



**Responsibilities of Employment**

**SCQF level 3**

**Unit Code: F788 09**

**10 hour Unit**

## What is this Unit about?

This Unit is designed to prepare you to enter the world of work. It is about helping you to know what employers will want from you when you are in the world of work. You will work with directive support from your tutor. This means your tutor will give you clear instructions.

This Unit is part of an Award in *Employability* (G9D2 43). The other Units in the Award are:

- ◆ F786 09 *Preparing for Employment: First Steps* (SCQF level 3) [10 hour Unit]
- ◆ F787 09 *Building Own Employability Skills* (SCQF level 3) [20 hour Unit]
- ◆ F789 09 *Dealing with Work Situations* (SCQF level 3) [10 hour Unit]

This Unit is important because it will help you when you move into employment. The world of work is not the same as school, college or home. You will find, too, that you have responsibilities as an employee when you are at work. You can also expect your employer to treat you in a particular way. He/she, therefore, has a responsibility to you as well. These responsibilities are part of your terms and conditions at work. These terms and conditions mean that employers have expectations about the way you should behave at work. If you do not meet your responsibilities as an employee there may be consequences for you. In fact, one result may be that you could lose the job. If you know what employers expect of you and what your responsibilities at work are it will help you to get a job. It will also help you to stay in the job.

The knowledge and skills involved in this Unit will make you more confident as you start thinking about getting a job. They will also help you when you get a job. As you complete this Unit you may make use of the work you did in the Units *Preparing for Employment: First Steps* and *Building Own Employability Skills*. As a result you should have a better chance of getting a job that is right for you. You should also be in a better position to keep the job.

This Unit is closely related to *Dealing with Work Situations* (SCQF level 3). Both of them are about identifying what it is like to be at work and how you should react to the situations you will meet at work. This Unit is about what employers will expect of you and what happens if you do not behave in the way they wish. *Dealing with Work Situations* (SCQF level 3) is about working with other people such as those who do the same job as you do.

This Unit is about finding out how employers will expect you to behave at work and what they will expect of you as an employee. It is also about realising what might happen to you if you do not do what employers expect. Your tutor will explain anything in this Unit which you do not understand.

## What should I know or be able to do before I start?

It will help you if you have done the following:

- ◆ Looked at your own past and present experience so far. This will have enabled you to identify the personal skills and qualities that you have developed. It will also have helped you to draw conclusions about the kind of jobs that fit in with the skills and qualities you have.
- ◆ Found out about employment opportunities that might suit you.
- ◆ Practised some of the skills you will need to get a job.

You will have done all of these if you have completed the *Preparing for Employment: First Steps* Unit at SCQF level 3 and the *Building Own Employability Skills* Unit at SCQF level 3.

## What do I need to do?

**You will need to carry out each of the following tasks:**

### Task 1

Identify how employers will expect you to behave at work and how they should treat you

### Task 2

Identify what might happen to you if you do not act in the way an employer expects

## How do I get this Unit?

You will need to show that you have achieved both tasks in this Unit.

For task 1 **identify how employers will expect you to behave at work and how they should treat** you will have to:

- ◆ identify your responsibilities as an employee
- ◆ identify what employers should do to treat you properly when you are in the workplace
- ◆ draw conclusions about the differences between how you should behave in the workplace and how you behave in other places you know of

To show that you have met this task you might gather evidence from listening to employers and to people in employment. You may also talk to people who are in employment especially those who have recently entered the world of work. You may make a video or an audio recording which shows your knowledge. You may make some notes on what you have done or keep a blog. Your tutor may ask you questions and make notes or a recording of what was said.

For task 2 **identify what might happen to you if you do not act in the way an employer expects** you will have to:

- ◆ identify what could be unacceptable behaviour in the workplace
- ◆ identify what an employer might do if you behave in an unacceptable way at work
- ◆ draw conclusions about the consequences for you if you behave in an unacceptable way at work

To show that you have met this task you might gather evidence from listening to employers and to people in employment. You may also talk to people in employment or who have been in employment. You may make notes or keep a blog. Your tutor may ask you questions and make notes or a recording of what was said.

You may be able to use the same evidence for each of the tasks. However, you must show that you can do both tasks.

## **What might this involve?**

The Unit can be achieved in many ways. Examples of activities you might do are:

- ◆ Listen to talks from employers and ask questions of employers
- ◆ Go on visits to workplaces and see what is happening there
- ◆ Listen to others who have recently entered the world of work and ask questions of them
- ◆ Talk to people that you know who are in employment or who have been in employment
- ◆ Go on work experience to find out what being in a workplace is like
- ◆ Find out about health and safety and other regulations which apply at work
- ◆ Use newspaper advertisements and the internet to find out about the terms of employment used by employers that you know about

Evidence of these activities may be gathered together in a folio.

As you work through this Unit you will receive a lot of support from your tutor. You will be expected to take an active part in completing the tasks by following instructions and advice you are given.

## What can I do next?

You could think about doing other related Units at SCQF level 3 which would help you gain employment such as:

- ◆ F786 09 *Preparing for Employment: First Steps* (SCQF level 3) [10 hour Unit]
- ◆ F787 09 *Building Own Employability Skills* (SCQF level 3) [20 hour Unit]
- ◆ F789 09 *Dealing with Work Situations* (SCQF level 3) [10 hour Unit]

You could move on to the National Progression Award in *Enterprise and Employability* at SCQF level 4 (G976 44).

Your tutor can advise you about this.

## Guidance for tutors

For this Unit learners are expected to be able to:

- ◆ identify how employers will expect you to behave at work and how they should treat you
- ◆ identify what might happen to you if you do not act in the way an employer expects

Tutors will provide directive support to learners by offering them advice. This will involve providing explicit instructions to learners. For example, learners could be asked directly to identify a difference between school or college and the workplace. Learners will be expected to participate but this participation will be limited to agreeing to suggestions and ideas. They might do this for example when identifying the behaviour which employers might expect of them. Tasks and activities for learners should be simple in that they should consist of routine elements. Learners may, for example, provide evidence of their knowledge and understanding through discussion with the tutor because this is a method with which they are familiar.

Learners should show a basic knowledge of a small number of key points some of which will be factual such as what a trial period is or what health and safety regulations are. Learners should also be able to identify and/or take account of some consequences of action they take. For example, learners could point out what could happen to them if their behaviour at work was unacceptable or they could identify the benefits to them if they turned up for work on time.

Delivery of the Unit should take account of the needs and aspirations of each individual learner. The aim should be to develop self confidence and self esteem among learners. Much of this Unit is about raising awareness and helping learners to get to grips with the realities of being in employment. It is about helping them to recognise that they have responsibilities as an employee and that employers will expect them to act in a way that is consistent with these responsibilities. Learners may not find this easy possibly because for many the workplace may be a very unfamiliar environment. They may also bring with them a number of preconceptions which may not be accurate or valid. Delivery will need to be sensitive to the background of learners to ensure that raised awareness does lead to increased confidence about their ability to cope with the demands of being in work. Any changes in self confidence and self esteem can be fragile and may be difficult to sustain. Delivery should, therefore, be structured to provide as many opportunities as possible to recognise and reinforce progress.

Delivery methods could include the use of video case studies of places of employment. It may also be possible to use role play to highlight what employers might expect of employees and to explore unacceptable behaviour. Depending on available resources, it may be possible to make use of actors to illustrate unacceptable behaviour and how employers may respond to this. Learners can discuss their responses to the scenarios which are acted out and what they have learned from them. It may also be possible for learners to take part in scenes with actors.

Assessment for the Unit will consist of gathering evidence to show that the learner is able to meet the two tasks of the Unit. Learners should be able to gather evidence as they work through the Unit. Assessment evidence can be presented in any form appropriate to the learner and the activity undertaken. Evidence may be paper based, recorded, oral or visual (eg: photographs or video footage). Learners may be able to present evidence for both tasks together in a folio of work.

Learners may make use of performance evidence such as visits to employers, discussion with people who are, or have been, in employment and work experience. They may be able to gather product evidence such as employee handbooks or job advertisements showing terms and conditions as well as work they have produced themselves such as audio or video diaries. Where appropriate, performance and product evidence can be supplemented by observation checklists and/or recorded oral questions and answers.

Evidence for the Unit can take a variety of forms depending on the learner's situation and the delivery approach adopted. Learners can be encouraged to present their evidence in a manner which reflects skills and qualities they may possess. They could, for example, produce a blog or make use of video or audio diaries or material they have posted on social networking sites or uplifted on to other internet sites. They could use a log book or notes. Evidence could be generated while the learner works through the Unit.

This Unit is very closely linked to *Dealing with Work Situations* (SCQF level 3). There may be opportunities to combine aspects of the delivery and assessment across the two Units. For example, the same case study may enable learners to discuss what employers may expect of them in the workplace and enable them to think about how they interact with colleagues and others they may encounter while at work.

For Task 1 **identify how employers will expect you to behave at work and how they should treat you** evidence should show that the learner has followed all three parts of the task. Learners should show, therefore, that they are able to identify their responsibilities as an employee; what employers should do to treat employees properly and draw conclusions about the differences in how they, as learners, might behave at work and how they might behave in other places they may be familiar with. Two distinct points for each part would be sufficient and they may be combined in a single piece of evidence such as a single oral or recorded discussion. Learners who can identify more points may find it personally beneficial to do so.

The following gives some indication of what the evidence could consist of:

- ◆ Written and/or recorded oral evidence covering:
  - knowledge and understanding of the responsibilities that employers expect of employees such as time keeping, obeying instructions, attendance, abiding by rules and regulations
  - knowledge and understanding of obligations that employers have to treat employees properly such as abiding by the terms and conditions of employment, explaining clearly what has to be done, not asking employees to undertake dangerous or illegal activities
  - conclusions about the differences in behaviour between the workplace and other contexts

This evidence could be supported by additional product and/or performance evidence as explained below.

- ◆ Product evidence such as
  - health and safety regulations
  - examples of employee handbooks
  - newspaper or internet advertisements showing terms and conditions of employment
  - material from websites such as those maintained by employers or employment agencies
  - notes made by the learner including blogs
  - video or audio diaries made by the learner
  - postings by the learner on social networking sites and on other websites
- ◆ Performance evidence, supported where appropriate by observation checklists such as:
  - visits to employers
  - work experience

For Task 2 **identify what might happen to you if you do not act in the way an employer expects** evidence should show that the learner has undertaken all of the three parts of the task ie identifying what could be unacceptable behaviour in the workplace; identifying what an employer might do in response to unacceptable behaviour; drawing conclusions about the possible impact of unacceptable behaviour on themselves. Two distinct points for each part would be sufficient and they may be combined in a single piece of evidence such as a single oral or recorded discussion. Learners who can identify more points may find it personally beneficial to do so.



The following gives some indication of what the factors should consist of:

- ◆ Written and/or recorded oral evidence covering:
  - what might be unacceptable behaviour such as poor timekeeping, unauthorised absence, not following instructions, being rude, unsuitable dress
  - what an employer might do in response to unacceptable behaviour such as dismissal, suspension, warning
  - what the consequences of unacceptable behaviour may be for the learner such as loss of employment and earnings; difficulty in getting another job

This evidence could be supported by additional product evidence as explained below.

- ◆ Product evidence, supported where appropriate by observation checklists such as:
  - health and safety regulations
  - examples of employee handbooks
  - newspaper or internet advertisements showing terms and conditions of employment
  - material from websites such as those maintained by employers or employment agencies
  - notes made by the learner including blogs
  - video or audio diaries made by the learner
  - postings by the learner on social networking sites and/or other internet sites
  - material from websites such as those maintained by employers or employment agencies

Further information about delivery, assessment and Evidence Requirements for this Unit can be found in the corresponding support pack. The support pack also contains examples of the type and amount of activities that meet the standards of this Unit. Sample recording documentation is also included.

## **Core Skills**

There is no automatic certification of Core Skills or Core Skill components in this Unit.

## Differentiation between levels

The following guidance is intended to help assessors make assessment judgments. It explains how the generic level descriptors at SCQF level 3 and SCQF level 4 may be applied in the context of this and related Units.

Differentiation between the two SCQF levels is based on five main principles.

They are the:

- ◆ Amount of support learners receive
- ◆ Level of participation by learners
- ◆ Level of understanding of learners
- ◆ Complexity of tasks given to learners
- ◆ Level of maturity displayed by learners

The table below outlines how each principle may apply at SCQF level 3 and SCQF level 4 for this Unit and *Responsibilities of Employment* (SCQF level 4).

<b>Principle</b>	<b>SCQF level 3</b>	<b>SCQF level 4</b>
Support: learners will work with	Directive support, ie the teacher/lecturer will issue explicit instructions	Support, ie the teacher/lecturer will offer advice
Level of participation: learners will	Participate in, ie agree to ideas, suggestions and plans	Contribute to, ie offer some ideas and/or suggestions
Level of understanding: learners will show	Basic knowledge, ie a small number of key facts	Basic knowledge of a number of key points some of which will be factual
Complexity of tasks: learners will be involved in activities which are	Simple, ie routine and with which the learner may be familiar	Straightforward ie contain some routine elements
Level of maturity displayed: candidate will	Take account of some identified consequences of action	Identify and/or take account of some of the consequences of action/inaction

## **Disabled candidates and/or those with additional support needs**

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website **[www.sqa.org.uk](http://www.sqa.org.uk)**.



## Administrative information

### Credit value

1.5 SCQF credit points at SCQF level 3)

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