Module Descriptor 2024/25

Title of Module: Talent Management			
Code: HURM08003	SCQF Level: 8 (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
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		
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:	Lanarkshire:	D/L Virtual Campus:	Other:
✓					

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

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

Learning Outcomes: (maximum of 5 statements)
On successful completion of this module the student will be able to:
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.

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 8. 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 Level 8.
	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 Level 8.
	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 Level 8.
	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 8.
	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: Students must be enrolled on the BA (Hons) Business & HRM or BA (Hons) People Management.	
Co-requisites:	Module Code: —	Module Title: —

* Indicates that module descriptor is not published.

Learning and Teaching

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 (Normally totalling 200 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
	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 (2021) Resourcing and Talent Management, 8th 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 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 the VLE, and complete assessments and submit these on time. Please refer to the Academic Engagement and Attendance Procedure at the following link: Academic engagement and attendance procedure

Programme Board (Previously Subject Development Group (SDG)/LTC)	Management, Organisations and People
Assessment Results (Pass/Fail)	No
Subject Panel	Management, Organisations and People
Moderator	TBC
External Examiner	Olatunji Adekoya
Accreditation Details	—
Changes/Version Number	1

Assessment: (also refer to Assessment Outcomes Grids at end of document)
20% of the overall mark will be accounted for by an individual creative presentation (i.e. video/poster).
80% of the overall mark will be accounted for by an individually written report.
(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						
Assess-ment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assess-ment Element	Timetabled Contact Hours
Presentation			✓	✓	20	0
Assessment Category 2						
Assess-ment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assess-ment Element	Timetabled Contact Hours
Review/ Article/ Critique/ Paper	✓	✓	✓	✓	80	0
Combined Total For All Assignment Categories					100	0

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)