# Module Descriptor 2023/24

| Title of Module: Managing Performance & Reward | | | |
|---|---|---|---|
| Code: HURm09002 | SCQF Level:<br>(Scottish Credit and Qualifications Framework) | Credit Points: 20 | ECTS: 10<br>(European Credit Transfer Scheme) |
| School: | School of Business Creative Industries | | |
| Module Co-ordinator: | Patrick Hutchinson | | |

## 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

| 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 | | TBC | TBC | | 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. 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.

## 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: |
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| **Knowledge and Understanding (K and U)** | SCQF Level 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 Level 9<br>Interpretation and explanation of key concepts in performance and reward.<br>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 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 Level 9<br>Communicating effectively in speech and writing.<br>Using, interpreting and evaluating numerical, statistical and graphical data.<br>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. Utilising the VLE discussion board or Twitter, in individual groups, to discuss the group performance management and review exercise.<br>To develop an electronic performance review form to upload onto an organisational HRM online database to enhance HRM Planning and to demonstrate links to the organisation's overall business objectives. |
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| Autonomy, Accountability and Working with others | SCQF Level 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. |

| Pre-requisites: | Before undertaking this module the student should have undertaken the following: | |
|---|---|---|
| | **Module Code:** — | **Module Title:** — |
| | **Other:** Students must be enrolled on the BA(Hons) Business & HRM or BA(Hons) People Management. | |
| Co-requisites: | **Module Code:** — | **Module Title:** — |

\* Indicates that module descriptor is not published.

| Learning and Teaching |
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| This module is delivered via a combination of lectures and tutorials. Lectures involve the delivery and exposition of the material forming the basis of the module. Though this is structured and led by the lecturer, it is also intended that there will be a reasonable degree of student participation. Tutorials and workshops however, make quite specific demands upon students in relation to preparation and participation. Tutorial questions and case studies will be available on VLE at the beginning of the trimester, allowing students to prepare appropriately. While tutorials are dependent upon student effort, they are conducted in a manner that is structured and supported by the tutor. Workshops, emphasise applied learning and collaborative group work. Workshop learning activities include skills development discussion, debate case studies, problem focused and reflective activities. Asynchronous discussion boards are used for group discussions and formative assessment. |

| 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>(Normally totaling 200 hours):<br>(Note: Learning hours include both contact hours and hours spent on other learning activities) |
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| Laboratory/Practical Demonstration/Workshop | 36 |
| Independent Study | 164 |
| | 200 Hours Total |

| **Attendance Requirements** |
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| 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: <u>Academic engagement and attendance procedure</u> |

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| Programme Board<br>(Previously Subject Development Group (SDG)/LTC) | Management, Organisations and People |
| Assessment Results (Pass/Fail) | No |
| Subject Panel | Management, Organisations and People |
| Moderator | Silvio Hofmann |
| 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)** |
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| 40% of the overall module assessment will be accounted for by a group presentation.<br>Individuals who fail to pass this instrument of assessment will be required to undertake an individual written assessment. |
| 60% of the overall mark will be accounted for by an individual written report. |
| (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 |
| Presentation | ✓ | | | ✓ | 40 | 3 |

| 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 |
| Portfolio of written work | ✓ | ✓ | ✓ | | 60 | 0 |
| 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 |
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| 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. <br> 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) |