

# THE CITY & GUILDS ESSENTIAL GUIDE TO EMPLOYMENT RIGHTS AND RESPONSIBILITIES

**City & Guilds**

Believe you can



**ALL OF THE KNOWLEDGE AND ASSESSMENT  
GUIDANCE YOU NEED TO COMPLETE OR DELIVER  
THE ERR COMPONENT OF YOUR APPRENTICESHIP**

**LESLEY HIGHLEY**

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# INTRODUCTION

# AND OVERVIEW



## WHAT DOES THIS GUIDE CONTAIN?

This guide will develop your knowledge and understanding of your employment rights and responsibilities (ERR). Much of the evidence you produce can be cross-referenced to the other qualifications that you take as part of your apprenticeship. This guide can be completed as part of your induction to your workplace or at any time after induction.

Much of the information and training you get at induction will be utilised when completing the tasks/outcomes in this guide.

*Part 1* of the guide contains information on some of the essential knowledge you will need to complete the tasks or to show your understanding of the ERR outcomes.

*Part 2* of the guide contains the tasks you can complete to show your understanding of the ERR outcomes.

*Part 3* of the guide contains the mark sheet to be completed with details of your evidence for achieving the ERR national outcomes.

To achieve the ERR national outcomes you must be able to show that you:

1. know and understand a range of employer and employee statutory rights and responsibilities under Employment Law and the responsibilities and duties of employers
2. know and understand the procedures and documentation in your organisation, which recognises and protects your relationship with your employer
3. know and understand a range of sources of information and advice available to you on your employment rights and responsibilities
4. understand the role you play in your organisation and industry
5. understand the career pathways that are open to you
6. know the types of representative bodies and understand their relevance to your industry and organisation, and what their main roles and responsibilities are
7. know where and how to get information and advice on your industry, occupation, training and career
8. can describe and work within your organisation's principles and codes of practice
9. can recognise and form a view on issues of public concern that affect your organisation and industry.

As well as covering the ERR national outcomes above, this guide is mapped to two units from the City & Guilds 7591 Employability for Apprentices qualifications (units J600/0840 and D/602/4769). Full mapping is provided at the end of the document (please note the outcomes for these units are not worded exactly the same as the ERR).

## ASSESSMENT

You can show your understanding of the outcomes in any way agreed with your assessor, as long as the assessment criteria are covered. This guide contains five suggested tasks which you can complete to help you to meet the outcomes required; they will help you to:

- explore aspects of employment law
- explore your role and responsibilities in respect of employment practices
- present an issue of public concern that has occurred within your area of work.

You will plan with your assessor how and when you will complete the tasks/outcomes and the support, training and resources you will need to do so. The workbook contains some information to help you get started.

The following is a brief description of the tasks you can complete; the tasks are explained in more detail later. Remember, you do not have to complete the tasks; you can show your evidence in any way you and your assessor choose. If completing the tasks, you will:

1. create a resource to explain to others about employment legislation
2. develop a personal file of important information relating to your current employment
3. develop an organisational chart showing how your role fits in with others
4. investigate and present a range of job opportunities you would like to consider, and develop a flow chart of your career pathway
5. complete a written research presentation/report.

The tasks/work you complete will be used as evidence and should be presented in a portfolio or uploaded to an e-portfolio for assessment. Once this portfolio has been assessed and returned to you it may be useful for you to keep it updated throughout your working life as a resource of essential information, as you never know when you might need it.



## ACTIVITY



Throughout the Essential Knowledge section of this guide you'll come across lightbulb activities shown by this image. These activities are a chance for you to relate the information to your own job role – and to start to gather evidence that will be used in the tasks.

## PLTS



You may already have come across the term 'personal, learning and thinking skills' (PLTS). These are the skills and qualities that have been identified as key to success in learning and life.

The PLTS skills are grouped into six main areas which are:

1. *independent enquirers* (planning what to do and how to go about it, processing and evaluating information from your investigations, making reasoned decisions and recognising that others have different views)
2. *creative thinkers* (generating your own ideas and making original connections; trying different ways to tackle problems to find imaginative solutions)
3. *reflective learners* (being able to evaluate your strengths and limitations, set realistic goals and monitor your own progress and performance; being able to accept feedback and make changes to further develop and learn)

4. *team workers* (being able to work confidently with others, adapting the way you work to different situations and taking responsibility for your own actions; being able to take account of different views, compromise and work in collaboration with others and have effective working relationships; being able to resolve conflicts to reach agreed outcomes)
5. *self-managers* (being able to organise yourself and take responsibility for your learning and development; embracing change and challenges and responding positively to new priorities; looking for new opportunities)
6. *effective participants* (being able to engage actively with issues that affect you and those around you; playing a full part in life, work, education and the wider community to bring about improvements not just for yourself, but for others as well).

Throughout this guide, you will see symbols to show when you are using one or more PLTS, and they are also cross-referenced with the tasks.

## ENGLISH, MATHS AND ICT DEVELOPMENT OPPORTUNITIES



The tasks that you will complete at the end of the guide provide good practice in aspects of all three functional skills (English, maths and ICT). These will be assessed separately as part of your apprenticeship pathway.



**PART 1**

**ESSENTIAL**

**KNOWLEDGE**



# CONTRACTS AND WRITTEN STATEMENTS OF EMPLOYMENT TERMS AND CONDITIONS

- The relationship between employer and employee is governed by the terms and conditions within a contract of employment.
- Employment contracts are legally binding on both employer and employee and serve to protect their rights and responsibilities.
- A contract of employment comes into force as soon as a firm offer of employment has been made and accepted, even if the agreement has only been verbal.
- The Employment Rights Act (1996) states that all employees are entitled to a written statement of the key terms and conditions of their employment within two months of starting work, providing the contract is to last for more than one month.
- Employment contracts may be permanent, open-ended, temporary, fixed term, full or part time.
- If a contract is to be changed, procedures must be followed which protect the employee from unfair treatment, ensuring consultation on the change.
- Rules and rights to protect the employee and employer from unfair treatment govern termination of a contract of employment.
- Codes of practice exist for dealing with conflict between employer and employee; these should be set out in the organisation's grievance procedure.

- Employees who feel they have been dismissed or treated unfairly have the right to take their case to an employment tribunal, providing they meet the rules on how long they have been employed and the procedures followed by the employer.
- Employees have a right to a minimum wage (age related), minimum holiday entitlement, a limit to working hours and to minimum entitled rest breaks.

Further information relating to this can be found on the following websites:

[www.legislation.gov.uk](http://www.legislation.gov.uk)  
[www.direct.gov.uk](http://www.direct.gov.uk)

## ACTIVITY



Have a look at your own contract of employment or apprenticeship contract. What rights and responsibilities are covered for both you and your employer? This will help with tasks 1 and 2.



# ANTIDISCRIMINATION LEGISLATION

- We all have the right not to be discriminated against on the grounds of age, gender, race, disability, religion or belief and sexual orientation during recruitment and from the first day of employment for as long as we are employed; this right is legally protected.
- Employees who have made a complaint or who intend to complain are protected from victimisation by their employer.
- Some jobs are exempt from the Sex Discrimination Act 1975 and the Race Relations Act 1976.
- The right to equal pay covers payment and all terms of employment.
- The Disability Discrimination Act applies to all employers who employ more than 15 employees. A person with a disability is someone who 'has a physical or mental impairment which has a long-term adverse effect on their ability to carry out normal day-to-day activities'.
- Employers have the responsibility to make reasonable adjustments to working practices and the workplace to meet the needs of employees with or who develop a disability.
- Certain jobs have a minimum age requirement.
- The Equality Act came in to force in 2010 to simplify and bring together all the Acts around discrimination and this 2010 Act applies to everyone in the UK.

- The government says that we are all entitled to 'Access to Work' and 'Additional Learning Support' if we require it. Access to work can help you if your health or disability affects the way you do your job. It gives you and your employer advice and support with extra costs which may arise because of your needs. Additional Learning Support is provided for people who have been assessed as requiring it. The support can be anything required above and beyond that which is normally provided.

Further information relating to this can be found on the following websites:

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

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



## ACTIVITY



Reflect on your own experiences in work/ placement, education and training. Do you feel you have been treated equally and fairly; have you obtained any extra support you may have required; do you feel others have been treated fairly and equally?

# WORKING HOURS AND HOLIDAY ENTITLEMENT

- The Working Time Regulations 1998 apply to all employers in the UK.
- There are special provisions which limit the hours young people aged 16–17 can work.
- Some jobs and areas of work are exempt from the above.
- Both employees and employers have legal rights and responsibilities about the amount and timing of holidays taken from work.
- There are legal rights relating to time off work for public duties and other functions (not all of which are paid for by the employer).
- There are rights regarding maternity and paternity leave.

Further information relating to this can be found on the following websites:

[www.direct.gov.uk/en/Employment/Employees/Timeoffandholidays/DG\\_10029788](http://www.direct.gov.uk/en/Employment/Employees/Timeoffandholidays/DG_10029788)

[www.businesslink.gov.uk/bdotg/action/layer?topicId=1084822795](http://www.businesslink.gov.uk/bdotg/action/layer?topicId=1084822795)

## ACTIVITY



Research your own area of work. Are there any exemptions from the working time regulations that are relevant to you? Are there any additional regulations relating to your area of work? How do you request time off or holiday and whom do you have to inform? This will help you complete task 1.



# SICKNESS AND ABSENCE PAY

- There are statutory rights to the prescribed level of sick pay, which all employers must abide by.
- There are rules about who can claim Statutory Sick Pay (SSP), which relate to how old the employee is and how much they earned if they are claiming other benefits.

Further information relating to this can be found on the following website:

**[www.adviceguide.org.uk](http://www.adviceguide.org.uk)**



## ACTIVITY



Look at your contract or written statement of employment terms and conditions. Are you entitled to company sick pay or statutory sick pay? What do you have to do if you cannot attend work due to sickness? Who do you have to inform and what forms do you have to complete? After how many days do you have to complete these forms?

---

# DATA PROTECTION

- The Data Protection Act 1998 applies to data held about an employee by an employer and applies to both computerised and manual files.
- There are a range of principles which relate to how much and what sort of information can be collected on an employee, how it should be processed, how inconsistencies are dealt with and who has access to it.

Further information relating to this can be found on the following websites:

[www.ico.gov.uk](http://www.ico.gov.uk)

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

## ACTIVITY



Research the eight data protection principles. Is your workplace/training provider complying with these?



# HEALTH AND SAFETY

- The Health and Safety at Work Act 1974 covers employee and employer responsibilities (employers must safeguard as far as is reasonably practical the health, safety and welfare of employees; employees have a duty to take reasonable care to avoid harm to themselves and others by their work activities; you must cooperate with your employer to make the workplace safe and take reasonable care of your own health and safety at work and that of anyone you work with).
- Different workplaces have different health and safety regulations and codes of practice.
- There are specific health and safety requirements relating to the employment of young people.
- If you think that conditions in your workplace are not safe you need to talk to your manager and your trade union if you have one. You can also talk to the Health and Safety Executive (anonymously if you wish) by ringing 0845 3450055.
- If you have an accident at work you need to report it to your employer as soon as possible. You must record it in the accident book. If they do not have an accident book you need to write down the details and send it to your boss and keep a copy yourself. You should see a doctor who can record the medical details of the accident; this will be useful if you want to claim compensation or benefits.
- By law your employers have to protect your health, safety and welfare at work. They have to make sure the workplace is safe and without risk to health. As part of this duty, employers must:
  - keep dust, fumes and noise under control
  - make sure that plant and machinery are safe and regularly maintained and that systems used in the workplace are safe
  - provide protective clothing where necessary
  - report certain diseases and injuries to the relevant authority
  - provide adequate first aid equipment and facilities
  - take precautions against fire and provide adequate means of escape and means of fighting fire
  - assess the risks that might be involved in working practices such as using a computer; if necessary the work practices must be changed to prevent injuries.

Further information relating to this can be found on the following websites:

**[www.hse.gov.uk](http://www.hse.gov.uk)**  
**[www.adviceguide.org.uk](http://www.adviceguide.org.uk)**

## ACTIVITY



Familiarise yourself with all the health and safety policies, procedures and risk assessments at work, and find out where your accident book is kept. Do you have to follow any special health and safety policies and procedures because of the type of work you do?

# INDUCTION TRAINING

Before you start your job you should have been given a job description. This may be included in your contract or statement of employment terms and conditions. A job description sets out the purpose of a job, where the job fits into the organisation structure, the main accountabilities and responsibilities of the job and the key tasks to be performed.



Induction training is absolutely vital for new staff. It helps to ensure new staff are retained and settled quickly and happily into a productive role. Induction training is more than skills training. It's about the basics and information that experienced staff take for granted, such as:

- shift times
- the location of the notice board
- the procedure for requesting holiday
- the procedure for reporting in sick
- the location of the canteen
- the dress code or uniform policy
- the location of the toilets
- the organisation's policies, procedures and risk assessments
- the organisation's mission, goal, philosophy, ethics or values
- the health and safety rules and regulations
- the person's job role and how it relates to other roles in the company and the targets they have to meet
- mandatory training
- essential job requirement training.



Professionally organised and delivered induction training is your first proper experience of the organisation. Proper induction training is increasingly being seen by employers as necessary; in fact in some areas it is a requirement to comply with auditing/inspection bodies (in the care sector, for example). Employers have a formal duty to provide new employees with all relevant information and training relating to health and safety. An induction that is well planned and implemented will help you to do your job effectively. It will enable you to get up to speed with your role quickly and be less dependent on senior staff in the future. Induction training may be delivered in one or more of the following ways:

- on-the-job coaching
- mentoring
- delegating tasks or projects (with regular reviews or evaluation)
- presentations
- reading material
- videos or DVDs
- internet and e-learning
- shadowing (shadowing another employee to see how they do the job and what's involved)
- formal training.

Induction training should be followed by an evaluation meeting to ensure you understand the training and are able to implement the things you have learned. Throughout your employment, further training related to your job role or progression may be offered to you by your employer. This will be discussed with you, usually at supervision meetings or appraisals.

## ACTIVITY



Think about what was covered in your induction and what you think should have been covered. Make a note of anything that you think, on reflection, should have been covered but was not included. Why do you think this/these area(s) should have been covered at induction?



# PAYSLIPS

An employee has the right to know how much they will be paid and how often. They are also entitled to receive an individual, detailed written pay statement from their employer, either when they are paid or shortly before. See an example of a payslip below, where the person is paid by BACS transfer to a bank account.

Payslips must contain the following information:

- total of your wage before any deductions (gross wage)
- individual amount of any fixed deductions (such as trade union subscriptions), or the total amount of these deductions if you are given a 'standing statement of fixed deductions' as detailed below
- individual amount of any variable deductions (for example tax and national insurance)
- net amount of your wage (the total after deductions).

Your employer may also include the following on your payslip:

- amount and method for any part-payment of wage (such as separate figures for a cash payment and the balance credited to a bank account)
- your name and National Insurance number
- tax code
- pay rate (either annual, monthly or hourly)
- additional payments like overtime, tips or bonuses which might be shown separately.

## ACTIVITY



Have a look at your own payslip; does it contain all of the information that must be on it? What further information is on your payslip?

COMPANY NAME		EMPLOYEE NAME			DATE		
PERFECT PAYROLL		12345: A N Other			30-Apr-12		
DEPARTMENT (IF APPLICABLE)		N.I. NUMBER & TABLE	TAX CODE	PAY METHOD	PERIOD		
Business Development		AB 00 00 00 A - A	810L	BACS	April-12		
TOTALS YEAR TO DATE		RATE	HOURS	PAYMENTS		DEDUCTIONS	
TOTAL PAY	680.00			Basic Pay		680.00	
TAXABLE PAY	680.00				Income Tax	0.80	
TAX	0.80				National Insurance	5.52	
TAX CREDIT	0.00						
N.I. EMPLOYEE	27.12						
N.I. EMPLOYER	7.73						
N.I. ABLE PAY	680.00						
SAP							
SPP							
SSP	0.00						
SMP	0.00						
PENSION EMPLOYEE	0.00						
PENSION EMPLOYER	0.00						
		<b>TOTAL HOURS</b>	<b>0.00</b>	<b>TAXABLE PAY</b>	<b>680.00</b>	<b>DEDUCTIONS</b>	<b>680.00</b>
		<b>EMPLOYERS NATIONAL INSURANCE</b>	<b>7.73</b>	<b>NON-TAXABLE PAY</b>	<b>0.00</b>	<b>NET PAY</b>	<b>652.08</b>
				<b>TOTAL PAY</b>	<b>680.00</b>		

## INFORMATION STORED

## AT WORK ABOUT YOU

Every employer should keep personal details/records for every worker, which include:

- name
- address
- date of birth
- gender
- education and qualifications
- work experience
- National Insurance number
- tax code
- details of any known disability
- emergency contact details.

They will also keep details such as:

- your employment history with the organisation
- your employment terms and conditions – pay, hours of work, holidays, benefits
- your absence details
- details of any accidents connected with work
- details of any training taken
- details of any disciplinary action.

Some employers require further information to comply with legislation, such as copies of Criminal Records Bureau checks (CRBs).

Your employer should let you know what records are kept, how they are used and how they are kept confidential. Employers keep personal information about you as it allows them to:

- make sure you receive the correct pay, holiday, pension, benefits and entitlements
- make decisions based on recorded facts
- keep track of your absence, sickness and disciplinary records
- make informed decisions on recruitment, training, development and promotion.



The Data Protection Act gives you the right to know what information is held about you. The Act makes sure that personal information held by employers is:

- secure
- fairly and lawfully held
- accurate and up-to-date
- held for limited purposes
- not kept for longer than is necessary.

It is important that the information kept about you is up-to-date and it is your responsibility to inform your employer if any of your personal information changes.

## ACTIVITY



Ask your employer what information they store about you and what they use it for. Ask them to tell you how they keep this information confidential and whom to inform if any of your personal details change. Think about if you have changed any personal details since first giving your employer the information and update them on anything that has changed, such as your phone number or address.

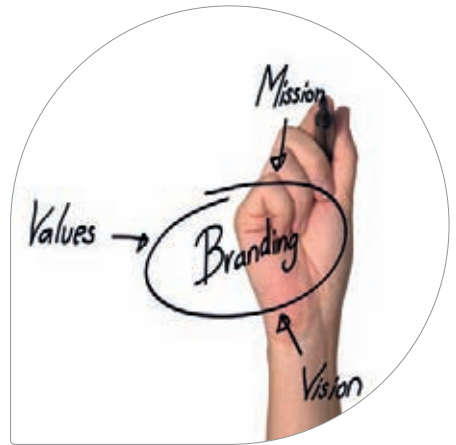
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# UNDERSTANDING YOUR ORGANISATION AND INDUSTRY

It is important that you understand the organisation you work for, what its aims and objectives are, its goals, its philosophy or mission statement, its ethics, products, services and customers. You need to know all of this so that you can work in collaboration with others confidently, knowing your role and how it fits in with the role of others. You will have been given a job description, so you should know the limits of your role.

An organisational chart is a diagram that illustrates the formal structure of an organisation, in terms of relationships between staff or departments. It also shows the lines of authority and responsibility. Generally, an organisational chart is a horizontal or vertical 'tree' that contains shapes to represent staff or divisions/departments. The lines that connect the shapes indicate relationships between the positions. Most often, a rectangle represents a person, position, or department. In a hierarchical organisational chart, the chief executive or president is the top rectangle; the level underneath contains high-level managers or executives, and each succeeding level includes the subordinates of the line above. In standard organisational charts, the shape is similar to a pyramid (see the following page).

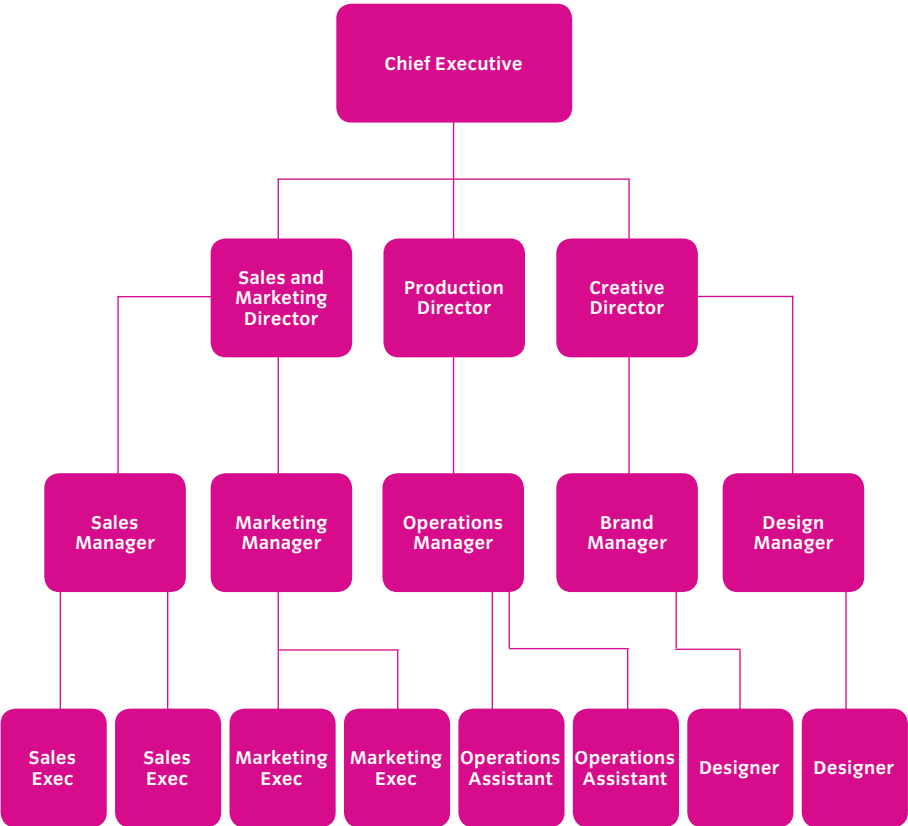


## ACTIVITY



Look on your organisation's website if they have one, or ask for a copy of their organisational chart. Look at your job description. Reflect on how your job fits in with others in the company, who is responsible for what and whom do you answer to or give instructions to. Develop your own organisational chart.

# DEPARTMENTAL ORGANISATIONAL CHART



# CAREER PLANNING

How many times will you change careers in your lifetime or wonder how to gain promotion? If you're like most people, you will change careers or be promoted several times over the course of your life. How successful you will be in making the necessary changes can be partially attributed to the career planning and preparation you've done.

Every job-seeker needs to take the time to step away from the day-to-day experience of work and reflect on their career and develop some plans for the future. Whether you love your job or not, career planning can help to focus on how to change or improve job or promotion prospects. Think of career planning as building a bridge from your current job/career to your next job/career or promotion. Without the bridge, you may easily stumble or lose your way, but with the bridge there is safety and direction.



## SHORT-TERM

## CAREER PLANNING

A short-term career plan focuses on the relatively immediate future (up to five years from the present time). The key to short-term career planning is developing realistic goals and objectives that you can accomplish in the near future. When you begin your career planning, take the time to free yourself from all career barriers. Career barriers can be personal barriers (such as lack of motivation, apathy or putting things off), family and peer pressure or non-personal barriers, such as the requirement for appropriate skills, training or qualifications.

Career planning steps:

1. Identify your next career move. If you have been examining different career paths, narrow down the choices and focus on one or two careers.
2. Conduct detailed career research and gather information on the careers that most interest you. Use as many resources as you can such as Job Centre Plus, Kudos, the internet, libraries, tutors, teachers, careers advisors and Connexions.
3. Pinpoint the qualifications you need to move to the next step in your career or to move to a new career path. If you're not sure, search job postings, job advertisements and job descriptions.
4. Compare your current qualifications with those identified in step three. How far apart are the two profiles? If they are fairly well-matched, it may be time to switch to a job-search. If they are fairly far apart, can you realistically achieve the qualifications in the short term? If you feel that you can, move to the next step; if you feel that you can't, consider returning to the first step.
5. Develop a plan to look at the training and qualifications you will need to advance your career. Make a list of the types of qualifications you need to get ready for your next career move or promotion (such as receiving additional training, certification, or experience). Develop a timeline/flow chart and action plans for achieving each type, being sure to set specific goals and priorities.





## LONG-TERM CAREER PLANNING

Long-term career planning usually involves planning for five years or longer. Jobs, organisations, businesses, careers, and the workplace are rapidly changing; the skills that you have, or plan for, today may not be in demand years from now. Long-term career planning should be more about identifying and developing core/transferable skills that employers will always value, while developing your personal and career goals broadly.



Core workplace interpersonal skills include things like:

- communications (verbal and written)
- critical and creative thinking
- teamwork and team building
- Listening
- problem solving
- decision making
- project management
- planning and organising
- computer skills/technology
- commitment to continuous/lifelong learning.

The following websites may help you to plan your career:

**[www.cascaid.co.uk/kudos](http://www.cascaid.co.uk/kudos)**  
**[www.connexions-cw.co.uk](http://www.connexions-cw.co.uk)**  
**[jobseekers.direct.gov.uk](http://jobseekers.direct.gov.uk)**

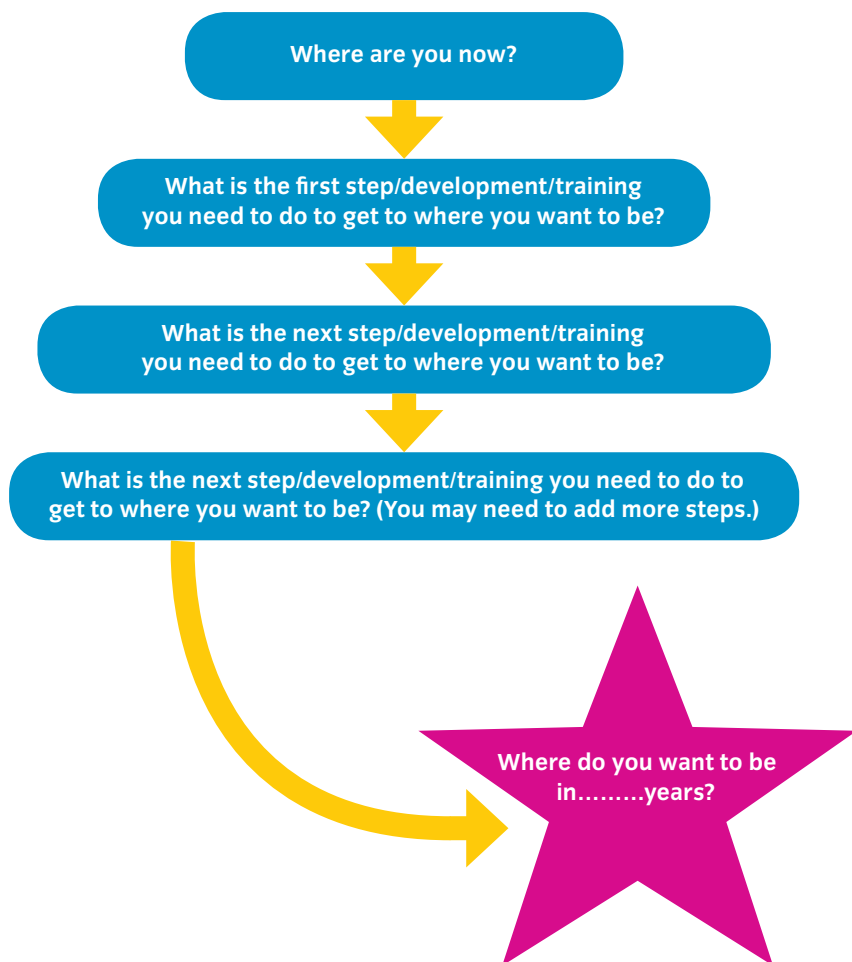
## ACTIVITY



This flow chart can be used to plan your career.

Start at the top by filling in where you are now and work your way along to where you want to be.

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# CODES OF PRACTICE AND CONDUCT

A code of conduct is a set of rules outlining the responsibilities of, or proper practices for an individual, party, professional group or organisation. A code of practice is a good way to state clearly an organisation's or group's position on important subjects like equality, ethics, contracts, conflict of interest, honour and duty of care. Not every job requires you to follow a code of practice or conduct, however all jobs will have policies and procedures and all organisations will expect acceptable conduct and behaviour. Some professions require you to be a member of a professional body in order to work; these professional bodies often have their own codes of practice and conduct. Some of the codes of conduct or practice that you may be aware of are:

- Care Council's Code of Practice for Social Care Workers
- Solicitors Regulation Authority's code of conduct
- NMC code of conduct for nurses.

Codes of conduct and practice are quite often displayed in the reception of your workplace, or are included with your job description or contract.

## ACTIVITY



Find out if your own organisation, job role or professional group has a code of conduct/practice and reflect on if you are meeting that code of conduct/practice.



## REPRESENTATIVE BODIES

Representative bodies represent, or act for or on behalf of, groups, communities or people, particularly in legislative, work or legal matters. These include trade unions and professional bodies.

Many professional bodies are involved in the development and monitoring of professional educational programmes and the updating of skills; such bodies provide professional certification to indicate that a person possesses qualifications in the subject area. Sometimes membership of a professional body is synonymous with certification, though not always. Membership of a professional body, as a legal requirement, can in some professions form the primary formal basis for gaining entry to and setting up practice within the profession.

The main service a trade union provides for its members is negotiation and representation; however, they also provide information, advice, membership services and resources.

A list of UK trade unions can be found at the following website:

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



Other representative bodies include the Sector Skills Councils (SSCs); they are state-sponsored, employer-led organisations that cover specific economic sectors in the UK. They have four key goals within their relevant sector:

- to reduce skills gaps and shortages
- to improve productivity
- to boost the skills of their sector workforces
- to improve learning supply.

SSCs achieve these aims by contributing to the development of national occupational standards (NOS), the design and approval of apprenticeship frameworks, brokering sector skills agreements (SSA) and creating sector qualification strategies (SQS).

All of the above representative-body types can give you advice on your industry and occupation; they can also help you with career planning and often offer training and development courses or advice.

## ISSUES OF CONCERN

At some time or another aspects of your industry, organisation, job role or profession may be called into question. This could be through the media reporting on good or bad practice, government reports and regulatory bodies' inspections or reports, or just the view that people have about it. Occasionally major concerns will be reported, usually after a major accident or incident. While these types of things can be stressful, they can lead to changes and improvements being made. It is important that we keep up to date with how the public feel about our area of work so that we can reflect on and improve our practice as an individual, organisation, industry or profession.



# ERR NATIONAL OUTCOMES

This table maps the essential knowledge contained in Part 1 to the ERR national outcomes.

Outcome	Page numbers
1. Know and understand a range of employer and employee statutory rights and responsibilities under Employment Law and the responsibilities and duties of employers.	10–15
2. Know and understand the procedures and documentation in your organisation, which recognises and protects your relationship with your employer.	10–15, 18, 19, 20
3. Know and understand a range of sources of information and advice available to you on your employment rights and responsibilities.	28
4. Understand the role you play in your organisation and industry.	16, 17, 21, 22
5. Understand the career pathways that are open to you.	23–26
6. Know the types of representative bodies and understand their relevance to your industry and organisation and what their main roles and responsibilities are.	28
7. Know where and how to get information and advice on your industry, occupation, training and career.	16, 17, 21, 27, 28
8. Can describe and work within your organisation's principles and codes of practice.	21, 27
9. Can recognise and form a view on issues of public concern that affect your organisation and industry.	29



## **PART 2**

# **ASSESSMENT TASKS**



## INTRODUCTION

Completing these tasks will show your understanding of the national outcomes for ERR. If you need to evidence this formally for your apprenticeship framework, your assessor will need to sign the table at the end of the book. The tasks will also help you improve your English, Maths and ICT skills and we have flagged up which personal, learning and thinking skills (PLTS) you are likely to be using. The evidence you produce when completing the tasks can also be cross-referenced to other outcomes in other units in your apprenticeship programme, particularly those related to:

- self-development
- legislation
- codes of conduct and practice
- health and safety.

The tasks can be done in any order.

*Remember, the tasks are only a suggested way to show your understanding of the national outcomes for ERR; you may choose to show your understanding in any way agreed with your assessor.*

*There may be a set assessment that you need to complete which is part of your apprenticeship framework. Check this with your assessor.*

## TASK 1

### (OUTCOMES 1, 3)

Create a resource leaflet/factsheet or webpage for other learners or staff in your workplace to show aspects of employment covered by law. Your resource should include:

- information on the main features of employment legislation and why this legislation exists
- from where and what types of information and advice can be obtained on ERR
- information about your and your employer's rights and responsibilities in relation to:
  - contracts of employment
  - antidiscrimination legislation
  - working hours and holiday entitlement
  - sickness absence and sick pay
  - the Data Protection Act
  - health and safety
- information on any other significant legislation relating to ERR.



## ENGLISH, MATHS AND



## ICT DEVELOPMENT

## OPPORTUNITIES

If you wish to improve your ICT skills, you may choose to use an ICT software package to help you create your resource. To improve your reading skills, try looking at a variety of different sources of information. To improve your writing skills, ensure all work produced has correct spelling, punctuation and grammar. Remember to record the details of any books, journals or websites you used to gain the information.

## PLTS



You can develop your *independent enquirer* skills by looking in more depth at legislation in relation to age, gender and working time regulations. You can develop your *creative thinker* skills by developing the resource in a creative way; develop your *self-manager* skills by setting your targets with your assessor and meeting those targets. At the end of this task, note down which of these skills you have used. Discuss this with your assessor.



## TASK 2 (OUTCOMES

### 2, 3, 6 AND 7)

Put together a portfolio containing the following (annotate the documents with explanations or write explanations on separate sheets):

- your contract of employment (or placement agreement, training agreement or statement of employment and job description); show you understand the relevance of all the information on it and an explanation of how you request time off work and holidays
- a list of essential induction training you must receive in order to be able to work in your environment, such as health & safety and equality & diversity.
- the information contained on your pay slip
- your workplace and training centre's grievance or appeals procedure (annotate this to show you understand it); explain what you would do if you witnessed or were subject to discrimination, harassment or bullying
- a written record of the personal information held at work about you and the information you must keep up-to-date with your employer; state how the Data Protection Act protects information held about you at work
- a written statement of how you know your agreed ways of working; you should include the procedures for taking time off, bullying and harassment policy and the health & safety requirements for your own job (you may include annotated copies of important workplace information, policies and procedures)
- a list of representative bodies relating to your workplace and their roles and responsibilities, showing their addresses and/or email addresses, website details and telephone numbers so that you would know how to contact them if required – these could include trade unions, regulatory bodies, professional bodies and recognised sector skills councils
- a list of sources and types of advice/ information you can get relating to your chosen occupation/career/employment rights, both inside and outside your workplace – you must include information about Access to Work and Additional Learning Support.



## ENGLISH, MATHS AND ICT DEVELOPMENT OPPORTUNITIES



If you wish to improve your ICT skills, you may want to word-process this information. To demonstrate your reading skills, try looking at a variety of different sources of information. To improve your writing skills, ensure all work produced has correct spelling, punctuation and grammar. Remember to record the details of any books, journals or websites you used to gain the information. To improve your numeracy skills, you may like to take a more in-depth look at your payslip and complete your own calculations looking at your hourly rate of pay and hours worked, the amount of tax-free wage you have per month/week (from your tax code), the amount of tax you pay as a percentage of your wage and the amount of National Insurance you pay as a percentage of your wage.

## PLTS



You can develop your *independent enquirer* skills by researching representative bodies and information on the Data Protection Act. You can develop your *creative thinker* skills by developing the resource in a creative way; develop your *self-manager* skills by setting your targets with your assessor and meeting those targets. At the end of this task, note down which of these skills you think you have used. Discuss this with your assessor.



## TASK 3

### (OUTCOMES 4 AND 8)

1. Develop an organisational chart to show how your job role fits in with the roles of others in your workplace.
2. Explain your own job role and how it links to others in your workplace and the wider sector (you can do this on your organisational chart if you wish).
3. Explain any codes of practice, conduct or principles you have to follow.

## ENGLISH, MATHS AND ICT DEVELOPMENT OPPORTUNITIES



If you wish to improve your ICT skills, you may choose to use an ICT software package to help you create your organisational chart. To demonstrate your reading skills, try looking at a variety of different sources of information on codes of practice and conduct. To improve your writing skills, ensure all work produced has correct spelling, punctuation and grammar. Remember to record the details of any books, journals or websites you used to gain the information.

## PLTS



You can develop your *independent enquirer* and *reflective learner* skills by researching and reflecting your job role in relation to that of others in your organisation; this may also improve your teamwork skills as it could give you a greater understanding of how you collaborate with others at work. You can develop your *creative thinker* skills by developing the organisational chart. Develop your *self-manager* skills by setting your targets with your assessor and meeting those targets. At the end of this task, note down which of these skills you think you have used. Discuss this with your assessor.



## TASK 4

### (OUTCOME 5)

1. Make a list of the names, addresses, telephone numbers and/or website addresses from where you can obtain information and advice on employment and careers opportunities.
2. Using the Kudos website and/or careers or Connexions advisors, assessors/ tutors (see essential knowledge section for websites), explore and develop a resource/scrapbook/folder of occupation opportunities or jobs you would like to consider (annotate the information in the resource/scrapbook/ folder showing the skills/qualifications you currently have to suit these jobs and the skills/qualifications you would need in order to do these jobs).
3. Develop a flow chart of your chosen career pathway, identifying the steps you will need to take to achieve your career goal and how long it will take to achieve. You can use the flow chart shown earlier in the guide as a template, if you wish.



## ENGLISH, MATHS AND ICT DEVELOPMENT OPPORTUNITIES



If you wish to improve your ICT skills, you may choose to use an ICT software package to help you create your flow chart. To demonstrate your reading skills, try looking at a variety of different sources of information on jobs. To improve your writing skills, ensure all work produced has correct spelling, punctuation and grammar. Remember to record the details of any books, journals or websites you used to gain the information. To improve your numeracy skills, you may want to compare the salary of prospective jobs against your current salary. Look at other things that may impact on your salary if you move jobs (would it cost more or less in transport or other expenses; would you be paying more tax and National Insurance; would you have to pay for your qualifications/training?).

## PLTS



You can develop your *independent enquirer* and *reflective learner* skills by researching a variety of jobs and reflecting on the skills and qualifications you have. You can develop your *creative thinker* skills by developing the flow chart. Develop your *self-manager* skills by setting your targets with your assessor and meeting those targets. At the end of this task, note down which of these skills you think you have used. Discuss this with your assessor.

## TASK 5

### (OUTCOME 9)

1. Review research information from a variety of sources (eg the press, news stories, reports, complaints, comments and inspections) to find out the positive and negative views the public have about your area of work (save the details about the research and information you have obtained).
2. Present the information you have obtained in the form of a report or presentation to your assessor and/or group of learners/colleagues, describing the effect these views have had on your sector and any recent changes your workplace has made in light of these views. Explain why you need to know this type of information.

## ENGLISH, MATHS AND



## ICT DEVELOPMENT

### OPPORTUNITIES

If you wish to further increase your English and ICT skills you could write a formal report and give a presentation, or have a discussion on the subject to improve your speaking and listening skills. Remember to ensure you reference all the information you have read and that your final report has correct grammar, spelling, punctuation, layout and formatting.

## PLTS



You can develop your *independent enquirer* and *reflective learner* skills by researching people's views on your area of work. You can develop your *creative thinker* skills by developing the report and thinking about how negative views could be tackled. Develop your *self-manager* skills by setting your targets with your assessor and meeting those targets. At the end of this task, note down which of these skills you think you have used. Discuss this with your assessor.

**PART 3**

**ASSIGNMENT**

**MARK SHEET**



# ASSESSMENT EVIDENCE LOG

ERR national outcome	Tick if task completed (learner may complete individual evidence criteria or whole task)	Portfolio page reference numbers	Date completed	ERR national outcome (tick if individual evidence criteria completed and not task)	Portfolio page reference numbers	Date completed
1, 3	1			1		
2	2	a		2		
2		b		3		
2		c		4		
2		d		5		
2		e		6		
2		f		7		
6		g		8		
7, 3		h		9		
4, 8	3					
5	4					
9	5					

I can confirm that the evidence listed for this unit is my own work and was carried out under the context specified in the assessment specification.

\_\_\_\_\_  
Candidate signature

\_\_\_\_\_  
Date

I confirm that the candidate has achieved all the requirements of this unit with the evidence listed and the assessment is valid, authentic, reliable, current and sufficient.

\_\_\_\_\_  
Tutor/assessor signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Internal Quality Assurer signature (if sampled)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Qualification Consultant signature (where applicable)

\_\_\_\_\_  
Date



# MAPPING TO UNITS FROM THE 7591 EMPLOYMENT AND PERSONAL LEARNING AT WORK

ERR national outcome	Task, if completed. Learner may complete individual evidence criteria. <i>Cross out if tasks not utilised.</i>	Maps knowledge and understanding to 7591 J/600/0840 Unit 204	Maps knowledge and understanding to 7591 J/602/469 Unit 281	Portfolio page reference numbers	Date completed
1, 3	1	1.1, 1.2, 1.3, 1.4.	1.1.1, 1.2, 1.3, 1.4		
2	2	a 2.2.1, 2.2. 3.3.1	1.1.3, 2.2.1		
2		b			
2		c 2.2.5	2.2.2		
2		d 3.3.2, 3.3	2.2.3		
2		e 2.2.3, 2.4	2.2.4		
2		f 1.1.3, 1.4	2.2.5		
6		g 3.3.4	3.3.3		
7, 3		h 3.3.4			
4, 8	3		3.3.1, 3.2		
5	4		4.4.1, 4.2, 4.3		
9	5		3.3.4		

Further guidance on ERR can be found on the City & Guilds website. You will find details of where it fits and how it is assessed within the apprenticeship you are undertaking. This will vary according to the qualifications you are taking.

Some of the Sector Skills Councils have produced workbooks for the apprenticeships, eg for Customer Service, Business and Administration or Automotive apprenticeships, free ERR workbooks can be downloaded from the links below:

**[www.cfa.uk.com/images/stories/Downloads/standards/ERR-Workbook.pdf](http://www.cfa.uk.com/images/stories/Downloads/standards/ERR-Workbook.pdf)**

**[www.motor.org.uk](http://www.motor.org.uk)**

In other areas, eg Childcare, and Health and Social Care, ERR is covered as a one unit award (City & Guilds 4233).

Details of how and where it is integrated into the apprenticeship you are taking will be on both the City & Guilds website and the respective Sector Skills Council websites.





This essential guide is the perfect solution for both learners and deliverers seeking support for the employment, rights and responsibilities (ERR) component of their apprenticeship programme. Published by the UK's largest awarding body, it maps closely to the ERR national outcomes as well as a broad range of ERR units, including the City & Guilds Employability for Apprentices qualifications.

Broken down into knowledge and assessment this guide provides:

- Knowledge by outcome, with relevant imagery and modern design to engage the learner
- Five tasks mapped closely to the assessment criteria aimed to help embed the knowledge and meet the assessment requirements agreed between learners and assessors

- PLTS and English, Maths and ICT development opportunities are highlighted throughout with clear, easily recognisable symbols
- Full qualification mapping presented in a clear table
- A concise guide ideal for both learner and deliverer to help support the ERR component of the apprenticeship programme.

#### **About the author**

Lesley Highley has worked in teaching and training for over 15 years. She currently works at Woodspeen Training where her specialisms include internal verification, curriculum development, functional skills and special projects management.

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