



Level 2 Award in
EMPLOYMENT RESPONSIBILITIES AND RIGHTS IN HEALTH, SOCIAL CARE
OR CHILDREN AND YOUNG PEOPLE'S SETTINGS

Qualification Specification

Qualification recognition number: 600/0342/X
Qualification Reference: L2AERRHSCCYPS

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Contents

Centre Requirements	1
1.1 Introduction	2
1.2 Data Protection	2
1.3 Complaints	2
1.4 Enquiries	2
Qualification Information	3
2.1 Qualification Outline	3
2.2 Additional Information	3
2.3 Progression	4
2.4 Assessment Principles	5
2.5 Qualification Structure	4
2.6 Barred Components and Exemptions	4
Assessment Principles and Component Specifications	5
3.1 Assessment Principles	5
3.2 Component Specifications	7
Centre Information	9
4.1 Centre Operations Manual	9
4.2 Initial Assessment and Centre Learner Support	9
4.3 Identification Requirements and Learner Authenticity	10
4.4 Legal Considerations	11

Section One

Centre Requirements

1.1 Introduction

Introduction to FutureQuals

FutureQuals is forward thinking, learner and customer-focused, and committed to delivering inspiring learning and skills.

Our Values

“We are a Visionary, Supportive, Innovative and Professional Awarding Organisation that is committed to excellence.”

Our Vision

“We envisage a place in which every learner realises their full potential.”

Our Mission

“To provide respected and valued qualifications and assessment to enable quality assured learning.”

FutureQuals is recognised to deliver regulated qualifications by Ofqual in England, CCEA Regulation in Northern Ireland, the Scottish Qualifications Authority (SQA Accreditation) and Qualifications Wales to offer a comprehensive and diverse range of qualifications across a wide range of vocational areas many of which are transferable across industries and sectors.

A full list of FutureQuals current qualifications can be accessed at <https://www.futurequals.com/>

We have developed a genuine understanding and insight into all types of educational organisations, which ensures that we are highly responsive to their needs. We offer a wide range of benefits and support for our learners, our approved centres, and their assessment and quality assurance teams.

FutureQuals offers a wide range of benefits and support for all of our educational products and services including:

- Vocational qualifications accredited by the UK regulators and recognised by employers, universities and professional bodies
- 24/7 online management systems for the registration of learners, ensuring highly efficient services and access to assessment and results
- A diverse range of qualifications
- A flexible approach to assessment
- A network of professionals who examine and quality assure our regulated qualifications and assessments
- Regular updates on new developments in education and training
- Unrivalled customer service support and extensive guidance materials.

Introduction to Qualification Specification

Welcome to the FutureQuals Specification for the **FAQ Level 2 Award in Employment Responsibilities and Rights in Health, Social Care or Children and Young People's Settings**. The aim of this specification is to provide our centres with guidance to assist in the administration, delivery and assessment of this qualification. It is recommended that you study this specification in detail and become fully conversant with the procedures and accompanying documents.

This specification is a live document and, as such, will be updated when required. Centres will be notified when changes are made. It is the responsibility of the approved centre to ensure the most up to date version of the Approved Specification is in use.

This document is copyright but may be copied by approved centres for the purpose of assessing learners. It may also be copied by learners for their own use.

1.2 Data Protection

FutureQuals is registered with the Data Protection Act and handles all data in accordance with the required procedures of the Act.

1.3 Complaints

FutureQuals aims to constantly monitor the levels of service provided and report on performance indicators on a regular basis. We will endeavour to be open about the levels of service we aim to offer all our customers.

However, if we fall short of expectations or our own standards, we want to give the opportunity for those affected to provide feedback so we can put things right.

Our Complaints Policy, which includes information on how to make a complaint, can be found on the FutureQuals website.

1.4 Enquiries

Any enquires relating to this qualification should be addressed to:

Future (Awards and Qualifications) Ltd
EMP House
Telford Way
Coalville
Leicestershire
LE67 3HE

Tel: 01530 836662

Fax: 01530 836668

E-mail: qualifications@futurequals.com

Website: <https://www.futurequals.com/>

Section Two

Qualification Information

2.1 Qualification Outline

Purpose and Aims

The purpose of this **FAQ Level 2 Award in Employment Responsibilities and Rights in Health, Social Care or Children and Young People's Settings** is to provide the knowledge to equip learners with an understanding of the health, social care and children and young people's sector and their role within it.

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

Guided Learning (GL) for this qualification is: 24 hours

Minimum credits required to achieve the qualification: 3

Suitable for age ranges: 16-18, 19+

Method of assessment: Portfolio of Evidence. This qualification is internally assessed and internally quality assured by Centre staff and externally quality assured by FutureQuals External Quality Advisors (EQAs).

If the method of assessment includes formative assessments such as practical tasks, written questions, multiple choice/short answer and knowledge assessment tasks where supervision of a learner assessment is required, assessment must be undertaken in line with the requirements set on in the FutureQuals *Instructions for Conducting Controlled Assessments* policy. This document is published on the Policies and Procedures section of the FutureQuals website.

Grading: There is no specific grading criteria for this qualification.

Entry guidance: There are no formal qualification entry requirements that a learner must have completed before taking this qualification and no requirement for learners to have prior skills, knowledge or understanding.

2.2 Additional Information

This qualification is regulated by the Office of the Qualifications and Examinations Regulator (Ofqual) in England <https://register.ofqual.gov.uk/>,

It may be eligible for public funding as determined by the Department for Education (DfE) under Sections 96 and 97 of the Learning and Skills Act 2000.

For information regarding potential sources of funding please visit the following websites;

<https://hub.fasst.org.uk/Pages/default.aspx>

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

or, contact your local funding office.

You should use the Qualification Accreditation Number (QAN) when you wish to seek public funding for your learners. Each component within a qualification will also have a unique reference number (Component Reference Number), which is listed in this specification. The qualification title and

component reference numbers will appear on the learner’s final certification document. Learners need to be made aware of this detail when they are recruited by the centre and registered with FutureQuals.

2.3 Progression

The **FAQ Level 2 Award in Employment Responsibilities and Rights in Health, Social Care or Children and Young People's Settings** has been specifically designed to support progression to higher level health and social care qualifications.

2.4 Assessment Principles

The **FAQ Level 2 Award in Employment Responsibilities and Rights in Health, Social Care or Children and Young People's Settings** must be assessed according to the Skills for Care and Development Assessment Principles.

2.5 Qualification Structure

To achieve the FAQ Level 2 Award in Employment Responsibilities and Rights in Health, Social Care or Children and Young People's Settings Learners must achieve a minimum of 3 credits from the 1 mandatory component.

Group M – Mandatory				
Component Number	URN	Component Name	Credit Value	Level
1	R/602/2954	Understand employment responsibilities and rights in health, social care or children and young people’s settings	3	2

2.6 Barred Components and Exemptions

Components with the same title at different levels, or components with the same content, cannot be combined in the same qualification.

Section Three

Assessment Principles and Component Specifications

3.1 Assessment Principles

FutureQuals qualifications will always include Assessment Principles whether they have been developed by a Sector Skills Council (SSC) or FutureQuals own. The latest version of the generic Assessment Principles are available on the FutureQuals website and should be used in conjunction with any qualification-specific assessment principles. You can view the principles here: <https://www.futurequals.com/assets/AssessmentPrinciples.pdf>.

Any Assessment Principles specific to a qualification will always be re-produced in the specification they relate to.

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3.2 Component Specifications

Component 1: Understand Employment Responsibilities and Rights in Health, Social Care or Children and Young People’s Settings

Component Reference Number: R/602/2954

Level: 2
Credit: 3

Component Summary

This component is aimed at those working in a wide range of settings in the health, social care or children and young people’s sector.

Assessment Guidance

This component needs to be assessed in line with the Skills for Care and Development Assessment Principles.

Learning Outcome - The learner will:	Assessment Criterion - 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 to 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

4 Understand career pathways available within own and related sectors	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
5 Understand how issues of public concern may affect the image and delivery of services in the sector	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

Section Four

Centre Information

4.1 Centre Operations Manual

Information regarding centre support, learner registration, certification, reasonable adjustments and special consideration, complaints and appeals can be found in the [Centre Operations Manual](#).

4.2 Initial Assessment and Centre Learner Support

It is important that centres carry out an initial assessment to identify what knowledge and degree of skills the learner already has, and to identify if any support or reasonable adjustments will be required to enable them to be assessed fairly. This may include an assessment of minimum core personal skills in English, Mathematics and ICT.

This can be recorded so that centres can identify any associated needs and record this in appropriate plans. This will help in planning the learning programme. It is important at the initial assessment stage to ensure that learners commence a programme at the appropriate level.

Centres should assess each learner's potential and make a professional judgement about his/her ability to successfully complete the programme of study and achieve the qualification.

This assessment will need to take account of:

- the support available to the learner within the centre during his/her programme of study
- any specific support that might be necessary to allow the learner to access the assessment for the qualification
- diagnoses of the requirements of the learner, making use of specialist advice from external sources, as appropriate.

Centres should identify any learner requirements and how they may affect successful completion of the particular programme. Programme teams should refer closely to the qualification specifications when discussing possible options for learners. They should advise learners on the appropriateness of the qualification to the learner and identify more suitable qualifications if necessary.

It is our intention that there should be no discrimination on the grounds of a protected characteristic. FutureQuals and approved centres have a responsibility to ensure that the process of assessment is robust and fair and allows a learner to show what they know and can do without compromising the assessment criteria.

Details on how to make adjustments for learners to ensure fair access to assessment is set out in the FutureQuals *Reasonable Adjustment and Special Considerations* policy.

4.3 Identification Requirements and Learner Authenticity

Identification Requirements

It is a centre's responsibility to confirm the identity of a learner as part of its registration process. A centre may do this by requesting sufficient personal data and a unique learner number (ULN) to ensure the learner can be clearly and uniquely identified.

The use of a ULN is now a mandatory requirement for publicly funded education and when submitting Individualised Learner Record (ILR) returns.

Centres must have systems in place to ensure that an individual completing an assessment is the person he/she is claiming to be.

Therefore, centres are required to ensure that each learner's identification is checked and that the type of identification provided by each learner is recorded before assessments are undertaken. FutureQuals External Quality Assurers will check this record during quality assurance monitoring activities.

The following would be permitted proof of a learner's Identity:

- a valid passport (any nationality)
- a signed UK photo card driving licence
- valid warrant card issued by HM Forces or the Police
- other photographic ID card, e.g. employee ID card (must be current employer), student ID card, travel card
- UK biometric residence permit.

If an assessment is taking place in a learner's place of work and a learner is unable to supply any of the above, authentication of a learner's identity by a third-party representative, for example, his/her line manager or a member of his/her workplace Human Resources Team can be accepted.

Learner Authenticity

It is a regulatory requirement that every assessment submission is authenticated as the work of the named learner whether submitted to a centre or to FutureQuals. Therefore, the FutureQuals Evidence Logbook requires that a declaration of authenticity is signed by a learner for each assessment submitted.

By signing the declaration, a learner is acknowledging that if the statement is untrue, an assessment breach has been committed.

If a centre uses electronic systems or e-portfolios, an alternate form of formal declaration of authenticity must be completed with each assessment that is submitted.

If a centre uses its own version of the FutureQuals Evidence Logbook it must ensure that the version used captures the same information i.e. the assessment method, evidence reference, the assessor's decision (including the signature and date to evidence completion assessment) and the learner's declaration of authenticity.

Any submission that does not carry a formal declaration of authenticity will not be externally quality assured. If an alternate formal declaration of authenticity is completed by a learner it must, as a minimum, include the statement:

Statement of confirmation of authenticity

I declare that the work presented for this component is entirely my own work.

The learner must sign and date the declaration.

4.4 Legal Considerations

Learners and centres should be aware of regulations affecting those who deal with children, young people and vulnerable adults in the country the qualification is delivered in.

The Prevent Duty Guidance available from the Home Office, makes clear the important role of further education leaders in stopping extremists seeking to radicalise learners on campuses and in supporting learners at risk of extremist influences.

Ofsted has responsibility for monitoring the Prevent Duty in publicly funded further education and skills providers.

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