

Unit 43: Employment Framework in the Built Environment

Unit code:	H/600/0344
QCF Level 3:	BTEC Nationals
Credit value:	10
Guided learning hours:	60

● Aim and purpose

This unit gives learners the opportunity to gain understanding of the services and functions provided by the sector, and the structure and role of organisations within the sector. They will also gain knowledge of the rights and responsibilities of employers and employees.

● Unit introduction

This unit has three main components. The first explores the scope of the built environment sector. Learners find out about the range of services and functions carried out in the sector and explore how these contribute to the economy. They also consider the structure and role of the organisations, institutions and businesses that operate within the sector. The internal structure of organisations are examined, giving learners who are in employment the opportunity to examine the structure of their own organisation.

When working in the sector, it is important to know about the rights and responsibilities of both employees and employers. The next component enables learners to identify relevant rights and responsibilities, employment contracts and the procedures and documentation that support employment. This will require learners to use sources of information and advice on employment rights and responsibilities, employee welfare and employee relations.

The third component of the unit focuses on work-based education and training. Learners will gain knowledge of the purpose of work-related qualifications and the components that make up qualifications, for example learning outcomes and assessment criteria. Learners will need to undertake workplace activities to demonstrate their knowledge, understanding and competence.

● Learning outcomes

On completion of this unit a learner should:

- 1 Understand the scope of the built environment sector
- 2 Know the rights and responsibilities of employers and employees
- 3 Be able to compile work-based evidence to support training and development.

Unit content

1 Understand the scope of the built environment sector

Built environment services and functions: town and transport planning; statutory control; design; new public and private sector development; conservation and maintenance; building and civil engineering construction contracting; project management; surveying, property and facilities management; building services engineering

Structure and roles: Government departments; local authorities; private sector clients and developers; sector umbrella bodies; employer and trade federations; professional institutions; trade unions; public and private limited companies; partnerships; professional consultancies; contractors; sub-contractors; manufacturers; suppliers

Internal structure of organisations: organisational charts; functional interdependence; staff organisation and roles; role of learners and their place in the structure

2 Know the rights and responsibilities of employers and employees

Employer rights and employee obligations: employees to work to contract; support the aims of the employer; support health and safety in the workplace; use of resources (internet, email, employer property)

Sources of information and advice: eg careers officer, employers (HR departments and personnel), internet, professional bodies, trades unions, Citizens Advice Bureau, Jobcentre Plus, Advisory, Conciliation and Arbitration Service (ACAS), Health and Safety Executive

Employer responsibilities: observance of employment legislation (Employment Act, Equal Pay, Sex Discrimination, Health and Safety at Work, Race Relations, Disability Discrimination, Age Discrimination); remuneration; minimum wage; public liability insurance

Rights of employees: terms and conditions of service; maternity; paternity; sickness and pay; time off for public duties; trade union representation; discrimination; working time rights; holidays; pay; Sunday working; flexible working; unfair dismissal

Establishing employee relations: types of contracts; joint decision making; joint problem solving; appraisals; performance management; social responsibility and employee welfare; dispute resolution (trade unions, employment tribunals, ACAS, staff associations)

Types of employment contract: permanent; part time; fixed term; temporary; home or teleworking; agency; job share; flexible working; impact of relevant legislation/regulations

Contracts of employment and contracts for services: differences between employee and independent contracts; status; employment protection; terms and conditions of services; relevant legislation/regulations

Employee welfare: Working Time Regulations; medical schemes; health and safety; occupational health screening; redundancy counselling; retirement preparation; pensions, loans; benevolent funds; assistance with housing costs; travel; personal problems; crèches and nursery schemes; job share; flexible working

3 Be able to compile work-based evidence to support training and development

Purpose of qualifications: recognition of knowledge; recognition of understanding; recognition of competence; recognition of skills; recognition of professional practice

Unit components: learning outcomes; performance criteria; assessment criteria; content/scope/range

Evidence: forms of assessment; college based; work based; records of achievement; portfolios and their structure; professional records and portfolios; planning, recording work experience; mentoring

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 identify the services and functions of the built environment sector [TW1, EP3]		
P2 explain the contribution of the built environment sector to the national economy [TW1, EP3]		
P3 identify the structure and role of private and public representative industry organisations, institutions and businesses in the sector [SM2]	M1 compare the internal structures of two organisations within the sector	D1 analyse the internal structure of an organisation
P4 identify employer rights and responsibilities [TW1, EP3]	M2 explain the effects of legislation relating to the rights and responsibilities of employees and employers on an organisation.	D2 evaluate the extent to which an organisation has adapted its working arrangements to accommodate the rights and responsibilities of employees and employers.
P5 identify the rights and responsibilities of employees [TW1, EP3]		
P6 identify the range of sources of information and advice on employment rights and responsibilities, employee welfare and employee relations [TW1, EP3]		

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P7 identify the various types of employment contract		
P8 describe the benefits of the arrangements made in the built environment sector to promote employee welfare		
P9 identify the purpose of work-related qualifications and the interrelationship of their components [TWI, EP3]		
P10 follow guidelines to demonstrate achievement of knowledge and competence outcomes [RLI, CTI]		
P11 plan, select and organise records and portfolios of evidence from learning and workplace activities to demonstrate achievement of knowledge, understanding and competence. [IE4]		

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills which are embedded in the assessment of this unit. By achieving the criteria, learners will have demonstrated effective application of the referenced elements of the skills.

Key	IE – independent enquirers CT – creative thinkers	RL – reflective learners TW – team workers	SM – self-managers EP – effective participators
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Essential guidance for tutors

Delivery

Tutors delivering this unit have opportunities to use a wide range of techniques, although the main techniques should involve learner-centred approaches. Lectures, discussions, seminar presentations, guest speakers, research using the internet and/or library resources and use of personal and/or industrial experience are all suitable. Delivery should stimulate, motivate, educate and enthuse learners.

Wherever possible, links should be made with relevant employers who will be able to share their own experiences to enhance the subject material.

Overall delivery of the unit could be supported by case-studies and visual media where appropriate.

Learners could work in groups to investigate the range of services and function that are carried out in the built environment sector. Groups could prepare a questionnaire that could be used with visitors to discuss the structure of their own organisation, qualifications, rights and responsibilities. A human resources officer may be able to provide a copy of an employment contract form.

When explaining the structure of an internal organisation, learners who are in employment should cover the structure of their own organisation.

Tutors will need to ensure that individual learners have equal experiential and assessment opportunities where group activities are used, and ensure that learners produce individual evidence for assessment purposes.

Health, safety and welfare issues are paramount and should be reinforced through close supervision of all workshops and activity areas, and risk assessments must be undertaken before practical activities are taken. Centres are advised to read the *Delivery approach* section in the specification, and *Annexe H: Provision and Use of Work Equipment Regulations 1998 (PUWER)*.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Introduction to unit Explanation by tutor Class discussion
Scope of the built environment sector Range of services and functions – team research Presentation of findings Contribution of the built environment sector to the economy – team research Presentation of findings Structure and role of organisations, institutions and businesses – team research Presentation of findings Talk by, and discussion with, visitor on structure of an organisation Visit to an organisation Internal structure of an organisation – individual research
Assignment 1: Scope of the Built Environment Sector
Production of magazine article
Rights and responsibilities of employers and employees Talk by human resources officer and class discussion Rights and responsibilities of the employer – team research Presentation of findings Rights and responsibilities of employees – team research Presentation of findings Contracts, procedures and documentation to support employment – team research Presentation of findings
Assignment 2: Employer and Employee Rights and Responsibilities
Work-based education and training Work-related qualifications – presentation by careers officer and class discussion Identification of individual needs for attaining own goals – individual work
Assignment 3: Portfolio of Evidence
Unit review and assessment feedback

Assessment

Evidence for this unit may be gathered from a variety of sources, including well-planned investigative assignments, case studies or reports of practical assignments. There are many suitable forms of assessment that could be used, and tutors are encouraged to consider and adopt these where appropriate. Some example assessment approaches are suggested below. However, these are not intended to be prescriptive or restrictive, and are provided as an illustration of the alternative forms of assessment evidence that would be acceptable.

The structure of the unit suggests that the grading criteria could be addressed fully by using three assignments. The first assignment would focus on the scope of the industry and cover P1, P2, P3, M1 and D1. The second assignment would focus on employer and employee rights and responsibilities and cover P4, P5, P6, P7, P8, M2 and D2. The third assignment would focus on work-based education and training and cover P9, P10 and P11.

To achieve a pass grade learners must meet the 11 pass criteria listed in the grading grid.

To achieve P1, learners must identify the services provided by the built environment sector and the functions carried out. The services and functions should be differentiated in terms of sector and public sectors.

To achieve P2, learners must explain the contribution of the built environment sector to the national economy.

To achieve P3, learners must identify the structure and role of private and public representative industry organisations, institutions and businesses in the sector. Learners who are in employment should use the structure of their own organisation.

To achieve P4, learners must identify the rights and responsibilities of employers. This should include reference to any Acts of Parliaments relating to employment. There should be evidence of the broad requirements of each piece of legislation but a detailed understanding of the legislation is not required.

To achieve P5, learners must identify the rights and responsibilities of employees. The duty of employees to their employer should be made clear as well as employee rights.

To achieve P6, learners must identify the range of sources of information and advice on employment rights and responsibilities, employee welfare and employee relations

To achieve P7, learners must identify the types of employment contract that are used in the sector.

To achieve P8, learners must describe the benefits of the arrangements made in the built environment sector to promote employee welfare. Evidence should include the advantages of promoting employee welfare for both the employee and employer.

To achieve P9, learners need to identify the purpose of work-related qualifications and the interrelationship of their components, including assessment. They should realise that a particular qualification will not necessarily include all items. They should be able to identify the components that make up qualifications and the relationship between these components.

To achieve P10, learners need to follow guidelines, that are discussed with the tutor, to demonstrate achievement of knowledge and competence outcomes. Learners must consider their own goals and identify the knowledge and competence outcomes that are needed to achieve these goals, and the actions they must take.

To achieve P11, learners must plan, select and organise records and portfolios of evidence from learning and workplace activities to demonstrate achievement of knowledge, understanding and competence. Ideally, these will relate to the evidence produced for P9 and P10.

To achieve a merit, learners must achieve all the pass grade criteria and both merit grade criteria.

To achieve M1, learners must compare the internal structure of two different organisations within the built environment sector. These organisations may be of significantly different sizes, and may have different functions.

To achieve M2, learners must explain the effects of legislation relating to the rights and responsibilities of employees and employers on a selected business organisation. Learner analysis will reflect an understanding of the impact of legislation as applied to both parties in a business. Learners who are employed should use their own organisation.

To achieve a distinction, learners must achieve all the pass criteria, both merit grade criteria and both distinction criteria.

To achieve D1, learners must analyse the internal structure of an organisation. Learners who are employed should use their own organisation.

To achieve D2, learners are required to evaluate the extent to which a selected business organisation may have adapted its working arrangements to accommodate legislation relating to the rights and responsibilities of employees and employers. This will show a description or analysis of the legislation and an awareness of the employer response. Case studies may be obtained from the local chamber of commerce, or trade union branches, or they may feature in local or national news sources.

Programme of suggested assignments

The following table shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, P3, M1, D1	Scope of the Built Environment Sector	A magazine intends to produce an article about the scope of the built environment sector. You have been commissioned to write the article.	Magazine article.
P4, P5, P6, P7, P8 M2, D2	Employer and Employee Rights and Responsibilities	Your colleagues have elected you as their trade union representative. You need to find out about the rights and responsibilities of employers and employees.	Report.
P9, P10, P11	Portfolio of Evidence	As a part-time construction technician, you are required to build up a portfolio of evidence from your learning and workplace activities to demonstrate your knowledge, understanding and competence.	Portfolio.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Construction and the Built Environment sector suite. This unit has particular links with the following unit titles in the Construction and the Built Environment suite:

Level 1	Level 2	Level 3
		Personal and professional development in the built environment

This unit links to the Edexcel Level 3 NVQ in Technical Design (Construction Environment), the Edexcel Level 4 NVQ in Site Inspection and the Edexcel Level 4 NVQ in Construction, Plant and Equipment Management.

Employer engagement and vocational contexts

Delivery will be enhanced if a local employer could give a presentation on the skills, attributes and behaviours that they require of their employees. A visit to one or more construction sites to demonstrate the range of different careers that are available within the sector would be beneficial. A presentation by a member of a professional body on professional development and the relevant code of ethics is desirable.

Support to enable centres to initiate and establish links to industry, and to networks arranging visits to industry and from property practitioners is given below:

- Learning and Skills Network – www.vocationallearning.org.uk
- National Education and Business Partnership Network – www.nebpn.org
- The Royal Institution of Chartered Surveyors – www.rics.org
- Work Experience/Workplace learning frameworks – Centre for Education and Industry (CEI University of Warwick) – www.warwick.ac.uk/wie/cei/

Indicative reading for learners

Textbooks

Sargeant M and Lewis D – *Essentials of Employment Law* (People & Organisations) (Chartered Institute of Personnel and Development, 2002) ISBN 0852929854

Websites

www.agepositivegov.uk	The Age Positive campaign promotes the benefits of employing a mixed-age workforce that includes older and younger people
www.europa.eu.int	Portal site of the European Union
www.familyfriendly.ie	Irish Work Life Balance
www.hrsguide.co.uk UK	Human Resource Articles
www.workingbalance.co.uk	Working Balance
www.worklifebalance.ie	Work Life Balance

Delivery of personal, learning and thinking skills (PLTS)

The following table identifies the PLTS opportunities that have been included within the assessment criteria of this unit:

Skill	When learners are ...
Independent enquirers	judging the relevance and value of evidence that will contribute to their portfolio of achievement
Creative thinkers	generating ideas and exploring possibilities when identifying their own goals to be attained
Reflective learners	assessing their own competence and knowledge in order to identify education and training they need to achieve to attain their own goals
Team workers	working in groups, for example when researching material on employer and employee rights and responsibilities
Self-managers	assessing their own competence and knowledge in order to identify education and training they need to achieve to attain their own goals
Effective participators	proposing ways forward and the steps necessary when researching employee rights and responsibilities.

● Functional Skills – Level 2

Skill	When learners are ...
ICT – Use ICT systems	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	
Manage information storage to enable efficient retrieval	storing documents, for example evidence of achievements for work-based education
Follow and understand the need for safety and security practices	
Troubleshoot	
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	using the internet to research services and function carried out in the sector
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	using the internet to research services and function carried out in the sector
ICT – Develop, present and communicate information	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> • text and tables • images • numbers • records 	
Bring together information to suit content and purpose	compiling reports eg employer and employee rights and responsibilities
Present information in ways that are fit for purpose and audience	
Evaluate the selection and use of ICT tools and facilities used to present information	
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	

Skill	When learners are ...
Mathematics	
Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations	
Identify the situation or problem and the mathematical methods needed to tackle it	
Select and apply a range of skills to find solutions	
Use appropriate checking procedures and evaluate their effectiveness at each stage	
Interpret and communicate solutions to practical problems in familiar and unfamiliar routine contexts and situations	
Draw conclusions and provide mathematical justifications	
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	working in groups to research, for example employer and employee rights and responsibilities
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	researching material, for example education and training needed to attain own goals
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	