

Qualification Specification

NCFE CACHE Level 2 Award in Employment
Responsibilities and Rights in Health, Social Care
or Children and Young People's Settings

QRN: 600/0046/6

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Summary of changes

This section summarises the changes to this Qualification Specification since the last version (Version 7.0 July 2018).

Version	Publication Date	Summary of amendments
v7.1	September 2019	Amend to Unit 201b Assessment task to improve clarity and readability. Updated website references to QualHub.
v7.2	February 2020	Resources section added.

Section 1: General introduction

About this Qualification Specification

This Qualification Specification contains details of all the units and assessments you will be required to complete to gain this qualification. It also contains extra information for your tutors or assessors.

How the qualification works

This qualification is made up of units each representing a small step of learning. This allows the qualification to be completed at your own pace.

All of the units achieved can be 'banked'. This means that if you want to take another qualification which includes the same units you do not have to take them again.

Each unit has:

- a **level** - *shows how difficult it is*
- a **credit value** - *one credit represents about 10 hours' work*
- a **unit aim** – *explains what is covered in the unit*
- **learning outcomes** – *cover what you need to do (skills) or what you need to understand (knowledge)*
- **assessment criteria** – *what you need to show (evidence)*

Each learning outcome is linked to a number of assessment criteria. Evidence must be provided for all the assessment criteria to gain the unit.

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand why effective communication is important in the work setting.	1.1. Identify the different reasons people communicate.		
	1.2. Explain how communication affects relationships in the work setting.		

Example shows how outcomes and criteria are laid out in the Unit Assessment Records (UARs) in Section 3

Total Qualification Time/Guided Learning: Definitions

Total Qualification Time (TQT) is comprised of the following two elements:

- the number of hours which we have allocated to a qualification for Guided Learning
- an estimated number of hours a Learner will reasonably be likely to spend in preparation, study, or any other form of participation in education or training, but not under the immediate supervision of a tutor or assessor.

Centres can decide how to allocate the TQT across the units of a qualification.

Guided Learning (GL)

- Guided Learning (GL) and TQT apply to the qualification as a whole.
- We use GL to refer to the estimated guided learning hours at unit level.

Understanding learning outcomes

There are two main types of learning outcome:

- **Skills** that can be performed
- **Knowledge** that can be learnt.

Sometimes they can cover a combination of the two.

Competence / Skills based learning outcomes:

- Begin with 'Be able to'. The assessment criteria usually show that the evidence could be observable within a real work environment. Other methods may be applied, please see chart in Assessment Guidance section. All evidence must be based on the learner's experience in a real work environment.

Knowledge based learning outcomes:

- Begin with 'Know', 'Understand' or 'Know how to'.



For your convenience, Knowledge-only units are indicated by a lightbulb in both the Unit Achievement Log and at the top of the units.

If a unit is not marked with a lightbulb, a unit has some Skills/Competence component(s).

Making use of our websites

Our websites are maintained on a regular basis and this is where the most up to date documents can be found. We strongly advise that these should be used as a resource on an ongoing basis to ensure you always have the most current information.

All our qualification documents are version controlled, allowing you to check for updates or revisions.

The Public Website

Our public website address is www.cache.org.uk. The website contains information about all our qualifications, and also a link to our QualHub www.qualhub.co.uk which contains:

- Key Facts
- Qualification Specifications
- Other support materials

There are also some other key documents that can be referred to when required. For example:

- Complaints Procedure
- Appeals Process
- Diversity Statement

It also contains regular news updates and case studies and links to websites from other organisations that might be of interest.

The Centre Secure Website

More specific information to support Centre delivery can be found in our members area on QualHub. **This site is for Approved Centres only.**

To access the members area on QualHub, please log in using the details provided by the Centre administrator.

Plagiarism

Plagiarism means claiming work to be your own which has been copied from someone or somewhere else. All the work you submit must be your own and not copied from anyone else unless you clearly reference the source of your information. Your tutor will explain how to provide a reference list that shows where you found your information. If your Centre discovers evidence that your work is copied from elsewhere, it will not be accepted and you may be subject to your Centre's or our disciplinary procedure. If this happens you will have to submit an additional piece of work for assessment. We will be notified of any cases of plagiarism.

Buying and selling assignments

Offering to buy or sell assignments is not allowed. This includes using sites such as eBay. If this happens we reserve the right not to accept future entries from you.

Equal opportunities

We fully support the principle of equal opportunities and oppose all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. We aim to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices and in access to its qualifications. A copy of CACHE's Diversity and Equality policy is available on the website.

Diversity, access and inclusion

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. We regularly evaluate and monitor the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as delivery, external moderation and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive.

Learners who require reasonable adjustments or special consideration should discuss their requirements with their Tutor, who should refer to our Reasonable Adjustments and Special Considerations policy for guidance. For more information on the Reasonable Adjustments and Special Considerations policy please see our dedicated qualifications website www.qualhub.co.uk.

Section 2: About this qualification

Qualification summary

Title	NCFE CACHE Level 2 Award in Employment Responsibilities and Rights in Health, Social Care or Children and Young People's Settings		
Qualification number	600/0046/6		
Aim	This qualification is suitable for 16 plus learners in sixth form schools and colleges. It provides the knowledge to equip learners with an understanding of the health, social care and children and young people's sector and their role within it. It sits in the Health and Social Care and Childcare apprenticeship frameworks. The qualification is aimed at learners interested in, or new to, working in adult social care in England and Northern Ireland		
Purpose Ofqual code and description (where applicable)	C. Prepare for employment C2. Prepare for employment in a specific occupational area Note: Does not confer competence or licence to practice		
Total Qualification Time (hours)	30		
Guided learning hours	24		
Credit value	3	Minimum credits at / above Level	3
Minimum age of learner	16		
Age ranges covered by the qualification	N/A		
Real work environment (RWE) requirement / recommendation	Learners do not need to be working or undertaking practical placements to take this qualification.		
Rules of Combination	To achieve this qualification, learners must achieve the 1 mandatory unit, gaining them a total of 3 credits.		
Progression	It is anticipated that learners who achieve the Level 2 Award in Employment Responsibilities and Rights in Health, Social Care or Children and Young People's Settings will take the Award as part of the Apprenticeship Framework in the health, social care or children and young people's sectors.		
Recommended assessment methods	The qualification is internally assessed by a Portfolio of Evidence.		

Additional assessment requirements	This qualification must be assessed in line with Skills for Care and Development Assessment Principles.
Grading system	The qualification will be achieved or not yet achieved and all the assessment criteria for the chosen units must be achieved.
How long will it take to complete?	The qualification can usually be completed in less than 6 months.
Entry requirements / recommendations	Learners should be at least 16 years old. We do not set any other entry requirements but Centres may have their own guidelines.
Regulation information	This is a regulated qualification. The regulated number for this qualification is 600/0046/6.

Qualification support

This qualification is supported by Skills for Care

Introduction to the qualification

There are many laws which protect us at work and ensure we are treated fairly by an employer. At the same time, everyone who works has to take care that they behave well in work, looking out for their own and other people's safety, and are reliable and trustworthy. Because this is so important, all apprentices, whatever job they are doing, have to do some Employment Responsibilities and Rights study during their apprenticeship. This qualification has been developed to meet the specific needs of people working or intending to work in health, social care or children and young people's sectors in England and Northern Ireland.

The Level 2 Award in Employment Responsibilities and Rights in Health, Social Care or Children and Young People's Settings has been created for learners completing an apprenticeship. The qualification has a wider use, however, for any worker in the health, social care and children and young people's sector. It will be used in both Level 2 and Level 3 apprenticeships.

This qualification provides the knowledge to equip learners with an understanding of the health, social care and children and young people's sector and their role within it.

It covers:

- statutory responsibilities and rights of employees and employers
- awareness of own occupational role and how it fits within the sector
- agreed ways of working with employers
- career pathways
- issues of public concern and how these may influence changes in the sector.

Rules of combination

To achieve this qualification, learners must achieve the 1 mandatory unit, gaining them a total of 3 credits.

Progression

It is anticipated that learners who achieve the Level 2 Award in Employment Responsibilities and Rights in Health, Social Care or Children and Young People's Settings will take the Award as part of the apprenticeship framework in the health, social care or children and young people's sectors.

Section 3: Units

This section includes assessment tasks for tutors' convenience.
They are not mandatory.

Unit achievement log Level 2 Award in Employment Responsibilities and Rights in Health, Social Care or Children and Young People’s Settings



Unit ref.	Unit No.	Unit title	Unit type	Level	Credit	Hours *	Page	Notes
R/602/2954	ERR 201	Understanding employment responsibilities and rights in health, social care or children and young people’s settings	Knowledge	2	3	24	23	

* This table shows the estimated total hours for each unit. Please see the unit details for a breakdown of guided learning and non-guided learning hours

Unit layout

For each unit the following material has been provided:

Unit title	Provides a clear, concise explanation of the content of the unit.
Unit number	The unique number assigned by the owner of the unit (e.g. NCFE, Pearson).
Unit reference	The unique reference number given to each unit at qualification approval by Ofqual.
Unit level	Denotes the level of the unit within the framework.
Unit credit value	The value that has been given to the unit based on the expected learning time for an average learner. 1 credit = 10 learning hours.
Unit aim	Provides a brief outline of the unit content.
Learning outcome	A statement of what a learner will know, understand or be able to do, as a result of a process of learning.
Assessment criteria	A description of the requirements a learner must achieve to demonstrate that a learning outcome has been met.
Additional information*	This box identifies the assessment strategy relevant to the unit. When required, this will include specific guidance relating to the assessment of the unit and information to support the learner to achieve.
Unit assessment guidance*	Any additional guidance provided to support the assessment of the unit.
Unit guided learning hours	The average number of hours of supervised or directed study time or assessment required to achieve a qualification or unit of a qualification.
Assessment task*	A scenario or aspect of the work role that will support the learner in producing the evidence requirements for knowledge only learning outcomes.

* *Additional information*, *Unit assessment guidance* and *Assessment tasks* may not be provided for all units.

NB: Words highlighted in bold in the learning outcomes, assessment criteria and assessment tasks are linked to the additional guidance section where more information on them can be found.

Explanation of terms used at Level 2: (not all verbs are used in this qualification)

Apply	Link existing knowledge to new or different situations.
Assess	Consider information in order to make decisions.
Classify	Organise according to specific criteria.
Compare	Examine the subjects in detail looking at similarities and differences.
Define	State the meaning of a word or phrase.
Demonstrate	Show an understanding of the subject or how to apply skills in a practical situation.
Describe	Write about the subject giving detailed information.
Differentiate	Give the differences between two or more things.
Discuss	Write an account giving more than one view or opinion.
Distinguish	Show or recognise the difference between items/ideas/information.
Estimate	Give an approximate decision or opinion using previous knowledge.
Explain	Provide details about the subject with reasons showing how or why. Some responses could include examples.
Give (positive and negative points....)	Provide information showing the advantages and disadvantages of the subject.
Identify	List or name the main points. (Some description may also be necessary to gain higher marks when using compensatory marking).
Illustrate	Give clear information using written examples, pictures or diagrams.
List	Make a list of key words, sentences or comments that focus on the subject.
Plan	Think about and organise information in a logical way. This could be presented as written information, a diagram, an illustration or other suitable format.

Perform	Do something (take an action/follow an instruction) which the question or task asks or requires.
Provide	Give relevant information about a subject.
Reflect	Learners should look back on their actions, experiences or learning and think about how this could inform their future practice.
Select	Choose for a specific purpose.
Show	Supply sufficient evidence to demonstrate knowledge and understanding.
State	Give the main points clearly in sentences.
Use	Take or apply an item, resource or piece of information as asked in the question or task.

ERR 201: Understand employment responsibilities and rights in health, social care or children and young people's settings



Unit reference R/602/2954 **Level** 2

Credit value 3

Guided Learning 24 **Non- Guided learning** 6

Unit aim This unit is aimed at those working in a wide range of settings in the health, social care or children and young people's sector.

It covers:

- statutory responsibilities and rights of employees and employers
- awareness of own occupational role and how it fits within the sector
- agreed ways of working with employer
- career pathways
- issues of public concern and how these may influence changes in the sector.

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Know the statutory responsibilities and rights of employees and employers within own area of work.	1.1. List the aspects of employment covered by law .		
	1.2. List the main features of current employment legislation.		
	1.3. Outline why legislation relating to employment exists.		
	1.4. Identify sources and types of information and advice available in relation to employment responsibilities and rights.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
2. Understand agreed ways of working that protect own relationship with employer.	2.1. Describe the terms and conditions of own contract of employment.		
	2.2. Describe the information shown on own pay statement.		
	2.3. Describe the procedures to follow in event of a grievance.		
	2.4. Identify the personal information that must be kept up to date with own employer.		
	2.5. Explain agreed ways of working with employer.		
3. Understand how own role fits within the wider context of the sector.	3.1. Explain how own role fits within the delivery of the service provided.		
	3.2. Explain the effect of own role on service provision.		
	3.3. Describe how own role links to the wider sector .		
	3.4. Describe the main roles and responsibilities of representative bodies that influence the wider sector.		
4. Understand career pathways available within own and related sectors.	4.1. Explore different types of occupational opportunities.		
	4.2. Identify sources of information related to a chosen career pathway.		
	4.3. Identify next steps in own career pathway.		
5. Understand how issues of public concern may affect the image and delivery of services in the sector	5.1. Identify occasions where the public have raised concerns regarding issues within the sector.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	5.2. Outline different viewpoints around an issue of public concern relevant to the sector.		
	5.3. Describe how issues of public concern have altered public views of the sector.		
	5.4. Describe recent changes in service delivery which have affected own area of work.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: ERR 201

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Guidance for developing assessment arrangements for the unit:

Guidance for developing unit assessment arrangements – provided with the unit

Law includes Employment law and other legislation such as:

- Disability Discrimination Act
- Health & Safety
- Other relevant equalities legislation.

Sources and types of information and advice – this should be internal and external where appropriate and should include details of Access to Work and Additional Learning Support.

Agreed ways of working includes policies and procedures where these exist; they may be less formally documented with micro-employers. It may cover areas such as:

- data protection
- grievance procedures
- conflict management
- anti-discriminatory practice
- equality and diversity
- health and safety.

Effect – should include the effect of following good practice and consequences of non-compliance.

How own role links to the wider health and social care sector – may include reference to relevant Codes of Practice, National Occupational Standards etc in own area of work.

Representative bodies – may include: government departments, professional bodies, trade unions, sector skills councils, regulatory bodies, consumer groups etc.

Next steps – should include training and development.

Issues of public concern - may include media stories, local or national strategies, closures, government drivers, economic issues.

This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment Principles.

Assessment task - 201 Understand employment responsibilities and rights in health, social care or children and young people's settings

If you choose to follow a career in health, social care or working with children and young people it is essential to understand employment responsibilities and rights. To show your understanding of this area, produce a document giving information about the following:

- statutory responsibilities and rights of employees and employers
- agreed ways of working with employer
- awareness of own occupational role and how it fits within the sector
- career pathways
- issues of public concern and how these may influence changes in the sector.

Task 1 - Statutory responsibilities and rights of employees and employers.

Links to learning outcome 1, assessment criteria 1.1, 1.2, 1.3 and 1.4.

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

Task 2 - Agreed ways of working with employer.

Links to learning outcome 2, assessment criteria 2.1, 2.2, 2.3, 2.4 and 2.5.

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

Task 3 - Awareness of own occupational role and how it fits within the sector.

Links to learning outcome 3, assessment criteria 3.1, 3.2, 3.3 and 3.4.

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

Task 4 - Career pathways.

Links to learning outcome 4, assessment criteria 4.1, 4.2 and 4.3.

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

Task 5 - Issues of public concern and how these may influence changes in the sector.

Links to learning outcome 5, assessment criteria 5.1, 5.2, 5.3 and 5.4.

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

Section 4: Assessment and quality assurance information

Recommended assessment methods

A recommended range of assessment methods has been identified, which may be used for the units in this qualification. This gives the opportunity for different learning styles and individual needs of learners to be taken into account.

If you are proposing to use an assessment method that is not included within the recommended list you should contact your Customer Quality Advisor with full details of your proposed method. It will need formal approval from us before it can be used.

Ref	Assessment Method	Assessing Competence / Skills	Assessing Knowledge / Understanding
K	Written and pictorial information	No	Yes
L	Scenario or case study	No	Yes
M	Task set by us (for knowledge learning outcomes)	No	Yes
N	Oral questions and answers	Yes	Yes

Assessment strategies and principles relevant to this qualification

The units we offer have been developed in line with the specific **assessment strategies or principles** of different Sector Skills Councils (SSCs) or by us where there is no SSC lead.

The key requirements of the assessment strategies or principles that relate to units in this qualification are **summarised** below. More detailed strategies or principles can be found in **Delivering our Qualifications – Assessment and Internal Quality Assurance Guidance**, which can be found on our secure website.

The Centre needs to ensure that individuals undertaking Assessor or Quality Assurer roles within your Centre conform to the SSC assessment requirements for the **unit** they are assessing or quality assuring.

Skills for Care and Development Assessment Principles

Knowledge learning outcomes

- **Assessors** will need to be both occupationally knowledgeable and qualified to make assessment decisions
- **Internal Quality Assurers** will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

Competence / Skills learning outcomes

- **Assessors** will need to be both occupationally competent and qualified to make assessment decisions
- **Internal Quality Assurers** will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

Staffing requirements

Centres delivering any of NCFE's qualifications must:

- have a sufficient number of appropriately qualified/experienced Assessors to assess the volume of learners they intend to register
- have a sufficient number of appropriately qualified/experienced Internal Quality Assurers to internally quality assure the anticipated number of Assessors and learners
- ensure that all staff involved in assessment and internal quality assurance are provided with appropriate training and undertake meaningful and relevant continuing professional development
- implement effective internal quality assurance systems and processes to ensure all assessment decisions are reliable, valid, authentic, sufficient and current. This should include standardisation to ensure consistency of assessment
- provide all staff involved in the assessment process with sufficient time and resources to carry out their roles effectively.

Assessors and Internal Quality Assurance

Staff involved in the Assessment and Internal Quality Assurance of this qualification must be able to demonstrate that they have (or are working towards) the relevant occupational knowledge and/or occupational competence, at the same level or higher as the units being assessed and internal quality assured. This may be gained through experience and/or qualifications.

Section 5: Documents

Useful documents

This section refers to useful documents that can be found in the members area of www.qualhub.co.uk, some of which may assist with the delivery of this qualification

- Delivering our Qualifications – Assessment and Internal Quality Assurance Guidance

Mandatory documents

The completion of an 'Evidence Record' and 'Record of Assessment Cycle' form is **mandatory**. We have devised these templates for your convenience; however, you may design your own forms which comply with the content of the templates.

- Evidence Record
- Record of Assessment Cycle

We have also provided notes to guide you when completing these forms:

- Completing the Evidence Record
- Completing the Record of Assessment Cycle

These documents can be found in **Delivering our Qualifications – Assessment and Internal Quality Assurance Guidance**.

Resources

The resources and materials used in the delivery of this qualification, must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.