University of the West of England
BRISTOL

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Managing Reward					
Module Code	UMPCXN-15-M		Level	M	Version	1
Owning Faculty	FBL		Field	Human Resource Management		
Contributes towards	MA Human Resources Management MA International Human Resources Management					
UWE Credit Rating	15	ETCS Credit Rating	7.5	Module Type	Standard	
Pre-requisites	None		Co- requisites	None		
Excluded Combinations	None		Module Entry requirements			
Valid From	1st September 2010		Valid to			

CAP Approval Date	

Part 2: Learning and Teaching
Learning Outcomes

Learning Outcomes

On successful completion of this module students will be able to:

- Analyse and evaluate factors which contribute to the design of a flexible and cost effective reward strategy and advise senior management on its implementation.
- Identify occupational trends, including the position of knowledge workers, service workers and other relevant groups, with regard to intrinsic as well as extrinsic rewards.
- Understand and analyse the impact of National Minimum Wage legislation on the position of the low paid and on organisational wage practices, including the 'Living Wage' concept.
- Specify the issues related to executive pay, including performance and regulation.
- Critically evaluate the concept of diversity as it applies to reward. Describe the processes by which discriminatory practices (i.e. on the basis of sex, race/ethnicity, age, sexual orientation) can be found in pay structures. Recommend ways of creating reward schemes free of bias, ways of conducting equal pay audits and advise on other methods of eliminating discrimination.
- Evaluate the impact of globalisation and internationalisation and private and public ownership on the design of reward packages, for example, the different systems of pay determination and how these affect outcomes.
- Advise on the management of change when introducing or modifying elements of the reward system and the communication and management processes required.
- Identify the concept and relevance of intrinsic (i.e. non financial reward)

	and understand its application within appropriate workplace contexts

In addition, the educational experiences may explore, develop and practise (but not formally discretely assess) the following:

• Development of the analytical skills necessary in influencing the setting of rewards.

• Development of team working and communication skills relevant to achieving organisational goals, and the development of pedagogic skills relevant to the successful completion of the module. |
| Syllabus Outline | **Syllabus outline:**

- Strategic approaches to reward management and how they relate to strategic human resource management (SHRM) with special reference to the management of change.
- Systems for determining pay, and how these impact on outcomes, including the effective use of data.
- International reward management, the impact of globalisation and internationalisation on approaches to reward packages, examination of issues and options and advantages and disadvantages.
- Occupational trends, including the position of knowledge workers and service workers and other relevant groups, including the role of intrinsic (non financial) as well as extrinsic (financial) rewards.
- Executive and senior management pay in both the public and private sectors, with especial reference to issues of performance, equity, regulation and new approaches.
- Disparities in rewards and the implications for HRM: the National Minimum Wage (NMW) low pay and its impact on organisations.
- Problems of applying rewards in the context of managing diversity in a wider context embracing all categories of relevant workers.
- Flexibility in reward patterns, including changing scenarios of working time and annualised hours arrangements

Developing presentational and study skills through:

- (1) students will be asked to form groups of 6 and choose a reward topic from the previous year's exam paper (core and elective) to get together to plan an outline for a presentation on the chosen topic and
(2) students presenting their topic back to the group, in twenty-minute, non-assessed presentations |
| Contact Hours/Scheduled Hours | 36 hours (12 x 3 hour sessions) |
| Teaching and Learning Methods | Relevant study skills to assist student learning can be found on the study skills web pages. However, students will be equipped with appropriate information skills within the module. Moreover, course Information and materials will be supplied via Blackboard. Some pre-reading in preparation for student-led sessions will be useful, although some time will be allocated for reading during the sessions. The appropriate texts will be highlighted in the module outlines.

The teaching and learning rationale combines exposition/discussion of the themes identified in the modular syllabus above. Issues are analysed through the use of relevant case study materials and where relevant, appropriate by participants sharing their own organisational experiences. The programme aims to draw upon the authentic insights of knowledge that will be utilised by both tutors and students.

In addition, XpertHr and IDS journals and texts, will be utilised. A library visit forms part of the programme and this will be linked to an activity. Students' feedback will |

	be elicited by the normal University mechanisms. As well as lectures, case studies, student presentations and relevant visual media will be used for illustrative purposes. Classes offer a combination of formal lecturing with a wide range of participative activities, including case studies, presentational and study skills, problem-solving activities and group discussion. Central to teaching and learning at Master's level is the high level of critical discourse in contact sessions and assessed work. Guest speakers may also lead sessions where their expertise is of value. A participative ethos allows the contribution of both staff and students to be equally valued in the exploration, evaluation and creation of theory and its application to problem solving in both case and real organisational contexts. This approach requires the ability to define, obtain, rigorously analyse and evaluate information quickly and communicate relevant conclusions and recommendations to team colleagues and professional and academic audiences in a range of formats.
Reading Strategy	. All students will be encouraged to make full use of the print and electronic resources available through membership of the University. These include a range of electronic journals and a wide variety of resources available through websites and information gateways. The University Library web pages provide access to subject relevant resources and services and to the library catalogue. Many resources can be accessed remotely. Relevant chapters on reward management can be found in: Perkins, S. and White, G. (2008) *Employee Reward: Alternatives, Consequences and Contexts. London, CIPD*. **Recommended text**, students should not purchase before module begins and it is discussed with tutors: White, G. and Druker, J. (2009) *Reward Management: A Critical Text,* 2nd edn. London, Routledge Further (essential) reading will be identified in the module outline and additional materials (statistical data, newspaper extracts, etc.) will be distributed where these form the focus for the seminar discussion. Where relevant, extracts will also be made available through Blackboard, relating the materials to the subject topics on a week by week basis. Students are expected to augment their reading by exploring a range of sources additional to those provided and/or referred to on Blackboard.
Indicative Reading List	Armstrong M (2007) *Employee Reward Management and Practice*, London, Kogan Page. Armstrong, M. and Brown, D. (2006) *Strategic Reward, Making it Happen*, London, Kogan Page. Armstrong M & Baron A (1998) *Performance Management: The New Realities*, London, CIPD . Corby,S. Palmer, S and Lindop,E, (2009) *Rethinking Reward,* Basingstoke, Palgrave Macmillan XpertHR Incomes Data Services, HR Studies and Pay Reports Work Foundation

Part 3: Assessment		
Assessment Strategy	The Assessment Strategy mainly rests on one three-hour examination which is the basis of the summative assessment. Opportunities for formative assessment are provided in class discussions and feedback on topics and systematically relating these to previous exam papers, so that students have a clear understanding of expectations and the substantive knowledge that they are expected to display.	

Identify final assessment component and element	Component A		
% weighting between components A and B (Standard modules only)	**A:**	**B**:
	100%	

First Sit	

Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
1. 3 hour examination which is open book	100%
Component B **Description of each element**	**Element weighting** **(as % of component)**
n/a	

Resit (further attendance at taught classes is not required)	

Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
1. 3 hour examination which is open book	100%
Component B **Description of each element**	**Element weighting** **(as % of component)**
n/a	

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