



Skillsfirst
AWARDS

**Level 2 Award in Employment
Responsibilities and Rights in Health,
Social Care, Children and Young
People's Settings (RQF)**

ERRA02

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1.0 Introduction

Skillsfirst Awards is an awarding organisation specialising in the provision of vocational qualifications across a range of occupational areas.

Skillsfirst Awards recognises the need for industry to have fully trained and qualified staff – reliably qualified to recognised industry standards.

The following handbook provides the learning outcomes and assessment strategy for the delivery of the Level 2 Award in Employment Responsibilities and Rights in Health, Social Care, Children and Young People's Settings (RQF). The handbook is a live document and will be updated should there be any incremental change made. Centres will be informed electronically when changes are made and it will be the responsibility of any recognised centre to ensure the most up to date version of the handbook is used. The document also provides details of the administrative procedures, requirements and responsibilities that are associated with the delivery of vocational qualifications.

The handbook is available on the Skillsfirst Awards website www.skillsfirst.co.uk

This document is copyright but can be copied by any of our recognised centres for the purpose of assessing learners and may also be copied by learners for their own use.

1.1 What is the Regulated Qualifications Framework (RQF)?

The RQF provides a single, simple system for cataloguing all qualifications regulated by Ofqual.

Qualifications will be indexed by their 'level', type and size. Qualifications within the framework will have a level (ranging from entry level to level 8) to indicate the level of difficulty. They will also have a Total Qualification Time (TQT) value to indicate the size of the qualification which will either be an Award, Certificate or Diploma.

The RQF will also:

- allow Awarding Organisations to design more flexible programmes, suited to the needs of a wider range of learners and employers
- describe qualifications to employers, providers and learners in a way that is easy to understand
- allow learners to achieve skills and knowledge at their own pace

1.2 RQF Qualifications

Each qualification has a Total Qualification Time (TQT) value based on the total number of hours learning required to achieve it. The TQT value reflects the number of supervised learning hours required to achieve the knowledge and assessment requirements, plus the length of time a learner would need to take to achieve the skills and capabilities to be deemed competent. All RQF qualifications are subject to an evaluation process to determine their fitness-for-purpose.

2.0 Skillsfirst Awards

2.1 Data protection

Skillsfirst Awards takes the protection of data seriously and to this end has developed a data protection statement outlining how Skillsfirst and our centres, comply with the current legislation on data protection (GDPR). It is important for centres to read our statement and ensure that our requirements are put in place. It is particularly important that centres make learners aware that data

is shared with Skillsfirst Awards. Our policy statement on this and data requirements can be found in our centre handbook on our website www.skillsfirst.co.uk

2.2 Equality and accessibility

Equality and accessibility

Skillsfirst is committed to giving everyone who wants to gain one of our qualifications an equal opportunity of achieving it in line with current UK legislation and EU directives including the Equality Act (2010) and to ensure this occurs, has in place a policy on equality and accessibility which can be found on our website www.skillsfirst.co.uk and within our centre handbook.

Skillsfirst will ensure that centres use a equality and accessibility policy that works together with ours and that they maintain an effective appeals procedure which along with the equality and accessibility policy, will be monitored by the external verifier. We expect centres to tell learners how to find and use their own equality and accessibility and appeals procedures.

Access to assessment

Skillsfirst Awards is committed to guaranteeing all learners are treated fairly and equally and to ensure this occurs, has in place a policy on reasonable adjustments and special considerations. This policy states clearly what centres can and in some cases must, put in place to assist learners who may have particular requirements. We expect centres to tell learners how to find and use their own reasonable adjustments and special considerations policy and will monitor implementation through the external verification process.

This policy can be accessed at www.skillsfirst.co.uk and within our centre handbook. Further advice on this policy and its application can be obtained from our customer services team at customerservices@skillsfirst.co.uk

2.3 Enquiries and information sources

Skillsfirst aims to provide accurate information in a variety of formats and media. Recognised centres are encouraged to make enquiries to the customer services team, or seek clarification from our website. Learners wishing to enquire about qualifications, aspects of qualifications or quality assurance policies and procedures are encouraged, in the first instance, to seek information from the recognised centre or their tutor/assessor. Where a satisfactory answer is unavailable, learners are encouraged to seek clarification from our website, or from the Skillsfirst customer services team.

As a guide, the majority of frequently requested information is available on our website or on request via the electronic helpline listed below.

Website: www.skillsfirst.co.uk.
email: customerservices@skillsfirst.co.uk

Tel: 0121 270 5100

In writing to:

Customer Services
Skillsfirst Awards Limited
Suite 416
Fort Dunlop
Fort Parkway
Birmingham
B24 9FD

2.4 Complaints and appeals

Complaints

Skillsfirst Awards will endeavour at all times to satisfy our customer's needs and ensure a quality service. There may be times when our centres do not feel we have met these needs. Should they wish, centres may complain in writing to the Skillsfirst Awards customer services manager. We will attempt to resolve all complaints within the published timescales and will record and review all complaints as part of our ongoing customer service commitment.

Appeals

Skillsfirst Awards aims to ensure that at all times its decisions are fair, consistent and based on valid judgements. However, it is recognised that there may be occasions when a centre or a learner may wish to question a decision made. Skillsfirst Awards therefore has an appeals policy and process which clearly indicates the rights of the centre and the learner to appeal against a range of decisions taken by Skillsfirst.

The Skillsfirst Awards appeals policy and process can be accessed on our website www.skillsfirst.co.uk and within our centre handbook. Centres are required to have a documented policy and procedure which allows learners to question decisions made by the centre. The final stage of such a procedure may be to appeal to the Skillsfirst Awards external verifier. This policy would form part of the original centre recognition process and its implementation will be monitored by the external verifier.

2.5 Malpractice and maladministration

Skillsfirst Awards has a responsibility to ensure that malpractice and maladministration is addressed effectively and to publish procedures to centres for dealing with malpractice on the part of learners, centre staff and any others involved in providing the qualification. To meet this requirement, Skillsfirst Awards has a malpractice and maladministration policy and process, the details of which can be accessed on our website www.skillsfirst.co.uk

3.0 Aim and Purpose of the Qualification

3.1 Level 2 Certificate

The Level 2 Award in Employment Responsibilities and Rights in Health, Social Care, Children and Young People's Settings (RQF) demonstrates a learner's knowledge and understanding of the reasons why employers and employees should know about and understand their responsibilities and rights within the workplace. Learners completing this qualification will work in a wide range of settings in the health, social care or children and young people's sector.

3.2 Qualification Design

This qualification meets the needs of learners who work or want to work in a wide range of children and young people's and health and social care settings.

3.3 Continuing professional development (CPD)

Centres are responsible for ensuring that Deliverers, Assessors and IVs plan and maintain their CPD.

Centres are expected to support their Deliverers, Assessors and IVs in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring,

training, assessment and verification, and that it takes account of any national or legislative developments.

Centres may have generic criteria and personnel specifications in addition to the above.

3.4 Summary of assessment methods

Units will be achieved through the acquisition of evidence by the learner and submission to their assessor. Units may be assessed through a number of different sources and forms, which must meet the requirements of assessment criteria.

- Assessment should normally be at the learner's workplace, but where the opportunity to assess across the range of standards is unavailable other comparable working environments may be used, following agreement from the External Verifier.
- A holistic approach towards the collection of evidence should be encouraged, assessing activities generated by the whole work experience rather than focusing on specific tasks. e.g. If the learner communicates with a customer whilst engaged in cleaning activities these can be assessed against both cleaning and customer service elements.
- Assessors can only assess in their acknowledged area of occupational competence.
- Assessors and Internal Verifiers will be registered with their Recognised Centre and be accountable to the organisation for their assessment practice.
- Health and safety of customers/clients and employees must be maintained throughout the assessment process and if any person carrying out assessment or verification activities does not feel that there is due regard to health and safety then that person should refuse to continue with the activity(ies) until satisfied that due regard to health and safety is being taken.

4.0 Qualification information

4.1 Occupational expertise of those who assess performance, and moderate and verify assessments

Deliverers, Assessors and Internal Verifiers (IVs) are appointed by the recognised centre and approved by Skillsfirst through the External Verifier (EV).

To meet the quality assurance criteria for these qualifications, the centre must ensure that the following internal roles are undertaken:

- Quality Assurance Coordinator
- Trainer/Tutor
- Assessor (occupationally competent and occupationally knowledgeable)
- Internal Verifier

Centre staff may undertake more than one role, e.g. tutor and assessor or Internal Verifier, but must never internally verify their own assessments.

Assessor requirements

The assessors of competence based units must:

- Be occupationally competent - this means that each assessor must be able to carry out the full requirements within the competency units that they are assessing. Occupational competence means that they are also occupationally knowledgeable.
- Maintain their occupational competence through clearly demonstrable continuing learning and professional development.
- Hold or be working towards one of the following qualifications: - D32/D33 or A1- The A1 replacements (which includes the Level 3 Award in Assessing Competence in the Work Environment or the Level 3 Certificate in Assessing Vocational Achievement) - another

suitable qualification equivalent/alternative in the assessment of work based performance. This must be agreed in advance with the External Verifier.

Assessors of competence based units may also make assessment decisions on knowledge based unit and learning outcomes.

Assessors of knowledge based units and knowledge based learning outcomes must:

- Be occupationally knowledgeable. This means that each assessor should possess relevant knowledge and understanding to assess units designed to test specific knowledge and understanding or units where knowledge and understanding are components of competency.
- Maintain their occupational knowledge through clearly demonstrable continuing learning and professional development.
- Hold or be working towards one of the A1 replacement qualifications such as:- Level 3 Award in Assessing Vocational Competence OR- Level 3 Award in Assessing Vocationally Related Achievement OR- Level 3 Certificate in Assessing Vocational Achievement OR- another suitable qualification in the assessment of knowledge. This must be agreed in advance with the External Verifier.

Teachers/Trainers/Tutors

All teachers/trainers/tutors must:

- comply with the ITT Regulations 2007 (QTLs/ATLS) where they are delivering qualifications in England using public funding .
- have occupational expertise relevant to the units they are teaching
- be occupationally knowledgeable in the areas for which they are teaching/delivering training
- have experience of providing training and assessment or be in the process of acquiring this experience.

Expert Witness

An expert witness must:

- have a working knowledge of the RQF units on which their expertise is based
- be occupationally competent in their area of expertise
- have EITHER any qualification in assessment of workplace performance OR a professional work role which involves evaluating the everyday practice of staff.

Internal verifiers/Internal Quality Assurance

Internal quality assurance is key to ensuring that the assessment of evidence for units is of consistent and appropriate quality. Those performing the internal quality assurance role must be occupationally knowledgeable and possess the skills necessary to make quality assurance decisions.

Although it is not a requirement to hold a qualification to quality assure this qualification, Skillsfirst recommends that it is best practice to hold a V1 qualification or a suitable alternative.

Suitable alternatives include:

- D34 or V1
- The V1 replacements - Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice OR - Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice

If the Internal Verifier does not hold a qualification they must be able to demonstrate evidence of working to their own organisation's QA or IV standards which clearly link to V1 or other equivalent standards for internal quality assurance.

Guidance for the assessment and verification for imported units

Where units have been developed by Sector Skills Councils or Standard Setting Bodies other than Skills for Care & Development any specific assessment requirements will be detailed in the unit itself.

4.2 Employer direct model

Where employers opt for an 'employer direct' model, the qualification requirements for Assessors and Internal Verifiers may be waived.

The 'employer direct' model is where colleagues, supervisors and/or managers in the workplace are involved in the assessment process. Under this model, the employer, with the agreement of Skillsfirst and Asset Skills and the approval of the qualification regulators, may choose between:

- achieving the appropriate approved qualifications for assessment/verification
- or**
- demonstrating that their (the employer's) training and development activity undertaken to prepare, validate and review these assessment roles, maps 100% to the National Occupational Standards which these qualifications are based on. The mapping process **must** be agreed by Skillsfirst as providing the equivalent level of rigour and robustness as achievement of the approved assessment/verification qualification.

Each application to use the employer direct model will be considered on an individual organisation and qualification basis and agreed by the qualification regulators, including the Sector Skills Council. Prospective organisations must be able to confirm that their in-house practices conform to the requirements of the standards in association with Skillsfirst.

4.3 Learner entry requirements and progression

There are no formal entry requirements for learners undertaking this qualification. However, centres must ensure that learners have the potential and opportunity to gain evidence for the qualification in the work place.

Learners should not be entered for a qualification of the same type, content and level as that of a qualification they already hold.

Learners should choose optional units that are appropriate to their chosen work role.

This Level 2 Award is not approved for the use of those who are under 16 years of age, and Skillsfirst cannot accept any registrations for learners in this age group. There may also be age restrictions placed on individuals when undertaking certain work activities within the childcare sector. These too should be clarified with the appropriate regulator in their home nation where there is uncertainty about such restrictions.

The following legal considerations apply to this qualification:

Learners entering the children and young people and health and social care workforce may be legally required to undergo formal record check relevant to their home nation prior to taking up any employment/work placement. Centres, employers and placement providers will need to liaise closely with one another to ensure that any requirements for the particular work area are fully met. As the requirements vary between sectors and countries checks should be made with the appropriate regulatory body and/or government departments if centres, employers or placement providers are uncertain of the requirements.

5.0 Qualification Structure

Learners must achieve all 3 credits to complete this qualification.

Minimum Guided Learning Hours (GLH) are 24

Maximum Guided Learning Hours (GLH) are 30

5.1 Total qualification time

TQT is formulated by looking at the Notional Learning Hours (NLH) for the qualification. The TQT for the Level 1 Award in Employment Responsibilities and Rights in Health Social Care and Children and Young People's Settings is **30**. The guided learning hours (GLH) for this qualification are **24**.

Mandatory Unit

RQF unit No.	Skillsfirst unit No.	Unit title	Credit
R/602/2954	ERR1	Understanding employment responsibilities and rights in health, social care, children and young people's settings	3

ERR1

Understanding employment responsibilities
and rights in health, social care, children and
young people's settings (RQF)



ERR1 Understanding employment responsibilities and rights in health, social care, children and young people's settings

Level: 2

Credit value: 3

Unit aim

This unit will enable learners to understand:

- the statutory responsibilities and rights of employees and employers within your own area of work
- agreed ways of working that protect the learner's own relationship with the employer
- how the learner's own role fits within the wider context of the sector
- the career pathways available within your own and related sectors
- issues of public concern and how they may affect the image and delivery of services in the sector

Learning outcomes

There are **five** learning outcomes to this unit. The learner will be able to:

1. Know the statutory responsibilities and rights of employees and employers within own area of work
2. Understand agreed ways of working that protect own relationship with employer
3. Understand how own role fits within the wider context of the sector
4. Understand career pathways available within own and related sectors
5. Understand how issues of public concern may affect the image and delivery of services in the sector

Guided learning hours

It is recommended that **24** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

Skillsfirst will provide a model assignment to cover all the assessment criteria for this qualification. Centres can contextualise the assignment to meet centre requirements at a local level but the qualification assessment criteria cannot be changed. Centres can also choose to develop their own assessment methodology but all learning outcomes and assessment criteria should be fully covered.

ERR1 Understanding employment responsibilities and rights in health, social care, children and young people's settings

Outcome 1 Know the statutory responsibilities and rights of employees and employers within own area of work

The learner can:

1. List the aspects of employment covered by law
2. List the main features of current employment legislation
3. Outline why legislation relating to employment exists
4. Identify sources and types of information and advice available in relation to employment responsibilities and rights

Outcome 2 Understand agreed ways of working that protect own relationship with employer

The learner can:

1. Describe the terms and conditions of own contract of employment
2. Describe the information shown on own pay statement
3. Describe the procedures to follow in event of a grievance
4. Identify the personal information that must be kept up to date with own employer
5. Explain agreed ways of working with employer

Outcome 3 Understand how own role fits within the wider context of the sector

The learner can:

1. Explain how own role fits within the delivery of the service provided
2. Explain the effect of own role on service provision
3. Describe how own role links to the wider sector
4. Describe the main roles and responsibilities of representative bodies that influence the wider sector

Outcome 4 Understand career pathways available within own and related sectors

The learner can:

1. Explore different types of occupational opportunities
2. Identify sources of information related to a chosen career pathway
3. Identify next steps in own career pathway

Outcome 5 Understand how issues of public concern may affect the image and delivery of services in the sector

The learner can:

1. Identify occasions where the public have raised concerns regarding issues within the sector
2. Outline different viewpoints around an issue of public concern relevant to the sector
3. Describe how issues of public concern have altered public views of the sector
4. Describe recent changes in service delivery which have affected own area of work



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