

Unit Title:	Understanding workplace values and practices
OCR unit number:	Unit 7
Level:	Entry 3
Credit value:	3
Guided learning hours:	25
Unit reference number:	R/505/4051

Unit aim and purpose

The unit will provide learners with knowledge of the importance of workplace values and practices to specific jobs, including how employees are made aware of these and how performance is monitored. Learners will understand the importance of employee and employer rights and responsibilities. Learners will be able to use a range of techniques to communicate with colleagues in the workplace. Learners know how to access information and support on workplace practices.

Learning Outcomes	Assessment Criteria	Teaching Content i.e. – must be covered e.g. – suggestions for coverage
<p>The Learner will:</p> <p>1 Know the importance of workplace values and behaviours</p>	<p>The Learner can:</p> <p>1.1 Identify workplace values for a specific job</p> <p>1.2 Outline why workplace values are important for a specific job</p> <p>1.3 Outline why some types of behaviour are unacceptable in the workplace</p>	<p>Workplace values, e.g.:</p> <ul style="list-style-type: none"> • being reliable • being honest <p>Workplace values important to a specific job, e.g.:</p> <ul style="list-style-type: none"> • as a receptionist - respecting others by considering language • chef – meeting responsibilities by completing food preparation tasks to required standard <p>Behaviour and why it is unacceptable, e.g.:</p> <ul style="list-style-type: none"> • use of alcohol/drugs so not fit for work • private use of the internet during work hours as it wastes employer time

Learning Outcomes	Assessment Criteria	Teaching Content i.e. – must be covered e.g. – suggestions for coverage
2 Know the importance of workplace practices	2.1 Outline why an employee needs information on working practices 2.2 Identify the working practices for monitoring an employee's performance	Information on working practices needed by employee, e.g.: <ul style="list-style-type: none"> • dress code so customers can recognise staff • who to report to so an employee is given duties Working practices for monitoring an employee's performance, i.e.: <ul style="list-style-type: none"> • observing performance • checking targets • appraisal interview • asking for feedback from colleagues
3 Be able to communicate at work following workplace practices	3.1 Demonstrate paper-based communication with colleague(s), which is: <ul style="list-style-type: none"> • factually accurate • legible and comprehensible • in line with company standards • completed in a timely manner 3.2 Demonstrate electronic communication with colleague(s), which is: <ul style="list-style-type: none"> • factually accurate • legible and comprehensible • in line with company standards • completed in a timely manner 3.3 Demonstrate face-to-face communication with colleague(s), which is: <ul style="list-style-type: none"> • factually accurate • clear and polite • supported by positive body language • in line with company standards • completed in a timely manner 	Communication with colleagues, e.g.: <ul style="list-style-type: none"> • individually • in groups Paper-based communication, e.g.: <ul style="list-style-type: none"> • a desk-note • a file note • a telephone message form • a customer query form/log Electronic communication, e.g.: <ul style="list-style-type: none"> • a shared diary • a text message • an email • a tweet/blog Face-to-face communication, e.g.: <ul style="list-style-type: none"> • informal • formal • receiving messages or information • passing on messages or information

Learning Outcomes	Assessment Criteria	Teaching Content i.e. – must be covered e.g. – suggestions for coverage
	3.4 Demonstrate telephone communication with colleague(s), which is: <ul style="list-style-type: none"> • factually accurate • clear and polite • in line with company standards • completed in a timely manner 	Telephone communication, e.g.: <ul style="list-style-type: none"> • informal • formal • receiving or making telephone calls • leaving voicemail messages
4 Know the importance of main employer and employee rights and responsibilities	4.1 Identify main employer rights and responsibilities 4.2 Outline why employer rights and responsibilities are important 4.3 Identify main employee rights and responsibilities 4.4 Outline why employee rights and responsibilities are important	Employer rights, e.g.: <ul style="list-style-type: none"> • co-operation of employees on health and safety matters • punctuality of employees Employer responsibilities, e.g.: <ul style="list-style-type: none"> • providing training in use of equipment • providing employee facilities, e.g. rest areas Why employer rights are important, e.g.: <ul style="list-style-type: none"> • health and safety in the workplace may be affected • other workers may have to cover for late or absent colleagues Why employer responsibilities are important, e.g.: <ul style="list-style-type: none"> • for employee health and comfort • employees treated the same regardless of gender, religion, sexual orientation, age Employee rights, e.g.: <ul style="list-style-type: none"> • safe equipment and training to use the equipment • to be treated fairly Employee responsibilities, e.g.: <ul style="list-style-type: none"> • to inform employer if ill/unable to come to work/time off required • to come to work on time

Learning Outcomes	Assessment Criteria	Teaching Content i.e. – must be covered e.g. – suggestions for coverage
		<p>Why employee rights are important, e.g.:</p> <ul style="list-style-type: none"> • may be injured if workplace/equipment isn't maintained • need a minimum wage in order to have enough money to live and not feel exploited <p>Why employee responsibilities are important, e.g.:</p> <ul style="list-style-type: none"> • employer may need to re-schedule work or find someone to cover • employee responsibility under the Health and Safety at Work Act
<p>5 Know how to access specific information and support on the workplace practices</p>	<p>5.1 Identify people in the workplace who can give employees information and support on workplace practices</p> <p>5.2 Identify the information and support people in the workplace could give to employees</p>	<p>People who give information and support, e.g.:</p> <ul style="list-style-type: none"> • union representatives • health and safety officer • human resources • supervisors and managers • company nurse <p>Information and support, e.g.:</p> <ul style="list-style-type: none"> • providing support in case of disputes with employer • providing information about holiday entitlement • provide immediate first aid in the event of accident

Assessment

All units are centre-assessed and externally moderated by OCR. Centres may use the evidence booklets supplied by OCR, but these are not mandatory. Any centres choosing not to use the OCR booklets will need to produce evidence that enables candidates to meet all of the learning outcomes and assessment criteria in the units. When submitting centre devised evidence to OCR an evidence checklist must be completed and attached.

When candidates complete a task, the centre assessor (usually the teacher/tutor) assesses their work. When the assessor is satisfied that the candidate has met all the requirements for a unit, they must confirm this by signing the cover of the evidence booklet (or by completing the evidence checklist) for that unit to show that the assessment process is complete.

Results will be graded Pass or Fail.

Evidence requirements

Evidence can be produced either through real work or by means of simulated activities.

In order to achieve this unit the candidate must demonstrate that they have met all of the stated learning outcomes and assessment criteria. OCR has produced specific assessment guidance for each unit which centre assessors must follow to ensure the evidence meets all the requirements of the units.

Guidance on assessment and evidence requirements

The unit content describes what has to be taught to ensure that candidates are able to access the highest grade.

Anything which follows an i.e. details what must be taught as part of that area of content.

Anything which follows an e.g. is illustrative, it should be noted that where e.g. is used, candidates must know and be able to apply relevant examples to their work though these do not need to be the same ones specified in the unit content.

You should refer to the '*Admin Guide: Vocational Qualifications (A850)*' for *Notes on Preventing Computer-Assisted Malpractice*.

You should refer to the JCQ document: *Access Arrangements, Reasonable Adjustments and Special Consideration 2012-2013* for information on how to assist candidates with special access requirements.

Functional skills signposting

This section indicates where candidates may have an opportunity to develop their functional skills.

Functional Skills Standards					
English		Mathematics		ICT	
Speaking and Listening	√	Representing		Use ICT systems	√
Reading	√	Analysing		Find and select information	
Writing	√	Interpreting		Develop, present and communicate information	

Resources

Access to sources of under-pinning knowledge such as centre teaching materials, websites, books, journals, etc., might be of help, but you are not expected to reproduce other people's written work.

The following resources are available on the OCR website www.ocr.org.uk:

- Unit specification
- Candidate evidence booklets, evidence checklists and assessment guidance for each unit
- Worked examples of tasks from evidence booklets
- Employability Skills Glossary
- Employability Skills support pack
- Tutor Support Sheet - Skills and attributes
- Frequently Asked Questions (FAQs)
- Introduction for Tutors in the evidence booklet
- Administration documents: Submission Cover Sheet, internal standardisation form

Additional information

For further information regarding administration for this qualification, please refer to the OCR document '*Admin Guide: Vocational Qualifications*' (A850) on the OCR website www.ocr.org.uk .