

<b>Unit Title:</b>	<b>Understanding employment rights and responsibilities</b>
OCR unit number	5
Sector unit number	EA2-1
Level:	2
Credit value:	2
Guided learning hours:	15
Unit reference number:	J/600/0840

## Unit purpose and aim

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This unit aims to equip the candidate working in the Sport, Leisure and Recreation sector with the knowledge and understanding that they require in the following areas:

- employment rights and responsibilities of employees and employers
- awareness of key documents relevant to their employment
- knowledge of procedures which relate to their employment and which they should follow.

Learning Outcomes	Assessment Criteria	Teaching Content
<p><b>The Learner will:</b></p> <p>1 Know their employment rights and responsibilities under the law</p>	<p><b>The Learner can:</b></p> <p>1.1 Describe their rights and responsibilities in terms of:</p> <ul style="list-style-type: none"> <li>• Contracts of employment</li> <li>• Anti-discrimination legislation</li> <li>• Working hours and holiday entitlements</li> <li>• Sickness absence and sick pay</li> <li>• Data protection</li> <li>• Health and safety</li> </ul>	<p>Understand the importance and implications of the following for themselves and the organisation:</p> <ul style="list-style-type: none"> <li>• Employment legislation</li> <li>• Equal opportunities</li> <li>• Disability and discrimination legislation</li> <li>• Data Protection</li> <li>• Health and Safety</li> </ul>
	<p>1.2 Outline the rights and responsibilities of the employer</p>	<p>Reference should be made to employee rights, eg the expectation of a safe working environment, breaks, restroom facilities and also responsibilities such as reporting and recording accidents and compliance with PPS requirements, eg the wearing of protective clothing</p>

Learning Outcomes	Assessment Criteria	Teaching Content
		when handling chemicals

Learning Outcomes	Assessment Criteria	Teaching Content
	1.3 Describe the health and safety legal requirements relevant to their organisation	Will be expected to be familiar with the Health and Safety at Work Act and its content, with regard to employer and employee responsibilities and requirements, including the provision of a safe working environment, provision of PPS, and adherence to legislation, eg following principles of RIDDOR
	1.4 Outline the implications of health and safety legal requirements for their own job role.	Understand the importance of complying with legal obligations such as HASWA and RIDDOR when reporting and recording accidents and incidents
2 Understand documents relevant to their employment	2.1 Explain the main terms and conditions of a contract of employment	Know the legally binding terms of a contract and the sources from which contract terms and conditions are produced
	2.2 Outline the contents and purpose of a job description	<p>Job description should include:</p> <ul style="list-style-type: none"> <li>• Job title</li> <li>• job purpose</li> <li>• level of responsibility</li> <li>• post in relation to organisation structure</li> <li>• location</li> <li>• salary/grade</li> <li>• hours</li> <li>• duties/tasks to be undertaken</li> <li>• skills and competencies required</li> <li>• educational requirements</li> <li>• knowledge and understanding required</li> </ul> <p>In terms of the purpose of a job description, learners need to show an understanding of the importance of acknowledgement of duties and responsibilities to avoid disciplinary action</p>
	2.3 Describe the types of information held on personnel records	Know the types of information held in their personnel record, such length of service, disciplinary measures taken, holiday entitlement, health issues

Learning Outcomes	Assessment Criteria	Teaching Content
	2.4 Describe how to update information held on personnel records	Know what steps to take to notify their employer of any changes, eg achievement of additional qualifications. Steps could include copying of certificates of achievement
	2.5 Interpret the information shown on a pay slip or other statement of earnings	Understand the information shown on their pay statement for example: employee name, employer name, tax code, National Insurance (NI) contributions, gross pay, net pay, tax code, pension scheme contribution, pay reference, payment date; pay deductions
3 Know key employment procedures at work	3.1 Describe the procedures to follow if someone needs to take time off	What to do if they need to take time off from work for any of the following reasons: <ul style="list-style-type: none"> <li>• medical/dental reasons</li> <li>• holiday</li> <li>• family reasons</li> <li>• to take part in public duties</li> </ul>
	3.2 Describe the procedures to follow if there is a grievance	Know who they should contact to raise a grievance; the steps involved in the procedure; rights to a fair hearing; representation options and ensuring confidentiality.
	3.3 Describe the procedures to follow if there is evidence of discrimination or bullying	Know what steps to take if they witness or experience discrimination or bullying at work; who they should seek advice from; keeping a written record as evidence and making a formal complaint.
	3.4 Identify sources of information and advice on employment issues: <ul style="list-style-type: none"> <li>• Internal to their organisation</li> <li>• External to their organisation</li> </ul>	Sources of information and advice may include: <p><u>Internal:</u></p> HR Line manager Staff Handbook Company policies and procedures <p><u>External:</u></p> HR Citizens Advice Bureau Trade Unions ACAS

## Assessment

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Candidates will have to produce a portfolio of evidence that meets the requirements of the learning outcomes and assessment criteria in full, taking account of the additional knowledge understanding and skills specified in the unit content.

The evidence produced for the unit will be assessed in the centre and verified by OCR External Verifiers.

Outcomes will be graded Pass/Fail.

## Evidence requirements

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For assessment criterion 1.1 candidates must describe all 5 bullet points listed. For assessment criterion 3.4 evidence must be from both internal and external sources.

## Guidance on assessment and evidence requirements

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This section provides guidance for tutors on the types of assessment activities that can be used and evidence to be produced that will ensure coverage of the learning outcomes and related assessment criteria.

Evidence can be generated in a variety of ways – through completion of OCR-devised workbooks, through centre-devised assignments, projects or tasks or through naturally occurring work-based activities. Any centre-devised assignments, projects or tasks must be cross-referenced to the appropriate learning outcomes and assessment criteria to ensure that full coverage can be achieved.

Portfolios of evidence must be produced independently and centres must confirm to OCR that the evidence is the original work of the candidate. Recording documents are provided on the website for this purpose.

**Examples of possible sources of evidence are shown below but these are not exhaustive nor are the examples shown mandatory.**

Evidence could be generated from a candidate report or completion of a logbook within the workplace. To meet requirements of 1.1-1.4, candidates working in active leisure will need to demonstrate that they know their employment rights and responsibilities including health and safety requirements. They also need to show an awareness of relevant documentation which they may come across including contracts of employment, job descriptions, personnel records and procedures covering grievances and discrimination or bullying. It would also be beneficial if they could show their awareness of how other organisations address these areas.

For information on employment rights and responsibilities, candidates could refer to Employment Rights Act of 1996, the 2010 Equality Act and the Human Rights Act of 1988. All will provide guidance on making the workplace a fair and law compliant environment.

Health and Safety is also of paramount importance and candidates should research the various relevant legislation e.g. HASWA, RIDDOR, HASWA (First Aid) and COSHH.

As well as having understanding of implications of non-compliance within their own area of responsibility, wider research will be beneficial.

To generate evidence for 2.1-3.4, research and presentation, completion of workplace workbooks or assessor observation records could be used.

Candidates could be provided with anonymised or non-confidential documentation used within the organisation. These could include contracts of employment, job descriptions, personnel records and wage slips or pay records.

Candidates could then be questioned by the assessor or complete pre-designed workbook tasks which focus on content, importance of accuracy and confidentiality. Additional examples of relevant documentation from other organisations could be used to enhance their understanding.

With regards to procedures relating to time off, grievances and bullying, examples of staff handbooks could be used and discussed.

Assessors are reminded that if they are completing observation records, they need to be done on an individual basis and provide sufficient information for external verifiers to make a judgement on the sufficiency of the evidence.

During the assessment of evidence for this unit centres should refer to the '*Admin Guide: Vocational Qualifications (A850)*' for *Notes on Preventing Computer-Assisted Malpractice*.

## Functional skills signposting

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This section indicates where candidates may have an opportunity to develop their functional skills.

Functional Skills Standards					
English		Mathematics		ICT	
Speaking and Listening		Representing		Use ICT systems	✓
Reading	✓	Explaining	✓	Find and select information	✓
Writing	✓	Interpreting	✓	Develop, present and communicate information	✓

## Resources

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This section contains details of any specific resources that may support learning.

[www.directgov.co.uk](http://www.directgov.co.uk)

[www.citizensadvicebureau.org](http://www.citizensadvicebureau.org)

[www.acas.org.uk](http://www.acas.org.uk)

Current Government legislation such as C.O.S.H.H, H.A.S.W.A, R.I.D.D.O.R

## Additional information

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For further information regarding administration for this qualification, please refer to the OCR document '*Admin Guide: Vocational Qualifications*' (A850) on the OCR website [www.ocr.org.uk](http://www.ocr.org.uk) .