Module Descriptor

Title	Reward And Performance Management		
Session	2026/27	**Status**	Existing
Code	HURM11005	**SCQF Level**	11
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Business and Creative Industries**		
Module Co-ordinator	Dr Sahar Siami		

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, leading to meeting the university's 'I am UWS' graduate attributes: Universal: supporting students in becoming critical thinkers, who can demonstrate analytical and collaborative skills; Work-ready: developing motivated, ambitious and knowledgeable future professionals, with effective communication skills; Successful: helping our students to be autonomous, resilient and transformational individuals who have the drive to succeed in their future careers.

Module Delivery Method	On-Campus[1] ☒	Hybrid[2] ☒	Online[3] ☐	Work -Based Learning[4] ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☐ Lanarkshire ☐ London ☒ Paisley	☐ Online / Distance Learning ☐ Other (specify) TNE	

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	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 contex
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
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 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.

[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

Practice: Applied Knowledge and Understanding	**SCQF 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 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 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 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

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.

The learning and teaching activities of this module have been developed in line with the UWS Curriculum framework, including a range of learning and assessment techniques. The formative and summative learning and teaching activities and assessment instruments are adopted with the aim of providing learners with the opportunity to manage partnerships with fellow students in informal group activities and to develop autonomous engagement in the coursework.

The instruments of assessment are combined to provide learners with externally facing workplace relevant knowledge that is enhanced by a commitment to scholarly practice that enriches competence and resilience. Students will gain core knowledge in interactive activities and apply that knowledge in student led tutorials.

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
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:

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 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 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	**Management, Organisations People**
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	MOP
Moderator	Dr Shuai Zhang
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	1.0

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
60% of the overall mark will be accounted for by an individual written report
Assessment 2
40% of the overall mark will be accounted for by a group presentation
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	☒	☒	☐	☐	☐	60	3

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☒	☒	☐	40	3

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	6 hours

Change Control

What	**When**	**Who**