



Apprenticeship Framework:

Children and Young People’s Workforce

Early Years Educator

Employment Rights and Responsibilities

(ERR)

This sequence of activities is aimed specifically at those working in the health, social care or young people’s sectors. It is important that all employees have seen and understood the terms and conditions of the role. By working through these activities you will explore your own contract of employment and understand how your role fits into your own setting and the sector as a whole.

**Knowledge and Understanding**

The following activities will help you to generate evidence to show knowledge of your terms and conditions of employment as well as knowing where to seek information and advice should it be necessary. You must show that you understand your own role and how this links to the sector as a whole. You will need to explore issues which have affected the sector and show that you understand how public opinion can influence practice and procedures.

**Task 1a ERR Unit 1: 1.1 WorkSkills Unit 10: 1.1**

There are many aspects of employment which are covered by thelaw setting out responsibilities and rights of employers andemployees. These ensure, for instance, equality of opportunity,safety and fair working conditions. Use the spider diagram below toidentify each aspect. One example has been given.

**Task 1b** 1 **ERR Unit 1: 1.2, 1.3 WorkSkills Unit 10: 1.2, 1.3**

Research current employment legislation and identify the main areas it covers. List the areas and outline the reasons why the legislation exists. Think about how each feature protects you and your employer. An example has been given.

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| --- | --- |
| **Areas of employment law** | **Why the legislation exists** |
| National minimum wage | This legislation is in place to ensure that all workers receive a fair wage. It covers most workers, including apprentices. However, the rate varies depending upon age and type of contract. |
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**Task 1c ERR Unit 1: 1.4 WorkSkills Unit 10: 1.4**

From time to time employees may have issues with their employer and need to seek advice about responsibilities and rights. In the space below identify sources of information and the types of information and advice they provide. Sources may be internal or external to the setting where you work. An example has been given.

|  |  |
| --- | --- |
| **Source of information** | **Type of information and advice** |
| Human resources department in own setting | Information on your own pay and conditions, where to get  further information, the procedures to take if you have a  grievance |
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**Task 2a ERR Unit 1: 2.1, 2.2, 2.5 WorkSkills Unit 10: 2.1, 2.2**

Your terms and conditions of employment may, for example, your holiday entitlement, the day of the month you will get paid and what should happen if you are on sick leave

|  |  |  |
| --- | --- | --- |
| My terms and conditions of employment | | |
| Item | Description | What it means to me/actions I should take |
| Example   1. Sickness leave | The procedure to follow if you are ill on days when you should be at work. | I must inform my employers no later than 8.00am on my first day of sickness |
| 2. |  |  |
| 3. |  |  |
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| 6. |  |  |
| 7. |  |  |
| 8. |  |  |
| 9. |  |  |
| 10. |  |  |

**Task 2a**

To show your knowledge and understanding of your contract of employment and information about your pay you will need to obtain a copy of:

• your contract with details of your role, pay, hours, holiday entitlement etc

• a pay statement.

Using your own pay statement, list the information contained in it and explain what the main headings mean.

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| --- | --- |
| **Heading** | **What it Means** |
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**Task 2b ERR Unit 1: 2.3, 2.4**

Your employer will keep personal information about you in a confidential file. This information must be limited and kept for a specific purpose and kept up to date while it is still relevant. For instance, details of a disability would be relevant but not your sexual orientation. In the space below list the personal information which your employer will keep about you.

Personal information held by employer:

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**Task 2c**

If you have a grievance with your employer it is important that you follow the correct procedures. This information should be available to you in your setting. In the space below draw a flow chart to show the correct grievance procedure starting with initial informal approaches. Draw your flow chart here.

**Task 3a ERR Unit 1: 3.1 WorkSkills Unit 10: 3.1, 3.2**

Consider the importance of your own role and explain its effect on the service provided for children and young people in your setting. In what ways will you contribute to the short- and long-term aims of the setting and how will you support the positive outcomes for the children or young people?

Write your answer here:

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**Task 3b** 1 **ERR Unit 1: 3.2, 3.4 WorkSkills Unit 10: 3.3, 3.4**

The children’s sector provides a wide range of services which support the needs of children and young people. Reflect on your own role, considering how this fits into and links to other services in the sector.

Write your answer here:

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There are several representative bodies, such as professional organisations, trade unions and sector skills councils that influence the children’s care sector. One key body has been written in the table below. Identify two more representative bodies and give a description of their roles.

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| **Representative Body** | **Description of role** |
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**Task 2b ERR Unit 1: 4.1, 4.2, 4.3 WorkSkills Unit 1: 3.2 Unit 10: 4.1, 4.3**

In the space below identify three different career opportunities in the children’s sector.

Opportunity 1:

Opportunity 2:

Opportunity 3:

Identify your preferred career and research two different routes that can lead you to your chosen pathway. Write your response in the spaces below.

Route 1:

Route 2:

Analyse the appropriateness of each route for your own situation by identifying the advantages and disadvantages.

|  |  |
| --- | --- |
| **Advantages** | **Disadvantages** |
| Route 1: | Route 1: |
| Route 2: | Route 2: |

**Task 4a ERR Unit 1: 5.1, 5.2, 5.3 WorkSkills Unit 10: 5.1, 5.2, 5.3**

From time to time there are occasions when the public have concerns about issues within the children’s sector. Read the following about the high profile case of ‘Baby P’, and concerns about safeguarding within the children’s sector.

|  |  |  |
| --- | --- | --- |
| Peter Connelly, also known as Baby P or Baby Peter, died in August 2007 after suffering cruelty throughout his life. His mother, her boyfriend and a lodger were jailed in 2009 for allowing his death. The 17-month-old | was seen on many occasions  by social workers, doctors,  lawyers and the police, who either failed to spot or believed his mother’s explanations for various injuries – from bruises to a broken back and eight broken ribs. | According to official reports, Peter’s death could have been prevented if the professionals that had seen him in his short life had taken the right approach and had protected him adequately. |

In this case the public were outraged that this could happen and lost confidence in the range of services which should have protected Peter.

1. Identify two more occasions, either national or local, when the public have raised concerns about issues in the sector and for each one outline the different viewpoints held by the public.

|  |  |
| --- | --- |
| Issue: | Viewpoints: |
| Issue: | Viewpoints: |

1. Reflecting on the examples you have given, describe how these issues of concern may have altered the public’s view of the children’s sector.

Write your answer here:

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**Task 4b ERR Unit 1: 5.4 WorkSkills Unit 10: 5.4**

In response to these concerns there may be changes to service delivery which will affect the way that you work, for instance, where there have been changes in the setting’s policy and procedures. Discuss these with your manager and colleagues.

Give two examples of recent changes to service delivery that affect your own role:

Example 1:

Example 2:

**PROFESSIONAL DISCUSSION**

Your assessor will conduct a professional discussion with you which will capture evidence necessary to prove your level of knowledge and understanding of topic areas.