**Module Descriptor**

| | | | |
|---|---|---|---|
| **Title** | Managing Performance And Reward | | |
| **Session** | 2026-2027 | **Status** | Existing |
| **Code** | HURM09002 | **SCQF Level** | **SCQF 9** |
| **Credit Points** | 20 | **ECTS (European Credit Transfer Scheme)** | 10 |
| **School** | **Business and Creative Industries** | | |
| **Module Co-ordinator** | Shuai Zhang | | |

**Summary of Module**

This module provides learners with knowledge and understanding about two key areas of HRM, 'performance management' and 'reward'. As organisations look for ways to improve their performance, they are focusing on more sophisticated ways to manage both the performance of their workforce and the ways in which that performance is rewarded

It examines the contribution of the performance management process and shows how the involvement and commitment of line managers, and the use of effective and inclusive collaborative working and communication techniques, can support the building of a high-performance culture that promotes diversity, trust, enthusiasm and commitment.

The reward management topics of the module follow the performance topics and provide the learner with a wide understanding of how the business context drives reward strategies and policies, including labour market, industrial and sector trends, regional differences and trends in pay and international comparisons, etc.

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

[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

| | | | | | | |
|---|---|---|---|---|---|---|
| **Campuses for Module Delivery** | ☐ Ayr<br>☐ Dumfries | | ☐ Lanarkshire<br>☐ London<br>☒ Paisley | | ☐ Online / Distance Learning<br>☐ Other (specify) | |
| **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** | Understand, explain and critically evaluate the key factors involved in the design and implementation of systems of performance and reward. |
| **L2** | Advise on the suitability of frameworks of performance and reward with a focus on coordination with other areas of HR practice and in business organisations in a variety of settings |
| **L3** | Critically evaluate the effectiveness of performance and reward policies and practices. |
| **L4** | Demonstrate the role of line managers in promoting a performance culture, in reward decision making and driving sustained organisation performance |
| **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 9**<br>Understanding and critical evaluation of the role of employee reward.<br>Understand and critical evaluation of the links between HRM and organisational performance.<br>Understanding and critical evaluation of the relationship between performance and reward. |
| **Practice: Applied Knowledge and Understanding** | **SCQF 9**<br>Interpretation and explanation of key concepts in performance and reward. 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 9**<br>Critical analysis, evaluation and synthesis of the key concepts of performance and reward.<br>Collating, analysing and interpreting information from a variety of sources, including academic research publications.<br>Carrying out research from a variety of reputable academic and business sources.<br>Presenting and evaluating information, arguments and ideas on the contemporary context and themes of performance and reward |

| | |
|---|---|
| **Communication, ICT and Numeracy Skills** | **SCQF 9**<br>Communicating effectively in speech and writing.<br>Using, interpreting and evaluating numerical, statistical and graphical data. Using a range of IT applications to support and enhance work.<br>▸ Specifically:<br>Using information technology applications to produce and deliver competent documents and presentations in an appropriate written and oral business format.<br>▸ Using numerical and graphical data, in the written report, where available and appropriate to describe and interpret themes, organisational issues and impact |
| **Autonomy, Accountability and Working with Others** | **SCQF 9**<br>Exercising independence and initiative in preparing assessed work, while systematically identifying and addressing their own learning needs.<br>Planning, organising and prioritising personal and group workload.<br>Demonstrating initiative in carrying out research and participating in group meetings and group work.<br>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.<br>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.<br>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.<br>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**<br>During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below: | **Student Learning Hours**<br>(Note: Learning hours include both contact hours and hours spent on other learning activities) |

| | |
|---|---|
| Laboratory / Practical Demonstration / Workshop | 36 |
| Independent Study | 164 |
| Please select | |
| 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:**

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Armstrong, M., (2022), "Armstrong's Handbook of Performance Management: An Evidence-Based Guide to Performance Leadership", Kogan Page Publishers

Perkins, S.J. and Jones, S., (2024), "Reward Management: Alternatives, Consequences and Contexts", 5th Edition, KoganPage Publishers

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 and Engagement Requirements**

**In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are attending and participating in all timetabled programme activities including on-campus and online teaching sessions, asynchronous online learning activities, placement, work-based elements, 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** | **Management, Organisations People** |
| **Overall Assessment Results** | ☐ **Pass / Fail** ☒ **Graded** |
| **Module Eligible for Compensation** | ☐ **Yes** ☒ **No**<br>**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** | Management, Organisations and People |
| **Moderator** | S Hofmann |
| **External Examiner** | S Barrett |
| **Accreditation Details** | The module is accredited by the Chartered Institute of Personnel and Development (CIPD) |
| **Module Appears in CPD catalogue** | ☐ **Yes** ☒ **No** |
| **Changes / Version Number** | |

| **Assessment (also refer to Assessment Outcomes Grids below)** |
|---|
| **Assessment 1** |
| 40% of the overall module assessment will be accounted for by a formal peer- and tutor-assessed group role-play performance appraisal portfolio |
| **Assessment 2** |
| 60% of the overall mark will be accounted for by an individual written report. |
| **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.<br>(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** |
| Role-play portfolio | ☐ | ☒ | ☒ | ☒ | ☒ | 40 | 3 |

| **Component 2** |
|---|

| Assessment Type | LO1 | LO2 | LO3 | LO4 | LO5 | Weighting of Assessment Element (%) | Timetabled Contact Hours |
|---|---|---|---|---|---|---|---|
| Individual written report | ☐ | ☒ | ☐ | ☒ | ☒ | 60 | 0 |

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

**Change Control**

| What | When | Who |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |