

# City & Guilds Level 2 Award in Employee rights and responsibilities (4255- 02)

April 2022 Version 1.2



## Qualification at a glance

<b>Subject area</b>	<b>Employee rights and responsibilities</b>
<b>City &amp; Guilds number</b>	4255
<b>Age group approved</b>	16+
<b>Entry requirements</b>	None
<b>Assessment</b>	Assignment Online multiple-choice test
<b>Support materials</b>	Centre handbook Assessment pack
<b>Registration and certification</b>	Consult the Walled Garden/Online Catalogue for last dates

<b>Title and level</b>	<b>City &amp; Guilds number</b>	<b>Accreditation number</b>
Level 2 Award in Employee Rights and Responsibilities	4255-02	600/5812/2

<b>Date</b>	<b>Revisions made</b>	<b>Filename after revision (incl version no)</b>	<b>Passed to</b>
19 May 2012	Document created and initial amends	Level 2 Award in ERR Handbook V0.1	N/A
01 April 2022	GLH and TQT added	Level 2 Award in ERR Handbook V1.2	N/A



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# 1 Introduction

This document tells you what you need to do to deliver the qualification:

Area	Description
Who is the qualification for?	Learners who wish to understand their employee rights and responsibilities and those completing an apprenticeship where ERR is a requirement.
What does the qualification cover?	Employee rights and responsibilities.
Is the qualification part of a framework or initiative?	It complements principal learning within the following apprenticeships <ul style="list-style-type: none"> <li>• Apprenticeships in Business and Administration</li> <li>• Apprenticeships in Customer Service</li> </ul>
What opportunities for progression are there?	Learners can use this qualification to enhance their employability skills and therefore progress onto a vast amount of qualifications.

## Structure

To achieve the Level 2 Award in Employee Rights and Responsibilities, learners must achieve 4 credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value	GLH
L/601/7638	201 / 251	Principles of personal responsibilities and working in a business environment	4	32

## Total Qualification Time

Total Qualification Time (TQT) is the total amount of time, in hours, expected to be spent by a Learner to achieve a qualification. It includes both guided learning hours (which are listed separately) and hours spent in preparation, study and assessment.

Title and level	GLH	TQT
Level 2 Award in Employee Rights and Responsibilities	32	40



## 2 Centre requirements

### Approval

There is no fast track approval for this qualification; existing centres who wish to offer this qualification must use the **standard** Qualification Approval Process.

To offer this qualification, new centres will need to gain both centre and qualification approval. Please refer to the *Centre Manual - Supporting Customer Excellence* for further information.

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualification before designing a course programme.

### Resource requirements

#### Centre staffing

Staff delivering this qualification must be able to demonstrate that they meet the following occupational expertise requirements. They should:

- be occupationally competent or technically knowledgeable in the area for which they are delivering training and/or have experience of providing training. This knowledge must be to the same level as the training being delivered
- have recent relevant experience in the specific area they will be assessing
- have credible experience of providing training.

Centre staff may undertake more than one role, eg tutor and assessor or internal quality assurer, but cannot internally verify their own assessments.

#### Assessors and Internal Quality Assurer

Assessor/Internal Quality Assurer TAQA qualifications are valued as qualifications for centre staff, but they are not currently a requirement for the qualification.

#### Continuing professional development (CPD)

Centres must support their staff to ensure that they have current knowledge of the occupational area, that delivery, mentoring, training, assessment and verification is in line with best practice, and that it takes account of any national or legislative developments.

## **Candidate entry requirements**

City & Guilds does not set entry requirements for this qualification. However, centres must ensure that candidates have the potential and opportunity to gain the qualification successfully.

## **Age restrictions**

City & Guilds cannot accept any registrations for candidates under 16 as this qualification is not approved for under 16s.



## 3 Delivering the qualification

### Initial assessment and induction

An initial assessment of each candidate should be made before the start of their programme to identify:

- if the candidate has any specific training needs,
- support and guidance they may need when working towards their qualification.
- the appropriate type and level of qualification.

We recommend that centres provide an induction programme so the candidate fully understands the requirements of the qualification, their responsibilities as a candidate, and the responsibilities of the centre. This information can be recorded on a learning contract.

### Support materials

The following resources are available for this qualification:

<b>Description</b>	<b>How to access</b>
Qualification handbook	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
Assignments	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>



## 4 Assessment

### Summary of Assessment methods

For the mandatory unit candidates must successfully complete -

- one assignment (201)  
**or**
- one online test (251)  
**or**
- the ERR workbook portfolio

City & Guilds has written the following assessments to use with this qualification:

- online multiple choice tests, using e-volve
- assignments

Assignments Version A and B, are available to download from the City & Guilds website. Assignment passwords can be accessed by 4475 approved centres on the Walled Garden.

### Grading of assignments, units and overall qualification

Each assignment is graded as either Re-sit, Refer, Pass, Merit, Distinction in accordance with the grading criteria for the assignment.

Specific marking and grading criteria is provided for each assignment. In general a Pass is 65%, Merit is 75% and Distinction is 85%, although this may vary slightly depending on the assignment.

Online multiple choice tests are also graded as either Fail, Pass, Merit, Distinction in accordance with the test specification.

### Time constraints

The following must be applied to the assessment of this qualification:

- Candidates must finish their assessment within their period of registration
- Recommended time allowances are given in each assignment. Centre staff should guide candidates to ensure excessive evidence gathering is avoided. Centres finding that assignments are taking longer, should contact the external verifier for guidance
- All assignments must be completed and assessed within the candidate's period of registration. Centres should advise candidates of any internal timescales for the completion and marking of individual assignments.



## Test specifications

The way the knowledge is covered by the evolve online test is laid out in the table below:

**Test 1:** Unit 251  
**Duration:** 45 minutes

<b>Unit</b>	<b>Outcome</b>	<b>Number of questions</b>	<b>%</b>
201	1. Know the employment rights and responsibilities of the employee and employer	4	20
	2. Understand the purpose of health and safety and security procedures in a business environment	3	15
	3. Understand how to communicate effectively with others	3	15
	4. Understand how to work with and support colleagues	3	15
	5. Know how to plan own work and be accountable to others	3	15
	6. Understand the purpose of improving own performance in a business environment and how to do so	2	10
	7. Understand the types of problems that may occur in a business environment and how to deal with the	2	10
	<b>Total</b>	<b>20</b>	<b>100</b>

### Recognition of prior learning (RPL)

Recognition of prior learning means using a person's previous experience or qualifications which have already been achieved to contribute to a new qualification. RPL is allowed and is not sector specific.



## 5 Units

### Availability of units

Below is a list of the learning outcomes for all the units.

### Structure of units

These units each have the following:

- City & Guilds reference number
- unit accreditation number (UAN)
- title
- level
- credit value
- guided learning hours
- unit aim
- relationship to NOS, other qualifications and frameworks
- endorsement by a sector or other appropriate body
- learning outcomes which are comprised of a number of assessment criteria
- notes for guidance.

## Unit 201/ 251 Principles of personal responsibilities and working in a business environment

<b>UAN:</b>	L/601/7638
<b>Level:</b>	2
<b>Credit value:</b>	4
<b>GLH:</b>	32
<b>Relationship to NOS:</b>	This unit is linked to the Business and Administration NOS BAA231; BAF172.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Cfa the Sector Skills Council for Business and Administration.
<b>Aim:</b>	This unit is about understanding employment rights; health, safety and security; how to work with others and how to manage and improve own work in a business environment.

<b>Learning outcome</b>
The learner will: 1. Know the employment rights and responsibilities of the employee and employer
<b>Assessment criteria</b>
The learner can: 1.1 identify the main points of contracts of employment 1.2 identify the main points of legislation affecting employers and employees 1.3 identify where to find information on employment rights and responsibilities both internally and externally 1.4 describe how representative bodies can support the employee 1.5 identify employer and employee responsibilities for equality and diversity in a business environment 1.6 explain the benefits of making sure equality and diversity procedures are followed in a business environment.

<b>Learning outcome</b>
The learner will: 2. Understand the purpose of health, safety and security procedures in a business environment
<b>Assessment criteria</b>
The learner can: 2.1 identify employer and employee responsibilities for health, safety and security in a business environment

- 2.2 explain the purpose of following health, safety and security procedures in a business environment
- 2.3 identify ways of maintaining a safe and secure environment in a business environment.

**Learning outcome**

The learner will:

- 3. Understand how to communicate effectively with others

**Assessment criteria**

The learner can:

- 3.1 describe different methods of communication
- 3.2 explain how to choose the most appropriate method of communicating with others
- 3.3 describe ways of actively listening.

**Learning outcome**

The learner will:

- 4. Understand how to work with and support colleagues

**Assessment criteria**

The learner can:

- 4.1 explain the purpose of agreeing standards for own work with others
- 4.2 explain the purpose of taking on new challenges and adapting to change
- 4.3 explain the purpose of treating others with honesty and consideration.

**Learning outcome**

The learner will:

- 5. Know how to plan own work and be accountable to others

**Assessment criteria**

The learner can:

- 5.1 explain the purpose of meeting work standards and deadlines when completing tasks
- 5.2 identify ways of planning own work
- 5.3 compare ways of keeping other people informed about progress.

**Learning outcome**

The learner will:

- 6. Understand the purpose of improving own performance in a business environment and how to do so

**Assessment criteria**

The learner can:

- 6.1 explain the purpose of continuously improving own performance in a business environment
- 6.2 describe ways of improving own performance in a business environment
- 6.3 identify different types of career pathways that are available.

<b>Learning outcome</b>
The learner will: 7. Understand the types of problems that may occur in a business environment and how to deal with them
<b>Assessment criteria</b>
The learner can: 7.1 identify the types of problems that may occur in a business environment 7.2 explain ways of dealing with problems that may occur in a business environment 7.3 explain how and when to refer problems to relevant colleagues.

# **Unit 201/ 251 Principles of personal responsibilities and working in a business environment**

## Supporting information

### **Guidance**

#### **Outcome 1 Know the employment rights and responsibilities of the employee and employer**

1. The main points to be included in a contract of employment are job title, place of work, the duties of the job, the pay, how payments will be made, hours of work, holiday entitlement, sick pay entitlement, any pension scheme arrangements, terms of notice.
2. Equal opportunities legislation, eg:
  - The Sex Discrimination Act 1975 and 1986
  - The Race Relations Act 1976
  - The Equal Pay Act 1970
  - The Disability Discrimination Act 1995 (DDA)

Note that the above will gradually be absorbed into the Equality Act 2010.

Employment legislation, eg:

- Employment Rights Act
- Employment Relations Act
- Working Time Regulations
- Employment Act

Health and safety legislation, eg:

- Health and Safety at Work Act
- Reporting of Injuries, Disease and Dangerous Occurrences Regulations (RIDDOR)
- The Management of Health and Safety in a business environment Regulations
- Workplace (Health, Safety and Welfare) Regulations
- Display Screen Equipment Regulations
- The Provision and Use of Work Equipment Regulations
- Control of Substances Hazardous to Health (COSHH)
- Data and intellectual property protection :
  - The Data Protection Act
  - The Copyright, Designs and Patents Act

Company legislation, eg:

- Companies Act

3. Sources of information:
  - Internal eg line manager, HR/personnel department, union representative, intranet.
  - External eg Health and Safety Executive (HSE), Department of Trade and Industry (DTI), ACAS, TUC, trade unions, Citizens' Advice Bureaux, internet, library, government agencies.
  
4. Representative bodies such as
  - trade unions
  - professional associations
  - health & safety officers.Support in terms of
  - advice
  - information
  - legal assistance
  - financial help.
  
5. Employer and employee responsibilities for equality and diversity:
  - complying with discrimination legislation
  - equal opportunities/diversity policies
  - Equality and Human Rights Commission's guidelines.
  
6. Elements that create 'diversity' are gender, age, background, culture, ethnicity, disability, religion, sexual orientation, personality and work style. Benefits could include:
  - workforce reflects the public community it is dealing with
  - employees feel valued and respected and perform better
  - recognition of the needs and preferences of a wider sector of the public
  - wider pool of skilled talent to choose from
  - lower staff costs/turnover.

## **Outcome 2 Understand the purpose of health, safety and security procedures in a business environment**

1. Employer and employee responsibilities:
  - complying with health and safety legislation (as in learning outcome 1)
  - risk assessment
  - role and duties of a first-aider or appointed person
  - environmental issues such as heating, lighting, ergonomics, ventilation, décor
  - emergency and evacuation procedures
  - security and confidentiality of data
  - health and safety training.
  
2. Purpose of procedures covering:

- the use of safe working methods and equipment
  - the safe use of hazardous substances
  - what to do in the event of an emergency
  - accident reporting / first aid
  - security regarding data, stock and personnel
  - reporting of hazards/risk assessment.
3. Maintaining a safe and secure environment:
- following the requirements of the health and safety in a business environment act 1974
  - following specific legislation covering job roles
  - identifying hazards and risks; risks resulting from:
    - a) the use and maintenance of machinery or equipment
    - b) the use of materials or substances
    - c) working practices
    - d) unsafe behaviour
    - e) accidental breakages and spillages
    - f) environmental factors.
  - the responsible persons to whom to report health and safety matters
  - responsibilities and specific workplace policies covering job roles.

### **Outcome 3 Understand how to communicate effectively with others**

1. Both formally and informally, internal and external:
- written eg letters, memos, reports
  - face-to-face eg one-to-one, meetings, presentations
  - electronically eg fax, email, telephone
  - non-verbally eg body language, gestures.
2. Method of communication In terms of:
- formality
  - speed
  - confidentiality
  - cost.
3. Active listening eg:
- making eye contact
  - using positive body language
  - using encouraging phrases
  - not interrupting
  - questioning and paraphrasing
  - summarising.



## **Outcome 4 Understand how to work with and support colleagues**

1. Agreeing standards in terms of, eg:
  - deadlines
  - quality of work
  - type/scope of work
  - available resources/support.
  - The candidate should be able to explain the importance of gaining full information in order to complete work efficiently, accurately and to deadline.
  
2. Benefits that result from taking on new challenges and being adaptable, eg:
  - possible financial reward/promotion
  - opportunity to gain new skills
  - motivational
  - new experiences build confidence
  - may increase employability.
  
3. How to create and maintain a good working relationship with others eg:
  - communicate
  - support
  - co-operate
  - empathise
  - be loyal.

The purpose of good working relationships in terms of eg:

  - meeting deadlines and targets
  - motivation
  - sharing workloads
  - support and advice.

## **Outcome 5 Know how to plan own work and be accountable to others**

1. The importance of having a flexible approach to work requirements and knowing how to prioritise and plan pieces of work according to their urgency eg using SMART objectives. The candidate should be able to describe circumstances when deadlines cannot be met through, eg:
  - interruptions
  - distractions
  - taking on extra work
  - staff absence
  - technical breakdown
  - unforeseen circumstances such as inclement weather, transport strikes.

The candidate should be aware of the impact of not meeting deadlines on:

- their colleagues
- their manager/supervisor
- the organisation as a whole.

2. Techniques to prioritise and plan own workload, eg:

- diaries
- schedulers
- planners
- organisers/PDAs
- timesheets
- to do lists.

3. Ways of progress reporting may be through, eg:

- regular progress reports
- one-to-one update meetings
- progress/team meetings
- shared project planners.

The candidate should be able to state advantages/disadvantages of different ways and when they would be most appropriate to use.

## **Outcome 6 Understand the purpose of improving own performance in a business environment and how to do so**

1. Benefits that result from continuously improving own performance, eg

- opportunity to improve weaknesses and gain new skills
- motivational
- increased ability to embrace changes/challenges
- possible financial reward/promotion
- increased employability.

2. Methods of assessing own performance, eg SWOT analysis; how observation and feedback, training needs analyses (TNA), one-to-one meetings/ appraisal and performance reviews can all feed into a Personal Development Plan. The candidate should be able to explain the purpose of using SMART techniques when creating such a plan. The candidate should be able to identify a range of training and development opportunities to assist in improving own performance:

- coaching
- mentoring
- work-shadowing
- training courses
- in-house training
- performance appraisals
- e-learning.

3. Career paths/progression routes available both inside and outside the organisation and the possible sources of information on these.

## **Outcome 7 Understand the types of problems that may occur in a business environment and how to deal with them**

1. Problems may be
  - minor, ie that can be solved by making adjustments and with little or no assistance;
  - major, ie those that have resource or financial implications.

Types of problems eg:

- financial
- resource related
- equipment/systems failure
- staff-related
- unforeseen (weather, industrial action).

2. Possible methods could be, eg:
  - replanning/reprioritising own work
  - gaining the support of others
  - identifying a solution and seeking permission to implement it
  - referring the problem on.

3. Problem should be referred if, eg
  - the solution will cost money or affect many others
  - it will impact seriously on the overall target/deadline
  - there is no apparent solution
  - there is a security, health or safety risk
  - the solution is outside the candidate's scope of authority.

The candidate should be able to identify the limits of their own authority in finding solutions to problems and identify procedures for referring problems and to whom they should be referred.



## Appendix 1 Relationships to other qualifications

### Links to other qualifications

Mapping is provided as guidance and suggests areas of commonality between the qualifications. It does not imply that candidates completing units in one qualification have automatically covered all of the content of another.

Centres are responsible for checking the different requirements of all qualifications they are delivering and ensuring that candidates meet requirements of all units/qualifications.

This qualification has connections to the:

- tbc

### Literacy, language, numeracy and ICT skills development

This qualification can develop skills that can be used in the following qualifications:

- Functional Skills (England) – see [www.cityandguilds.com/functionalskills](http://www.cityandguilds.com/functionalskills)
- Essential Skills (Northern Ireland) – see [www.cityandguilds.com/essentialskillsni](http://www.cityandguilds.com/essentialskillsni)
- Essential Skills Wales – see [www.cityandguilds.com/esw](http://www.cityandguilds.com/esw)



## Appendix 2 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on **www.cityandguilds.com**.

**Centre Manual - Supporting Customer Excellence** contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

**Our Quality Assurance Requirements** encompasses all of the relevant requirements of key regulatory documents such as:

- Regulatory Arrangements for the Qualifications and Credit Framework (2008)
- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006)

and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

**Access to Assessment & Qualifications** provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information such on such things as:

- **Walled Garden:** how to register and certificate candidates on line
- **Events:** dates and information on the latest Centre events
- **Online assessment:** how to register for e-assessments.

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[www.cityandguilds.com](http://www.cityandguilds.com)

## Useful contacts

<b>UK learners</b> <b>General qualification information</b>	<b>T: +44 (0)844 543 0033</b> <b>E: learnersupport@cityandguilds.com</b>
<b>International learners</b> General qualification information	T: +44 (0)844 543 0033 F: +44 (0)20 7294 2413 E: <b>intcg@cityandguilds.com</b>
<b>Centres</b> Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: <b>centresupport@cityandguilds.com</b>
<b>Single subject qualifications</b> Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: <b>singlesubjects@cityandguilds.com</b>
<b>International awards</b> Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: <b>intops@cityandguilds.com</b>
<b>Walled Garden</b> Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: <b>walledgarden@cityandguilds.com</b>
<b>Employer</b> Employer solutions, Mapping, Accreditation, Development Skills, Consultancy	T: +44 (0)121 503 8993 E: <b>business@cityandguilds.com</b>
<b>Publications</b> Logbooks, Centre documents, Forms, Free literature	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413

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## About City & Guilds

As the UK's leading vocational education organisation, City & Guilds is leading the talent revolution by inspiring people to unlock their potential and develop their skills. We offer over 500 qualifications across 28 industries through 8500 centres worldwide and award around two million certificates every year. City & Guilds is recognised and respected by employers across the world as a sign of quality and exceptional training.

## City & Guilds Group

The City & Guilds Group operates from three major hubs: London (servicing Europe, the Caribbean and Americas), Johannesburg (servicing Africa), and Singapore (servicing Asia, Australia and New Zealand). The Group also includes the Institute of Leadership & Management (management and leadership qualifications), City & Guilds Land Based Services (land-based qualifications), the Centre for Skills Development (CSD works to improve the policy and practice of vocational education and training worldwide) and Learning Assistant (an online e-portfolio).

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## City & Guilds

5-6 Giltspur Street  
London EC1A 9DE  
T +44 (0)844 543 0000  
F +44 (0)20 7294 2413  
[www.cityandguilds.com](http://www.cityandguilds.com)

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