

Module Title:	Organisational Performance Measurement	Level:	6	Credit Value:	20
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Module code:	BUS641	Is this a new module?	YES	Code of module being replaced:	n/a
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Cost Centre:	GAMG	JACS3 code:	N215
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Trimester(s) in which to be offered:	1, 2 & 3	With effect from:	September 17
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School:	Business	Module Leader:	Dr Jan Green
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Scheduled learning and teaching hours	33 hrs
Guided independent study	167 hrs
Placement	0 hrs
Module duration (total hours)	200 hrs

Programme(s) in which to be offered	Core	Option
BA (Hons) Performance and People Management	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BSc (Hons) Financial Technology Management	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>

Pre-requisites
None

Office use only

Initial approval February 17

APSC approval of modification *Enter date of approval*

Have any derogations received SQC approval?

Version 1

N/A

Module Aims

To explain the diverse nature, priorities and measures which contribute to organizational performance.
To demonstrate and apply gap/performance analysis, benchmarking techniques and balanced scorecard approaches as performance measures.
To provide an insight into performance models, reward and end results

Intended Learning Outcomes

Key skills for employability

- KS1 Written, oral and media communication skills
- KS2 Leadership, team working and networking skills
- KS3 Opportunity, creativity and problem solving skills
- KS4 Information technology skills and digital literacy
- KS5 Information management skills
- KS6 Research skills
- KS7 Intercultural and sustainability skills
- KS8 Career management skills
- KS9 Learning to learn (managing personal and professional development, self-management)
- KS10 Numeracy

At the end of this module, students will be able to		Key Skills	
1	To interpret and comment on publicly reported organizational results relating to performance	KS1	KS3
		KS4	KS5
		KS6	KS10
2	To utilise organizational performance data in order to anticipate and act on future levels of performance	KS1	KS5
		KS3	KS9
		KS4	KS10
3	To apply gap/performance analysis as a foundation from which to improve organizational performance	KS1	KS5
		KS3	KS6
		KS4	KS9
4	To identify a high performing organization and ways in which practices contributing to performance could be used as benchmarks in a wider business/management sphere	KS1	KS5
		KS3	KS7
		KS4	KS9

Transferable/key skills and other attributes

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Derogations

None

Assessment:

Assessment 1: Portfolio consisting of contemporary sources where reference is made to organizational performance, such as half-yearly and end of year results which indicate trends and make predictions, with the emphasis being on quantitative data, with a supporting analysis

Assessment 2: Essay based on benchmarking techniques where the focus is on the performance of people and supporting qualitative managerial interventions

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1, 2	Portfolio	50%		2000
2	3, 4	Essay	50%		2000

Learning and Teaching Strategies:

An interactive approach to learning will be adopted to provide a blend of academic theory and business application to reinforce learning. The scope of the subject provides a natural divide in the module to cover quantitative and financial performance measures and qualitative approaches where the emphasis is on people performance, these topics attract significant attention and provide an ongoing source of case study material to substantiate learning in a progressive manner. Individual contributions will be encouraged throughout modular delivery together with the use of real time material of relevance to the modular topic.

Syllabus outline:

Performance Measurement and Analysis
 Performance Processes and Profitability
 Performance Models
 The Shelf Life of Information
 Gap/Cause Analysis
 Performance Development
 Benchmarking
 Kaplan Norton Scorecard

Bibliography:

Essential reading

Anguinis, H. (2013) *Performance Management*, 3rdEdn., Pearson Education, Harlow
Smith, M. (2005) *Performance Measurement and Management*, Sage Publications, London.

Other indicative reading

Bogetoft, P. (2012) *Performance Benchmarking*, Springer

Fusch, G. and Gillespie, R. (2014) *Practical Approaches to Performance Interventions and Analysis*, Pearson Education, Harlow.

Hutchinson, S. (2013) *Performance Management: Theory and Practice*, McGraw Hill

Kaplan, R.S. and Norton, D.P. (1996) *The Balanced Scorecard*, Harvard Business School Press

Journals

Benchmarking: An International Journal

International Journal of Operations and Production Management

Performance Improvement

The TQM Journal

Websites:

www.cipd.co.uk Chartered Institute of Personnel Development

www.balancedscorecard.org Balanced Scorecard Institution

www.cimaglobal.com Chartered Institute of Management Accountants