



University of the
West of England

MODULE SPECIFICATION

Code: UMPCXQ-15-M **Title:** Resourcing and Talent Management **Version:** 2

Level: M **UWE credit rating:** 15 **ECTS credit rating:** 7.5

Module type: Standard

Owning Faculty: FBL **Field:** HRM

Faculty Committee approval: QMAC **Date:**

Valid from: 1 September 2010 **Discontinued from:**
(Revised 1 September 2011)

Contributes towards: MA Human Resource Management

Pre-requisites: None

Co-requisites: None

Excluded combinations: None

Aim of module

The module aims to:

- Explore the contribution that Resourcing and Talent Management can make to the achievement of organisational strategic goals.
- Assist in the development of professional competency, knowledge, understanding and skills in the field of Resourcing and Talent Management so that practitioners can contribute positively to corporate success.
- Examine critically the theoretical and conceptual underpinning processes, practices and techniques of Resourcing and Talent Management so that the body of knowledge can be applied appropriately and selectively to particular contexts.

This module contributes to the knowledge requirements needed to meet the Chartered Institute of Personnel and Development's (CIPD) qualifications at Advanced level.

Learning outcomes:

On successful completion of this module students will be able to:

- 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)
- Contribute to the development of strategies that aid the attraction, recruitment and selection of a suitably skilled workforce. (Component A or B)
- Devise and critically evaluate approaches to the retention of employees and the management of talent within organisations. (Component A or B)
- Critically discuss and evaluate approaches to 'downsizing' and rebuilding human resource capability and the management of redundancy and retirement. (Component A or B)

- Critically review and adapt resourcing policies and practices for different occupational groupings in the private, public and charitable sectors. (Component A and B)
- 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)

In addition the educational experience may explore, develop, and practise but not formally discretely assess the following

- Independent learning, group work and skills associated with discussion and debate
- Personal organisation and study skills

Syllabus outline:

- Link between resourcing strategy and the achievement of organisational objectives; different resourcing paradigms.
- Leading theoretical approaches to workforce planning and their relevance to contemporary resourcing strategies.
- Current approaches to recruitment; strategies to attract candidates and achieve competitiveness in relevant employment markets.
- Theories and research into selection methods and review of the evidence for their effectiveness.
- Leading theories on turnover and retention and their application to different organisational contexts.
- Current theories on the definition and development of talent within organisations and the formation of succession plans.
- Alternative resourcing strategies including flexible working
- Exploration and review of approaches to downsizing, rebuilding human capital and the management of redundancy and retirement.

Teaching and learning methods:

Teaching and learning in this module consists of a combination of formal lecturing 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 in contact sessions and assessed work.

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.

Reading Strategy

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.

Essential Reading

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:

Taylor, S. (2010) *Resourcing and Talent Management*, London: CIPD.

Pilbeam, S and Corbridge, M. (2010) *People Resourcing and Talent Planning: HRM in Practice*. 4th edn FT Prentice Hall

Indicative Reading

List of examples for validation purposes only. Current advice on reading should be provided in annual module handbook and other more frequently updated sources.

Cook, M. (2009) *Personnel Selection, Adding Value through People*. 5th edn. Chichester: Wiley-Blackwell

Brown, P. and Hesketh, A. (2004) *The Mismanagement of Talent*, Oxford: OUP

Cameron, K.S. (1994) Strategies for successful organisational downsizing. *Human Resource Management*, 33:2, 189-211

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. Following the group exercise students should submit an individual report on the literature underpinning the recommended solutions to the specific resourcing problem. A group mark will be given to all members of the group for the group activity and an individual mark for the report. The second component (B) is an individual written assignment (2,000 words) based upon an analysis of a different resourcing problem within a context chosen by the student.

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

Weighting between components A and B (standard modules only) A: 30% B: 70%

ATTEMPT 1

First Assessment Opportunity

Component A

Description of each element

| | Element weighting |
|----------------------------------|-------------------|
| 1 Group assessment | 1 |
| 2 Individual report (1500 words) | 2 |

Component B

Description of each element

| | Element weighting |
|---|-------------------|
| 1 Individual written assignment (2,000 words) (Final Assessment) | 1 |

Second Assessment Opportunity (further attendance at taught classes is required)

Component A

Description of each element

| | Element weighting |
|-----------------------------------|-------------------|
| 1 Individual presentation | 1 |
| 2. Individual report (1500 words) | 2 |

Component B

Description of each element

| | Element weighting |
|---|-------------------|
| 1 Individual written assignment (2,000 words) (Final Assessment) | 1 |

Specification confirmed byDate

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(Associate Dean/Programme Director)