

**5HR03**

# Reward for performance and contribution

## *Learner Resit Assessment Brief*



*Level 5 Associate Diploma in*  
**. People Management**

- Version 1 - Released June 2024
- Expires June 2026
- Study Centre information only: Last moderation window is September 2026

## 5HR03

# Reward for performance and contribution

This unit focuses on how internal and external business factors influence reward strategies and policies, the financial drivers of the organisation and the impact of reward costs and rewarding performances.

### CIPD's insight

#### Strategic reward and total reward (February 2024)

'Strategic reward' takes a long-term approach to how an organisation's reward policies and practices balance and support the needs of both the organisation and its employees. The concept of 'total reward' covers the tangible and intangible aspects of work that people value and may form part of a reward strategy.

<https://www.cipd.co.uk/knowledge/strategy/reward/strategic-total-factsheet>

#### Performance management

Performance management is about creating a culture which encourages the continuous improvement of individuals' skills, behaviours and contributions to the organisation. It's a key part of the relationship between staff and managers. Views on how it should be carried out to the benefit of employees and the business have changed in recent years. Here you'll find resources on managing performance, appraisal and reviews, feedback and using competency frameworks.

<https://www.cipd.co.uk/knowledge/fundamentals/people/performance>

#### Making reward more accessible and performance management fairer (January 2022)

Making reward more accessible and performance management fairer

How can technology be used to allow better access to pay and a fairer assessment of employee performance and potential?

<https://www.cipd.co.uk/knowledge/work/technology/digital-transformation-insights/reward-performance-management>

Please note that the purpose of this insight is to link you to CIPD's research and evidence within the subject area, so that you can engage with the latest thinking. It is not provided to replace the study required as part of the learning or as formative assessment material.

### Preparation for the Tasks:

- Refer to the indicative content in the unit to guide and support your evidence.
- Pay attention to how your evidence is presented.
- Ensure that the evidence generated for this assessment remains your own work.

### You will also benefit from:

- Completing and acting on draft feedback from your assessor.
- Reflecting on your own experiences of learning opportunities and continuous professional development.
- Reading the CIPD Insight, Fact Sheets and related online material on these topics as well as key research authors on the subject.



# Scenario

You work in the people practice team at a RJ Logistics. The organisation has experienced significant growth in recent years and now has a much larger workforce. The senior management team are aware that the current reward package, which has been in place for some time, is no longer suitable for the organisation based on their current position. The SMT have asked your manager to give a presentation to help them understand the reward context and the benefits.

Your manager has requested that you create an FAQ document to accompany the presentation. This should provide the SMT with an understanding of the context and approaches to reward and how these might influence a range of organisational and psychological factors. It also needs you to clarify the role that people professionals have in supporting line managers to make reward decisions.

You should make appropriate use of academic theory and practical examples to expand your responses and illustrate key points. Please ensure that any references and sources drawn upon are acknowledged correctly and supported by a bibliography.

To help the reader, please make use of headings and assessment criteria references to signpost the assessment criteria being addressed.

You should provide written responses to each of the questions below:

- 1) What are the key principles of reward and why is it important to organisational culture and performance management? (AC 1.1)
- 2) How do extrinsic and intrinsic rewards contribute to improving sustained organisational performance and employee contribution? (AC 1.2)
- 3) Can you explain the differences between types of grade and pay structures? (AC 2.1)
- 4) Can you explain how contingent rewards can impact individual, team and organisational performance? (AC 2.2)
- 5) Can you explain the merits of different types of benefits offered by organisations? (AC 2.3)
- 6) Can you explain the merits of different types of recognition schemes offered by organisations? (AC 2.4)
- 7) Can you assess the business context of the reward environment? (AC 3.1)
- 8) Can you evaluate the most appropriate ways in which benchmarking data can be gathered and measured to develop insight? (AC 3.2)
- 9) Can you explain approaches to job evaluation? (AC 3.3)
- 10) Can you explain the legislative requirements that impact reward practice? (AC 3.4)

Your evidence must consist of:

- Written responses to each of the **10** questions above.
- Approximately 3900 words in total, refer to CIPD word count policy.

## Assessment Criteria Evidence Checklist

You may find the following checklist helpful to make sure that you have included the required evidence to meet the task. This is not a mandatory requirement as long as it is clear in your submission where the assessment criteria have been met.

| Task 1 - Report Section One |   | Evidenced<br>Y/N | Evidence reference |
|-----------------------------|---|------------------|--------------------|
| Assessment criteria         |   |                  |                    |
| 1.1                         | Explain the principles of reward and its importance to organisational culture and performance management.                               |                  |                    |
| 1.2                         | Assess the contribution of extrinsic and intrinsic rewards to improving employee contribution and sustained organisational performance. |                  |                    |
| 2.1                         | Explain differences between types of grade and pay structures.  |                  |                    |
| 2.2                         | Explain how contingent rewards can impact individual, team and organisational performance.  |                  |                    |
| 2.3                         | Explain the merits of different types of benefits offered by organisations.   |                  |                    |
| 2.4                         | Explain the merits of different types of recognition schemes offered by organisations.  |                  |                    |
| 3.1                         | Assess the business context of the reward environment.  |                  |                    |
| 3.2                         | Evaluate the most appropriate ways in which benchmarking data can be gathered and measured to develop insight.                          |                  |                    |
| 3.3                         | Explain approaches to job evaluation.   |                  |                    |
| 3.4                         | Explain the legislative requirements that impact reward practice  |                  |                    |

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### *Assessment Criteria marking descriptors.*

Assessors will mark in line with the following assessment criteria (AC) marking descriptors, and will indicate where the learner sits within the marking band range *for each AC*.

Assessors must provide a mark from 1 to 4 for each assessment criteria within the unit. Assessors should use the mark descriptor grid as guidance so they can provide comprehensive feedback that is developmental for learners. Please be aware that not all the mark descriptors will be present in **every** assessment criterion, so assessors must use their discretion in making grading decisions.

The grid below shows the range for each unit assessment result based on total number of marks awarded across all assessment criteria.

**To pass the unit assessment learners must achieve a 2 (Low Pass) or above for each of the assessment criteria.**

The overall result achieved will dictate the outcome the learner receives for the unit, provided **NONE** of the assessment criteria have been failed or referred.

Please note that learners will receive a **Pass or Fail** result from the CIPD at unit level. **Referral** grades can be used internally by the centre.

| Overall mark | Unit result |
|--------------|-------------|
| 0 to 19      | Fail        |
| 20 to 25     | Low Pass    |
| 26 to 32     | Pass        |
| 33 to 40     | High Pass   |

## Marking Descriptors

| Mark | Range     | Descriptor  |
|------|-----------|---|
| 1    | Fail      | <p>The response DOES NOT demonstrate sufficient knowledge, understanding or skill (as appropriate) to meet the AC.</p> <p>Insufficient examples included where required to support answer.</p> <p>Insufficient or no evidence of the use of wider reading to help inform answer.</p> <p>Presentation or structure of response is not appropriate and does not meet the requirement of the question/assessment brief.</p>  |
| 2    | Low Pass  | <p>The response demonstrates an acceptable level of knowledge, understanding or skill (as appropriate) to meet the AC.</p> <p>Sufficient acceptable examples included where required to support answer.</p> <p>Sufficient evidence of appropriate wider reading to help inform answer. Satisfactory in-text referencing.</p> <p>Answer is acceptable but could be clearer in responding to the question/task and presented in a more coherent way.</p> <p>Required format adopted but some improvement required to the structure and presentation of the response.</p>                        |
| 3    | Pass      | <p>The response demonstrates a good level of knowledge, understanding or skill (as appropriate) to meet the AC.</p> <p>Includes confident use of examples, where required to support the answer.</p> <p>Good evidence of appropriate wider reading to help inform answer. A good standard of in-text referencing.</p> <p>Answer responds clearly to the question/task and is well expressed.</p> <p>Presentation and structure of response is appropriate for the question/task.</p>  |
| 4    | High Pass | <p>The response demonstrates a wide and confident level of knowledge, understanding or skill (as appropriate) to meet the AC.</p> <p>Includes strong examples that illustrate the points being made and support the answer.</p> <p>Considerable evidence of appropriate wider reading to inform answer. An excellent standard of in-text referencing.</p> <p>Answer responds clearly to the question/task and is particularly well expressed or argued.</p> <p>Presentation and structure of response is clear, coherent, and responds directly to the requirements of the question/task.</p> |