Module Descriptor 2023/24

Title of Module: Reward and Performance Management			
Code: HURM11005	**SCQF Level:** (Scottish Credit and Qualifications Framework)	**Credit Points: 20**	**ECTS: 10** (European Credit Transfer Scheme)
School:	School of Business Creative Industries		
Module Co-ordinator:	Patrick Hutchinson		

Summary of Module
This module is designed to meet the requirements of Reward Management and Performance Management, modules in the CIPD Advanced Level specifications. The reward aspect examines reward in an organisational and international context and provides learners with the knowledge and understanding of environments in which reward professionals plan, implement and evaluate employee reward policies to support strategic organisational goals. The performance management aspect 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. Reward and performance management are inextricably bound and thus this will be the learning focus adopted by this module. Critical reflection on theory and practice from an ethical and professional standpoint and for continuous professional development is required. The module has been designed with our HRM students in mind, where the roles HR staff, managers and others have in both measuring and managing performance and applying meaningful rewards is covered, such as line managers, consultants and HR specialists.

Module Delivery Method		
Face-To-Face	Blended	Fully Online
✓	✓	

Face-To-Face
Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.

Fully Online
Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.

Blended
A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered "blended" if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations

Campus(es) for Module Delivery					
The module will **normally** be offered on the following campuses / or by Distance Learning (D/L) (ie.Virtual Campus): (Provided viable student numbers permit)					
Paisley:	Ayr:	Dumfries:	Hamilton:	D/L Virtual Campus:	Other:
✓					

Course Reference Numbers (CRNs) (if known)

Paisley:	Ayr:	Dumfries:	Hamilton:	D/L Virtual Campus:	Other:
TBC					

Trimester(s) for Module Delivery

(Provided viable student numbers permit).

Trimester 1	Trimester 2	Trimester 3
	✓	

Learning Outcomes: (maximum of 5 statements)

At the end of this module the student will be able to:
L1. Critically analyse the relationship between the environment, strategy and systems of performance and reward management.
L2. Critically evaluate the conceptual apparatus and theoretical debates informing performance and reward management in an organisational and international context
L3. Design, plan and communicate effective performance and reward management policies and practices to improve organisational and employee performance.
L4. Systematically decide and communicate strategic performance aims, objectives, priorities and targets.

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 Level 11 Understanding and critical evaluation of Reward and Performance Management in an organisational and national context. Understand and critically evaluate the links between Reward and Performance Management, supporting strategic organisational goals, added value and competitive advantage in an organisational and national context.
Practice: Applied Knowledge and Understanding	SCQF Level 11 Synthesis, interpretation and explanation of the key concepts of Reward and Performance Management contribution in organisations. Design internally consistent reward and performance structures that recognise labour market and equity constraints. 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 Level 11 Critical analysis, evaluation and synthesis of the key concepts of Reward and Performance Management in contemporary organisations. 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 Reward and Performance Management.
Communication, ICT and Numeracy Skills	SCQF Level 11 Using information technology applications to produce and deliver competent documents and presentations in an appropriate written and oral business format. Using numerical and graphical data, in the written report, where available and appropriate to describe and interpret Reward and Performance Management themes, organisational issues and impact. Utilising the VLE discussion board, or Twitter, in preparation for formative tutorial sessions.
Autonomy, Accountability and Working with others	SCQF Level 11 Exercising independence and initiative in preparing assessed work, while systematically identifying and addressing their own learning needs. Planning, organising and prioritising personal and group workload. Demonstrating initiative in carrying out research and participating in group work. Providing evidence of reflection on own role and contribution in formative group work.

Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code: —	**Module Title:** —
	Other: —	
Co-requisites:	**Module Code:** —	**Module Title:** —

* Indicates that module descriptor is not published.

Learning and Teaching	
The learning and teaching strategy is workshop based consisting of interactive lectures and tutorials.	
Learning Activities _{During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:}	Student Learning Hours (Normally totalling 200 hours): _(Note: Learning hours include both contact hours and hours spent on other learning activities)
Laboratory/Practical Demonstration/Workshop	36
Independent Study	164
	200 Hours Total

**Indicative Resources: (eg. Core text, journals, internet access)
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Perkins, S.J. and Jones, S. (2020) Employee Reward: Alternatives, Consequences and Contexts, 4th Ed. London: Kogan Page. 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 Aula/myUWS.

Attendance Requirements

In line with the Academic Engagement and Attendance Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on Moodle, and complete assessments and submit these on time. Please refer to the Academic Engagement and Attendance Procedure at the following link: Academic engagement and attendance procedure

Programme Board (Previously Subject Development Group (SDG)/LTC)	Management, Organisations and People
Assessment Results (Pass/Fail)	No
Subject Panel	Management, Organisations and People
Moderator	Sahar Siami
External Examiner	Shirley Barrett
Accreditation Details	The module is accredited by the Chartered Institute of Personnel and Development (CIPD).
Changes/Version Number	1

Assessment: (also refer to Assessment Outcomes Grids at end of document)

60% of the overall mark will be accounted for by an individual written report.

40% of the overall mark will be accounted for by a group presentation.

(N.B. (i) **Assessment Outcomes Grids** for the module (one for each main assessment category) can be found at the end of this descriptor 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 Handbook.)

Assessment Outcome Grids (Footnote A.)

Assessment Category 1

Assess-ment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assess-ment Element	Timetabled Contact Hours
Report of practical/ field/ clinical work	✓	✓	✓	✓	60	0

Assessment Category 2

Assess-ment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assess-ment Element	Timetabled Contact Hours

Presentation	✓	✓		✓	40	3
Combined Total For All Assignment Categories					100	3

Footnotes:
A. Referred to within Assessment Section above
B. Identified in the Learning Outcome Section above

Note(s):
More than one assessment method can be used to assess individual learning outcomes.
Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note).
This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

Equality and Diversity
The Equality, Diversity and Human Rights policy underpins student engagement. We aim to make UWS a fair and equal place to study an institution which addresses specific issues covering all aspects of equality, diversity and human rights. Where required module assessment will be adapted to meet student requirements.   UWS Equality and Diversity Policy
(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)