Module Descriptor

Title	Developing Performance Management Strategies		
Session	2025/26	**Status**	
Code	BUSN10068	**SCQF Level**	10
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Business and Creative Industries**		
Module Co-ordinator	Eleni Tzouramani		

Summary of Module

Performance management is important to get right and easy to get wrong. This module explores the fundamentals of effective performance management, and how to keep an organisation's strategy on track.

The module provides learners with the knowledge and understanding of the role of performance management in supporting the strategic objectives of the organisation in different business environments; how the performance of people can be enhanced and inspired by leadership and direction and how it contributes to high-performance work organisations.

- Analyse the Performance Management strategies that can be implemented by organisations
- Analyse the relationship between the environment, strategy and systems of performance management Compare the characteristics and effectiveness of Performance Management strategies

Module Delivery Method	**On-Campus[1]**	**Hybrid[2]**	**Online[3]**	**Work -Based Learning[4]**
	☒	☒	☐	☐

Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☐ Lanarkshire ☐ London	☐ Online / Distance Learning ☐ Other (specify)

[1] 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.

[2] 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.

[3] 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.

[4] 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

			☒ Paisley			
Terms for Module Delivery	Term 1	☒	Term 2	☒	Term 3	☐
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Analyse the Performance Management strategies that can be implemented by organisations
L2	Analyse the relationship between the environment, strategy and systems of performance management
L3	Compare the characteristics and effectiveness of Performance Management strategies
L4	
L5	

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 10** Understand and critically evaluate the links between HRM and organizational performance. AN Understanding and critical evaluation of the relationship between performance and organizational success.
Practice: Applied Knowledge and Understanding	**SCQF 10** Interpretation and explanation of key concepts in performace. Producing documents and presentations based on research from primary and secondary information drawn from a variety of reputable academic and business sources, including electronic journals and the CIPD website.
Generic Cognitive skills	**SCQF 10** Critical analysis, evaluation and synthesis of the key concepts of performance manangement. Collating, analysing and interpreting information from a variety of sources, including academic research publications. Carrying out research from a variety of reputable academic and business sources. Presenting and evaluating information, arguments and ideas on the contemporary context and themes of performance management.
Communication, ICT and Numeracy Skills	**SCQF 10** Communicating effectively in speech and writing. Using, interpreting and evaluating numerical, statistical and graphical data. Using a range of IT applications to support and enhance work.
Autonomy, Accountability and Working with Others	**SCQF 10** Exercising independence and initiative in preparing assessed work, while systematically identifying and addressing their own learning needs. Planning, organizing and prioritizing personal and group workload. Providing evidence of reflection on own role and contribution in group work.

Prerequisites	Module Code	Module Title
	Other	
Co-requisites	Module Code	Module Title

Learning and Teaching	
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.	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Laboratory / Practical Demonstration / Workshop	36
Asynchronous Class Activity	12
Independent Study	152
Please select	
Please select	
Please select	
TOTAL	200

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Armstrong, M., (2019): A Handbook of Performance Management: An Evidence-Based Guide to Delivering High Performance
(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 and Engagement Requirements
In line with the Student Attendance and Engagement Procedure, 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. **For the purposes of this module, academic engagement equates to the following:** Students are academically engaged if they are regularly attending the on-campus lectures/tutorials/workshop. Also, they need to engage with the AULA site regularly to access to the teaching materials and complete assessments and submit these on time.

Students should also reference the 'BCI Guidance on Implementation of the Revised Student Attendance and Engagement Procedure' which details the School attendance and engagement requirements and how this will be monitored for attendance

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. To meet the diverse needs of our student body, we are dedicated to adapting learning experiences where required. This personalised one-to-one approach ensures that all students can succeed, regardless of their background or circumstances. By embracing and promoting these principles, we aim to cultivate a learning community where everyone feels valued, supported, and empowered to achieve their full potential.
(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

Divisional Programme Board	**Please select**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☐ **Yes** ☐ **No** **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.**
School Assessment Board	Marketing, Innovation, Tourism & Events
Moderator	Sahar Siami
External Examiner	
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	1.0

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Individual Portfolio 100%
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**
Individual Portfolio	☒	☒	☒	☐	☐	100	48

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	hours

Change Control

What	When	Who