

ESOL Enhanced Programme E3 Skills for Employment

Leading to

Ascentis Entry Level Award in Skills for Employment (Entry 3) 601/3571/2



Tutor Guidance

ESOL Enhanced Programme: E3 Skills for Employment

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Programme Introduction

The **ESOL Enhanced Programme: Ascentis E3 Award in Skills for Employment** has been developed to support ESOL learners in their progression pathway and next steps into further learning and employment.

Ascentis is aware of some of the challenges centres experience when aiming to deliver employability programmes to non-native English language speakers. We understand that for employability qualifications to be more accessible to ESOL learners, it is essential that tutors have access to high-quality resources that can support planning, teaching and assessment.

This programme has been developed in collaboration with both employability and ESOL subject experts, to maintain employability subject relevance whilst providing a supportive language focus.

By undertaking this programme, learners will achieve the **Ascentis Entry Level Award in Skills for Employment (Entry 3)** qualification. The full specification is available on the [Ascentis](#) website.

This tutor guidance document will provide tutors with details about the programme, unit content and context to support delivery. Centres delivering the programme are required to refer to, and to follow, the requirements for delivery from the full qualification specification to ensure quality procedures are maintained through delivery.

Aims of the Programme

- 1.To provide learners with the knowledge and skills they need for gaining employment.
- 2.To give learners the confidence to progress with further training or employment.
- 3.To include resources and employability language-level focus to support non-native English language learners in accessing the qualification.

Resources to Support Delivery of this Programme

Tutors have access to resources that have been specially developed for this programme's specification and rule of combination.

- **Enhanced unit specification** – each unit specification features enhanced subject content to support tutor delivery.
- **Interactive teaching resources** – resources have been developed for each unit included in the programme. They aim to support tutors in delivering the knowledge in each learning outcome. These resources are instantly accessible to centres through the Ascentis Moodle and available to download as SCORM files from Parnassus.
- **Learner workbooks** – the workbooks are intended to support learners in building up their portfolio of evidence. They can be printed and are also available digitally as an editable PDF. These are available to download from Parnassus.
- **Glossary** – each unit has an enhanced glossary. This can be downloaded from the interactive teaching resource and is also available in each unit workbook.
- **Tracking sheets** – assessment tracking sheets are available at the back of this tutor guidance document. They can also be located on the login area of the Ascentis website alongside the full qualification specification.

Language Focus

In developing the programme, Ascentis has made significant efforts to ensure the language is appropriate for E3 ESOL learners. However, it is acknowledged that, given the specific context around the subject of employability, some words and phrases cannot be replaced. Ascentis has developed an extensive glossary and, where possible, uses appropriate examples to convey the meaning of subject-specific language. Tutors may benefit from starting each lesson by introducing some of the employability-specific language that will be introduced in the teaching and workbook materials.

Target Group

The ESOL Enhanced Programme: Ascentis E3 Award in Skills for Employment is intended for learners who are or have been accessing ESOL qualifications and want to progress onto an Entry Level 3 employability qualification.

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Programme Rule of Combination

The programme has been carefully developed from the existing *Ascentis Entry Level Award in Skills for Employment (Entry 3)* qualification.

Learners who successfully complete the *ESOL Enhanced Programme: Ascentis E3 Award in Skills for Employment* will achieve certification for the *Ascentis Entry Level Award in Skills for Employment (Entry 3)*.

To achieve the *Ascentis Entry Level Award in Skills for Employment (Entry 3)* as part of this programme, learners **MUST** achieve all four units listed below.

By achieving all four units, learners will gain the minimum 6 credits required to obtain the *Ascentis Entry Level Award in Skills for Employment (Entry 3)*.

Centres will need to follow this specific rule of combination to gain access to the bespoke resources and materials.

ESOL Enhanced Programme: Ascentis E3 Award Skills for Employment Programme Rule of Combination

Centres have access to the full qualification specification for the *Ascentis Entry Level Award in Skills for Employment (Entry 3)*; however, **ONLY** the units detailed below have enhanced content and resources to support delivery within this programme.

Unit Title	Level	Credit Value	GLH	Unit Reference
Building confidence and self esteem	Entry 3	2	20	K/508/5502
Effective communication for work	Entry 3	2	20	M/508/5503
Exploring job opportunities	Entry 3	1	10	H/508/5482
Rights and responsibilities at work	Entry 3	1	10	K/508/5497

Centres are reminded to refer to the full qualification specification for full qualification information including centre recognition, qualification approval, registration, and assessment and verification procedures.

ESOL Enhanced Programme: E3 Skills for Employment

Unit Title: Building confidence and self esteem

Unit Reference Number: K/508/5502

Credit Value of Unit: 2

GLH of Unit: 20

Level of unit: Entry 3

This unit aims to develop a greater understanding of what confidence and self-esteem mean and the impact that these can have on an individual's working and personal life. It looks at ways in which confidence and self-esteem can be damaged and helps individuals to find ways to build confidence and self-esteem. By completing this unit, learners will be able to recognise what growing confidence and high self-esteem feel like.

Learning Outcomes	Assessment Criteria
The Learner will be able to:	The Learner can:
1. Understand what confidence and self-esteem are	1.1 Explain what confidence and self esteem are 1.2 Describe effects of being confident and feeling good about yourself
2. Understand ways in which confidence and self-esteem can be damaged	2.1 Identify at least two ways in which confidence and self-esteem can be damaged 2.2 Describe two effects of damage to confidence and self-esteem
3. Understand ways of building confidence and self-esteem	3.1 Identify, with help, at least two ways of building confidence and self-esteem 3.2 Identify, with help, how the previously stated two ways would help build confidence and self-esteem
4. Understand feelings surrounding confidence and self-esteem	4.1 Describe the types of feelings that go with confidence and high self-esteem

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Information in this part of the unit specification is more detailed than what is expected of learners. In providing additional context and reference, it aims to assist tutors in delivering content to a potentially broad range of learners.

In order to achieve this unit, learners need to understand how they can build on their levels of confidence and self-esteem.

1.1 Explain what confidence and self-esteem are

Learners should understand the difference between confidence and self-esteem and be able to give a definition of both.

Self-esteem is defined as the attitude that you have towards yourself.

The charity Mind defines self-esteem as follows: 'Self-esteem is how we value and perceive ourselves. It's based on our opinions and beliefs about ourselves, which can feel difficult to change.' www.mind.org.uk (2024)

Confidence is defined as the belief in yourself and what you can do.

Mind defines confidences as follows: 'Confidence is about believing in and trusting ourselves, our abilities and ideas. Confidence is also about understanding and accepting ourselves for who we are.' www.mind.org.uk (2024)

1.2 Describe the effects of being confident and feeling good about yourself

The effects of having confidence and feeling good about yourself include:

- feeling happy
- knowing what you are good at
- feeling comfortable about your looks
- being able to deal with challenges and difficult situations
- taking part in discussions and activities in school, college or at work
- enjoying life.

Learners should think about situations and instances when they have been most confident and felt good about themselves.

2.1 Identify at least two ways in which confidence and self-esteem can be damaged.

Confidence and self-esteem are often damaged by other people and their actions, or in situations where we do not feel comfortable. Ways that confidence and self-esteem can be damaged include:

- actual or perceived failure
- direct criticism
- indirect criticism
- discriminatory or prejudicial behaviour
- lack of love and care
- abusive or otherwise poor relationships
- having a mental or physical disability
- comparing yourself with others
- being bullied
- struggling at school, college or work.

Learners should list some situations and/or experiences that had a negative impact on their confidence or self-esteem.

2.2 Describe two effects of damage to confidence and self-esteem

Effects of a lack of confidence include:

- not being sure what you need or want from life
- not being sure of your ability and skills
- fear of failure.

Effects of low self-esteem include:

- feeling bad about yourself
- worrying about how you think others see you
- worrying about what others think about you
- treating yourself badly
- blaming yourself
- feeling worthless
- feeling inadequate or less attractive than others portrayed on social media platforms.

Referring to the situations and experiences identified in 2.1, learners should be able to describe how these situations/experiences made them feel.

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3.1 Identify, with help, at least two ways of building confidence and self-esteem

Ways of building confidence and self-esteem include:

- exercising regularly
- focusing on successes
- getting support when needed from others, including family and friends
- asking for help when needed
- making a list of positives
- building up a network of people who are like-minded
- eating well
- avoiding making comparisons between yourself and others
- not dwelling on mistakes
- setting attainable goals and challenges.

Learners should make a list of people and resources that are available to them to build their confidence and self-esteem.

3.2 Identify, with help, how the previously stated two ways would help build confidence and self-esteem

Thinking about the previous list of people and resources, learners should be able to state how these would help build their confidence and self-esteem.

4.1 Describe the types of feelings that go with confidence and high self-esteem

Types of feelings that go with confidence and high self-esteem include feeling:

- valued
- wanted
- unique
- special,
- talented
- creative,
- loved
- positive
- happy
- included.

Useful websites to support tutors

Mind - <https://www.mind.org.uk/information-support/types-of-mental-health-problems/self-esteem/tips-to-improve-your-self-esteem/>

Verywellmind - <https://www.verywellmind.com/what-is-self-esteem-2795868>

Verywellmind - <https://www.verywellmind.com/how-to-boost-your-self-confidence-4163098>

NHS - <https://www.nhs.uk/mental-health/self-help/tips-and-support/raise-low-self-esteem/>

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Unit Title: Effective communication for work

Unit Reference Number: M/508/5503

Credit Value of Unit: 2

GLH of Unit: 20

Level of unit: Entry 3

Sharing information in the workplace is essential. This unit will explore how to communicate information effectively in the workplace and use the appropriate method for communicating a message. Learners will demonstrate how to share information with others and follow instructions given to them.

Learning Outcomes	Assessment Criteria
The Learner will be able to:	The Learner can:
1. Communicate appropriately for the workplace	1.1 Communicate information appropriately for the workplace
2. Choose a method of communication	2.1 Choose an appropriate communication method for a given purpose
3. Know how to use communication to support the work of others	3.1 Share information with others using an appropriate method of communication
4. Know how to follow instructions	4.1 Follow a given set of instructions accurately

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Information in this part of the unit specification is more detailed than what is expected of learners. In providing additional context and reference, it aims to assist tutors in delivering content to a potentially broad range of learners.

In order to achieve this unit, learners need to communicate effectively. This means using appropriate information and methods of communicating a message. Learners also need to show they can follow specific instructions accurately.

1.1 Communicate information appropriately for the workplace

Ways of communicating information in the workplace include:

- **active listening** – communication is two-way. Effective communication relies on your listening as well as speaking. Active listening means making sure you maintain eye contact with the speaker, indicating you understand by occasional nodding, being fully present, asking relevant questions and paraphrasing or summarising the conversation
- **clarity** – make sure that you think carefully about what you want to communicate and only communicate sufficient information to meet your needs and the needs of the recipient
- **be courteous** – always speak with respect for the recipient. Speak to them as an equal
- **voice and tone** – pitch your voice at an appropriate volume and tone. Speaking too loudly may be received as though you are being aggressive or angry
- **gestures and body language** – this refers to the way in which you stand, use your arms and hands, your facial expressions and eye contact. People may distrust the message if your body language does not match the words you are saying
- **timing** – choosing the right time to communicate is also important. Make sure there are no distractions, and that the recipient(s) is able to fully focus and engage with you. Make sure that you have sufficient time to communicate all the information that you need to
- **language** – use of jargon and technical terms can lead to a message being misunderstood or misinterpreted. Make sure that the words and language you are using is appropriate for the recipient.

2.1 Choose an appropriate communication method for a given purpose

Types of communication – communication may be verbal and non-verbal.

The language, tone and body language that you use when communicating information can have a significant impact on how the message is received by the recipient.

There are three aspects that affect how your communication is received:

- the words you use
- the tone of your voice
- your body language.

The reported statistics for the order of importance of these aspects of communicating with other people are:

- 55% body language
- 38% tone of voice
- 7% words.

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Methods of communication include:

- **face to face** – this enables you to see the recipient’s reaction and also provides opportunities for them to ask questions and seek clarification if needed. However, there is unlikely to be a formal record of the conversation unless notes are taken
- **emails, letters** – these forms of written communication provide evidence of the communication for future reference. Emails are most commonly used, as they are quick and can be sent to a number of people at one time. Formal letters are less common in today’s world and are generally used for external communications
- **texts, messages** – these are short communications using mobile technology or media platforms. They are generally used for informal, short and immediate communications.

3.1 Share information with others using an appropriate method of communication

When sharing information with others, you need to think about:

- what exactly they need to know
- what you need to achieve by sharing this information
- how much detail they need
- what the purpose of the communication is
- what they already know about the subject
- whether you need to share this information formally or informally
- if there needs to be a formal record of this communication
- what questions they might ask
- whether you are sharing this information with one person or a group of people

4.1 Follow a given set of instructions accurately

Instructions given may be written or verbal.

Following written or verbal instructions involves:

1. Reading or listening to all the steps of the instructions carefully. You may need to reread written instructions several times.
2. Seeking clarification if you don’t understand anything.
3. Making sure you fully understand the purpose of the task and the expected outcomes from the instruction.
4. Ensure there are no distractions that will divert your attention.
5. Visualising the process in your head. What are the steps? What needs to be done first, second, etc.
6. Talking yourself through the process and stages as you work your way through the task.
7. Asking for help or guidance if needed.

Useful websites to support tutors

Indeed - <https://www.indeed.com/career-advice/career-development/effective-communication>

Indeed- <https://uk.indeed.com/career-advice/career-development/7-cs-of-communication>

Mind Tools - <https://www.mindtools.com/a5xap8q/the-7-cs-of-communication>

Glassdoor - <https://www.glassdoor.com/blog/guide/communication-skills-in-the-workplace/>

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Unit Title: Exploring job opportunities

Unit Reference Number: H/508/5482

Credit Value of Unit: 1

GLH of Unit: 10

Level of unit: Entry 3

This unit supports learners to explore different job choices and opportunities, and identifies people or organisations that may help them find a suitable job option. Learners need to show that they have researched and decided on a job option that matches their own skills, qualities, experiences and interests.

Learner Outcomes	Assessment Criteria
The learner will be able to:	The learner can:
1. Decide on suitable job options	1.1 Describe who to see and where to go for help with job choices.
	1.2 Get information about job options
	1.3 Review their interests, experience, skills and qualities
	1.4 Describe how they decided on suitable job options

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Information in this part of the unit specification is more detailed than what is expected of learners. In providing additional context and reference, it aims to assist tutors in delivering content to a potentially broad range of learners.

1.1 Describe who to see and where to go for help with job choices

Learners are encouraged to consider the wide variety of sources for information about job choices. Sometimes that information will come from a face-to-face meeting, or through internet searches.

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Examples include:

- **National Careers Service** – <https://nationalcareers.service.gov.uk/> – provides high-quality, free and impartial careers advice.
- **GOV.UK/find-a-job** – <https://www.gov.uk/find-a-job> – lists full- and part-time jobs in England, Scotland and Wales, searchable by job type and region.
- **Careers advisor** – at school, college or university.
- **Apprenticeships service** – <https://www.findapprenticeship.service.gov.uk/> – search for apprenticeship opportunities by job, company and region.
- **Jobcentre Plus** – <https://www.gov.uk/contact-jobcentre-plus>
- **Local Careers Hub** – <https://www.careersandenterprise.co.uk/careers-hubs/> – networks of organisations that work with schools, colleges and employers to improve careers education for young people.

1.2 Get information about job options

Learners should gather information about more than one job option in an area that interests them.

Information gathering should cover:

- qualifications and/or training that is required
- any essential academic, technical and transferable skills and experience
- pay or salary
- typical hours per week
- working patterns (e.g. shift work, weekends, 9 to 5)
- daily tasks
- working environment
- contract – full time, part time, fixed term, zero hours, agency
- career progression.

1.3 Review their interests, experiences, skills and qualities

Learners will undertake a review of their own skills, experiences, qualities and interests relevant for employment. Learners would benefit from understanding each definition – provide examples to support this.

- **Interests:** often based on personal interests or talents such as gardening, cycling, photography, knitting, etc.
- **Experiences:** gained from volunteering, work placement, work shadowing, previous employment (temporary, part time or full time).
- **Skills:** skills covers a broad spectrum, and therefore learners could reflect further by stating which skills are academic, technical and transferable. Examples include: digital skills, customer service, problem solving, working in a team, communication, etc.
- **Qualities:** honesty, confidence, creativity, caring, etc.

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1.4 Describe how they decided on suitable job options

Learners are encouraged to discuss in pairs or groups what job options are suitable for them and why. They should refer to the information they gathered about job roles and their own interests, skills and experiences.

Useful websites to support tutors

National Careers Service - <https://nationalcareers.service.gov.uk/>

UK Government - <https://www.gov.uk/find-a-job>

Apprenticeships service - <https://www.findapprenticeship.service.gov.uk/>

Jobcentre Plus - <https://www.gov.uk/contact-jobcentre-plus> -

Local Careers Hub - <https://www.careersandenterprise.co.uk/careers-hubs/>

Labour Market Information - <https://www.nomisweb.co.uk>

Success at School website - <https://successatschool.org/advisedetails/506/Work-Experience-Ideas#>

UK Careers Fairs - www.ukcareersfair.com

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Unit Title: Rights and responsibilities at work

Unit Reference Number: K/508/5497

Credit Value of Unit: 1

GLH of Unit: 10

Level of unit: Entry 3

The aim of this unit is to develop an understanding of the main rights and responsibilities in the workplace. Learners will understand that as an employee they have access to rights which aim to protect them in work, and the steps they can follow if they need to report a grievance problem at work. Learners will also consider the responsibilities and behaviour that an employer expects of them at work. They will learn about the disciplinary process an employer will follow if an employee does not uphold the standards expected in the workplace.

Learner Outcomes	Assessment Criteria
The learner will be able to:	The learner can:
1. Understand rights and responsibilities in the workplace	1.1 Describe the main rights of an employee.
	1.2 Describe the main responsibilities of an employee
	1.3 State what steps they would take if they had a grievance problem at work
	1.4 State what steps they would take if they were faced with disciplinary action at work

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Information in this part of the unit specification is more detailed than what is expected of learners. In providing additional context and reference, it aims to assist tutors in delivering content to a potentially broad range of learners.

1.1 Describe the main rights of an employee

Learners should understand that when in paid employment, they have rights as an employee. Many of those rights are embedded in employment law (Employment Rights Act 1996, The Working Time Regulations 1998).

The main rights that are applicable to learners include:

The National Minimum Wage / National Living Wage: the amount depends on a person's age. Current rates can be found at <https://www.gov.uk/national-minimum-wage-rates>

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- **Payslips:** these can be printed or electronic but must show: number of hours worked, earnings before and after deductions (e.g. income tax, National Insurance, pension). An employer must provide all their employees with payslips.
- **Holiday entitlement:** By law, employees are entitled to 5.6 weeks paid holiday a year; this is also described as annual leave. Part-time workers receive the equivalent amount of holiday, depending on how many hours they work. Employers can include bank holidays as part of statutory annual leave.
- **Sick leave:** Employees are entitled to take time off work if they are unwell. If a person is ill for more than 7 days, they must provide a fit note (sometimes known as a sick note), which they can get from their doctor or clinician. Workers are entitled to Statutory Sick Pay (SSP) if they are too ill to work for more than 3 days in a row.
- **Employment contract / written statement:** A contract of employment can be written or verbal. Anyone classed as an employee or worker is legally entitled to a written statement. A written statement describes particulars such as pay, working hours, pension contributions, and disciplinary and grievance procedures.
- **Rest breaks:** Employees have the right to the following rest patterns:

In the working day	20 minutes	When working more than 6 hours in a day
Between working days	11 hours rest	Between finishing work and starting work
Between working weeks	24 hours rest	Every 7 working days
	48 hours rest	Every 14 working days

- **Working hours:** Employees should work no more than 48 hours a week unless they have opted out of the EU Working Time Directive. Sunday work must have been agreed in the contract or statement of employment.
- **Flexible working:** Employees have the right to request flexible working. Flexible working includes requests to change: the number of hours they work, start and finish times, the days worked and where they work from. Examples of different types of flexible working include: job sharing, remote working, part-time working, compressed hours and flexitime.
- **Statutory leave and pay:** Employees are legally entitled to different types of statutory leave and pay. Examples include: maternity pay and leave; paternity pay and leave; adoption pay and leave.
- **Discrimination and equal opportunities:** Employees have a right to be protected from discrimination in the workplace and can expect fair treatment. Through the Equality Act 2010, employees are protected from different types of discrimination based upon protected characteristics:

Nine Protected Characteristics

Age	Marriage/civil partnership	Religious or belief
Disability	Pregnancy or maternity leave	Sex
Gender reassignment	Race	Sexual Orientation

It would be beneficial for learners to explore the word **discrimination**. This can be contextualised with examples such as:

- bullying.
- unfair dismissal.
- being harassed e.g. name calling, unwanted physical contact.
- unfair treatment e.g. being refused training opportunities due to a person's age.

- **Health and safety:** Employees are entitled to work in a safe environment, as detailed by the Health and Safety at Work etc Act 1974. This is dependent on the employee's industry. Examples include: a safe place to work, access to and maintenance of essential equipment and facilities, adequate training and supervision for employees, employers carrying out risk assessments of environment and duties.
- **Trade unions:** Employees have a right to join a union if they wish. Employers must not treat employees who are members of a union differently to those who are not.

1.2 Describe the main responsibilities of an employee

Learners should be made aware that responsibilities are different to employment rights. Responsibilities are the expectations an employer has of its employees. Employees usually refer to company policies for specific information about their responsibilities and behaviours.

An employee's responsibilities at work may include:

- **Dress code and hygiene:** wearing appropriate clothing as outlined in company policy, including any personal protective equipment. Employees should aim to maintain personal hygiene standards at work.
- **Attitudes and behaviour:** employees have a responsibility to behave professionally. They should avoid behaviours that may harm the company they are employed by. This includes negative comments about colleagues or the employers on social media.
- **Timekeeping and punctuality:** being punctual, arriving/leaving for work as per the hours agreed in their contract of employment.

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- **Health and safety:** taking care of their own health and safety in the workplace and abiding by any company policy. Examples include fulfilling training requirements and lifting heavy items correctly.
- **Working to required standards:** employees are required to work to the agreed standards. Performance in the workplace is usually monitored by a manager, and employees should discuss with their manager if they are finding it difficult to maintain their work standards.
- **Policies:** employees should follow the company policies at work. This might include: the use of mobile phones and social media at work, reporting an absence, booking time off work.

Responsibilities can be dependent on the workplace.

1.3 State the steps they would take if they had a grievance problem at work

Grievance: this is when the **employee** raises a concern or complaint about something at work. Examples of grievance can include: issues relating to pay, employees being treated unfairly, experiencing bullying and harassment.

Any grievance/complaint process should be outlined in the employee's contract or work handbook. This states who the employee should contact in case of a grievance, and what they need to do to raise the grievance.

The following steps provide guidance for employees dealing with a grievance at work.

Step 1: Try to solve the problem through informal discussion with the manager.

Step 2: If the employee feels it cannot be solved informally, they can then raise a grievance complaint. This should be in writing and sent to the most appropriate person, e.g. manager and/or HR.

Step 3: The matter should then be investigated, usually by someone unrelated to the problem. Evidence will be gathered through conversations and meetings with people involved, including witnesses, to gather the facts.

Step 4: A formal meeting of the grievance will take place. The employee raising the grievance may request to have someone accompany them. This could be a trade union representative or a colleague.

Step 5: An agreement of the outcome should be established, and the timescales and plans to support the resolution. Examples of resolutions in the workplace might include: changing a policy, staff working with extra support, a change in working patterns, having further training.

Step 6: The details of any grievance are confidential, but records about the grievance should be kept.

An employment tribunal

If an employee believes they have been treated unlawfully in the workplace, they can make a claim to the employment tribunal. An employment tribunal hears disputes from people who think they have been treated unfairly by their employer. Examples of unfair treatment include: unfair dismissal, breach of contract by the employer, discrimination, unauthorised deductions from pay, unfair termination of contract without the correct notice period.

Learners would benefit from knowing about free services available to support them in understanding employment rights, such as Citizens Advice.

1.4 State what steps they would take if they were faced with disciplinary action at work

If an employer feels that an employee is not working to the required standards or behaviour, they may take disciplinary action.

Disciplinary action: when the **employer** raises a concern or complaint due to the conduct/behaviour of a member of staff.

Minor offences may include poor job performance, minor breaches of policies and procedures, absent without permission, or poor punctuality.

Serious offences include failure to comply with workplace regulations and requirement, drunkenness or substance misuse, assault, bullying, malicious damage, theft, or causing damage to the organisation's reputation. These are considered to be gross misconduct.

A disciplinary follows a formal process, as detailed below. Learners should be made aware that as an employee they have a duty to comply with the process.

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Disciplinary Process	Employer	Employee
Step 1 Informal meeting	The employer may arrange an informal discussion to see if the problem can be resolved. This could be through training, encouragement or support.	Attend any planned meetings or discussions. Take notes on the issues raised. Follow any actions that are agreed to try and solve the matter at the first step.
Step 2 Disciplinary letter	If the matter is being dealt with formally through a disciplinary process, the employer will write a letter to the employee stating the issue.	Keep a copy of the letter. Follow any instructions advised in the letter. If required, an employee may seek advice from organisations such as a trade union or Citizens Advice.
Step 3 Investigation	The employer will gather evidence and investigate the issue.	Provide any information that is requested.
Step 4 Disciplinary meeting	A meeting known as a 'disciplinary hearing' is then held where all evidence is taken into consideration before any decision is made. An employee has the right to be accompanied at this meeting by a colleague or a member of their trade union.	Attend the meeting, taking notes. An employee may prepare questions or comments to take to the meeting. Take someone to the meeting, such as a colleague or a trade union representative.
Step 5 The Outcome	Following the meeting, the employer must write to the employee about what disciplinary action they are going to take. The decision might be: no action, written warning, final written warning, suspension, mediation, dismissal.	Maintain a copy of the letter. If required, they should respond as requested. Attend any further meetings or discussions.
Step 6 Right to appeal	If the employee feels the action is unfair, they have a right to appeal. This should be done in writing to the employer, stating why they believe the outcome is unfair. An appeal meeting will be held, similar to the hearing. A final decision will be made following the appeal. The employer should write to the employee describing the outcome of the appeal.	Write to the employer stating why they wish to appeal. Maintain evidence for the appeal. Attend any meetings and keep a record of any notes or actions.

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Useful websites to support tutors

ACAS (Advisory, Conciliation and Arbitration Service)- <https://www.acas.org.uk/>

Citizens advice- <https://www.citizensadvice.org.uk/>

GOV.UK - <https://www.gov.uk/browse/employing-people>

GOV.UK Minimum Wage Rates - <https://www.gov.uk/national-minimum-wage-rates>

Building confidence and self-esteem (Entry 3)

K/508/5502

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Explain what confidence and self-esteem are.				
1.2 Describe effects of being confident and feeling good about yourself				
2.1 Identify at least two ways in which confidence and self-esteem can be damaged				
2.2 Describe two effects of damage to confidence and self-esteem				
3.1 Identify, with help, at least two ways of building confidence and self-esteem				
3.2 Identify, with help, how the previously stated two ways would help build confidence and self-esteem				
4.1 Describe the types of feelings that go with confidence and high self-esteem				

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____

Date _____

Assessor Signature _____

Date _____

Internal Verifier (if sampled) _____

Date _____

Effective communication for work (Entry 3)

M/508/5503

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Communicate information appropriately for the workplace				
2.1 Choose an appropriate communication method for a given purpose				
3.1 Share information with others using an appropriate method of communication				
4.1 Follow a given set of instructions accurately				

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____

Date _____

Assessor Signature _____

Date _____

Internal Verifier (if sampled) _____

Date _____

Exploring job opportunities (Entry 3)

H/508/5482

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Describe who to see and where to go for help with job choices				
1.2 Get information about job options				
1.3 Review their interests, experiences, skills and qualities				
1.4 Describe how they decided on suitable job options				

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____

Date _____

Assessor Signature _____

Date _____

Internal Verifier (if sampled) _____

Date _____

Rights and responsibilities at work (Entry 3)

K/508/5497

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Describe the main rights of an employee				
1.2 Describe the main responsibilities of an employee				
1.3 State what steps they would take if they had a grievance problem at work				
1.4 State what steps they would take if they were faced with disciplinary action at work				

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____

Date _____

Assessor Signature _____

Date _____

Internal Verifier (if sampled) _____

Date _____