

SPECIFICATION

**IAO Level Award in Employment Rights and Responsibilities
in Health, Social Care or Children and Young People's
Settings**

Qualification number: 600/5593/5



Innovate Awarding is an Ofqual regulated awarding organisation with an innovative and dynamic approach. We develop off-the-shelf, customised and fully bespoke qualifications across a growing number of sectors – all on the Regulated Qualifications Framework (RQF).

Our portfolio is always growing and we currently have qualifications in the following sectors:

- Active Leisure
- Business Management (Administration)
- Business Management (Customer Service)
- Business Management (Sales)
- Business Management (Team Leading)
- Childcare
- Education and Training
- Health and Beauty
- Health and Social Care
- Hospitality and Catering
- IT
- Logistics
- Retail

We currently offer over 100 qualifications and we're continuously developing and diversifying our portfolio. Please visit our website regularly to keep up-to-date www.innovateawarding.org

This document will be updated if there are any changes so it is important to make sure you are working from the most up-to-date version, which is available to download from our website

This specification also provides details on administration, quality assurance policies and the requirements as well as responsibilities that are associated with the delivery of vocational qualifications.

Innovate Awarding is recognised as an awarding organisation by the following qualifications regulators – Ofqual (England) and the Welsh Government (in Wales).

If you have any questions regarding qualifications in general, aspects of specific qualifications or our quality assurance policies and procedures, visit our website where a lot more information is available.

If you cannot find what you are looking for on our website, please call or email our customer support team:

Telephone: 0117 314 2800
Email: contactus@innovateawarding.org

“ We work with a wide variety of organisations such as employers, training providers, FE colleges and Sector Skills Councils and develop off-the-shelf, customised and bespoke qualifications. ”

Qualification summary

Qualification Accreditation Number (QAN)	600/5593/5
31st December 2017	31 st December 2018
Guided Learning Hours (GLH)	Minimum of 24 hours
Total Qualification Time (TQT)	Minimum of 30 hours
RQF level	2
Qualification credit value	3 credits
Minimum credits at/above level	3 credits
Assessment requirements	Portfolio of Evidence This qualification is internally assessed and internally quality assured by Centre staff and externally quality assured by Innovate Awarding External Quality Advisors (EQAs).
Aims and objectives of the qualification	The Level 2 Award in Employment Rights and Responsibilities in Health, Social Care or Children and Young People's Settings is a knowledge based qualification suitable for those working in a wide range of settings in the health, social care or children and young people's sector.
Entry guidance	There are no formal entry requirements for this qualification. It is suitable for those aged 16 and above who want to work, or who are already employed in the health, social care or children and young people's sector.
Progression opportunities	This qualification provides learners with the knowledge to equip them with an understanding of the health, social care and children and young people's sector and their role within it. On completion of this qualification learners may progress to: <ul style="list-style-type: none"> • Level 2 Diploma in Health and Social Care (Adults) for England (ACF) • Level 3 Diploma in Health and Social Care (Adults) for England

- Level 2 Certificate for the Children and Young People's Workforce
- Level 3 Diploma for the Children and Young People's Workforce

Funding

For details on eligibility for government funding please refer to the following websites:

<http://www.education.gov.uk/section96/>

<https://www.gov.uk/government/organisations/skills-funding-agency>

Innovate Awarding

When you work with Innovate Awarding, you're working with an awarding organisation that sets itself apart – a dynamic company with a collaborative approach to doing business. We're consultative and innovative...everything that our customers say they want an awarding organisation to be.

We're easy to work with, committed and passionate about exceeding our customers' expectations. We're not tied down by bureaucracy and red tape and can think outside the box and respond quickly to our customers' needs.

We have a Performance Pledge that details guaranteed response times. Copies of these can be found on our website www.innovateawarding.org

Feedback

Your feedback is very important to us. We're always open to suggestions when it comes to enhancing and improving our services, products and systems. Email us at contactus@innovateawarding.org or call us on 0117 314 2800.

Complaints

If we do get things wrong, we'll make every effort to resolve your issues quickly and efficiently. If you'd like to raise a formal complaint then we recommend you read our Complaints Procedure which can be found on our website.

Fees

Our fees structure is transparent and straightforward. Our fees are published on our website in a clear format with no hidden charges. Unlike other awarding organisations, we do not charge an annual centre fee. Visit our website to compare our fees.

Enquiries and appeals

We recognise that sometimes decisions are made that a centre (or learner) may wish to appeal. We have an Enquiries and Appeals Policy and Process on our website that sets out guidelines on grounds for appeal and the process.

Data Protection

Innovate Awarding takes the protection of data seriously; we have a data protection statement outlining how we and our centres, comply with the current legislation on data protection. This statement can be found on our website.

Equality and Diversity

Innovate Awarding 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 (Equality Act 2010) and EU directives.

Centres are required, as conditions of approval, to use an equality and diversity policy that works together with ours and that they maintain an effective complaint and appeals process. We expect centres to tell learners how to find and use their own equality and diversity and appeals processes. For information, please visit our website.

Reasonable Adjustment and Special Consideration

All learners must be treated fairly and equally and be given every opportunity to achieve our/the qualifications. A copy of our policy on Reasonable Adjustments and Special Considerations, and application form, can be found on our website.

Malpractice and Maladministration

Innovate Awarding has a responsibility to do everything it can to prevent any malpractice or maladministration from occurring, and where it has already occurred, ensuring action is taken proportionate to the gravity and scope of the occurrence.

A copy of our policy and procedure on Malpractice and Maladministration is available on our website.

Recognition of Prior Learning (RPL)

RPL recognises how the contribution of a learner's previous experience could contribute to a qualification or unit. Innovate Awarding have produced guidance on RPL and this can be found within our Information and Guidance for Centres on our website

Please note the above is not a comprehensive guide to running IAO qualifications. Once approved centres must adhere to the Centre Agreement and Information and Guidance for Centres.

The Regulated Qualifications Framework (RQF)

What is the RQF?

The Regulated Qualifications Framework (RQF) is an Ofqual regulated system of cataloguing qualifications. Qualifications on the RQF can be found by their size or level. Qualifications at a given level can differ depending on their content and purpose.

All of Innovate Awarding's qualifications are on the RQF.

Qualification Level

The level reflects the challenge or difficulty of the qualification. There are eight levels of qualification from 1 to 8, supported by three "Entry" levels.

Qualification Size

The size of a qualification reflects the estimated total amount of time it would take the average learner to study and be assessed. The size of a qualification is expressed in terms of Total Qualification Time (TQT). The time spent being taught or supervised, rather than studying alone, is the Guided Learning Hours (GLH).

Qualifications can sit at different levels, but require similar amounts of study and assessment. Similarly, qualifications at the same level can take different amounts of time to complete.

Skills for Care and Development Assessment Principles

1. Introduction

- 1.1 Skills for Care and Development (SfC&D) is the UK sector skills council (SSC) for social care, children, early years and young people. Its structure for realising the SSC remit is via an alliance of six organisations:
- Care Council for Wales
 - Children's Workforce Development Council
 - General Social Care Council
 - Northern Ireland Social Care Council
 - Scottish Social Services Council
 - Skills for Care.
- 1.2 This document sets out those principles and approaches to unit/qualification assessment. The information is intended to support the quality assurance processes of Awarding Organisations that offer qualifications in the Sector, and should be read alongside these. It should also be read alongside individual unit assessment requirements. Additional information/guidance regarding individual unit assessment can be obtained from Awarding Organisations, or from Skills for Care and Development. This must be used in order to provide the proper context for learning and assessment.
- 1.3 These principles will ensure a consistent approach to those elements of assessment which require further interpretation and definition, and support sector confidence in the new arrangements.
- 1.4 Where Skills for Care and Development qualifications are joint with Skills for Health, Skill for Health will also use these assessment principles.

2. Assessment Principles

- 2.1 Assessment decisions for competence based learning outcomes (e.g. those beginning with 'to be able to') must be made in a real work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.
- 2.2 Assessment decisions for competence based Learning Outcomes must be made by an assessor qualified to make assessment decisions.
- 2.3 Competence based assessment must include direct observation as the main source of evidence
- 2.4 Simulation may only be utilised as an assessment method for competence based Lo where this is specified in the assessment requirements of the unit'.
- 2.5 Expert witnesses can be used for direct observation where: they have occupational expertise for specialist areas or the observation is of a particularly sensitive nature. The use of expert witnesses should be determined and agreed by the assessor.
- 2.6 Assessment of knowledge based Learning Outcomes (e.g. those beginning with 'know' or 'understand') may take place in or outside of a real work environment.

- 2.7 Assessment decisions for knowledge based Learning Outcomes must be made by an occupationally knowledgeable assessor.
- 2.8 Assessment decisions for knowledge based Learning Outcomes must be made by an assessor qualified to make assessment decisions. Where assessment is electronic or undertaken according to a set grid, the assessment decisions are made by the person who has set the answers.

3. Internal Quality Assurance

- 3.1 Internal quality assurance is key to ensuring that the assessment of evidence for units is of a consistent and appropriate quality. Those carrying out internal quality assurance must be occupationally knowledgeable in the area they are assuring and be qualified to make quality assurance decisions.

4. Definitions

4.1 Occupationally competent:

This means that each assessor must be capable of carrying out the full requirements within the competency units they are assessing. Being occupationally competent means they are also occupationally knowledgeable. This occupational competence should be maintained annually through clearly demonstrable continuing learning and professional development.

4.2 Occupationally knowledgeable:

This means that each assessor should possess relevant knowledge and understanding, and be able to assess this in units designed to test specific knowledge and understanding, or in units where knowledge and understanding are components of competency. This occupational knowledge should be maintained annually through clearly demonstrable continuing learning and professional development.

4.3 Qualified to make assessment decisions:

This means that each assessor must hold a qualification suitable to support the making of appropriate and consistent assessment decisions. Awarding Organisations will determine what will qualify those making assessment decisions according to the unit of competence under assessment. In any case of significant uncertainty the SSCs will be consulted.

4.4 Qualified to make quality assurance decisions:

Awarding Organisations will determine what will qualify those undertaking internal quality assurance to make decisions about that quality assurance.

4.5 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.

QUALIFICATION STRUCTURE

Learners must achieve the full 3 credits from the one mandatory unit to gain this qualification.

The total Guided Learning Hours (GLH) for this qualification is 24 hours.

The Total Qualification Time (TQT) for this qualification is 30 hours.

Unit Structures

The single unit for this qualification is below.

Mandatory unit

Unit ref	Unit title	Level	Credit value	GLH
R/602/2954	Understand employment responsibilities and rights in health, social care or children and young people's settings	2	3	24

Title:	R/602/2954 Understand employment responsibilities and rights in health, social care or children's and young people's settings
Level:	2
Credit value:	3
GLH:	24
Learning outcome The learner will:	Assessment criteria The learner can:
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 employment exists 1.4 Identify sources and types of information and advice available in relation to employment responsibilities and rights
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

<p>4. Understand career pathways available within own and related sectors</p>	<p>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</p>
<p>5. Understand how issues of public concern may affect the image and delivery of services in the sector</p>	<p>5.1 Identify occasions where the public have raised concerns regarding issues within the sector 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</p>
<p>Additional information about this unit</p> <p>Sources and types of information and advice - this should be internal and external where appropriate</p> <p>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:</p> <ul style="list-style-type: none"> • Data Protection • Conflict management • Health and Safety • Grievance procedures • Anti-discriminatory practice <p>Effect should include the effect of following good practice and consequences of non-compliance</p> <p>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</p> <p>Representative bodies - may include:</p> <ul style="list-style-type: none"> • Government departments • Trade unions • Regulatory bodies • Professional bodies • Sector Skills Councils • Consumer groups <p>Next steps should include training and development</p> <p>Issues of public concern may include:</p> <ul style="list-style-type: none"> • Media stories • Closures • Economic issues • Local or National strategies • Government drivers 	

<p>Unit aim (s)</p>	<p>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.</p> <p>It covers:</p> <ul style="list-style-type: none"> • Statutory responsibilities and rights of employees and employers • Awareness of own occupational role and how it fits within the sector • Agree ways of working with employer • Career pathways • Issues of public concern and how these may influence changes in the sector
<p>Assessment requirements specified by a sector or regulatory body (if appropriate)</p>	<p>This unit must be assessed in accordance with Skills for Care and Development's QRF Assessment Principles.</p>
<p>Details of the relationship of the unit and relevant national occupational standards</p>	<p>N/A</p>