



## MODULE SPECIFICATION

| Part 1: Information       |                                                                               |                    |                           |
|---------------------------|-------------------------------------------------------------------------------|--------------------|---------------------------|
| Module Title              | Resourcing and Talent Management                                              |                    |                           |
| Module Code               | UMPCXQ-15-M                                                                   | Level              | M                         |
| For implementation from   | September 2019                                                                |                    |                           |
| UWE Credit Rating         | 15                                                                            | ECTS Credit Rating | 7.5                       |
| Faculty                   | FBL                                                                           | Field              | Human Resource Management |
| Department                | BBS, Business and Management                                                  |                    |                           |
| Contributes towards       | MSc Human Resource Management , MSc Human Resource Management (International) |                    |                           |
| Module type:              | Standard                                                                      |                    |                           |
| Pre-requisites            | None                                                                          |                    |                           |
| Excluded Combinations     | None                                                                          |                    |                           |
| Co- requisites            | None                                                                          |                    |                           |
| Module Entry requirements | N/A                                                                           |                    |                           |

| Part 2: Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| <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> <p><b>You will cover:</b></p> <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> </ul> |

- Current theories on the definition and development of talent within organisations and the formation of succession plans.
- Alternative resourcing strategies including flexible working
- Current theory and practice of “wellness at work” and their contributions to resourcing and talent management.
- Exploration and review of approaches to downsizing, rebuilding human capital and the management of redundancy and retirement.

### Part 3: Assessment

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.

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. The in-class presentation of findings and recommendations should include all group members and last for 30 minutes; this will be followed by 10 minutes of questions.

Following the group presentation, students should submit a 5-minute podcast which summarises their personal contribution to the group presentation and reflects on their personal learning.

A group mark will apply to all group members and an individual mark for the podcast

The second component (B) is an individual written assignment (2000 words) based upon an analysis of a different resourcing problem within a context chosen by the student.

Resit assessment:

1. Viva (30 minutes) and supporting documentation (500 words) which demonstrates competence in specific HRM knowledge relevant to:




(a) Analysing the resourcing issues identified in a group presentation

(b) Explaining the research method followed in investigating these issues

(c) Critically reflecting on their learning about the issues identified at (a) and (b) above, from the perspectives of theory and practice

Formative assessment will be provided through tutor and peer feedback on the group presentations.

| Identify final timetabled piece of assessment (component and element) | Component B                              |           |
|-----------------------------------------------------------------------|------------------------------------------|-----------|
| % weighting between components A and B (Standard modules only)        | A:<br>40%                                | B:<br>60% |
| <b>First Sit</b>                                                      |                                          |           |
| Component A (controlled conditions)<br>Description of each element    | Element weighting<br>(as % of component) |           |
| 1. Group presentation (group assessment 30 minutes)                   | 63%                                      |           |
| 2. Individual's contribution to the group presentation.               | 37%                                      |           |
| Component B<br>Description of each element                            | Element weighting<br>(as % of component) |           |
| 1. Individual written assignment (2000 words)                         | 100%                                     |           |
| <b>Resit (further attendance at taught classes is not required)</b>   |                                          |           |

| <b>Component A</b> (controlled conditions)<br><b>Description of each element</b>                                       | <b>Element weighting</b><br>(as % of component)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                          |                       |                 |                                                                                       |  |  |  |  |  |  |  |  |                                          |  |  |  |  |    |                       |                                             |                         |                       |                 |  |     |    |     |   |     |                                                                                       |
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| 1. Viva (30 minutes) and supporting documentation (500 words) which demonstrates competence in specific HRM knowledge. | 100%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                          |                       |                 |                                                                                       |  |  |  |  |  |  |  |  |                                          |  |  |  |  |    |                       |                                             |                         |                       |                 |  |     |    |     |   |     |                                                                                       |
| <b>Component B</b><br><b>Description of each element</b>                                                               | <b>Element weighting</b><br>(as % of component)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                          |                       |                 |                                                                                       |  |  |  |  |  |  |  |  |                                          |  |  |  |  |    |                       |                                             |                         |                       |                 |  |     |    |     |   |     |                                                                                       |
| 1. Individual written assignment (2000 words)                                                                          | 100%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                          |                       |                 |                                                                                       |  |  |  |  |  |  |  |  |                                          |  |  |  |  |    |                       |                                             |                         |                       |                 |  |     |    |     |   |     |                                                                                       |
| <b>Part 4: Learning Outcomes &amp; KIS Data</b>                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                          |                       |                 |                                                                                       |  |  |  |  |  |  |  |  |                                          |  |  |  |  |    |                       |                                             |                         |                       |                 |  |     |    |     |   |     |                                                                                       |
| 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 and B)</li> <li>• Devise and critically evaluate approaches to the retention of employees and the management of talent within organisations. (Component A and B)</li> <li>• Critically discuss and evaluate approaches to 'downsizing' and rebuilding human capital and the management of redundancy and retirement. (Component A and 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 "managing diversity" requirements, are legally compliant and sensitive to ethical considerations. (Component A and B)</li> <li>• Working as a team member, to critically apply theory to a specific case in order to analyse a resourcing and talent management issue and to present recommendations for resolution. (Component A)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                       |                                          |                       |                 |                                                                                       |  |  |  |  |  |  |  |  |                                          |  |  |  |  |    |                       |                                             |                         |                       |                 |  |     |    |     |   |     |                                                                                       |
| Key Information Sets Information (KIS)                                                                                 | <table border="1" data-bbox="533 1435 1444 1823"> <thead> <tr> <th colspan="5" data-bbox="533 1435 1002 1473"><b>Key Information Set - Module data</b></th> <th data-bbox="1002 1435 1444 1473"></th> </tr> </thead> <tbody> <tr> <td colspan="5" data-bbox="533 1473 1002 1512"></td> <td data-bbox="1002 1473 1444 1512"></td> </tr> <tr> <td colspan="5" data-bbox="533 1512 1002 1550"><i>Number of credits for this module</i></td> <td data-bbox="1002 1512 1444 1550" style="text-align: center;">15</td> </tr> <tr> <th data-bbox="533 1592 671 1742">Hours to be allocated</th> <th data-bbox="671 1592 831 1742">Scheduled learning and teaching study hours</th> <th data-bbox="831 1592 1002 1742">Independent study hours</th> <th data-bbox="1002 1592 1161 1742">Placement study hours</th> <th data-bbox="1161 1592 1305 1742">Allocated Hours</th> <th data-bbox="1305 1592 1444 1742"></th> </tr> <tr> <td data-bbox="533 1742 671 1780" style="text-align: center;">150</td> <td data-bbox="671 1742 831 1780" style="text-align: center;">36</td> <td data-bbox="831 1742 1002 1780" style="text-align: center;">114</td> <td data-bbox="1002 1742 1161 1780" style="text-align: center;">0</td> <td data-bbox="1161 1742 1305 1780" style="text-align: center;">150</td> <td data-bbox="1305 1742 1444 1780" style="text-align: center;"></td> </tr> </tbody> </table> <p data-bbox="432 1854 1544 1919">The table below indicates as a percentage the total assessment of the module which constitutes a;</p> <p data-bbox="432 1944 1544 1977"><b>Written Exam:</b> Unseen or open book written exam</p> <p data-bbox="432 1977 1544 2042"><b>Coursework:</b> Written assignment or essay, report, dissertation, portfolio, project or in class test</p> | <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             |  |  |  |  |  |  |  |  |  |                                          |  |  |  |  |    |                       |                                             |                         |                       |                 |  |     |    |     |   |     |                                                                                       |
| Contact Hours                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                          |                       |                 |                                                                                       |  |  |  |  |  |  |  |  |                                          |  |  |  |  |    |                       |                                             |                         |                       |                 |  |     |    |     |   |     |                                                                                       |

|                                      |                                                                                                                                                                 |  |      |     |
|--------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|--|------|-----|
| Total Assessment                     | <b>Practical Exam:</b> Oral Assessment and/or presentation, practical skills assessment, practical exam (i.e. an exam determining mastery of a technique)       |  |      |     |
|                                      | Total assessment of the module:                                                                                                                                 |  |      |     |
|                                      |                                                                                                                                                                 |  |      |     |
|                                      | Written exam assessment percentage                                                                                                                              |  |      | 0%  |
|                                      | Coursework assessment percentage                                                                                                                                |  |      | 60% |
| Practical exam assessment percentage |                                                                                                                                                                 |  | 40%  |     |
|                                      |                                                                                                                                                                 |  | 100% |     |
| Reading List                         | Reading list link <a href="https://uwe.rl.talis.com/search.html?q=UMPCXQ-15-M&amp;qbutton=">https://uwe.rl.talis.com/search.html?q=UMPCXQ-15-M&amp;qbutton=</a> |  |      |     |

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|---------------------------------------------------------------------------------------|-----------------------------------------------|---------|-------------------|-----------------------------|
| First Approval Date (and panel type)                                                  | September 2011                                |         |                   |                             |
| Revision CAP Approval Date                                                            | 23 May 2012<br>3 June 2015<br>2 February 2016 | Version | 1.1<br>1.2<br>1.3 |                             |
| Revision ASQC Approval Date<br><i>Update this row each time a change goes to ASQC</i> | 15 January 2019                               |         | 2                 | <a href="#">link to RIA</a> |