




**CORPORATE AND ACADEMIC SERVICES**

**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	Resourcing and Talent Management				
Module Code	UMPCXQ-15-M	Level	M	Version	1.2
UWE Credit Rating	15	ECTS Credit Rating	7.5	WBL module?	No
Owning Faculty	Faculty of Business and Law	Field	Human Resource Management		
Department	BBS, Business and Management	Module Type	Standard		
Contributes towards	MA/MSc Human Resource Management , MA International Human Resource Management/MSc Human Resource Management (International)				
Pre-requisites	None	Co- requisites	None		
Excluded Combinations	None	Module Entry requirements	None		
First CAP Approval Date	QMAC 2011	Valid from	1 September 2011		
Revision CAP Approval Date	3 June 2015	Revised with effect from	September 2015		

<b>Review Date</b>	September 2017
--------------------	----------------

Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> <li>• Make constructive contributions to the development or enhancement of resourcing strategy and policies by critically evaluating existing policies and processes in the light of evolving knowledge and understanding. (Component A and B)</li> <li>• Contribute to the development of strategies that aid the attraction, recruitment and selection of a suitably skilled workforce. (Component A or B)</li> <li>• Devise and critically evaluate approaches to the retention of employees and the management of talent within organisations. (Component A or B)</li> <li>• Critically discuss and evaluate approaches to 'downsizing' and rebuilding human capital and the management of redundancy and retirement. (Component A or B)</li> <li>• Critically review and adapt resourcing policies and practices for different occupational groupings in the private, public and voluntary sectors. (Component A and B)</li> <li>• Ensure that resourcing policies satisfy and support equal opportunity and</li> </ul>

	<p>“managing diversity” requirements, are legally compliant and sensitive to ethical considerations. (Component A and B)</p> <p>In addition the educational experience may explore, develop, and practice <u>but not formally discretely assess</u> the following:</p> <ul style="list-style-type: none"> <li>• Independent learning, group work and skills associated with discussion and debate</li> <li>• Personal organisation and study skills</li> </ul>																				
Syllabus Outline	<ul style="list-style-type: none"> <li>• Link between resourcing strategy and the achievement of organisational objectives; different resourcing paradigms.</li> <li>• Leading theoretical approaches to workforce planning and their relevance to contemporary resourcing strategies.</li> <li>• Current approaches to recruitment; strategies to attract candidates and achieve competitiveness in relevant employment markets.</li> <li>• Theories and research into selection methods and review of the evidence for their effectiveness.</li> <li>• Leading theories on turnover and retention and their application to different organisational contexts.</li> <li>• Current theories on the definition and development of talent within organisations and the formation of succession plans.</li> <li>• Alternative resourcing strategies including flexible working</li> <li>• Current theory and practice of “wellness at work” and their contributions to resourcing and talent management.</li> <li>• Exploration and review of approaches to downsizing, rebuilding human capital and the management of redundancy and retirement.</li> </ul>																				
Contact Hours/Scheduled Hours	36 hours (12 x 3-hour sessions)																				
Teaching and Learning Methods	<p>Teaching and learning for this module comprises a combination of formal lectures supported by a range of participative activities including case studies, problem-solving exercises and small group activities. Peer learning will be encouraged through activities designed to enable students to share and compare their experiences. Central to teaching and learning at this level is a high level of critical discussion and self-reflection during contact sessions and through assessed work.</p> <p>Students will be directed towards the study skills website as appropriate. Students will be encouraged to use Blackboard to access resources used during the classes.</p>																				
Key Information Sets Information	<table border="1"> <thead> <tr> <th colspan="5"><b>Key Information Set - Module data</b></th> </tr> <tr> <td colspan="4"><i>Number of credits for this module</i></td> <td style="border: 2px solid black;">15</td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> </thead> <tbody> <tr> <td>150</td> <td>36</td> <td>114</td> <td>0</td> <td>150</td> </tr> </tbody> </table> <div style="text-align: right; margin-top: 5px;"></div>	<b>Key Information Set - Module data</b>					<i>Number of credits for this module</i>				15	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	150	36	114	0	150
<b>Key Information Set - Module data</b>																					
<i>Number of credits for this module</i>				15																	
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours																	
150	36	114	0	150																	

	<p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p><b>Written Exam:</b> Unseen written exam, open book written exam, In-class test  <b>Coursework:</b> Written assignment or essay, report, dissertation, portfolio, project  <b>Practical Exam:</b> Oral Assessment and/or presentation, practical skills assessment, practical exam</p> <p>Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:</p> <table border="1" data-bbox="596 555 1289 788"> <tr> <td colspan="2">Total assessment of the module:</td> <td></td> <td></td> </tr> <tr> <td>Written exam assessment percentage</td> <td></td> <td>70%</td> <td></td> </tr> <tr> <td>Coursework assessment percentage</td> <td></td> <td>18%</td> <td></td> </tr> <tr> <td>Practical exam assessment percentage</td> <td></td> <td>12%</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td>100%</td> </tr> </table>	Total assessment of the module:				Written exam assessment percentage		70%		Coursework assessment percentage		18%		Practical exam assessment percentage		12%					100%
Total assessment of the module:																					
Written exam assessment percentage		70%																			
Coursework assessment percentage		18%																			
Practical exam assessment percentage		12%																			
			100%																		
Reading Strategy	<p>All students will be encouraged to make full use of the print and electronic resources available to them through membership of the University. These include a range of electronic journals and a wide variety of resources available through web sites and information gateways. The University Library's web pages provide access to subject relevant resources and services, and to the library catalogue. Many resources can be accessed remotely. Students will be presented with opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively.</p> <p><b>Essential Reading</b>  The essential reading will be specified in the module handbook and on Blackboard at the start of the module. This is potentially subject to change at short notice and students should not purchase any text without the guidance of the module leader. Examples of essential reading may include:</p> <p>Pilbeam, S and Corbridge, M. (2010) <i>People Resourcing and Talent Planning: HRM in Practice</i>. 4th edn FT Prentice Hall</p> <p>Taylor, S. (2010) <i>Resourcing and Talent Management</i>, London: CIPD.</p>																				
Indicative Reading List	<p><b>Indicative Reading</b>  List of examples for validation purposes only. Current advice on reading should be provided in annual module handbook and other more frequently updated sources.</p> <p>Brown, P. and Hesketh, A. (2004) <i>The Mismanagement of Talent</i>, Oxford: OUP  Cameron, K.S. (1994) Strategies for successful organisational downsizing. <i>Human Resource Management</i>, 33:2, 189-211  Cook, M. (2009) <i>Personnel Selection, Adding Value through People</i>. 5<sup>th</sup> edn. Chichester: Wiley-Blackwell</p>																				

### Part 3: Assessment

Assessment Strategy	<p>Summative assessment consists of two components, both of which are designed to encourage students to evaluate the theoretical concepts encountered in the module and apply them to a practical context.</p> <p>The first component (A) consists of a group exercise requiring students to research and make recommendations to address a specific resourcing problem and present their findings in class.</p>
---------------------	--

	<p>Following the group exercise, students should submit the section of the presentation for which they were personally responsible for the research and presentation design.</p> <p>A group mark will be given to all members of the group for the group activity and an individual mark for the research and design of an individual section.</p> <p>The second component (B) is an individual written assignment (3,000 words) based upon an analysis of a different resourcing problem within a context chosen by the student.</p> <p>Formative assessment will be provided through tutor and peer feedback on the group presentations.</p>
--	--

Identify final assessment component and element	<b>Component B</b>	
<b>% weighting between components A and B</b> (Standard modules only)	<b>A:</b> 30%	<b>B:</b> 70%

<b>First Sit</b>	
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> (as % of component)
1. Group presentation (group assessment)	40%
2. Individual' s contribution to the group presentation.	60%
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> (as % of component)
1. Individual written assignment (3,000 words)	100%

<b>Resit (further attendance at taught classes is not required)</b>	
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> (as % of component)
2. Viva and supporting documentation which demonstrates competence in specific HRM skills (individual assessment)	100%
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> (as % of component)
1. Individual written assignment (3,000 words)	100%
If a student is permitted a retake of the module, the assessment will be that indicated by the Module Description at the time that retake commences.	