



## Module Definition Form (MDF)

<b>Module code:</b> MOD007202	<b>Version:</b> 2 <b>Date Amended:</b> 08/Feb/2024
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<b>1. Module Title</b>
HRM in Context and Reward Management

<b>2a. Module Leader</b>
I-Shuo Chen

<b>2b. School</b>
School of Management

<b>2c. Faculty</b>
Faculty of Business and Law

<b>3a. Level</b>
6

<b>3b. Module Type</b>
Standard (fine graded)

<b>4a. Credits</b>
30

<b>4b. Study Hours</b>
300

<b>5. Restrictions</b>			
<b>Type</b>	<b>Module Code</b>	<b>Module Name</b>	<b>Condition</b>
Pre-requisites:	None		
Co-requisites:	None		
Exclusions:	None		
<b>Courses to which this module is restricted:</b>	Business and Human Resource Management		

## LEARNING, TEACHING AND ASSESSMENT INFORMATION

### 6a. Module Description

You'll explore sustainable work practices and think critically to comply with the highest professional standards. You'll understand key developments in business and external contexts within which HR operates and be encouraged to provide sustainable organisational and HR solutions to address them. You'll gain a wider understanding of how strategies and policies can have an impact upon sustainable business decisions.

### 6b. Outline Content

The module relies on three main pillars:

a. Active Learning. This module includes authentic assessment where the participants will assess the contribution of reward to business viability and advise on the appropriateness of sustainable policies and practices. The module involves a special form of small group learning using a specific sequence of individual work, group work, and immediate feedback to create a motivational framework in which students increasingly hold each other accountable for coming to class prepared and contributing to discussion. Through a research-led education students will be empowered and supported to contribute to the shaping of their educational experience, including key academic, digital and information literacies as well as research mindsets and independent learning skills.

b. Employability: This module contributes to the Anglia Ruskin Graduate Capitals: (1) Knowledge about the particular aspects of sustainability; (2) Social capital, in the creation of networks and contacts in the field; (3) Cultural capital, stressing the shift toward a more social responsible and accountable business, and highlighting your own ethical and sustainability leadership credentials; (4) Adaptability, as this module will challenge your preconceptions about ethics and sustainability and will activate changes in your immediate surroundings; (5) Identity, giving you the opportunity to express your values and (6) contributing to your development as a whole person able to play a leading role in communities and organisations.

c. Critical Thinking: This module pays special attention to the need of questioning the different responses of business in relation to social responsibility and sustainable management. The essence of this module is to prepare students to develop and communicate informed and reasoned views regarding sustainable organisational and HR solutions. Through the exploration and discussion of the materials, students develop the thinking and decision-making skills which are highly valued by all employers. Students are encouraged to consider and apply theoretical frameworks to practical situations and, through valid arguments and logical reasoning, to produce evidentially supported advice for 'real-life' solutions.

The first half of the learning period focuses on the fundamentals of HRM in Context, providing students with a materialist conception of historical development. The second half of the learning period will focus on sustainable reward management management strategies and alternatives. Outline content will include:

- The origins of the employment relationship: wage labour in historical context, from the enclosure movement to wage-labour markets
- the development of the factory system and the debates about the relationship between technology and bureaucracy
- The development of scientific management and Fordism
- Human Relations and its underpinning in the development of personnel management and latterly HRM
- the rise and fall of the Keynesian social democratic consensus
- the triumph of neo-liberalism
- Crisis, austerity and the return of regulation
- The revenge of nature, climate crisis and the challenge to the organisation of work and society
- Contemporary issues in pay and reward
- Factors impacting reward
- Strategic reward management and sustainability
- Motivation and reward
- Engagement and reward
- Performance management & reward
- Job evaluation
- Grade and pay structures: the concept of living wage

## 6c. Key Texts/Literature

The reading list to support this module is available at: <https://readinglists.aru.ac.uk/>

6d. Specialist Learning Resources
None

7. Learning Outcomes (threshold standards)		
No.	Type	On successful completion of this module the student will be expected to be able to:
1	Knowledge and Understanding	Understand and appraise what is required to be an effective and efficient HR professional while understanding and applying the analytical underpinnings of how organisational and HR strategies and practices are shaped and developed.
2	Knowledge and Understanding	Understand and evaluate the role of HR in the sustainable management of contemporary business issues and external contexts; understand and evaluate key contemporary business issues affecting the HR function within private, public and third sector organisations; and understand the main external contextual factors impacting on organisations and the HR function
3	Knowledge and Understanding	Understand and appraise critically the business context of reward and the use of reward intelligence to inform sustainable business options and strategy and evaluate critically and appreciate the key perspectives that inform sustainable reward decision making
4	Intellectual, practical, affective and transferrable skills	Develop a critical approach to the different responses of business and management regarding social responsibility and sustainability
5	Intellectual, practical, affective and transferrable skills	Know how to identify, analyse and respond to short-term changes in the business and external contexts
6	Intellectual, practical, affective and transferrable skills	Create policies and practices and the role of line managers in promoting a performance culture, in reward decision making and driving sustained organisation performance, enabling the creation of a sustainable community of practice to build a high-performance culture through understanding key reward principles

8a. Module Occurrence to which this MDF Refers				
Year	Occurrence	Period	Location	Mode of Delivery
2025/6	ZZF	Template For Face To Face Learning Delivery		Face to Face

8b. Learning Activities for the above Module Occurrence			
Learning Activities	Hours	Learning Outcomes	Details of Duration, frequency and other comments
Lectures	0	N/A	N/A
Other teacher managed learning	28	1-6	1 x 20 minute screencast per weeks over 12 weeks making minimum of four hours Face to face workshops 2 hours per week
Student managed learning	272	5-6	Independent reading, study and analysis as directed by activities on Canvas
TOTAL:	300		

9. Assessment for the above Module Occurrence					
Assessment No.	Assessment Method	Learning Outcomes	Weighting (%)	Fine Grade or Pass/Fail	Qualifying Mark (%)
010	Coursework	1-6	50 (%)	Fine Grade	40 (%)
3000 word essay					
Assessment No.	Assessment Method	Learning Outcomes	Weighting (%)	Fine Grade or Pass/Fail	Qualifying Mark (%)
011	Coursework	1-6	50 (%)	Fine Grade	40 (%)
Business report of no more than 3000 words					

<p>In order to pass this module, students are required to achieve an overall mark of 40% (for modules at levels 3, 4, 5 and 6) or 50% (for modules at level 7*).</p> <p>In addition, students are required to:</p> <p>(a) achieve the qualifying mark for each element of fine graded assessment as specified above</p> <p>(b) pass any pass/fail elements</p> <p>[* the pass mark of 50% applies for all module occurrences from the academic year 2024/25 – see Section 3a of this MDF to check the level of the module and Section 8a of this MDF to check the academic year]</p>
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