

# **Unit 42: Employee Rights and Responsibilities**

**Unit reference number: L/506/1905**

**QCF level: 2**

**Credit value: 2**

**Guided learning hours: 16**

**Unit type: Knowledge**

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## **Unit summary**

All employees should have a good understanding of their rights and responsibilities specific to the organisation, industry and sector in which they work. Being aware of and conversant with the rules, principles and regulations governing employment rights and responsibilities will help protect both employee and employer, ensuring that work practice is undertaken in a mutually respectful and safe environment.

In this unit you will learn about the roles and occupations in your organisation and industry and in other organisations, industries and sectors. You will explore career pathways and progression opportunities and learn where you can source relevant information and advice to help you when making decisions about your career. You will develop an awareness of employer rights and responsibilities including standards and expectations required of you as an employee. You will gain an understanding of employment legislation and how it affects your role and responsibilities within your employment as well as develop awareness of sources of support for issues affecting your employment.

## Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes	Assessment criteria
<p>1 Understand the role of organisations and industries</p>	<p>1.1 Explain the role of their own occupation within an organisation and industry</p> <p>1.2 Describe career pathways within their organisation and industry</p> <p>1.3 Identify sources of information and advice on an industry, occupation, training and career pathway</p> <p>1.4 Describe an organisation's principles of conduct and codes of practice</p> <p>1.5 Explain issues of public concern that affect an organisation and industry</p> <p>1.6 Describe the types, roles and responsibilities of representative bodies and their relevance to their own role</p>
<p>2 Understand employers' expectations and employees' rights and obligations</p>	<p>2.1 Describe the employer and employee statutory rights and responsibilities that affect their own role</p> <p>2.2 Describe an employer's expectations for employees' standards of personal presentation, punctuality and behaviour</p> <p>2.3 Describe the procedures and documentation that protect relationships with employees</p> <p>2.4 Identify sources of information and advice on employment rights and responsibilities</p>

## Unit amplification

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### **AC1.1: Explain the role of their occupation within an organisation and industry**

- *The knowledge to meet this AC depends on the learner's own occupation and role within their organisation. Learners need to apply the knowledge specific to their organisation to meet this AC*

### **AC1.2: Describe career pathways within their organisation and industry**

- *The knowledge to meet this AC depends on the learner's own occupation and role within their organisation. Learners need to apply the knowledge specific to their organisation to meet this AC*

### **AC1.3: Identify sources of information and advice on an industry, occupation, training and career pathway**

- *Sources of information and advice:*
  - *Within an organisation:* e.g. line manager, HR department, organisation information systems
  - *Outside an organisation:* e.g. sector skills councils, careers services, relevant websites, professional bodies

### **AC1.4: Describe an organisation's principles of conduct and codes of practice**

- *The knowledge to meet this AC depends on the particular organisational requirements and context. Learners need to apply the knowledge specific to their organisation to meet this AC*

### **AC1.5: Explain issues of public concern that affect an organisation and industry**

- *Issues of public concern:* consider the effects of recent high profile events on the industry, e.g. loss of personal data, mis-sold products or services; phone hacking
- *Effects of public concern on an organisation and industry:* introduction of legislation and good practice; increase in public awareness; changes to organisational procedures; own responsibilities

### **AC1.6: Describe the types, roles and responsibilities of representative bodies and their relevance to their own role**

- *The knowledge to meet this AC depends on the learner's own occupation and role within their organisation. Learners need to apply the knowledge specific to their organisation to meet this AC*

**AC2.1: Describe the employer and employee statutory rights and responsibilities that affect their own role**

- *Employee statutory rights and responsibilities:* current employment legislation, e.g. Equal Pay Act 1970, Working Time Regulations 2007; current anti-discrimination legislation, e.g. Equality Act 2010, gender, sexual preference, nationality, race, religion, colour, disability, age; contract of employment, e.g. written terms and conditions, minimum wage, sick pay, time off, grievance procedures; health and safety (own, others, use of equipment, lifting and handling); security, e.g. data protection, information security, premises, equipment
- *Employer statutory rights and responsibilities:* duty of care to employees, e.g. risk assessments, provide protective equipment if needed, emergency procedures, safe systems of work; employer liability insurance; safeguarding; appropriate training and development, e.g. induction, organisation systems, use of equipment, health and safety
- *How statutory rights affect own role:* equal opportunities; career progression; personal safety and security; safeguarding; own responsibilities

**AC2.2: Describe an employer's expectations for employees' standards of personal presentation, punctuality and behaviour**

- *Personal presentation:* well groomed; dressed according to organisation's standards; good personal hygiene
- *Punctuality:* on time (at the start of the working day, coming back from lunch); leave on time; on time for meetings
- *Behaviour:* polite; helpful; confident; attentive; positive body language; positive attitude; respect confidentiality; discretion; dependability; tolerance; welcoming; pleasant; professional

**AC2.3: Describe the procedures and documentation that protect relationships with employees**

- *Procedures that protect relationships with employees:* health and safety; security; grievance procedures; whistle blowing
- *Documentation that protects relationships with employees:* contract of employment; written terms and conditions; payslip; published organisation policies; documented processes and procedures; records of training and development

**AC2.4: Identify sources of information and advice on employment rights and responsibilities**

- *Sources of information and advice on employment rights and responsibilities:*
  - o *Inside the organisation:* contract of employment; written terms and conditions; line manager; HR department; trade union representative
  - o *Outside the organisation:* Trade Union; Citizen's Advice Bureau; ACAS; Government websites; employment lawyer

## Information for tutors

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### Suggested resources

#### Books

Trimarchi K, Watkins B, Parton N and Majithia P – *NVQ/SVQ Level 2 Business and Administration Handbook (NVQ Administration)* (Heinemann 2011)  
ISBN 9780435046903

#### Websites

[www.acas.org.uk](http://www.acas.org.uk) – The Advisory, Conciliation and Arbitration Service: a government funded agency which provides advice on industrial relations and employment issues

[www.cipd.co.uk](http://www.cipd.co.uk) – Chartered Institute of Personnel and Development: the professional body for HR and people development

[www.hse.gov.uk](http://www.hse.gov.uk) – Health and Safety Executive: providing information on health and safety rights and responsibilities

[www.legislation.gov.uk](http://www.legislation.gov.uk) – Managed by the National Archives: publishing all UK legislation

[www.skillsfca.org](http://www.skillsfca.org) – Skills CFA: Sector Skills council for Business Administration

### Assessment

This unit is internally assessed. To pass this unit the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria and the requirements of the Assessment Strategy.

To ensure that the assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that meets the assessment criteria, centres should apply the *Unit Assessment guidance* and the requirements of the Assessment Strategy below.

Wherever possible, centres should adopt a holistic approach to assessing the units in the qualification. This gives the assessment process greater rigour and minimises repetition, time and the burden of assessment on all parties involved in the process.

#### Unit assessment requirements

There are no sector-related assessment requirements for this unit.

## Unit assessment guidance

This guidance supports assessors in making decisions about how best to assess each unit and the evidence needed to meet the assessment requirements of the unit. Centres can adapt the guidance for learners and the particular assessment context, as appropriate.

The evidence demonstrating achievement of learning outcome 1 and learning outcome 2 can be collected through a presentation. Evidence can be gathered from the presentation and can be supported by any research the learner undertakes in order to produce and present their presentation. Learners should use their current occupation in the Management sector or should be allocated a theoretical occupation and organisation they can work from.

To achieve AC1.1, AC1.2 and AC1.3, learners need to explain where their occupation fits in the Management sector and describe the career pathway they can pursue. They will also need to reference places they can go for information and advice on the industry, occupation, training and career pathway.

To achieve AC1.4, AC1.5 and AC1.6, learners need to describe their organisation's principles of conduct and codes of practice, explain issues of public concern that affect their organisation and industry and then go on to describe representative bodies and how the roles and responsibilities of these bodies are relevant to their role.

Learners should then focus on their organisation. They should describe their and their employer's statutory rights and responsibilities and how these affect their role (AC2.1), their employer's expectations on personal presentation, punctuality and behaviour (AC2.2), procedures and documentation that protect the employer's relationship with their employees (AC2.3) and reference sources where people can go for advice on employment rights and responsibilities (AC2.4).

It is recommended that learners' do not reproduce large chunks of information verbatim from company handbooks or legislation, but contextualise it to their job.

Learners' responses must be at the appropriate breadth and depth to meet the level of demand of the assessment criteria. Questions and answers (Q&A) could be used to corroborate the learners' knowledge by allowing them to give examples of good and/or bad practice to help support their presentation (e.g. AC2.2).

Evidence of Recognition of Prior Learning (RPL) can also be used within the unit to confirm competence. Wherever possible, the learning outcomes in this unit should be assessed holistically across the qualification.