



## Module Descriptor

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| Title                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Resourcing And Managing Talent   |                                        |    |
| Session                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 2025/26                          | Status                                 |    |
| Code                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | HURM11004                        | SCQF Level                             | s  |
| Credit Points                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 20                               | ECTS (European Credit Transfer Scheme) | 10 |
| School                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Business and Creative Industries |                                        |    |
| Module Co-ordinator                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Shuai Zhang                      |                                        |    |
| <b>Summary of Module</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                  |                                        |    |
| <p>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.</p> |                                  |                                        |    |

|                                                   |                                                                     |                                                                                                                        |                                                                                                 |                                                                     |
|---------------------------------------------------|---------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|
| <b>Module Delivery Method</b>                     | <b>On-Campus<sup>1</sup></b><br><input checked="" type="checkbox"/> | <b>Hybrid<sup>2</sup></b><br><input type="checkbox"/>                                                                  | <b>Online<sup>3</sup></b><br><input type="checkbox"/>                                           | <b>Work -Based Learning<sup>4</sup></b><br><input type="checkbox"/> |
| <b>Campuses for Module Delivery</b>               | <input type="checkbox"/> Ayr<br><input type="checkbox"/> Dumfries   | <input type="checkbox"/> Lanarkshire<br><input type="checkbox"/> London<br><input checked="" type="checkbox"/> Paisley | <input type="checkbox"/> Online / Distance Learning<br><input type="checkbox"/> Other (specify) |                                                                     |
| <b>Terms for Module Delivery</b>                  | Term 1<br><input type="checkbox"/>                                  | Term 2<br><input checked="" type="checkbox"/>                                                                          | Term 3<br><input type="checkbox"/>                                                              |                                                                     |
| <b>Long-thin Delivery over more than one Term</b> | Term 1 – Term 2<br><input type="checkbox"/>                         | Term 2 – Term 3<br><input type="checkbox"/>                                                                            | Term 3 – Term 1<br><input type="checkbox"/>                                                     |                                                                     |

| Learning Outcomes |                                                                                                                                                                                                                                                                                                                         |
|-------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>L1</b>         | 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. |
| <b>L2</b>         | Critically assess frameworks of talent development and demonstrate critical understanding of coaching and mentoring.                                                                                                                                                                                                    |
| <b>L3</b>         | 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.                                                                                                                  |
| <b>L4</b>         | Gather, analyse and use information on employee turnover as the basis for retaining talents.Manage retirement, redundancy and dismissal practice fairly.                                                                                                                                                                |
| <b>L5</b>         | 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:                                                                                                                                                                                                                                                                                         |
| <b>Knowledge and Understanding (K and U)</b>                        | <p><b>SCQF 11</b></p> <p>Demonstrate knowledge and understanding of the concepts of recruitment, development and retention and their development within HRM theory and practice.</p> <p>Demonstrate knowledge and understanding of recruitment, development and retention activities and best practice.</p> <p>Show awareness of continuing and current debates and issues in</p> |

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> 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.

<sup>4</sup> 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

|                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|---------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                         | recruitment, development and retention and HRM literature and with particular regard to legal and ethical dimensions of the HR role.                                                                                                                                                                                                                                                                                                                            |
| <b>Practice: Applied Knowledge and Understanding</b>    | <p><b>SCQF 11</b></p> <p>Analyse the recruitment, development and retention concepts and identification of related concepts.</p> <p>Carry out relevant research on recruitment, development and retention (and HRM) to underpin theoretical and practical problems.</p> <p>Customise routine or best practice recruitment, development and retention solutions appropriately to address specific problems and issues within legislation and CIPD standards.</p> |
| <b>Generic Cognitive skills</b>                         | <p><b>SCQF 11</b></p> <p>Critical analysis, evaluation and/or synthesis of key recruitment, development and retention literature.</p> <p>Gather relevant theoretical and empirical information on recruitment, development and retention from a variety of sources, including academic research publications.</p> <p>Evaluate critically evidence-based solutions to specific and/or routine recruitment, development and retention problems and issues.</p>    |
| <b>Communication, ICT and Numeracy Skills</b>           | <p><b>SCQF 11</b></p> <p>Communicate effectively and appropriately in written and oral formats.</p> <p>Make effective use of information retrieval systems.</p> <p>Use information technology applications to present and evaluate a range of data in appropriate and effective documentation.</p>                                                                                                                                                              |
| <b>Autonomy, Accountability and Working with Others</b> | <p><b>SCQF 11</b></p> <p>Work effectively individually and within groups, taking a leadership role where appropriate on seminar and related activities.</p> <p>Evaluate continuously, consistently and constructively, your own and others' roles, responsibilities and contributions in achievement of tasks.</p>                                                                                                                                              |

|                      |                    |                     |
|----------------------|--------------------|---------------------|
| <b>Prerequisites</b> | <b>Module Code</b> | <b>Module Title</b> |
|                      | <b>Other</b>       |                     |
| <b>Co-requisites</b> | <b>Module Code</b> | <b>Module Title</b> |

|                                                                                                                                                                                          |
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| <b>Learning and Teaching</b>                                                                                                                                                             |
| 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. |

| <b>Learning Activities</b>                                                                                                     | <b>Student Learning Hours</b>                                                                  |
|--------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below: | (Note: Learning hours include both contact hours and hours spent on other learning activities) |
| Laboratory / Practical Demonstration / Workshop                                                                                | 36                                                                                             |
| Asynchronous Class Activity                                                                                                    |                                                                                                |
| Independent Study                                                                                                              | 164                                                                                            |
| Please select                                                                                                                  |                                                                                                |
| Please select                                                                                                                  |                                                                                                |
| Please select                                                                                                                  |                                                                                                |
| <b>TOTAL</b>                                                                                                                   | 200                                                                                            |

| <b>Indicative Resources</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</b></p> <p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Taylor, S. (2024) Resourcing and Talent Management, 9th Edition, CIPD: London</p> <p>Garvey, B., Stokes, P., and Megginson, D. (2018) Coaching and Mentoring Theory and practice, 3rd, London, SAGE</p> <p>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.</p> <p>Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.</p> <p>Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.</p> <p><b>(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)</b></p> |

| <b>Attendance and Engagement Requirements</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <p>In line with the <a href="#">Student Attendance and Engagement Procedure</a>, 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.</p> <p><b>For the purposes of this module, academic engagement equates to the following:</b></p> <p>Module attendance</p> <p>Submission of assessments</p> |

Assigned reading/tasks  
Classroom participation

### 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](#).

(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

|                                         |                                                                                                                                                                                                                                                                                          |
|-----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Divisional Programme Board</b>       | <b>Management, Organisations People</b>                                                                                                                                                                                                                                                  |
| <b>Overall Assessment Results</b>       | <input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded                                                                                                                                                                                                          |
| <b>Module Eligible for Compensation</b> | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>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. |
| <b>School Assessment Board</b>          | Management, Organisations and People                                                                                                                                                                                                                                                     |
| <b>Moderator</b>                        | Stephen Gibb                                                                                                                                                                                                                                                                             |
| <b>External Examiner</b>                | Shirley Barrett                                                                                                                                                                                                                                                                          |
| <b>Accreditation Details</b>            | The module is accredited by the Chartered Institute of Personnel and Development (CIPD).                                                                                                                                                                                                 |
| <b>Module Appears in CPD catalogue</b>  | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No                                                                                                                                                                                                                      |
| <b>Changes / Version Number</b>         |                                                                                                                                                                                                                                                                                          |

### Assessment (also refer to Assessment Outcomes Grids below)

#### Assessment 1

#### Assessment 2

#### Assessment 3

(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    | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | 20                                  | 3                        |

### Component 2

| Assessment Type                         | LO1                                 | LO2                                 | LO3                                 | LO4                                 | LO5                                 | Weighting of Assessment Element (%) | Timetabled Contact Hours |
|-----------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|--------------------------|
| Report of practical/field/clinical work | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | 80                                  | 0                        |

### Component 3

| Assessment Type                   | LO1                      | LO2                      | LO3                      | LO4                      | LO5                      | Weighting of Assessment Element (%) | Timetabled Contact Hours |
|-----------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-------------------------------------|--------------------------|
|                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                                     |                          |
| Combined total for all components |                          |                          |                          |                          |                          | 100%                                | hours                    |

### Change Control

| What | When | Who |
|------|------|-----|
|      |      |     |
|      |      |     |
|      |      |     |
|      |      |     |
|      |      |     |