Module Descriptor 2023/24

Title of Module: Resourcing and Managing Talent			
Code: HURM11004	SCQF Level: (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Business Creative Industries		
Module Co-ordinator:	Shuai Zhang		

Summary of Module
A major objective of the human resources function is the mobilisation of a workforce. Organisations can only function if they are able to acquire qualified employees and to develop their necessary skills, attitudes and experience to meet their objectives. A further objective is then to retain effective performers for as long as possible. From time to time it is also necessary to dismiss people from organisations. This module focuses on these activities, focusing not just on the practical aspects of recruitment, selection, development retention and dismissal, but also on the strategic aspects to equip learners with the knowledge and skills required for resourcing and talent management within a global context. Skills can be sourced by hiring employees, but also through other means such as the employment of agency workers, subcontractors and consultants, or through outsourcing arrangements. To mobilise an effective workforce organisations hire people from employment markets, which obliges them to compete for talent with other employers whenever demand for skills is greater than the available supply. Coaching and mentoring are used to develop talents. Effective organisations thus develop a strategic approach to the attraction, development and retention of staff, analysing their key employment markets and gaining an understanding of their dynamics so as to enable them to compete more effectively, both now and in the future.

Module Delivery Method		
Face-To-Face	Blended	Fully Online
✓	✓	

Face-To-Face
Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.

Fully Online
Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.

Blended
A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered "blended" if it includes a combination of face-to-face, online and blended modules.
If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations

Campus(es) for Module Delivery
The module will **normally** be offered on the following campuses / or by Distance Learning (D/L) (ie.Virtual Campus): (Provided viable student numbers permit)

Paisley:	Ayr:	Dumfries:	Hamilton:	D/L Virtual Campus:	Other:
✓					

Course Reference Numbers (CRNs) (if known)					
Paisley:	Ayr:	Dumfries:	Hamilton:	D/L Virtual Campus:	Other:
TBC					

Trimester(s) for Module Delivery		
(Provided viable student numbers permit).		
Trimester 1	Trimester 2	Trimester 3
	✓	

Learning Outcomes: (maximum of 5 statements)

At the end of this module the student will be able to:

L1. Analyse the major features of employment markets from which organisations source staff and evaluate organisations' talent recruitment and selection strategies. Long-and short-term talent planning and succession planning exercises should be evaluated with a view to building long-term organisational performance.

L2. Critically assess frameworks of talent development and demonstrate critical understanding of coaching and mentoring.

L3. Design and implement organisation-based coaching and mentoring strategies and programmes, taking account of a contextual factors, and provide professional talent development services to individuals.

L4. Gather, analyse and use information on employee turnover as the basis for retaining talents. Manage retirement, redundancy and dismissal practice fairly.

L5. Act ethically and professionally with a demonstrated commitment to equality of opportunity and diversity in talent management practices.

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 Level 11 Demonstrate knowledge and understanding of the concepts of recruitment, development and retention and their development within HRM theory and practice. Demonstrate knowledge and understanding of recruitment, development and retention activities and best practice. Show awareness of continuing and current debates and issues in recruitment, development and retention and HRM literature and with particular regard to legal and ethical dimensions of the HR role.
Practice: Applied Knowledge and Understanding	SCQF Level 11 Analyse the recruitment, development and retention concepts and identification of related concepts. Carry out relevant research on recruitment, development and retention (and HRM) to underpin theoretical and practical problems. Customise routine or best practice recruitment, development and retention solutions appropriately to address specific problems and issues within legislation and CIPD standards.

Generic Cognitive skills	SCQF Level 11 Critical analysis, evaluation and/or synthesis of key recruitment, development and retention literature. Gather relevant theoretical and empirical information on recruitment, development and retention from a variety of sources, including academic research publications. Evaluate critically evidence-based solutions to specific and/or routine recruitment, development and retention problems and issues.
Communication, ICT and Numeracy Skills	SCQF Level 11 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 Level 11 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.

Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code: —	**Module Title:** —
	Other: —	
Co-requisites:	**Module Code:** —	**Module Title:** —

* Indicates that module descriptor is not published.

Learning and Teaching	
Learning and teaching is conducted through an interactive approach using a range of materials including slides, journal papers, discussion papers. Teaching is exclusively classroom based.	
Learning Activities _{During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:}	Student Learning Hours (Normally totaling 200 hours): _(Note: Learning hours include both contact hours and hours spent on other learning activities)
Laboratory/Practical Demonstration/Workshop	36
Independent Study	164
	200 Hours Total

**Indicative Resources: (eg. Core text, journals, internet access)

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:
    Taylor, S. (2018) Resourcing and Talent Management, 7th Edition, CIPD: London
    Garvey, B., Stokes, P., and Megginson, D. (2018) Coaching and Mentoring Theory and practice,3rd ,London, SAGE.
 	
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 Aula/myUWS.

_{(**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 Requirements
In line with the Academic Engagement and Attendance Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on Moodle, and complete assessments and submit these on time. Please refer to the Academic Engagement and Attendance Procedure at the following link: <u>Academic engagement and attendance procedure</u>

Programme Board (Previously Subject Development Group (SDG)/LTC)	Management, Organisations and People
Assessment Results (Pass/Fail)	No
Subject Panel	Management, Organisations and People
Moderator	Stephen Gibb
External Examiner	Shirley Barrett
Accreditation Details	The module is accredited by the Chartered Institute of Personnel and Development (CIPD).
Changes/Version Number	1

Assessment: (also refer to Assessment Outcomes Grids at end of document)
The module has two components of assessment, an individual presentation worth 20% of the overall mark.
An individual written coursework worth 80% of the overall mark.
(N.B. (i) **Assessment Outcomes Grids** for the module (one for each main assessment category) can be found at the end of this descriptor 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 Handbook.)

Assessment Outcome Grids (Footnote A.)

Assessment Category 1							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Presentation	✓		✓	✓		20	3

Assessment Category 2							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Report of practical/ field/ clinical work	✓	✓	✓	✓	✓	80	0

Combined Total For All Assignment Categories		100	3

Footnotes:
A. Referred to within Assessment Section above
B. Identified in the Learning Outcome Section above

Note(s):
More than one assessment method can be used to assess individual learning outcomes.
Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note).
This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

Equality and Diversity
The Equality, Diversity and Human Rights policy underpins student engagement. We aim to make UWS a fair and equal place to study an institution which addresses specific issues covering all aspects of equality, diversity and human rights. Where required module assessment will be adapted to meet student requirements. UWS Equality and Diversity Policy
(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)