Unit Title:	**Getting ready for starting work**
OCR unit number:	N7
Life and Living Skill Area:	World of Work
Level:	Entry 2
Credit value:	2
Guided learning hours:	20

Unit purpose and aim

This unit aims to prepare learners for attendance at and undertaking work. The learner will ensure they have relevant information to attend their workplace and have some knowledge of the work they will be doing and the guidelines they will observe at work.

Learning Outcomes	Assessment Criteria	Example of ways assessment criteria could be met
The Learner will:	**The Learner can:**	
1 Know how to prepare for getting to work	1.1 State the name and address of the workplace	The learner may use information such as a letter from their employer, information from an employment advisor/ careers tutor, or an internet search, to state the name and address of their workplace. The learner may present their statement in an appropriate format for themselves such as text, spoken, Braille, interpreted, signed etc.
	1.2 Identify where to report to on the first day at work	The learner will show that they know where they need to report on their first day at work; for example: main reception, the staff entry door, wheelchair accessible entrance, the security office etc. Information may be obtained from a new starter letter, induction pack, in response to questions etc.
	1.3 State who to report to on the first day at work	The learner will state who they will confirm their arrival to on their first day at work; for example, the manager, the human resources officer, a named person such as Dr,

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		Miss, Mrs, Mr etc. Information may be provided from an induction pack, instructions for new starters or in response to a verbal/signed/interpreted enquiry.
	1.4 Identify the times to start and finish work each day	The learner will show that they know what time they must arrive at work and what time they will finish; for example 9 am start, 2.00pm finish. Information may be provided in response to simple instructions, an email or simple contract details supplied in an appropriate format for the learner.
	1.5 Identify a way to travel to work.	The learner will show that they have found out about the ways they can travel to work: for example cycle, walk, public transport, taxi etc. Information may be provided from email response to a bus company enquiry, a simple route may be found, online using route finder resource package etc.
2 Know how to prepare for being at work	2.1 Identify tasks to be undertaken at work	The learner will show that they have found out tasks they will do at work, for example: tidy displays, stack shelves, use a keyboard, fold leaflets, answer the telephone, sow seeds, weed garden borders etc. The learner may ask their prospective employer, check basic job description information, check with a careers advisor or workplace mentor.
	2.2 Identify the appropriate clothing and footwear to be worn at work	The learner will show they have found out about the correct clothes and footwear to be worn at their workplace; for example overalls and sturdy boots for manual work, smart casual clothes for office work, apron and comfortable shoes, hair tied back and no dangling jewellery for a children's day care work, etc. The learner may use workplace handbooks, induction information or careers

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		guidance /workplace mentor assistance to identify appropriate clothing and footwear for their work environment.
	2.3 Identify rules to follow at work.	The learner will show they understand rules they will observe in the workplace, for example: arrive on time, do not use a mobile phone at work, no smoking, wear protective clothing and follow health and safety instructions etc. The learner may use workplace handbooks, induction information or rules explained at their interview or in their job or work placement offer letter to identify some rules they are to follow at work.

Assessment

This unit may be assessed using any method, or combination of methods, which clearly demonstrate that the learning outcomes and assessment criteria have been met.

The methods of assessment will be appropriate to the learner's planned work environment. Learners can make use of adaptive equipment they would normally use to meet the assessment criteria for tasks such as Braille documents, raised diagrams, induction loop hearing support, transport adapted for people who use wheelchairs etc. This list is not exhaustive.

The learner may receive some support to meet the requirements to research information normally presented in written formats such as their workplace name and address, methods of travel to work, the nature of the tasks they will undertake and the clothing and footwear appropriate for their work environment. Such assistance could include; help with reading bus timetables to identify which bus to catch to arrive at work at the required starting time, using a simple map to find a safe walking or cycling route to work, using a directory to confirm their employer's name and address details, locating information about different types of routine tasks and dress codes for the given job type in a careers information centre and reading any written guidance/employee handbooks on workplace conduct and behaviour so they can identify rules they are required to follow.

Possible ways of demonstrating that the assessment criteria have been met are provided in the third column of the unit, these are examples only, learners may demonstrate their ability to meet the criteria in many other ways.

Evidence requirements

This unit aims to equip learners for attendance at and undertaking work.

The Record of Assessment and Evidence for this unit must be completed in full and signed by the assessor to confirm the evidence is authentic and meets the requirements of the learning outcomes and assessment criteria. The completed Record of Assessment and Evidence, together with any other appropriate form of evidence that has been generated for the unit, must be submitted for moderation.

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