![OCR Oxford Cambridge and RSA logo]

Unit Title:	**Preparing for and learning from a job search**
OCR unit number:	Unit 8
Level:	Level 1
Credit value:	3
Guided learning hours:	25
Unit reference number:	Y/505/4052

Unit aim and purpose

The unit will provide learners with knowledge of the importance of workplace values and practices to specific jobs, including how employees are made aware of these and how performance is monitored. Learners will understand the importance of employee and employer rights and responsibilities. Learners will be able to use a range of techniques to communicate with colleagues in the workplace. Learners know how to access information and support on workplace practices.

Learning Outcomes	Assessment Criteria	Teaching Content i.e. – must be covered e.g. – suggestions for coverage
The Learner will: 1 Know why individuals need to undertake job searches	**The Learner can:** 1.1 State the purpose of a job search	A job search: • matches individual needs • is appropriate to individual • is for employed or voluntary jobs • is local, regional or national • is realistic
	1.2 Identify reasons an individual might undertake a job search	The reasons for undertaking a job search, e.g.: • to find a job • redundancy • to support changes in personal circumstances, e.g. relocation, return to work
2 Understand the sources of information relating to job searches	2.1 Outline different sources of information for job searches	Sources of information, e.g.: • media • Internet, e.g. search engines • social media e.g. LinkedIn • people e.g. colleagues, family, job advisor • recruitment agencies
	2.2 Describe the advantages and disadvantages of different sources of information	Advantages, e.g. company websites give up-to-date job vacancies.

Learning Outcomes	Assessment Criteria	Teaching Content i.e. – must be covered e.g. – suggestions for coverage
		Disadvantages, e.g. family members may not have full information on salary.
3 Understand the importance of skills, attributes and resources needed for job searches	3.1 Describe the importance of skills needed for job searches	Skills, e.g.: • time management • literacy • use of ICT • verbal communication • written communication
	3.2 Describe the importance of personal attributes needed for job searches	Importance of skills, e.g.: • to produce good application forms • to be able to talk to people about job • to communicate effectively Personal attributes, e.g.: • organised • methodical • tenacity • self-reflection Importance of personal attributes, e.g.: • following instructions on use of ICT • learning from job search experience • keeping copies of documents
	3.3 Describe how resources support job searches	Resources and support, i,e.: • physical e.g. computer, transport, telephone • personal e.g. time, money, skills and attributes • people e.g. friends, job advisor, life coach

Learning Outcomes	Assessment Criteria	Teaching Content i.e. – must be covered e.g. – suggestions for coverage
4 Be able to complete a job search	4.1 Identify job opportunities, to include: • work area • job title • work pattern • employment status	Job opportunities, e.g.: • bar work - bar person working evenings only, on a shift pattern and employed part-time • working with children - nursery nurse working from 8am to 5pm, Monday to Friday and employed full time Work patterns. i.e.: • typical hours and days of work Employment status, e.g.: • part-time • flexible • temporary contract
	4.2 Identify personal reasons that affect job choices	Personal reasons, e.g.: • financial e.g. salary • location e.g. close to schools • own aspirations e.g. career goals • employment status e.g. flexible to fit in with family commitments
	4.3 Identify own skills and personal attributes for a job opportunity	Skills, e.g.: • being able to drive a tractor on a farm • being able to use a computer for a call centre operator Personal attributes, e.g.: • pleasant telephone manner for a receptionist • physically fit for a labourer
	4.4 Identify a job vacancy using • different sources of information • different resources	Job search must be for a specific vacancy e.g. a dental nurse in a local dental practice

Learning Outcomes	Assessment Criteria	Teaching Content i.e. – must be covered e.g. – suggestions for coverage
	4.5 Assess own job search skills	Methods of assessing current level, e.g.: • questionnaire with pre-set grading chart • through discussion with others • list with grading options e.g. very good/good/weak or poor
	4.6 Obtain feedback from supervising person on how to improve for future job searches	Supervising person such as a tutor, assessor, supervisor or job advisor. Improvements for future job searches, e.g.: • internet search did not go well as did not know how to use search engines • can improve by using a diary to set aside time for telephoning job agencies
5 Understand the documents that support job applications	5.1 Identify how documents support job applications, to include: • Curriculum Vitae (CV) • application forms • covering letters	How documents support applications, e.g.: • CV shows how own experience matches the job criteria • application form helps the employer with filtering out unsuitable candidates • covering letters provide additional information on reasons for applying for the job
	5.2 Identify characteristics of documents that support job applications, to include: • positive • negative	Characteristics of documents, e.g. • positive - CV in a logical order • positive – form - instructions to use block capitals followed • negative - incomplete application form • negative – covering letter relates to a different job

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, websites, books, journals, etc., might be of help, but you 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 .