University of the West of England
BRISTOL

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Performance Management					
Module Code	UMPCXL-15-M		Level	M	Version	1
Owning Faculty	FBL		Field	HRM		
Contributes towards	MA Human Resource Management; MA International Human Resource Management;					
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Standard,	
Pre-requisites	None		Co- requisites	None		
Excluded Combinations	None		Module Entry requirements			
Valid From	September 2010		Valid to			

CAP Approval Date	

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: • Understand, explain and critically evaluate the contribution that effective performance management can make to the achievement of individual and organisational goals. (Components A & B) • Critically review the performance management process including induction, performance reviews/appraisals, feedback, counselling and support. (Component A) • Explore and link the potential of certain people management practices such as teamwork, reward and recognition and development for improving performance.(Components A and B) • Explain and critically evaluate the role of competency management in performance management. (Component B) • Understand and critically evaluate the skills that managers need to carry out performance management activities (Component B) • Evaluate and contribute to the management of under performers. (Component B) • Ensure that performance management processes offer equal opportunity, manage diversity and prevent discrimination (Components A & B) In addition the educational experience may explore, develop, and practise but not formally discretely assess the following:

	• Independent learning and skills associated with discussion and debate
	• Personal organisation and study skills
Syllabus Outline	• Key theoretical debates on the relationship between HR policies and practices and performance.
	• Theoretical and conceptual frameworks for strategic performance management and the importance of internal and external context.
	• The performance management process including induction, performance appraisal, feedback, and support.
	• Setting objectives, performance standards and performance measures.
	• The role of the line manager in performance management
	• Integrating performance management with employee development and reward
	• Managing under performance including absence management, capability and discipline procedures.
	• Approaches to competency management and an evaluation of its effectiveness.
	• Development of skills for performance review interviews, communication and approaches to measuring and assessing performance
	• Ethical issues associated with performance management
	• Performance management in multicultural and international contexts
Contact Hours/Scheduled Hours	Module delivery will be 3 hours of scheduled learning and teaching activities per week over a 12 week period.
Teaching and Learning Methods	Teaching and learning in this module consists of a combination of formal lecturing supported by a range of participative activities including case studies, videos, small group activities and the use of role play. Peer learning will be encouraged through activities designed to enable students to share and compare their experiences. Central to teaching and learning at this level is a high level of critical discussion and self reflection in contact sessions and assessed work. Students will be encouraged to use Blackboard to access resources used during the classes. Private study will require students to use a wide range of reading material to deepen their understanding of performance management and help them prepare for the in course assessment. Students will be directed towards the study skills website at as appropriate.
Reading Strategy	All students will be encouraged to make full use of the print and electronic resources available to them through membership of the University. These include a range of electronic journals and a wide variety of resources available through web sites and information gateways. The University Library's web pages provide access to subject relevant resources and services, and to the library catalogue. Many resources can be accessed remotely. Students will be presented with opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively. Any required reading will be made available.

Indicative Reading List	Aquinis, A. (2008) *Performance Management.* 2nd edn. Harlow: Prentice Hall. Armstrong, M. (2006) *Performance Management*. 3rd edn, Kogan Page, London. Armstrong, M. & Baron, A. (2008) *Managing Performance*, CIPD, London. Houldsworth, E. & Jirasinghe, D. (2006) *Managing and Measuring Employee Performance,* Kogan Page, London. Latham, G.., Sulsky, L., & Macdonald, H. (2007) 'Performance Management', Ch. 18 in Boxall P., Purcell, J. and Wright, P (eds) *The Oxford Handbook of Human Resource Management,* OUP. Marchington, M. and Wilkinson, A. (2008) Chapter 7 'Performance Management' , in *Human Resource Management at Work: People Management and Development.* 4th edn. London: CIPD. Purcell, J. Kinnie, N., Swart, J., Rayton, B. and Hutchinson, S. (2009) *People Management and Performance*, Routledge, Oxon. Shields, J. (2007*) Managing Employee Performance and Rewards: Concepts, Practices, Strategies,* Cambridge University Press, Cambridge. **Indicative Journals** Human Resource Management Journal Employee Relations Personnel Review Work, Employment and Society People Management Incomes Data Services Industrial Relations Review and Report

Part 3: Assessment	
Assessment Strategy	Summative assessment consists of two components, both of which are designed to encourage students to evaluate the theoretical concepts encountered within the module and apply them to their workplace or a chosen context. Component A comprises a group presentation to the tutors on the topic, content and structure of their written assignment, and an individual assignment based on the presentation (1500 words) Component (B) is a written assignment (3,000 words) consisting of a critical analysis of performance management, focussing on two topic areas from the module syllabus and based on an organisation context of their choice. Formative assessment will be provided through tutor feedback on the presentation.
Identify final assessment component and element	**Component B**

% weighting between components A and B (Standard modules only)	A: 25%	B: 75%

First Sit	
Component A (controlled conditions) **Description of each element**	**Element weighting**
1.Group Presentation	40%
2.Indvidual written assignment based on presentation (1500 words)	60%
Component B **Description of each element**	**Element weighting**
1.Written assignment (3000 words)	100%

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting**
1.Indivdual Viva, and supporting documentation	100%
Component B **Description of each element**	**Element weighting**
1. Written assignment (3000 words)	100%

If a student is permitted an **EXCEPTIONAL RETAKE** of the module the assessment will be that indicated by the Module Description at the time that retake commences.