

Rights and Responsibilities in the Workplace

Entry Level 1 – Level 2

**Skills for Life and Work
Unit Specification**

Contents

Unit Aim.....	3
Units from Other Awarding Organisations	3
Qualification Documentation	3
Progression Across Levels	4
Delivery Requirements	6
Assessment Approach.....	8
Entry Level 1.....	8
Entry Level 2.....	9
Entry Level 3.....	9
Level 1	10
Level 2.....	11
Unit Content	12
Entry Level 1.....	12
Entry Level 2.....	15
Entry Level 3.....	18
Level 1	21
Level 2.....	25

Unit Aim

This unit is part of the Skills for Life, Skills for Work, and Skills for Life and Work qualifications, available at Entry Level 1–3, Level 1 and Level 2 to support the 14-16 Curriculum for Wales.

The 'Rights and Responsibilities' suite of units has been designed to develop learners' understanding of work-related rights and responsibilities in relation to themselves and their peers, as employees, taking into account legal rights, and to develop the skills to be able to take social and personal responsibility.

Units from Other Awarding Organisations

Only units that form part of the approved Open Awards Skills for Life, Skills for Work, and Skills for Life and Work qualifications may contribute towards achievement of this qualification.

Units certificated by other Awarding Organisations, or units taken from other Open Awards qualifications, cannot contribute to the achievement of this qualification. This requirement applies across all levels and qualification sizes.

Qualification Documentation

This Unit Specification is a mandatory document and must be read and applied alongside the relevant Qualification Guide (levelspecific) and the Open Awards Provider Handbook.

Progression Across Levels

This suite of units has been designed for learners ranging from Entry Level 1 – Level 2. Learners may progress through the levels throughout their education journey, or start at a higher level as appropriate to their level of learning, education targets and aspirations.

The table below summarises the areas of learning included within the units and how these are treated at each level.

Concept	Entry 1	Entry 2	Entry 3	Level 1	Level 2
Understanding Rights	State one basic right.	Identify two workplace rights.	Identify two rights; describe why they matter.	Identify three basic legal rights; describe implications.	Explain key legal rights; compare application across roles.
Understanding Responsibilities	State one responsibility.	Identify two responsibilities and match to simple scenarios.	Describe responsibilities linked to specific rights.	Describe responsibilities linked to legal rights.	Explain responsibilities and analyse consequences when they are not upheld.
Behaviour: Good & Poor	Give one example of good behaviour at work.	Identify good and poor behaviour and one effect of each.	Describe responsible and irresponsible behaviours.	Describe workplace expectations; describe impacts of behaviour.	Explain responsible behaviour across contexts; compare impacts of behaviours.
Effects & Consequences	State how behaviour affects others (simple cause/effect).	Identify simple consequences of irresponsible behaviour.	Describe how behaviour affects others in the workplace.	Describe implications of rights/responsibilities not upheld; describe effects of behaviour on workplace.	Analyse consequences at individual, team and organisational levels.
Workplace Situations	State what could happen if someone	Identify one consequence of not	Describe own behaviour in activity;	Identify workplace situations;	Explain and evaluate responses to

	behaves poorly.	working responsibly with others.	describe one thing to improve.	describe how to respond.	situations involving rights/responsibilities.
Self-awareness & Development	State one thing they did or liked.	Identify responsibility in an activity and a consequence .	Describe own responsible behaviour + one improvement.	Describe strengths that support responding to workplace situations.	Evaluate own strengths and development needs when responding to workplace issues.
Cognitive Demand	State / recognise	Identify / match / simple effects	Describe / simple reasons	Describe + interpret situations	Explain / compare / analyse / evaluate

Delivery Requirements

Before delivery, providers must have an approved Delivery and Assessment Plan that maps teaching, learning and assessment to all (level-specific) assessment criteria in this Unit Specification.

Providers are expected to plan and deliver learning and assessment activities within standard school/college facilities. This unit should be accessible and deliverable without requiring specialist infrastructure, high-cost resources or restrictive entry conditions.

Staffing Resources

Providers must ensure that staff delivering and assessing this unit are suitably qualified and experienced.

Delivery staff must:

- have knowledge and understanding of employment rights and responsibilities and a knowledge of HR
- be able to support learners in exploring their rights and responsibilities in the workplace
- understand safeguarding requirements and know how to respond appropriately to learner disclosures or concerns

Delivery should be supported by:

- staff who can facilitate discussion, research and exploratory activities related to rights and responsibilities in the workplace
- staff who can support learners to develop awareness of skills and decision-
- access to pastoral or safeguarding support where required

Delivery staff should hold, or be working towards, a recognised teaching or training qualification where this is a requirement of the provider.

Physical Resources

Providers must ensure suitable and sufficient resources are available to deliver and assess this unit.

As a minimum, this must include:

Learning Environment

- a safe and inclusive learning environment that supports discussion, exploration and reflection

Teaching and Learning Materials

- structured lesson plans and session materials to support consistent delivery
- learner handouts and activity materials to support exploration of rights and responsibilities
- scenario-based materials and case studies
- visual resources such as images and prompts

Equipment

- access to digital devices, e.g., computers, laptops or tablets
- internet access to support research
- presentation equipment, e.g., projector or interactive screen
- classroom resources including whiteboard and writing materials
- access to short videos or case studies showing workplace scenarios
- templates for planning and presenting job research

Entry Requirements

Learners do not require any prior learning or qualifications for any of the units within this suite. However, as the level of demand builds through the levels, teachers should complete robust initial assessments to ensure any implicit knowledge or skills required are covered within their delivery plans as appropriate.

Assessment Approach

This suite of units has been designed to be assessed through assessment tasks and activities designed by the provider.

Providers must undertake pre-course verification prior to assessment taking place to confirm tasks cover all assessment criteria and are appropriate to the level.

All assessment criteria must be met in full for the learner to be awarded a 'pass'. No partial award can be made if any assessment criteria is not met.

Learners are required to collate evidence in a portfolio of evidence. This can be presented digitally (e.g., through an e-portfolio system) or as paper-based as appropriate to the individual learner. Wherever possible, e-portfolios are encouraged.

Assessors must assess the evidence collated by the learner against the assessment criteria within the unit to determine whether it has been met in full or not. All assessment decisions are subject to internal quality assurance (IQA) by the provider and external quality assurance (EQA) by Open Awards before the result is confirmed.

The following types of assessment tasks have been determined to be suitable for this unit suite.

Entry Level 1

Assessment of Rights and Responsibilities at Entry Level 1 should include:

Type of Assessment	Examples of Tasks
Matching	Match pictures to a workplace right (e.g., safe workspace).
Picture Selection	Choose a picture showing good behaviour (helping, listening).
Pointing/Identifying	Point to an example of a responsibility (arriving on time).
Sorting	Sort behaviours into "good" and "poor" (picture-based).
Supported observation	Participate in simple task; tutor records good behaviour demonstrated.
Simple reflection	State one thing they did or one effect of behaviour (positive or negative).

Entry Level 2

Assessment of Rights and Responsibilities at Entry Level 2 should include:

Type of Assessment	Examples of Tasks
Matching / Selecting	Match rights to words or pictures (e.g., “safety”, “breaks”).
Listing / Identifying	Identify two rights and two responsibilities using pictures/prompts.
Sorting Tasks	Sort behaviours into “responsible” and “irresponsible”.
Scenario Identification	Identify which responsibility applies in a simple scenario (e.g., spill on floor → report it).
Consequence Identification	Identify a possible effect of poor behaviour (e.g., “slow work”, “unsafe”).
Basic Participation	Engage in two behaviour-based activities (role-play, card sort); then identify one responsibility or consequence.

Entry Level 3

Assessment of Rights and Responsibilities at Entry Level 3 should include:

Type of Assessment	Examples of Tasks
Short Structured Descriptions	Describe rights and linked responsibilities.
Cause–Effect Descriptions	Describe how behaviour affects others.
Scenario Response	Describe what responsible behaviour looks like in simple situations.
Behaviour Review	After an activity, describe one example of their own positive behaviour and one improvement.
Templates / Organisers	Complete a table comparing good vs poor behaviour.
Simple Discussion / Reflection	Provide short oral descriptions of workplace behaviour.

Level 1

Assessment of Rights and Responsibilities at Level 1 should include:

Type of Assessment	Examples of Tasks
Structured Description Tasks	Describe three basic legal rights and related responsibilities.
Implication Tasks	Describe implications when rights/responsibilities aren't upheld.
Expectation Description	Describe workplace expectations (e.g., communication, punctuality).
Impact-of-behaviour Reasoning	Describe how responsible behaviour supports positive working.
Situation Interpretation	Describe an appropriate response to simple workplace issues.
Strength–Situation Mapping	Describe how own strengths support workplace interactions.

Level 2

Assessment of Rights and Responsibilities at Level 2 should include:

Type of Assessment	Examples of Tasks
Explanatory Tasks	Explain legal rights and responsibilities; explain their importance.
Comparison Tasks	Compare how rights/responsibilities apply differently across job roles.
Impact Analysis	Explain how irresponsible behaviour affects individuals, teams, organisations.
Scenario Analysis	Explain appropriate actions in workplace cases (e.g., unsafe practice, discrimination).
Evaluation Tasks	Evaluate the effectiveness of different responses to workplace situations.
Self-evaluation	Evaluate own strengths and development needs using evidence from activities.
Role-based Contrast Tasks	Compare the behavioural expectations across different workplace contexts.

Unit Content

Entry Level 1

Unit Title: Rights and Responsibilities in the Workplace

Unit Reference Number: CBM231

Level: Entry Level One

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: 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.

Learning Outcome (The Learner will):		Assessment Criterion (The Learner can):	
1.	Know basic rights and responsibilities in the workplace	1.1	State one right employees have at work
		1.2	State a responsibility employees have at work
2.	Know how to behave responsibly at work	2.1	Give an example of good behaviour at work
		2.2	Give examples of how to behave responsibly in work
3	Know how behaviour affects self and others at work	3.1	State what could happen if someone behaves poorly at work
		3.2	State how behaviour can affect others at work

Indicative Content

LO1 AC 1.1 Learners **must** state at least **one** right employees have at work e.g.,

- Safe workplace
- Fair pay
- Breaks
- Being treated fairly

AC 1.2 Learners **must** state **one** responsibility that employees have at work e.g.,

- Arriving on time
- Following instructions
- Wearing correct clothes/PPE
- Behaviour/conduct

LO2 AC 2.1 Learners **must** give **one** example of good behaviour at work e.g.,

- Helping others
- Being polite
- Listening
- Following instructions.

AC 2.2 Learners **must** give **two** examples of how they can behave responsibly in work e.g.,

- Following rules
- Wearing PPE
- Tidying workspace

LO3 AC 3.1 Learners **must** state **one** example of what could happen if someone behaves poorly at work e.g.,

- People become upset
- Work slows down
- Mistakes happen
- Someone may get hurt.

AC 3.2 Learners **must** state **one** example of how behaviour can affect others at work e.g.,

- Makes others happy/safe OR upset/uncomfortable (“If I shout, people feel sad”; “If I help, people feel happy.”)

Principles of Progression	Progression 1 - I am beginning to understand that we need to respect others.
Area of Learning Experience	Humanities
Statement of What Matters	Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action
Links to the Four Purposes	Purpose 3 - Ethical, informed citizens of Wales and the world.
Cross-curricular Skills	Literacy / Digital
Integral Skills	Personal effectiveness
Understanding of sustainability in the world of work and/or everyday work	Developing personal and social responsibility

Relevant Cross-Cutting Themes	
Theme	Rationale
Diversity	Directly addresses societal inclusion and equity.
Human Rights	

Entry Level 2

Unit Title: Understanding Rights and Responsibilities at Work

Unit Reference Number: CBM232

Level: Entry Level Two

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: 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.

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Know basic rights and responsibilities in the workplace	1.1 List rights employees have at work
	1.2 List responsibilities employees have at work
	1.3 Link identified responsibilities to actions to take in the workplace
2. Know how positive and negative behaviour affects self and others at work	2.1 Give an example for each of the following: a) Good behaviour at work b) Poor behaviour at work
	2.2 Identify a possible effect of: a) Positive behaviour b) Negative behaviour
3. Know how responsible behaviour supports working with others	3.1 Identify a way responsible behaviour helps people work together
	3.2 Identify a possible consequence of not working responsibly with others

Indicative Content

LO1 AC 1.1 Learners **must** identify at least **two** rights employees have at work e.g.,

- Fair pay
- Breaks
- Safe workplace
- Respect
- Training.

AC 1.2 Learners **must** identify at least **two** responsibilities employees have at work e.g.,

- Arriving on time
- Following instructions
- Reporting hazards
- Treating others fairly

AC1.3 Learners should be given a simple workplace scenario and identify a way that they can act responsibly e.g., A wet floor – Report hazard.

LO2 AC 2.1 Learners **must** give **one** example of good behaviour and **one** example of poor behaviour at work e.g.,

Positive: Helping, listening, being polite.

Negative: Ignoring instructions, shouting, being unkind.

AC 2.2 Learners **must** state **one** effect of positive and negative behaviour e.g.,

Positive: Teamwork improves, people feel happy.

Negative: Conflict, mistakes, people feel upset.

LO3 AC 3.1 Learners **must** identify at least **one** way that acting responsibly helps people work together e.g.,

- Keeps work safe
- Tasks run smoothly
- Avoids arguments

AC3.2 Learners **must** identify at least **one** consequence of not working responsibly with others e.g.,

- Arguments
- Mistakes
- Slower work
- Unsafe situations

Principles of Progression	Progression 2 - I can understand that we need to respect the rights of others.
Area of Learning Experience	Humanities
Statement of What Matters	Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action
Links to the Four Purposes	Purpose 3 - Ethical, informed citizens of Wales and the world.
Cross-curricular Skills	Literacy / Digital
Integral Skills	Personal effectiveness
Understanding of sustainability in the world of work and/or everyday work	Developing personal and social responsibility

Relevant Cross-Cutting Themes	
Theme	Rationale
Diversity	Directly addresses societal inclusion and equity.
Human Rights	

Entry Level 3

Unit Title: Rights and Responsibilities in the Workplace

Unit Reference Number: CBM233

Level: Entry Level Three

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: 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.

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Know rights and responsibilities in the workplace	1.1 Identify rights employees have at work
	1.2 Identify responsibilities linked to the rights identified in 1.1
	1.3 Give an example of why these rights and responsibilities are important
2. Know how behaviour affects self and others in the workplace	2.1 Give examples of responsible behaviour at work
	2.2 Give examples of irresponsible behaviour at work
	2.3 Outline how behaviour can affect others in the workplace
3. Understand own behaviour in the workplace	3.1 Identify own responsible behaviour during a workplace activity
	3.2 Identify one thing they could do differently next time

Indicative Content

LO1 AC 1.1 Learners **must** identify at least **two** rights employees have at work e.g.,

- Safety
- Fair pay
- Respect
- Breaks
- Training
- Contract of employment

AC 1.2 Learners **must** state one responsibility for at least **two** of the rights they identified in AC 1.1 e.g.,

- Safety – follow rules/ policy
- Respect – be polite
- Fair pay – complete agreed hours/ tasks
- Breaks – return from breaks on time
- Training – attend/ participate in training
- Contract of employment – ensure they understand what is in their contract

AC1.3 Learners **must** be able to identify reasons for why these rights and responsibilities are important. They must identify a reason for at least **one** right and **one** responsibility e.g.,

- Protects people
- Helps work run smoothly
- Keeps workplace safe

LO2 AC 2.1 Learners **must** outline at least **two** examples of what it means to be responsible in the workplace e.g.,

- Helping others
- Arriving on time
- Listening/ following instructions

AC 2.2 Learners **must** outline at least **two** examples of what it means to be irresponsible in the workplace e.g.,

- Ignoring instructions
- Being rude
- Unsafe behaviour
- Poor timekeeping

AC 2.3 The learner **must** identify how behaviours may affect other people at work. This should include positive and negative behaviours.

LO3 Learners **must** participate in an activity about a workplace situation. This could include work experience or taster, or a simulated activity e.g., role-play, scenario, group tasks.

AC 3.1 Learners **must** identify at least **one** example of their own responsible behaviour during the activity.

AC3.2 Learners **must** identify at least **one** thing they could do differently in the workplace.

Principles of Progression	Progression Step 3 - I can explain who is responsible for upholding rights in my locality and in Wales, as well as in the wider world. I also have an understanding that some people are denied their rights.
Area of Learning Experience	Humanities
Statement of What Matters	Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action
Links to the Four Purposes	Purpose 3 - Ethical, informed citizens of Wales and the world.
Cross-curricular Skills	Literacy / Digital
Integral Skills	Personal effectiveness
Understanding of sustainability in the world of work and/or everyday work	Developing personal and social responsibility

Relevant Cross-Cutting Themes

Theme	Rationale
Diversity	Directly addresses societal inclusion and equity.
Human Rights	

Level 1

Unit Title: Rights and Responsibilities in the Workplace

Unit Reference Number: CBM231

Level: One (1)

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: 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.

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Know legal rights and responsibilities and their implications in the workplace	1.1 Identify legal rights employees have at work
	1.2 Outline the employer and employee responsibilities linked to these rights
	1.3 Describe possible implications when rights or responsibilities are not upheld
	1.4 Give examples of workplace policies that help protect employer and employee rights
2. Know workplace expectations and how responsible behaviour supports positive working	2.1 Describe workplace expectations in a job role
	2.2 Describe how responsible behaviour supports positive working relationships
	2.3 Describe how poor behaviour can affect the workplace
3. Understand how to respond appropriately to workplace situations	3.1 Describe how to respond appropriately to each given workplace situation

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
	3.2 Describe how own strengths could support responding to workplace situations
	3.3 Reflect on own behaviour during workplace activities

Indicative Content

LO1 AC 1.1 The learner **must** identify at least **three** legal rights that employees have at work.

- Fair pay: What is minimum wage? Why is equal pay important
- Safe working conditions: What makes a workplace safe? PPE, signage, training
- Non-discrimination: What does fairness look like? Respecting differences.
- Written contracts: What's in a job contract? Hours, pay, duties.

AC 1.2 The learner **must** describe **one** responsibility for both the employer and employee for at least **three** legal rights identified in AC 1.1.

- Fair pay: Employee must work agreed hours, meet expectations of job role/ employer must ensure all hours are paid as per the contract, there is no discrimination in workplace pay.
- Safe conditions: Employee must follow safety rules, report hazards/ employer must ensure the workplace is safe, there is a policy in place, training is delivered to employee, PPE is provided.
- Non-discrimination: Employee must ensure they treat colleagues respectfully and follow the policy; employer must ensure a policy is in place, complaints or grievances are investigated.
- Written contract: Employee must ensure they understand what is in their contract and follow the relevant policies/ employer must issue a contract, ensure Ts&Cs are upheld.

AC 1.3 The learner **must** identify **three** examples of what might happen if people do not exercise these rights and responsibilities. For example, they could identify the following instances and consequences if responsibilities are not followed:

- Warnings: Verbal or written.
- Legal issues: Complaints, tribunals.
- Reputation: Losing trust or respect.

AC 1.4 The learner **must** give **three** examples of workplace policies that help protect rights. Introduce basic policies that protect rights, such as:

- Health and safety: Reporting accidents, using equipment safely.
- Equal opportunities: Fair recruitment, anti-bullying.
- Bullying and harassment policy: How to raise a concern.

LO2 AC 2.1 The learner **must** describe what it means to act responsibly at work. They must describe **two** examples of acting responsibility. For example, they can describe responsibility in simple terms:

- Doing the right thing, helping others.
- Explore how actions affect others (e.g. being kind, honest, reliable).

AC 2.2 The learner **must** describe **two** instances of how responsible behaviour impacts the workplace. For example, they can comment on how responsible behaviour impacts the workplace e.g., such as:

- Punctuality vs. lateness
Honesty vs. dishonesty
- Cooperation vs. refusal to help
- Discuss how these affect teamwork and trust.

AC 2.3 Learners **must** give **two** examples of poor behaviour at work and the impact of this in the workplace They could use real or imagined examples.

LO3 AC 3.1 Learners **must** identify an appropriate response for given scenarios in the workplace e.g.,

- Grievance or a complaint about violation of their rights.
- Sick leave: Reporting illness properly.
- Discrimination: Unfair treatment.
- Contract dispute: Disagreement over duties.

Learners **must** state how the scenarios could be approached e.g.,

- Report the issue to a manager.
- Follow company rules
- Ask HR for help.

AC3.2 Learners **must** identify their own strengths and how these could support the given workplace situations e.g., I stay calm when under pressure, so I am able to talk calmly to my manager. This would help if there was a disagreement over duties.

AC 3.3 Learners **must** reflect on their own behaviour during a workbased activity. This could include work experience, tasters or simulated tasks.

Reflection must include:

- How the learner behaved.
- How the learner's behaviour affected others.
- What could be done differently next time.

Principles of Progression	Progression 4 - I have an understanding of my own and others' environmental, economic and social responsibilities in creating a sustainable future.
Area of Learning Experience	Humanities
Statement of What Matters	Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action
Links to the Four Purposes	Purpose 3 - Ethical, informed citizens of Wales and the world.
Cross-curricular Skills	Literacy / Digital
Integral Skills	Personal effectiveness
Understanding of sustainability in the world of work and/or everyday work	Developing personal and social responsibility

Relevant Cross-Cutting Themes	
Theme	Rationale
Diversity	Directly addresses societal inclusion and equity.
Human Rights	

Level 2

Unit Title: Rights and Responsibilities in the Workplace

Unit Reference Number: CBM235

Level: Two (2)

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: 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.

Learning Outcome (The Learner will):		Assessment Criterion (The Learner can):	
1. Understand legal rights and responsibilities of employees and employers in the workplace	1.1	Explain key legal rights and related responsibilities in the workplace	
	1.2	Identify key workplace policies that supports legal rights and responsibilities in the workplace	
	1.3	Explain why these rights and responsibilities are important	
	1.5	Describe consequences of failing to uphold legal rights and responsibilities in the workplace for both: a) The employer (responsibilities) b) The employee (rights)	
2. Understand responsible and irresponsible behaviour and its impact across workplace contexts	2.1	Explain what responsible behaviour looks like in different workplace situations	
	2.2	Explain how irresponsible behaviour can affect: a) Individuals b) Teams c) Organisations	
	2.3	Compare the impact of two contrasting behaviours in workplace scenarios	

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
3. Evaluate how to respond appropriately to workplace situations	3.1 Describe appropriate actions to take in two workplace situations involving rights or responsibilities
	3.2 Evaluate how effective different responses might be in each situation
	3.3 Evaluate own strengths and development needs in handling workplace situations

Indicative Content
LO1 AC 1.1 Learners must identify legal rights of employees and responsibilities of employers. This can include: • Fair pay: teaching learners about minimum wage laws, equal pay for equal work, and salary transparency. • Safe working conditions: introducing health and safety legislation, risk assessments, and employer responsibilities. • Non-discrimination: covering protected characteristics under equality laws and examples of inclusive practices. • Right to a written contract (terms and conditions of employment): Explaining what a contract should include (e.g. job role, hours, pay, notice period) and why it matters. AC 1.2 Learners must identify a range of workplace policies that supports legal rights and responsibilities. This can include: • Pay and Remuneration Policy. • Health and Safety Policy. • Equal Opportunity Policy. • Recruitment Policy. • Grievance Policy. AC 1.3 Learners should explain the importance of the identified rights and responsibilities for both the employer and employee e.g., safety, fairness, productivity, wellbeing, employer reputation. AC 1.4 Learners must explain at least two consequences of failing to uphold legal rights and responsibilities in the workplace. This can include: • Employer-Employment tribunals for unfair dismissal, discrimination, or breach of contract. • Fines or compensation payouts for violating health and safety laws or failing to uphold statutory rights.

Court-ordered changes to workplace practices or reinstatement of wrongfully dismissed employees.
Loss of employee morale and productivity, especially if staff feel unsafe, undervalued, or discriminated against.
Negative publicity, which can affect customer trust and stakeholder confidence.
Difficulty attracting and retaining talent, as job seekers increasingly prioritise ethical and compliant workplaces.
Employees who fail to meet their responsibilities e.g., such as breaching health and safety rules, violating contract terms, or engaging in discriminatory behaviour, can face formal disciplinary procedures. These may include Verbal or written warnings or suspension

LO2 AC 2.1 Learners **explore** the meaning of responsible behaviour in different contexts e.g.,

- Employer - Promoting fairness and inclusion: ensuring equal opportunities and preventing discrimination.
- Environmental stewardship: reducing waste, conserving energy, and supporting sustainability initiatives.
- Community engagement: participating in charitable activities or volunteering programs.
- Ethical decision-making: choosing actions that benefit not just the company, but also employees, customers, and the wider community
- Employee- How individual actions affect others: exploring how behaviours like tone of voice, body language, and attitude can influence colleagues' morale, productivity, and wellbeing.
- The importance of ethical behaviour: teaching principles such as honesty, integrity, confidentiality, and fairness. discussing how ethical behaviour builds trust and supports a positive workplace culture.
- How responsibility contributes to a positive work environment: explaining how taking ownership of tasks, being accountable, and supporting others fosters teamwork and reliability.

AC 2.2 Learners **must** identify the impact of irresponsible behaviour on each of the bullet points e.g.,

- Individual: stress, unfairness
- Teams: conflict, missed deadlines
- Organisations; complaints, reputational damage, financial cost

AC 2. 3 Learners **must** compare contrasting behaviours, identifying the impact of each in different scenarios e.g.,

- following instructions vs. ignoring safety signs
- resolving conflict calmly vs. escalating conflict

Answers must include consequences, effects on others, impact on work outcomes.

LO3 AC 3.1 Learners **must** describe the following workplace situations and appropriate actions to take e.g.,

- Handling grievances: teaching learners how employees can raise concerns formally, including the steps in a grievance procedure and the role of HR.
- Addressing discrimination: covering types of discrimination (e.g. direct, indirect, harassment), protected characteristics, and how to report incidents.

Appropriate actions could include:

- Reporting issues: emphasizing the importance of timely and accurate reporting through the correct channels.
- Following procedures: teaching learners to refer to company policies and understand the steps involved in resolving issues.
- Seeking advice from HR: explaining when and how to approach HR for support, and the importance of confidentiality and professionalism.

AC 3.2 Evaluation includes considering effectiveness, risks, benefits and likely outcomes e.g., Reporting immediately may prevent harm whereas delaying may worsen the issue.

AC 3.3 Learners **must** reflect on their own contribution during a workplace activity e.g., work experience, tasters or simulated activities. Learners must consider how their behaviour demonstrated responsibility and how their behaviour impacted others. This could include:

- Reflecting on how their behaviour affected others (e.g. did they help or hinder teamwork? Did I listen to others? Did I share ideas or help someone? Did I interrupt or ignore anyone? Did my actions make the task easier or harder for the group?).
- Considering the overall outcome (e.g. was the task completed effectively? Did we finish the task? Did everyone understand what to do? Was the result good or could it be better? Did we work well together?).
- Identifying strengths and areas for improvement in their own conduct.

Principles of Progression	Progression 5 - I can evaluate the importance of the roles played by individuals, societies, social movements and governments in respecting and defending people's human rights.
Area of Learning Experience	Humanities
Statement of What Matters	Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action
Links to the Four Purposes	Purpose 3 - Ethical, informed citizens of Wales and the world.
Cross-curricular Skills	Literacy / Digital
Integral Skills	Personal effectiveness
Understanding of sustainability in the world of work and/or everyday work	Developing personal and social responsibility

Relevant Cross-Cutting Themes

Theme	Rationale
Diversity	Directly addresses societal inclusion and equity.