Module specification

**When printed this becomes an uncontrolled document. Please access the Module Directory for the most up to date version by clicking on the following link:** [**Module directory**](https://www.glyndwr.ac.uk/modules/)

***Refer to the module guidance notes for completion of each section of the specification.***

| Module code | BUS7B34 |
| --- | --- |
| Module title | Reward Management |
| Level | 7 |
| Credit value | 15 |
| Faculty | FSLS |
| Module Leader | Emma Taylor |
| [HECoS](https://www.hesa.ac.uk/innovation/hecos) Code | 100085 |
| Cost Code | GABP |

**Programmes in which module to be offered**

| Programme title | Is the module core or option for this programme |
| --- | --- |
| MBA | Option |
| MBA Human Resources Management | Core |

**Pre-requisites**

A first degree and appropriate work experience.

**Breakdown of module hours**

| Learning and teaching hours | 15 hrs |
| --- | --- |
| Placement tutor support | 0 hrs |
| Supervised learning e.g. practical classes, workshops | 0 hrs |
| Project supervision (level 6 projects and dissertation modules only) | 0 hrs |
| **Total active learning and teaching hours** | **15** hrs |
| Placement / work based learning | 0 hrs |
| Guided independent study | 135hrs |
| **Module duration (total hours)** | 150 hrs |

| **For office use only** |  |
| --- | --- |
| Initial approval date | 08/09/2021 |
| With effect from date | 08/09/2021 |
| Date and details of revision |  |
| Version number | 1 |

**Module aims**

To enable students to independently explore and develop their skills and knowledge via contemporary debates and future developments of key reward strategies and their integration within the HR function, and understand how reward policies and procedures can integrate with and support business objectives. Students will research the diverse and overarching contribution that strategic reward approaches will have as change catalysts on future business performance.

To develop analytical techniques and judgements based on theoretical models and contextual trends that impact on reward management across strategic business functions.

**Module Learning Outcomes** - at the end of this module, students will be able to:

| 1 | Critically analyse and evaluate the relationship between the business strategy, HRM strategy and reward management strategies. |
| --- | --- |
| 2 | Demonstrate a comprehensive knowledge of conceptual frameworks, theoretical debates and research informing strategic and total reward management practices relative to strategic and total reward. |
| 3 | Synthetize and critically evaluate internal and external reward equity and risks in a range of contexts, and structure reward responses that address the regulatory requirements to ensure continued organisational performance. |

**Assessment**

## Indicative Assessment Tasks:

This section outlines the type of assessment task the student will be expected to complete as part of the module. More details will be made available in the relevant academic year module handbook.

Assessment 1: Report- students will evaluate the reward management policies in an organisation of their choice and discuss whether it supports the HR strategy and overall business vision and values. (1100 words)

Assessment 2: Video Presentation students will look at the reward policies in an organisation of their choice and see if they are based on theoretical framework or models and critically evaluate whether it supports continued organisational performance. (900 words)

|  |  |  |  |
| --- | --- | --- | --- |
| Assessment number | Learning Outcomes to be met | Type of assessment | Weighting (%) |
| 1 | 1 , 2 | Written Assignment | 70 |
| 2 | 3 | Presentation | 30 |

**Derogations**

None

**Learning and Teaching Strategies**

The learning and teaching strategy will consist of formal lectures to present theory, principles and practices which will form the foundation of the learning outcomes. Students will be encouraged to interact and contribute as a means of developing critical skills. Tutorials will be activity based using real world case studies and live examples to apply the theory into practice and develop their decision making and evaluating skills. In addition, students will be encouraged to undertake self-directed study and further research on selected topics to acquire additional perspectives which will provide them with a deeper understanding of the topics covered.

**Indicative Syllabus Outline**

* Strategic and operational HR aspects of reward
* Understanding of and the approaches to reward in different environments
* Models and theories of reward
* Analysis of key reward strategies on future trends

**Indicative Bibliography:**

Please note the essential reads and other indicative reading are subject to annual review and update.

# **Essential Reads**

Armstrong, M. (2019) *Armstrong's Handbook of Reward Management Practice: Improving Performance Through Reward.* (6th Edition) London: Kogan Page

# **Other indicative reading**

Perkins, S. J. and White, G. (2016) *Reward Management: Alternatives, Consequences and Contexts*. (3rd Edition). London: CIPD

Armstrong, M. and Brown, D. (2010) *Evidence-Based Reward Management: Creating Measurable Business Impact from Your Pay and Reward Practices*. (1st Edition) London: Kogan Page

**Journals:**

Human Resource Management Journal

People Management – CIPD

**Employability skills – the Glyndŵr Graduate**

Each module and programme is designed to cover core Glyndŵr Graduate Attributes with the aim that each Graduate will leave Glyndŵr having achieved key employability skills as part of their study. The following attributes will be covered within this module either through the content or as part of the assessment. The programme is designed to cover all attributes and each module may cover different areas. [Click here to read more about the Glyndwr Graduate attributes](https://wgyou.glyndwr.ac.uk/wp-content/uploads/2020/02/Glyndwr-Graduate-attributes.pdf)

**Core Attributes**

Engaged

Enterprising

Creative

Ethical

**Key Attitudes**

Commitment

Curiosity

Resilience

Confidence

Adaptability

**Practical Skillsets**

Digital Fluency

Organisation

Critical Thinking

Communication