



**CORPORATE AND ACADEMIC SERVICES**

**MODULE SPECIFICATION**


**Part 1: Basic Data**

Module Title	Performance Management				
Module Code	UMPCXL-15-M	Level	M	Version	1.2
UWE Credit Rating	15	ECTS Credit Rating	7.5	WBL module?	No
Owning Faculty	Faculty of Business and Law	Field	Human Resource Management		
Department	BBS, Business and Management	Module Type	Standard		
Contributes towards	MSc Human Resource Management, MSc Human Resource Management (International)				
Pre-requisites	none	Co- requisites	none		
Excluded Combinations	none	Module Entry requirements	none		
First CAP Approval Date	QMAC 2010	Valid from	September 2010		
Revision CAP Approval Date	2 February 2016	Revised with effect from	September 2016		

<b>Review Date</b>	September 2016
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**Part 2: Learning and Teaching**

Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> <li>• Understand, explain and critically evaluate the contribution that effective performance management can make to the achievement of individual and organisational goals. (Components A &amp; B)</li> <li>• Critically review the performance management process including induction, performance reviews/appraisals, feedback, counselling and support. (Component A)</li> <li>• 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)</li> <li>• Explain and critically evaluate the role of competency management in performance management. (Component B)</li> <li>• Understand and critically evaluate the skills that managers need to carry out performance management activities (Component B)</li> <li>• Evaluate and contribute to the management of under performers. (Component B)</li> <li>• Ensure that performance management processes offer equal opportunity, manage diversity and prevent discrimination (Components A &amp; B)</li> </ul>
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	<p>In addition the educational experience may explore, develop, and practise but not formally discretely assess the following:</p> <ul style="list-style-type: none"> <li>• Independent learning and skills associated with discussion and debate</li> <li>• Personal organisation and study skills</li> </ul>																									
Syllabus Outline	<ul style="list-style-type: none"> <li>• Key theoretical debates on the relationship between HR policies and practices and performance.</li> <li>• Theoretical and conceptual frameworks for strategic performance management and the importance of internal and external context.</li> <li>• The performance management process including induction, performance appraisal, feedback, and support.</li> <li>• Setting objectives, performance standards and performance measures.</li> <li>• The role of the line manager in performance management</li> <li>• Integrating performance management with employee development and reward</li> <li>• Managing under performance including absence management, capability and discipline procedures.</li> <li>• Approaches to competency management and an evaluation of its effectiveness.</li> <li>• Development of skills for performance review interviews, communication and approaches to measuring and assessing performance</li> <li>• Ethical issues associated with performance management</li> <li>• Performance management in multicultural and international contexts</li> </ul>																									
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	<p>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.</p> <p>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.</p>																									
Key Information Sets Information	<table border="1" data-bbox="483 1529 1394 1919"> <thead> <tr> <th colspan="5"><b>Key Information Set - Module data</b></th> </tr> <tr> <td colspan="5"><i>Number of credits for this module</i></td> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td style="border: 2px solid black; text-align: center;">15</td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> <tr> <td style="text-align: center;">150</td> <td style="text-align: center;">36</td> <td style="text-align: center;">114</td> <td style="text-align: center;">0</td> <td style="text-align: center;">150</td> </tr> </tbody> </table> <p style="text-align: right;"></p> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p>	<b>Key Information Set - Module data</b>					<i>Number of credits for this module</i>									15	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	150	36	114	0	150
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**Written Exam:** Unseen written exam, open book written exam, In-class test  
**Coursework:** Written assignment or essay, report, dissertation, portfolio, project  
**Practical Exam:** Oral Assessment and/or presentation, practical skills assessment, practical exam

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

Total assessment of the module:			
Written exam assessment percentage		0%	
Coursework assessment percentage		83%	
Practical exam assessment percentage		17%	
		100%	

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.

Hutchinson, S (2013) *Performance Management*, CIPD

Latham, G., Sulsky, L., & Macdonald, H. (2007) 'Performance Management', Ch. 18 in Boxall P.,

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

	<p>Incomes Data Services</p> <p>Industrial Relations Review and Report</p>
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**Part 3: Assessment**

Assessment Strategy	<p>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.</p> <p>Component A. The first element comprises a group presentation to the tutors based on analysis of a given case study (A1). The second element (A2) is an individual reflective log regarding students' contribution to the presentation (500 words).</p> <p>Component (B) is a written assignment (2,000 words) consisting of a critical analysis a performance management problem/s within an organisation context of their choice.</p> <p>Formative assessment will be provided through tutor feedback on the presentation.</p>
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Identify final assessment component and element	<b>Component B</b>	
<b>% weighting between components A and B</b> (Standard modules only)	<b>A:</b> 30%	<b>B:</b> 70%

<b>First Sit</b>	
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b>
1.Group Presentation	50%
2.Individual reflective log (500 words)	50%
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b>
1.Written assignment (2000 words)	100%

<b>Resit (further attendance at taught classes is not required)</b>	
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b>
Viva and supporting documentation (750 words) based on group case study exercise (individual assessment)	100%
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b>
Written assignment (2000 words)	100%

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