

Title:	Getting Work Ready
Level:	Entry Level 3
Credit value:	3
GLH:	30
Unique Reference Number:	D/652/0663
Sector Subject Area:	14.1 Foundations for Learning and Life
Aim:	<p>The aim of this unit is to provide learners with the knowledge and skills to get ready for work in familiar situations. Learners will recognise what work readiness means, identify simple expectations in work and learning settings, know simple ways to prepare for work or work-related activity, and take part in activities that show they can get ready appropriately. This unit supports progression into personal development, employability, and wider preparation for learning and work by helping learners understand the practical steps and behaviours that support readiness for work.</p>
Assessment Type:	Assessment of this unit will be through an internally set and internally assessed portfolio of evidence.
Assessment Guidance:	<p>Assessment decisions for skills-based learning outcomes must be made during the learner's normal work activity.</p> <p>Skills-based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time.</p> <p>Evidence must confirm that the learner can recognise work readiness in familiar situations, identify simple expectations and preparation linked to work, and take part in activities that help them get ready for work appropriately.</p> <p>Assessment must reflect realistic personal, learning, community, or work-related contexts.</p>

Learning outcomes

The learner will:

1. Understand work readiness in familiar situations.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills to recognise what work readiness means and why it matters in familiar situations.

The learner must:

- 1.1 Identify what **work readiness** means in familiar situations.
- 1.2 Identify at least three examples of work readiness in everyday, learning, or work-related situations.
- 1.3 State simple reasons why work readiness is important.

2. Understand simple expectations in work and learning settings.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills to identify simple expectations and understand how these support positive participation in work and learning settings.

The learner must:

- 2.1 Identify at least three simple expectations in work and learning settings.
- 2.2 Recognise how following expectations can help tasks or activities go well.
- 2.3 State at least three examples of what a person may need to do to meet expectations in work and learning settings.

3. Know simple ways to prepare for work or work-related activity.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills to identify simple ways to prepare for work or work-related activity in advance.

The learner must:

- 3.1 Identify at least three simple ways to prepare for work or work-related activity.
- 3.2 Identify things a person may need to bring, wear, or check when they prepare for work or work-related activity.
- 3.3 Identify people, prompts, or routines that can help someone prepare for work or work-related activity.

4. Be able to take part in a simple work-readiness activity.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills to take part in a simple activity where they show readiness, follow expectations, and prepare appropriately.

The learner must demonstrate how to:

- 4.1 Take part in at least one simulated activity that shows work readiness.
- 4.2 Follow a simple expectation or instruction during the activity.
- 4.3 Identify what they did to prepare for the activity.

Scope of Training

The Scope of Training identifies areas that must be covered during the delivery of this unit. This is the minimum that is expected but tutors are expected to include other areas, knowledge of which will benefit their learners, based on location, types of work available and from the tutors own professional experience.

Requirements

Work readiness:

Definition: The practical steps and behaviours that help a person be ready to take part in work or work-related activity.

Teaching must include:

Signs of work readiness. For example:

- Being on time or ready to start.
- Having the right clothing, equipment, or information where needed.
- Knowing what activity is happening.
- Being prepared to listen, take part, and follow simple instructions.
- Simple ways to show readiness before starting.

Teaching could include:

Examples from work experience, enterprise, volunteering, or classroom activity.

Simple routines for getting ready, visual prompts or checklists.