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# Handbook

ERRA02 – VTCT (Skillsfirst) Level 2 Award in  
Employment Responsibilities and Rights in Health,  
Social Care, Children and Young People's Settings (RQF)  
600/1391/6

Version 5

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# About Skillsfirst

VTCT is a market-leading Awarding, Assessment and End-point Assessment (EPA) Organisation offering vocational and technical qualifications in a range of 'services to people' sectors.

The VTCT group of companies are comprised of three innovative awarding brands: VTCT, ITEC and Skillsfirst. Together they have over 2,500 approved centres in over 40 countries across the world.

The qualifications suite offered by VTCT (Skillsfirst) spans a range of sectors including Childcare, Business Services, Health & Social Care, Recruitment and Social Media.

For more information visit us at [www.vtct.org.uk](http://www.vtct.org.uk) and [www.skillsfirst.co.uk](http://www.skillsfirst.co.uk), contact our dedicated Customer Support Team via email at [customersupport@vtct.org.uk](mailto:customersupport@vtct.org.uk) and [customerservices@skillsfirst.co.uk](mailto:customerservices@skillsfirst.co.uk) or call 0121 270 5100

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# 1 Qualification at a glance

<b>Qualification title</b>	VTCT (Skillsfirst) Level 2 Award in Employment Responsibilities and Rights in Health, Social Care, Children and Young People's Settings (RQF)
<b>Qualification number</b>	600/1391/6
<b>Product code</b>	ERRA02
<b>Age range</b>	This Level 2 Award is not approved for the use of those who are under 16 years of age, and Skillsfirst cannot accept any registrations for learners in this age group. There may also be age restrictions placed on individuals when undertaking certain work activities within the childcare sector. These too should be clarified with the appropriate regulator in their home nation where there is uncertainty about such restrictions.
<b>Credits</b>	3
<b>Total Qualification Time (TQT)</b>	30
<b>Guided Learning (GL) hours</b>	24
<b>Assessment</b>	To be awarded this qualification, learners must successfully achieve the following assessments: <ul style="list-style-type: none"> <li>• Portfolio of evidence</li> </ul>
<b>Entry requirements</b>	There are no formal entry requirements for learners undertaking this qualification. However, centres must ensure that learners have the potential and opportunity to gain evidence for the qualification in the work place. Learners should not be entered for a qualification of the same type, content and level as that of a qualification they already hold.
<b>Legal considerations</b>	Learners entering the children and young people and health and social care workforce may be legally required to undergo formal record check relevant to their home nation prior to taking up any employment/work placement. Centres, employers and placement providers will need to liaise closely with one another to ensure that any requirements for the particular work area are fully met. As the requirements vary between sectors and countries checks should be made with the appropriate regulatory body and/or government departments if centres, employers or placement providers are uncertain of the requirements.
<b>Support materials</b>	Support materials can be found on the website (if applicable)

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## 2 Qualification information

### 2.1 Qualification aim and design

The Level 2 Award in Employment Responsibilities and Rights in Health, Social Care, Children and Young People's Settings (RQF) demonstrates a learner's knowledge and understanding of the reasons why employers and employees should know about and understand their responsibilities and rights within the workplace. Learners completing this qualification will work in a wide range of settings in the health, social care or children and young people's sector.

### 2.2 Progression opportunities

This qualification meets the needs of learners who work or want to work in a wide range of children and young people's and health and social care settings.

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## 3 Qualification structure

To be awarded the VTCT (Skillsfirst) Level 2 Award in Employment Responsibilities and Rights in Health, Social Care, Children and Young People's Settings (RQF) learners must achieve all mandatory units.

The minimum TQT required to achieve this qualification is **30**.

Product code	Unit title	Level	Credit	Unit reference number
<b>Mandatory units (Group M):</b>				
ERR1	Understanding employment responsibilities and rights in health, social care, children and young people's settings	2	3	R/602/2954

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# 4 Centre requirements

## 4.1 Resources

Centres must possess the physical resources needed to support the delivery of the programme and the assessment of knowledge and skills, which should therefore be of industry standard. Where specific resources are required these have been indicated in individual units.

## 4.2 Occupational expertise of those who assess performance, and moderate and verify assessments

Deliverers, Assessors and Internal Verifiers (IVs) are appointed by the recognised centre and approved by Skillsfirst through the External Verifier (EV).

To meet the quality assurance criteria for these qualifications, the centre must ensure that the following internal roles are undertaken:

- Quality Assurance Coordinator
- Trainer/Tutor
- Assessor (occupationally competent and occupationally knowledgeable)
- Internal Verifier

Centre staff may undertake more than one role, e.g. tutor and assessor or Internal Verifier, but must never internally verify their own assessments.

### 4.2.1 Assessor requirements

The assessors of competence based units must:

- Be occupationally competent - this means that each assessor must be able to carry out the full requirements within the competency units that they are assessing. Occupational competence means that they are also occupationally knowledgeable.
- Maintain their occupational competence through clearly demonstrable continuing learning and professional development.
- Hold or be working towards one of the following qualifications: - D32/D33 or A1- The A1 replacements (which includes the Level 3 Award in Assessing Competence in the Work Environment or the Level 3 Certificate in Assessing Vocational Achievement) - another suitable qualification equivalent/alternative in the assessment of work based performance. This must be agreed in advance with the External Verifiers

### Assessing

Assessors of competence based units may also make assessment decisions on knowledge based unit and learning outcomes.

Assessors of knowledge based units and knowledge based learning outcomes must:

- Be occupationally knowledgeable. This means that each assessor should possess relevant knowledge and understanding to assess units designed to test specific knowledge and understanding or units where knowledge and understanding are components of competency.
- Maintain their occupational knowledge through clearly demonstrable continuing learning and professional development.
- Hold or be working towards one of the A1 replacement qualifications such as:- Level 3 Award in Assessing Vocational Competence OR- Level 3 Award in Assessing Vocationally Related Achievement OR- Level 3 Certificate in Assessing Vocational Achievement OR- another suitable qualification in the assessment of knowledge. This must be agreed in advance with the External Verifier.

### 4.2.2 Teachers/Trainers/Tutors

All teachers/trainers/tutors must:

- comply with the ITT Regulations 2007 (QTLS/ATLS) where they are delivering qualifications in England using public funding .
- have occupational expertise relevant to the units they are teaching
- be occupationally knowledgeable in the areas for which they are teaching/delivering training
- have experience of providing training and assessment or be in the process of acquiring this experience.

### 4.2.3 Expert Witness

An expert witness must:

- have a working knowledge of the RQF units on which their expertise is based
- be occupationally competent in their area of expertise
- have EITHER any qualification in assessment of workplace performance OR a professional work role which involves evaluating the everyday practice of staff.

### 4.2.4 Internal verifiers/Internal Quality Assurance

Internal quality assurance is key to ensuring that the assessment of evidence for units is of consistent and appropriate quality. Those performing the internal quality assurance role must be occupationally knowledgeable and possess the skills necessary to make quality assurance decisions.

Although it is not a requirement to hold a qualification to quality assure this qualification, Skillsfirst recommends that it is best practice to hold a V1 qualification or a suitable alternative.

Suitable alternatives include:

- D34 or V1
- The V1 replacements - Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice OR - Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice

If the Internal Verifier does not hold a qualification they must be able to demonstrate evidence of working to their own organisation's QA or IV standards which clearly link to V1 or other equivalent standards for internal quality assurance.

#### **Guidance for the assessment and verification for imported units**

Where units have been developed by Sector Skills Councils or Standard Setting Bodies other than Skills for Care & Development any specific assessment requirements will be detailed in the unit itself.



### 4.3 Employer direct model

Where employers opt for an 'employer direct' model, the qualification requirements for Assessors and Internal Verifiers may be waived.

The 'employer direct' model is where colleagues, supervisors and/or managers in the workplace are involved in the assessment process. Under this model, the employer, with the agreement of Skillsfirst and Asset Skills and the approval of the qualification regulators, may choose between:

- achieving the appropriate approved qualifications for assessment/verification
- or
- demonstrating that their (the employer's) training and development activity undertaken to prepare, validate and review these assessment roles, maps 100% to the National Occupational Standards which these qualifications are based on. The mapping process must be agreed by Skillsfirst as providing the equivalent level of rigour and robustness as achievement of the approved assessment/verification qualification.

Each application to use the employer direct model will be considered on an individual organisation and qualification basis and agreed by the qualification regulators, including the Sector Skills Council. Prospective organisations must be able to confirm that their in-house practices conform to the requirements of the standards in association with Skillsfirst.

### 4.4 Continuous professional development (CPD)

Centres are responsible for ensuring that Deliverers, Assessors and IVs plan and maintain their CPD.

Centres are expected to support their Deliverers, Assessors and IVs in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and verification, and that it takes account of any national or legislative developments.

Centres may have generic criteria and personnel specifications in addition to the above.

### 4.5 Total Qualification Time (TQT)

Each qualification has a Total Qualification Time (TQT) value based on the total number of hours learning required to achieve it. The TQT value reflects the number of supervised learning hours required to achieve the knowledge and assessment requirements, plus the length of time a learner would need to take to achieve the skills and capabilities to be deemed competent. All RQF qualifications are subject to an evaluation process to determine their fitness-for-purpose.

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# 5 Assessment

## 5.1 Summary of assessment methods

Units will be achieved through the acquisition of evidence by the learner and submission to their assessor. Units may be assessed through a number of different sources and forms, which must meet the requirements of assessment criteria.

- Assessment should normally be at the learner's workplace, but where the opportunity to assess across the range of standards is unavailable other comparable working environments may be used, following agreement from the External Verifier.
- A holistic approach towards the collection of evidence should be encouraged, assessing activities generated by the whole work experience rather than focusing on specific tasks. e.g. If the learner communicates with a customer whilst engaged in cleaning activities these can be assessed against both cleaning and customer service elements.
- Assessors can only assess in their acknowledged area of occupational competence.
- Assessors and Internal Verifiers will be registered with their Recognised Centre and be accountable to the organisation for their assessment practice.
- Health and safety of customers/clients and employees must be maintained throughout the assessment process and if any person carrying out assessment or verification activities does not feel that there is due regard to health and safety then that person should refuse to continue with the activity(ies) until satisfied that due regard to health and safety is being taken

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# 6 Units

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# Unit Handbook

## ERR1 – Understanding employment responsibilities and rights in health, social care, children and young people's settings

Unit reference number: R/602/2954

**Level: 2**

**Credit value: 3**

**Guided Learning (GL) hours: 24**

### Unit aim

This unit will enable learners to understand:

- the statutory responsibilities and rights of employees and employers within your own area of work
- agreed ways of working that protect the learner's own relationship with the employer
- how the learner's own role fits within the wider context of the sector
- the career pathways available within your own and related sectors
- issues of public concern and how they may affect the image and delivery of services in the sector

### Learning outcomes

There are five outcomes to this unit. The learner will:

LO1 Know the statutory responsibilities and rights of employees and employers within own area of work

LO2 Understand agreed ways of working that protect own relationship with employer

LO3 Understand how own role fits within the wider context of the sector

LO4 Understand career pathways available within own and related sectors

LO5 Understand how issues of public concern may affect the image and delivery of services in the sector

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# Unit content

## Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

## Assessment guidance

Skillsfirst will provide a model assignment to cover all the assessment criteria for this qualification. Centres can contextualise the assignment to meet centre requirements at a local level but the qualification assessment criteria cannot be changed. Centres can also choose to develop their own assessment methodology but all learning outcomes and assessment criteria should be fully covered.

# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 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

Learning Outcome	Assessment Criteria
LO2 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

Learning Outcome	Assessment Criteria
LO3 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

Learning Outcome	Assessment Criteria
LO4 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

Learning Outcome	Assessment Criteria
LO5 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

### ERR1 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualification Administrator



## ERRA02 Document History

Version	Issue Date	Changes	Role
v5	31/01/2023	Formatting and re-branding. No content amendment.	Qualifications Administrator