

Unit Title:	Researching and selecting a job opportunity
OCR unit number:	Unit 4
Level:	Entry 3
Credit value:	3
Guided learning hours:	25
Unit reference number:	F/505/4207

Unit aim and purpose

The unit will provide the learner with knowledge of local job opportunities in different sectors and the associated products, services and working environment. Learners will gain an understanding of the types of employment and working patterns available in local jobs, and the reasons an individual would accept or reject a working pattern. Learners will be able to use sources of information to find facts about different jobs in order to select a job that meets their individual needs.

Learning Outcomes	Assessment Criteria	Teaching Content i.e. – must be covered e.g. – suggestions for coverage
<p>The Learner will:</p> <p>1 Know about employment opportunities in different sectors.</p>	<p>The Learner can:</p> <p>1.1 Identify different sectors</p> <p>1.2 Identify jobs offered by local companies in different sectors</p> <p>1.3 Identify products and/or services linked to different jobs</p>	<p>Sectors, e.g.:</p> <ul style="list-style-type: none"> • retail • leisure • sport • travel and tourism • performing arts • media • business • engineering • construction. <p>Jobs, e.g.:</p> <ul style="list-style-type: none"> • leisure centre receptionist/football coach/physiotherapist • booking clerk/tour guide/travel rep • builder/bricklayer/carpenter <p>Products and/or services linked to jobs, e.g.:</p> <ul style="list-style-type: none"> • clothing, footwear, cosmetic, grocery products for job as a retail assistant • sports massage, diagnosing injuries for a job as a physiotherapist

Learning Outcomes	Assessment Criteria	Teaching Content i.e. – must be covered e.g. – suggestions for coverage
	1.4 Identify the work environment for different jobs	Work environment for different jobs, e.g.: <ul style="list-style-type: none"> • builder – building site • lifeguard – swimming pool
2 Understand different types of employment and working patterns.	<p>2.1 Identify job opportunities in different types of employment, to include</p> <ul style="list-style-type: none"> • employment in a company • self-employment • voluntary work or work experience <p>2.2 Identify working patterns for different jobs</p> <p>2.3 Outline advantages and disadvantages of different working patterns</p> <p>2.4 Identify reasons for</p> <ul style="list-style-type: none"> • selecting a working pattern • rejecting a working pattern 	<p>Examples of different types of employment, i.e.:</p> <ul style="list-style-type: none"> • employment in a company, e.g. train driver • self-employment, e.g. mobile hairdresser • voluntary work, e.g. making tea for hospital visitors • work experience, e.g. in a shop. <p>Different working patterns, e.g.:</p> <ul style="list-style-type: none"> • full-time/part-time • temporary/ permanent • unsocial hours • flexible working. <p>Advantages and disadvantages of different working patterns, e.g.:</p> <ul style="list-style-type: none"> • full-time – good salary/only free at weekends • unsocial hours – extra pay/evening and weekend work. <p>Reasons, e.g.:</p> <ul style="list-style-type: none"> • fits in with family commitments • does not affect benefits • will disrupt sleep pattern.

Learning Outcomes	Assessment Criteria	Teaching Content i.e. – must be covered e.g. – suggestions for coverage
<p>3 Be able to find out information about jobs in a working pattern.</p>	<p>3.1 Identify jobs in a preferred working pattern</p> <p>3.2 State facts about different jobs in a preferred working pattern, to include:</p> <ul style="list-style-type: none"> • main duties • services or products offered • location of organisation • rate of pay <p>3.3 Identify sources of information which provide facts about jobs in a preferred working pattern</p> <p>3.4 State reasons for choosing a job</p>	<p>Jobs in preferred working patterns, e.g.:</p> <ul style="list-style-type: none"> • a bus driver – works shifts • a teacher – works term time. <p>Facts about different jobs, i.e.:</p> <ul style="list-style-type: none"> • Main duties, e.g.: <ul style="list-style-type: none"> - an electrician to rewire house or office, and check switches - a hospital porter to move a patient to the theatre and back to a ward. • Services, e.g.: <ul style="list-style-type: none"> - a tour guide giving information to visitors - a bank clerk changing coins into notes. • Products, e.g.: <ul style="list-style-type: none"> - a bar person selling food and drink - a sales assistant selling shoes. • Location of organisation, i.e.: <ul style="list-style-type: none"> - town/village/city - county. <p>Sources of information, e.g.:</p> <ul style="list-style-type: none"> • employment or recruitment agencies • newspapers • shop windows • word of mouth. <p>Reasons for choosing a job, e.g.</p> <ul style="list-style-type: none"> • near to home • good rate of pay • suitable hours.

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, books, journals, etc., might be of help.

Useful websites could be:

<https://www.gov.uk/browse/working/finding-job>

www.jobs.nhs.uk

www.jobsite.co.uk

<http://www.acas.org.uk>

<http://www.careerbuilder.co.uk/Article/CB-235-Job-Search-The-top-employment-sectors-in-Britain/>.

However candidates 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.