

MODULE DESCRIPTOR

MODULE TITLE	Performance Management		
Module Code	44-6971-00L		
Level	6		
Credit Points	20		
Indicative Assessment Components & Percentage Weightings	60% Examination 40% Coursework		
Pre-Requisite Modules (if applicable)			
Delivered according to Standard Academic Calendar	Long: 2 semesters	Short: 1 semester	Other delivery pattern: <i>Please specify</i>
YES	YES	NO	

1 MODULE AIMS

The aims of this module are to:

- develop a critical awareness of the relationship between business performance and the strategic role of employee resourcing and reward management;
- critically evaluate theory, research and practice in the fields of performance management, employee resourcing and reward management;
- develop an ability to formulate and implement appropriate employee resourcing policies and systems in order to enhance individual and organisational performance; and
- develop an ability to design, implement and evaluate appropriate reward systems in order to enhance individual and organisational performance.

2 MODULE LEARNING OUTCOMES BY THE END OF THE MODULE YOU WILL BE ABLE TO:

1. Evaluate the strategic link between HRM, organisational performance and performance management systems and apply these to an organisation;
2. Justify the contribution that effective operational resourcing can make to individual and organisational performance;
3. Design appropriate reward solutions to support organisational requirements;
4. Develop and reflect critically upon appropriate assessment, development and appraisal interventions to support talent identification and utilisation; and

5. Apply philosophical, ethical and legal considerations to the management of people and their working environment

3 INDICATIVE LEARNING, TEACHING AND ASSESSMENT ACTIVITIES

The module will utilise lectures and activity-based seminars. There will be opportunities to apply theory to organisational situations through the use of case studies, role plays and videos. Formative feedback will also be provided on these tasks where appropriate, so that they can see their progress with respect to achieving learning outcomes of seminars.

The assessment for this module comprises 2 tasks:

1. One individually written assignment (weighted 40%). Students will be provided with formative feedback on this 2000 word assignment which is designed to assist them with their exam preparation.
2. A two hour exam (weighted 60%) which will be designed to test the students' knowledge and evaluation of relevant theory associated with performance management and their ability to apply this theory to organisational contexts.

ASSESSMENT STRATEGY AND METHODS

Task No.	<u>TASK DESCRIPTION</u>	SI Code	Task Weighting %	Word Count / Duration	In-module retrieval available
1	Coursework	CW	40%	2000 words	Yes
2	Exam	EX	60%	2 hours	No

4 INDICATIVE MODULE CONTENTS / TOPICS

- Models of strategic human resource management;
- Performance management systems;
- Competency frameworks;
- Alternative selection techniques;
- Appraisal;
- Career and succession management;
- Theories of employee motivation;
- Reward systems, including performance related pay;
- Reward structures, including job evaluation;
- Solutions to deal with presenting problems (e g turnover, poor performance and absenteeism); and
- Flexible working.

FURTHER INFORMATION ABOUT THIS MODULE

FURTHER / ADDITIONAL INFORMATION IS AVAILABLE TO SUPPORT THIS MODULE, INCLUDING ASSESSMENT CRITERIA DETAILING HOW

YOUR PERFORMANCE IN THE MODULE WILL BE MEASURED, HOW YOU WILL RECEIVE FEEDBACK, DETAILS OF LEARNING RESOURCES AND KEY READINGS.

THIS INFORMATION CAN BE FOUND IN

Module guide
Blackboard

NOTE THAT THIS ADDITIONAL INFORMATION MAY BE SUBJECT TO CHANGE FROM YEAR TO YEAR.

FINAL TASK

According to the Assessment Strategy shown in the Module Descriptor, which task will be the LAST TASK to be taken or handed-in? (Give task number as shown in the Assessment Strategy)	Task No. 2
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MODULE REFERRAL STRATEGY

Task for Task (as shown for initial assessment strategy)	Y
Single Referral Package for All Referred Students	N

REVISIONS

Date	Reason
July 2012	Assessment Framework review