is given to the changing and evolving labour markets and business environments within which organisations operate and to the related pressures and constraints that affect organisations' supply and demand for labour.

The module analyses the broad strategic HRM choices available to organizations and the need for environmental scanning, internal workforce and performance audits and other planning activities for the recruitment, development, retention and deployment of the requisite effective workforce.

There is coverage of the employment legislation and professional HR practice aspects that affect the HR role in strategic, policy and practice aspects of talent management.

Module Delivery Method	**On-Campus[1]** ☒	**Hybrid[2]** ☐	**Online[3]** ☐	**Work -Based Learning[4]** ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☐ Lanarkshire ☐ London ☒ Paisley	☐ Online / Distance Learning ☐ Other (specify)	

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

Terms for Module Delivery	Term 1	☒	Term 2	☐	Term 3	☐
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Explain the role of the Talent management in changing and evolving labour markets.
L2	Consider current employment legislation and ethical professional practice issues in relation to Talent Management.
L3	Evaluate the effectiveness of different approaches and the requisite HR skills to design, implement and review effective recruitment, development and retention strategy, policy and practice in different settings.
L4	Consider future talent management strategies.
L5	N/A

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	**During completion of this module, there will be an opportunity to achieve core skills in:**
Knowledge and Understanding (K and U)	SCQF 9 Demonstrate knowledge and understanding of the concepts of talent management. Demonstrate knowledge and understanding of talent management activities and best practice, especially in the area of talent management. Show awareness of continuing and current debates and issues in talent management.
Practice: Applied Knowledge and Understanding	SCQF 9 Interpret and explain the talent management concepts and identification of related concepts. Carry out relevant research on talent management to underpin theoretical and practical problems. Customise routine or best practice talent management solutions appropriately to address specific problems and issues within legislation and CIPD standards.
Generic Cognitive skills	SCQF 9 Undertake critical analysis, evaluation and/or synthesis of key talent management literature. Gather relevant theoretical and empirical information on talent management from a variety of sources, including academic research publications.
Communication, ICT and Numeracy Skills	SCQF 9 Communicate effectively and appropriately in written and oral formats. Make effective use of information retrieval systems.

	Use information technology applications to present and evaluate a range of data in appropriate and effective documentation.
Autonomy, Accountability and Working with Others	SCQF 9 Work effectively individually and within groups, taking a leadership role where appropriate on seminar and related activities. Evaluate continuously, consistently and constructively, your own and others' roles, responsibilities and contributions in achievement of tasks.

Prerequisites	**Module Code**	**Module Title**
	Other	
Co-requisites	**Module Code**	**Module Title**

Learning and Teaching	
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours. In line with UWS' Curriculum Framework, providing a flexible, student-centred and inclusive approach to learning and teaching, the module has been designed around the delivery of engaging, activity- and discussion-based workshops, nurtured by meaningful online content, including short videos, reading materials, quizzes, etc. This is further supported by the assessment approach adopted, enabling students to develop both academic and employability-focused knowledge and skills within the key areas of the module content. The contact hours shown below reflect full-time delivery — these may differ for students studying towards the BA(Hons) People Management due to the blended/work-based learning nature of the programme — please refer to the 'Teaching & Assessment' section on the UWS website (https://www.uws.ac.uk/study/undergraduate/undergraduate-course-search/people-management) for more information.	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Laboratory / Practical Demonstration / Workshop	36
Personal Development Plan	10
Independent Study	154
Please select	
Please select	
Please select	
TOTAL	200

Indicative Resources

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

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Taylor, S (2024) Resourcing and Talent Management, 9th edition. London: CIPD.

Beevers, K., Rea, A. and Hayden, D. (2019)Learning and Development Practice in the Workplace,4th edition, London,CIPD

Armstrong, M and Taylor, S. (2023) Armstrong's Handbook of Human Resource Management

Practice: A Guide to the Theory and Practice of People Management, 16th, Kogan Page

Details of further resources, including textbooks, journals and online resources will be identified at the beginning of each delivery in the module handbook and made available via the VLE.

(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements

In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this module, academic engagement equates to the following:

Students are academically engaged if they are regularly attending the on-campus lectures/tutorials/workshop. Also, they need to engage with the AULA site regularly to access to the teaching materials and complete assessments and submit these on time.

Students should also reference the 'BCI Guidance on Implementation of the Revised Student Attendance and Engagement Procedure' which details the School attendance and engagement requirements and how this will be monitored for attendance

Equality and Diversity

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.

To meet the diverse needs of our student body, we are dedicated to adapting learning experiences where required. This personalised one-to-one approach ensures that all students can succeed, regardless of their background or circumstances. By embracing and promoting these principles, we aim to cultivate a learning community where everyone feels valued, supported, and empowered to achieve their full potential.

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	**Management, Organisations & People**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**

Module Eligible for Compensation	☒ **Yes** ☐ **No** **If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.**
School Assessment Board	**Management, Organisations and People**
Moderator	**Eleni Tzouramani**
External Examiner	S Barrett
Accreditation Details	**The module is accredited by the Chartered Institute of Personnel and Development (CIPD). Compensation will only apply to non HRM students**
Module Appears in CPD catalogue	☒ **Yes** ☐ **No**
Changes / Version Number	2

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Presentation 20% The assessment 1 assesses some parts of LO2 and the rest parts of LO2 are assessed in the assessment 2. The assessment 1 focuses on evaluating the effectiveness of design, implement and review effective recruitment, and retention strategy, policy and practice in different settings.
Assessment 2
Review/ Article/ Critique/ Paper 80% The assessment 2 also assesses the rest parts of LO2. It evaluates the effectiveness of design, implement and review effective talent development strategy, policy and practice in different settings.
Assessment 3
n/a
(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Presentation	☐	☐	☒	☐	☐	20	0

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**

Review/ Article/ Critique/ Paper	☒	☒	☒	☒	☐	80	0

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
n/a	☐	☐	☐	☐	☐		
Combined total for all components						100%	0 hours

Change Control

What	**When**	**Who**
Converted to new template		