1. **Title of the module**

BUSN9084 (CB9084) Managing Organisational Performance

1. **School or partner institution which will be responsible for management of the module**

Kent Business School

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 7

1. **The number of credits and the ECTS value which the module represents**

15 credits (7.5 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Spring

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

Optional module for MSc Business Analytics, MSc Logistics and Supply Chain Management, and other taught MSc programmes in Business and Management.

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**

8.1 Demonstrate a systematic understanding of the range of activities in performance evaluation, mainly adopting quantitative approaches**.**

8.2 Demonstrate a comprehensive understanding of the suitable quantitative approaches used in performance evaluations (and related areas).

8.3 Critically evaluate various qualitative methodologies, including soft systems methodology (SSM) that can be used within performance management but also within other, complex, problem-structuring situations

1. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**

9.1 Understand originality in the application of quantitative and qualitative approaches to the evaluation of the performance of organisations.

9.2 Critically and creatively apply SSM to performance management and other complex problem.

9.3 Demonstrate a practical understanding of how the above techniques are used to create and interpret knowledge in the performance evaluation. Communicate their findings and recommendations in an effective manner to managers.

1. **A synopsis of the curriculum**

This module aims to equip students with a systematic understanding of state-of the-art qualitative and quantitative approaches used in performance management. Indicative topics include the following.

* Concepts and Theories of Performance Management: This part of the module introduces key concept of performance management, performance measurements and indicators, and classic approaches in performance management such as the Balanced Scorecard, and Analytic Hierarchy Process.
* Performance Management Approaches in Practice: In this part of the module, students will learn the basics of Soft Systems Methodology (SSM), how to develop a 3E indicator system, and how to set up a performance management system by applying Balanced Scorecard.
* Performance Evaluation and Benchmarking Methods: The last part of the module will focus on Data Envelopment Analysis (DEA), a classic tool to evaluate the efficiency of organizations in both the public and private sectors. This part will cover: basic multiplier DEA models, dual DEA models, index models, and their applications.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Reading will be taken from a set of specified articles to be published in the module guide. These will be a mixture of academic and non-academic sources. Such reading will provide the intellectual platform for the module beyond the lecture series.

1. **Learning and teaching methods**

Total contact hours: 33

Private study hours: 117

Total study hours: 150

1. **Assessment methods**
   1. Main assessment methods

Group Work (2500-3000 word report): 20%

Computational Assignment: 20%

Exam (3 hours): 60%

13.2 Reassessment methods

Reassessment Instrument: 100% examination

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *9.1* | *9.2* | *9.3* |
| **Learning/ teaching method** |  |  |  |  |  |  |
| Lectures | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Seminars | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Independent Study | ✓ | ✓ | ✓ | ✓ | ✓ |  |
| **Assessment method** |  |  |  |  |  |  |
| Group Project | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Computational Assignment | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Closed Book Examination | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

Examples used will be relevant in an international context.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 14/06/2017 |  | January 2017 | 1, 8, 9, 17 |  |
| 06/12/2018 | Minor | January 2020 | 1, 7, 10, 13, 14 |  |
|  |  |  |  |  |

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