

Rights and responsibilities in the workplace

Unit delivery and assessment pack



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Contents

This unit delivery and assessment pack provides teachers with the information they need to deliver this unit.

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The UK Government has announced plans to restrict social media use by children under 16, which may impact some of our qualifications. We will keep our qualifications under review and make any necessary updates as further details become available

Unit overview

Title	Rights and responsibilities in the workplace
Suite	Skills for Work
Unit Codes	S663E1 S663E2 S663E3 S663L1 S663L2
GLH	20
Unit Aim	This unit aims to develop Learners' understanding of work-related rights and responsibilities in relation to themselves and their peers, as employees and employers, taking into account legal rights and to develop the skills to be able to take social and personal responsibility.
Unit Summary	In this unit, learners will learn about the key rights and responsibilities that exist in the workplace. At Entry Level, the emphasis is on understanding the roles and expectations of employees and employers, and the rights they may have as future employees. At Level 1 and 2, the focus extends to developing awareness of personal and social responsibility in the workplace and identifying sources of support and guidance for workplace issue.
Curriculum for Wales	Areas of learning and experience: This unit supports progress towards the Health and Well-Being statements of what matters: <i>how we engage with social influences shapes who we are and affects our health and well-being</i>. It also supports the Humanities statements of what matters: <i>human societies are complex and diverse and shaped by human actions and beliefs</i>. When exploring basic rights and responsibilities in the workplace, learners will begin to understand how certain decisions and actions impact themselves and others and, at an appropriate level, what to do if these actions or decisions pose implications or problems. Integral and cross curricular skills: Learners will have opportunities to develop their literacy and digital competency skills. At Entry Level, learners will begin to use a range of discipline-specific vocabulary to express their answers, using their speaking and listening skills to respond effectively and present work in writing where appropriate. At Level 1 and 2, learners will explain and give reasons for their answers. They will begin to use different sources of information to develop their knowledge and understanding. Learners will also search a variety of digital sources when researching employment rights and professional development opportunities within the workplace. This unit will allow learners to develop their personal effectiveness skills by honing their emotional intelligence.

This will allow them to become responsible and reliable citizens, being able to identify and recognise the value of other people within the workplace.

Cross cutting themes: This unit promotes careers and work-related experiences as learners will develop essential skills for the workplace, such as building resilience and learning from experience. They will begin to consider legal and ethical rights and responsibilities and the frameworks that govern the workplace. Learners will consider local, national, and international contexts and how workplace rights and responsibilities apply in different contexts, including local businesses, community enterprises, and wider national or international workplaces. Level 1 and 2 learners may explore how Welsh identity, values and ethical approaches influence fair and safe working practices across sectors. Diversity is promoted as learners are encouraged to draw on their own backgrounds, values and experiences when considering rights and responsibilities in the workplace. Level 1 and 2 learners may also examine case studies from a wide range of workplaces, encouraging critical thinking, fairness, inclusion and ethical behaviour in decision-making.

Entry Level Learning Outcomes and Assessment Criteria

Learning Outcomes (the learner will)	Assessment Criteria (the learner can)		
	Entry 1	Entry 2	Entry 3
LO1 Know the difference between an employee and an employer	E1 1.1 Match at least two different employees with their employers.	E2 1.1 Give at least three examples of employees and their employers.	E3 1.1 Describe the role of an employee and the role of an employer. E3 1.2 Give two examples of employees and two examples of employers.
LO2 Know basic rights and responsibilities of employees	E1 2.1 Point out one right that an employee has. E1 2.2 Point out one employee responsibility at work.	E2 2.1 Give two rights an employee has. E2 2.2 Give two examples of employee responsibilities at work.	E3 2.1 Describe two rights an employee has and state why these are important. E3 2.2 Describe two employee responsibilities in a workplace and state why these are important. E3 2.3 State what an employment contract is.

LO3 Be aware of why it is important to behave responsibly with other people at work	E1 3.1 Give an example of someone behaving responsibly. E1 3.2 Say why being polite is important in work. E1 3.3 Name one way to behave responsibly in work.	E2 3.2 Give two examples of responsible behaviour in a workplace. E2 3.3 Give one reason why each behaviour is important for working with other people.	E3 3.1 Outline at least three ways to show personal and social responsibility in a workplace. E3 3.2 Describe how these behaviours help a workplace run smoothly. E3 3.3 Consider what could happen to a team or business if people do not act responsibly.
LO4 Know where to get support and guidance about rights and responsibilities at work	E1 4.1 Point out someone who gives advice in a workplace.	E2 4.1 List two sources of help about rights and responsibilities in a workplace.	E3 4.1 Identify two sources of support and guidance. E3 4.2 Give an example of what each source can help with. E3 4.3 Suggest how you could raise a complaint in work.

If not specified, then a plural reference within assessment criterion refers to a minimum of two.

Level 1 and Level 2 Learning Outcomes and Assessment Criteria

Learning Outcomes (the learner will)	Assessment Criteria (the learner can)	
	Level 1	Level 2
LO1 Understand employee rights and responsibilities in a workplace	L1 1.1 Identify at least three legal rights and three responsibilities of employees. L1 1.2 Describe why these rights and responsibilities are important for a fair and safe workplace. L1 1.3 Outline what an employment contract is and what it should contain.	L2 1.1 Describe at least three legal rights and three responsibilities of employees. L2 1.2 Explain why these rights and responsibilities are important for a fair and safe workplace. L2 1.3 Describe what could happen if rights or responsibilities are ignored. L2 1.4 Explain what an employment contract is and what it should contain.
LO2 Understand the importance of personal and social responsibility in the workplace	L1 2.1 Identify two ways of acting responsibly at work. L1 2.2 Give examples of how to show respect and cooperation with colleagues. L1 2.3 Outline why being responsible is important.	L2 2.1 Identify two ways of acting responsibly at work and describe how these support good workplace relationships. L2 2.2 Give examples of respect and cooperation and explain why these are important for teamwork. L2 2.3 Discuss the consequences of irresponsible behaviour at work.

LO3 Understand the importance of equality, respect and fairness at work	L1 3.1 Define equality, respect and fairness at work. L1 3.2 Give examples of fair treatment and respect between employees and employers. L1 3.3 Outline why equality, respect and fairness is important in the workplace. L1 3.4 State one way respect can be shown at work.	L2 3.1 Define equality, respect, and fairness at work and give an example of each. L2 3.2 Explain how discrimination or unfair treatment can affect an individual. L2 3.3 Explain how discrimination or unfair treatment can affect a team or workplace.
LO4 Be able to seek advice and guidance about rights and responsibilities at work	L1 4.1 Identify two sources of advice about rights and responsibilities. L1 4.2 Give one example of what each source can help with. L1 4.3 Show how to find contact details for one source.	L2 4.1 Describe at least three sources of advice and guidance, including organisations that are external to the employer. L2 4.2 Explain what each source can help with. L2 4.3 Consider which source would be most suitable for a given workplace scenario.

If not specified, then a plural reference within assessment criterion refers to a minimum of two.

Delivery guidance

Planning courses

Each unit in the Skills for Life and Work suite is awarded individually. When planning courses, teachers should consider the potential qualification outcomes for individual learners. Closely related units that might be delivered alongside Rights and responsibilities in the workplace include Understanding the changing labour market, Working in Wales, Fairness and inclusion in the workplace, and Wellbeing in work. These units complement each other by developing learners' knowledge of working practices, job availability and the skills and behaviours required in the workplace, all within the context of working in Wales. For full details of the Skills for Life and Work units and qualifications please refer to the qualification specification.

Amplification of learning outcomes

The amplification of the learning outcomes provided below should support teachers in developing content for delivery. Teachers can develop and tailor content as appropriate to their learners, whilst ensuring that learners are provided with knowledge, understanding and the opportunity to develop and apply the skills needed to meet the learning outcomes and assessment criteria. Content should be considered in the context of:

- the level the learner is working at
- providing opportunities for progression
- centre facilities and resources
- local, national and international contexts, as appropriate.

Teachers may find it helpful to refer to the level descriptors within the qualification specification.

Learning outcome	Amplification
Entry Level LO1	Learners should know: • an employer is a person or organisation that gives people jobs and pays them to work • an employee is a person who works for an employer and gets paid to do tasks. Examples of employers and employees include, but are not limited to: • hospitals employ doctors, nurses, porters, cleaners and reception staff • supermarkets employ cashiers, shelf stackers, delivery drivers and managers • construction companies employ builders, electricians, plumbers and labourers.
Levels 1 and 2 LO1/Entry Level LO2	Learners should know: • employee rights are things a worker is legally or fairly entitled to do as an employee • employee responsibilities are the things an employee is expected to do as part of their job. Examples of employee rights include, but are not limited to: • the right to fair pay

	• the right to time off (holidays and rest days) • the right to regular breaks during work • the right to work in a safe place • the right not to be treated unfairly or discriminated against. Examples of responsibilities of employees include, but are not limited to: • completing tasks expected in their role • following instructions • following health and safety rules • treating others with respect • having good attendance and being on time • being honest and trustworthy • using equipment safely • taking responsibility for professional development. At Entry Level 3, Level 1 and Level 2, learners should know an employment contract explains, but is not limited to: • the job you will do • how many hours you will work • how much you will get paid • holidays and time off you are entitled to • what to do if you want to leave the job.
Levels 1 and 2 LO2 / Entry Level LO3	Learners should know: • what responsible behaviour means in a workplace • why responsible behaviour matters. Examples of personal responsible behaviour include, but are not limited to: • being polite and respectful • following instructions and workplace rules • working safely and considering others. Examples of socially responsible behaviour include, but are not limited to: • cooperating • respecting others • supporting team goals. Reasons why responsible behaviour matters include, but are not limited to: • building trust and cooperation • creating a positive working environment • helping the workplace run smoothly • improving productivity and safety • reducing conflict and mistakes.

	Level 1 and Level 2 learners should know the consequences of irresponsible behaviour, for example: - customer complaints - disciplinary action - poor team morale.
LO3	Learners should know: - equality means treating everyone fairly, regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy, race, religion or belief, sex or sexual orientation - respect means valuing others' opinions, listening and using polite language - fairness means applying rules consistently, sharing opportunities and avoiding favouritism. Examples of equality, respect and fairness include, but are not limited to: - equity: - giving everyone equal access to training or resource - providing reasonable adjustments for employees with disabilities - ensuring recruitment processes are fair and accessible to all learners - respect: - listening to colleagues' ideas during meetings - using inclusive language and avoiding discriminatory remarks - respecting personal space and privacy in shared work areas - responding professionally to feedback and differing opinions - fairness: - treating all team members the same when allocating tasks - applying workplace rules consistently to all staff - distributing workloads evenly so no one is unfairly burdened - rewarding performance based on clear, transparent criteria. Learners should know: - equality, respect and fairness are important because: - equality: - ensures everyone has the same opportunities (such as training or promotion) - prevents discrimination and supports legal compliance - creates an inclusive environment where all employees feel valued - respect: - builds positive relationships and trust among colleagues. - encourages open communication and teamwork - reduces conflict and misunderstandings

	• fairness: • promotes transparency and consistency in decision-making • improves morale and motivation • helps maintain a professional and ethical workplace culture. Level 1 and 2 learners should know: • discrimination or unfair treatment can affect an individual in the following ways: • emotional impact, for example stress, anxiety, low confidence and feelings of isolation • work performance, for example reduced motivation and productivity • increased absenteeism or desire to leave the job • career development, for example missed opportunities for training or promotion • health and wellbeing, for example mental health issues, burnout and physical symptoms of stress.
LO4	Learners should know where to get support and guidance about rights and responsibilities at work. Learners should know that in the workplace, this may include, but are not limited to: • internal support and guidance, such as: • a manager or supervisor • employment contracts • human resources/personnel • staff handbooks • staff union representatives. Entry Level 2 learners should know that there are external sources of help available, which may include, but are not limited to: • ACAS (Advisory, Conciliation and Arbitration Service) • Citizens Advice • professional bodies • trade unions. Entry Level 3 learners should know what each source can specifically help with, for example: ACAS is an independent public body that receives funding from the government. They help to resolve workplace disputes between employers and employees. They provide free and impartial advice to employers, employees and their representatives on: • employment rights • best practice and policies • resolving workplace conflict • employment law.

Citizens Advice is a charity that offers free advice, whatever the problem. They will give work-based advice relating, but not limited, to:

- employment status
- employment contracts
- pay
- working hours and breaks
- time off work
- disciplinary or grievance meetings.

Trade unions support members who are facing difficulties at work. When in work, you will have the opportunity to join a trade union, but you must pay an amount of money each month.

Common issues trade unions help with include, but are not limited to:

- allegations in the workplace
- workload issues
- target setting and appraisals
- bullying and harassment
- sickness and absence
- pay and contract issues
- parental leave
- redundancy
- assault.

Entry Level 3 learners need to know how to raise a complaint in work. Ways they could do this could include, but are not limited to:

- thinking about the problem:
 - what happened?
 - when did it happen?
 - who was involved?
 - how did it make you feel?
- talking to your manager, or another trusted person who can offer support of guidance
- putting a complaint in writing, stating:
 - what the problem is
 - dates and times
 - names of those involved
- what you would like to happen next
- attend meetings
- wait for the outcome.

	At Level 1, learners should be able to show how to find contact details for sources of advice and guidance on work-related matters. This may include, but is not limited to: • using search engines, to include the correct terminology • finding phone numbers and addresses • knowing how to locate an office, if a face-to-face meeting is needed. At Level 2, learners must be able to apply their knowledge of sources of advice and guidance to specific scenarios, based on the type of advice needed and the person seeking that advice.
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Suggested activities

This section gives some suggested activities to support teaching and learning in a vocational context consistent with the philosophy and intent of the unit and associated qualifications. Useful resources and contacts that could be made in the delivery of the learning are also signposted.

The following activities would be suitable for use with Entry Level learners:

- using interactive, practical tasks that make concepts visual and tangible
- using a visual stimulus to provoke a tutor-led discussion about expectations, rights and responsibilities in work
- showing short videos explaining the relationship between employees and employers, followed by group discussion
- using matching activities with learners; matching pictures of employers to employees, responsibilities to either the employer or employees or employer responsibilities to employee duties, for example the right to work safely and the responsibility to provide a safe workplace
- using sorting activities with learners, sorting ways that employees can act responsibly in work.

The following activities would be suitable for use with Level 1 and 2 learners:

- explore realistic contexts such as discussing an example employment contract
- creating a grievance based on a fictional complaint, to be shared and discussed with another group
- case studies: look at a specific company on the Top Inclusive Employers list and identify what they have done which has contributed to the creation of an inclusive workplace
- analysing real-world examples from news, online or local companies
- comparison tasks: using tables to compare employee rights with corresponding employer responsibilities
- role-playing: how to deal with a workplace grievance from the point of view of an employer and/or an employee
- group discussion on situations or scenarios where individuals have acted responsibly, and others where individuals have acted irresponsibly
- researching specific employment rights or advice about workplace rights, individually or in groups.

Sources of evidence

This unit is centre assessed and externally quality assured by WJEC. Assessment must be accessible, using clear language and reflecting the learner's level. Learners should demonstrate knowledge and skills through realistic activities such as role-play, case studies, or projects. While evidence may be verbal, written, practical or visual, extended written work is not required unless appropriate. Each unit must be assessed independently, even if tasks cover multiple criteria. Assessor judgements should focus on meeting the standard, not spelling or presentation unless specifically assessed. Full assessment guidance is available in the qualification specification.

Possible sources of evidence may include:

- completed matching worksheet or card sort
- annotated sorting activity
- teacher observation notes (group discussion, one-to-one discussion, role-play).
- annotated photographic evidence of matching or sorting activity
- completed tick sheet of a contract review
- completed worksheet
- completed choice and reason table
- source log of resources and research notes
- annotated case studies
- recording of practical demonstrations of evidence, such as role-plays or discussions
- screen shots of research activities
- presentation of research findings
- completed table to show evidence of research
- completed tables to show comparisons.

Experiences

To provide a real-world context you could invite:

- a local employer to explain their different employees, how they meet their rights, what their rights are in terms of pay and time off and how these are decided and comparable to other employers. The employers could show learners an example of an employment contract and discuss the relevant details. Learners could ask about expectations and what they do when things go wrong with employees.
- a representative from a body that supports and helps employees. They could provide information about common workplace grievances and what happens when employees ask for help. Learners could ask the representative what they would do in fictional situations and could participate in role-play scenarios.

Resources and organisations

Resources required for delivery

This unit has been designed to be delivered using standard classroom environments, supported by access to appropriate practical spaces when demonstrations are required and commonly available resources.

Resources available to support delivery

BBC Bitesize	Learning materials to explore difference between rights and responsibilities. To find out more go to: Rights and responsibilities - GCSE Learning for Life and Work (CCEA) - BBC Bitesize
Careers Wales	Information about rights in work. To find out more go to: https://careerswales.gov.wales/my-future/looking-for-work/my-rights-at-work
Citizens Advice	Information and advice about workplace rights, how to deal with problems in work (including raising a grievance) and who can help with problems in work. To find out more go to: https://www.citizensadvice.org.uk/work/
ACAS	Information and advice about rights in work and employer responsibilities, as well as how to deal with problems in work. To find out more go to: https://www.acas.org.uk/advice
Youth Employment UK	Advice about starting work specifically for young people, including advice about rights and responsibilities in work. To find out more go to: https://www.youthemployment.org.uk/careers-advice-help/choices/starting-a-new-job/

Resources required for assessment

Assessment of this unit should not require any specific resources

References to third-party materials and links to external websites in this document are provided for convenience and informational purposes only.

We select and review these resources at the time of publication to support teaching and learning; however, their inclusion does not imply endorsement or guarantee of the organisations, content or opinions expressed.

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