

EMPLOYABILITY SKILLS

10346, 10347, 10348, 10349, 10350

LEVEL 1

**UNIT 8 - PREPARING FOR AND LEARNING
FROM A JOB SEARCH**

DELIVERY GUIDE

Version 1

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INTRODUCTION

This Delivery Guide and Plan has been developed to provide practitioners with a variety of creative and practical ideas to support the delivery of this qualification. The Guide is a collection of lesson ideas with associated activities, which you may find helpful as you plan your lessons.

OCR has collaborated with current practitioners to ensure that the ideas put forward in this Delivery Guide are practical, realistic and dynamic. The Guide is structured by learning outcome so you can see how each activity helps you cover the specification.

We appreciate that practitioners are knowledgeable in relation to what works for them and their learners. Therefore, the resources we have produced should not restrict or impact on practitioners' creativity to deliver excellent learning opportunities.

Whether you are an experienced practitioner or new to the sector, we hope you find something in this guide which will help you to deliver excellent learning opportunities.

If you have any feedback on this Delivery Guide or suggestions for other resources you would like OCR to develop, please email resourcesfeedback@ocr.org.uk.

PLEASE NOTE

The activities suggested in this Delivery Guide and Lesson Element **MUST NOT** be used for assessment purposes.

The timings for the suggested activities in this Delivery Guide **DO NOT** relate to the Guided Learning Hours (GLHs) for each unit.

Assessment guidance can be found within the Unit document available from www.ocr.org.uk.

The latest version of this Delivery Guide can be downloaded from the OCR website.

KEY



English



Maths



Work experience

UNIT 8 - PREPARING FOR AND LEARNING FROM A JOB SEARCH

Guided learning hours : 25

Credit value: 3

PURPOSE OF THE UNIT

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 Outcome The learner will:	Assessment Criteria The learner can:	Teaching Content ie – must be covered eg – suggestions for coverage
1 Know why individuals need to undertake job searches	1.1 State the purpose of a job search	A job search: <ul style="list-style-type: none"> • 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, eg: <ul style="list-style-type: none"> • to find a job • redundancy • to support changes in personal circumstances, eg 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, eg: <ul style="list-style-type: none"> • media • internet, eg search engines • social media eg LinkedIn • people eg colleagues, family, job advisor • recruitment agencies
	2.2 Describe the advantages and disadvantages of different sources of information	Advantages, eg company websites give up-to-date job vacancies. Disadvantages, eg family members may not have full information on salary.

Learning Outcome The learner will:	Assessment Criteria The learner can:	Teaching Content ie – must be covered eg – suggestions for coverage
3 Understand the importance of skills, attributes and resources needed for job searches	3.1 Describe the importance of skills needed for job searches	<p>Skills, eg:</p> <ul style="list-style-type: none"> • time management • literacy • use of ICT • verbal communication • written communication <p>Importance of skills, eg:</p> <ul style="list-style-type: none"> • to produce good application forms • to be able to talk to people about job • to communicate effectively
	3.2 Describe the importance of personal attributes needed for job searches	<p>Personal attributes, eg:</p> <ul style="list-style-type: none"> • organised • methodical • tenacity • self-reflection
	3.3 Describe how resources support job searches	<p>Importance of personal attributes, eg:</p> <ul style="list-style-type: none"> • following instructions on use of ICT • learning from job search experience • keeping copies of documents <p>Resources and support, ie.:</p> <ul style="list-style-type: none"> • physical eg computer, transport, telephone • personal eg time, money, skills and attributes • people eg friends, job advisor, life coach

Learning Outcome The learner will:	Assessment Criteria The learner can:	Teaching Content ie – must be covered eg – suggestions for coverage
4 Be able to complete a job search	4.1 Identify job opportunities, to include <ul style="list-style-type: none"> • work area • job title • work pattern • employment status 	Job opportunities, eg: <ul style="list-style-type: none"> • 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
	4.2 Identify personal reasons that affect job choices	Work patterns. ie: <ul style="list-style-type: none"> • typical hours and days of work Employment status, eg: <ul style="list-style-type: none"> • part-time • flexible • temporary contract
	4.3 Identify own skills and personal attributes for a job opportunity	Personal reasons, eg: <ul style="list-style-type: none"> • financial eg salary • location eg close to schools • own aspirations eg career goals • employment status eg flexible to fit in with family commitments Skills, eg: <ul style="list-style-type: none"> • being able to drive a tractor on a farm • being able to use a computer for a call centre operator
	4.4 Identify a job vacancy using <ul style="list-style-type: none"> • different sources of information • different resources 	Personal attributes, eg: <ul style="list-style-type: none"> • pleasant telephone manner for a receptionist • physically fit for a labourer
	4.5 Assess own job search skills	Job search must be for a specific vacancy eg a dental nurse in a local dental practice <p>Methods of assessing current level, eg:</p> <ul style="list-style-type: none"> • questionnaire with pre-set grading chart • through discussion with others • list with grading options eg 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. <p>Improvements for future job searches, eg:</p> <ul style="list-style-type: none"> • 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

Learning Outcome The learner will:	Assessment Criteria The learner can:	Teaching Content ie – must be covered eg – suggestions for coverage
5 Understand the documents that support job applications	5.1 Identify how documents support job applications, to include: <ul style="list-style-type: none"> • Curriculum Vitae (CV) • application forms • covering letters 	How documents support applications, eg: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • positive • negative 	Characteristics of documents, eg: <ul style="list-style-type: none"> • 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

LEARNING OUTCOME 1 - KNOW WHY INDIVIDUALS NEED TO UNDERTAKE JOB SEARCHES

Learning Outcome The learner will:	Assessment Criteria The learner can:
1 Know why individuals need to undertake job searches	1.1 State the purpose of a job search
	1.2 Identify reasons an individual might undertake a job search

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria
1 Why do I need a job?	Learners could complete a group discussion on why and how people may want to work and therefore be searching for a job. Learners could identify the different ways in which jobs can be sought these days.	30 mins	1.1 1.2
2 Job requirements	Learners could identify the different considerations when trying to complete a job search such as family commitments etc. What experience do they personally have of completing job searches? Learners could be encouraged to write down their own personal job requirements to show an understanding of how relevant this topic could be for themselves in the future.	30 mins	1.1

LEARNING OUTCOME 2 - UNDERSTAND THE SOURCES OF INFORMATION RELATING TO JOB SEARCHES

Learning Outcome The learner will:	Assessment Criteria The learner can:
2 Understand the sources of information relating to job searches	2.1 Outline different sources of information for job searches
	2.2 Describe the advantages and disadvantages of different sources of information

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria
1 Job adverts	Learners could complete a variety of different job searches and bring in the results to discuss with the group, including actual examples of jobs. They could analyse how easy it was to complete the task and the advantages and disadvantages of using the different methods that they decided to choose. Learners could also identify the different skills that they used when investigating jobs eg ICT skills etc. See Lesson Element 'Job searching'.	2 hours	2.1 2.2

LEARNING OUTCOME 3 - UNDERSTAND THE IMPORTANCE OF SKILLS, ATTRIBUTES AND RESOURCES NEEDED FOR JOB SEARCHES

Learning Outcome The learner will:	Assessment Criteria The learner can:
3 Understand the importance of skills, attributes and resources needed for job searches	3.1 Describe the importance of skills needed for job searches
	3.2 Describe the importance of personal attributes needed for job searches
	3.3 Describe how resources support job searches

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria
1 Skills, what skills?	Learners could be set the task of finding out about a specific job in a location created by the teacher such as local part-time work in retail or an office. Learners could then use different means to practise searching for a specific criteria. From the results, they could discuss in pairs their findings, what skills and attributes they used and how the resources they selected aided them with the given task and report back to the rest of the group. See Lesson Element 'Job searching'.	1 hour	3.1 3.2 3.3

LEARNING OUTCOME 4 - BE ABLE TO COMPLETE A JOB SEARCH

Learning Outcome The learner will:	Assessment Criteria The learner can:
4 Be able to complete a job search	4.1 Identify job opportunities, to include <ul style="list-style-type: none"> • work area • job title • work pattern • employment status
	4.2 Identify personal reasons that affect job choices
	4.3 Identify own skills and personal attributes for a job opportunity
	4.4 Identify a job vacancy using <ul style="list-style-type: none"> • different sources of information • different resources
	4.5 Assess own job search skills
	4.6 Obtain feedback from supervising person on how to improve for future job searches

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria
1 Different ways of working	A group discussion could take place on the different methods of working that family and friends currently complete and why this is the case. From this, learners could identify the advantages and disadvantages of these methods.	30 mins	4.1
2 The different ways of working in the 21st Century	Learners could be presented with a variety of different jobs where they have to identify the work patterns and incentives that organisations place in adverts to encourage people to apply. Learners could also bring in a copy of the employment section of a local newspaper and identify the different work patterns of different jobs such as shift working full-time or part-time.	1 hour	4.1
3 Skills and attributes	In pairs, learners could discuss what skills and attributes they consider they personally have and what potential job they may consider completing in the future. What would be the benefits of gaining employment for themselves or their families? Using some example job adverts, which jobs appeal to them? See Lesson Element 'Job searching'.	30 mins	4.2 4.3

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria
4 Job challenge	Learners could be set the challenge of individually finding a suitable job advert for two different people, identified in scenarios given by the teacher. The learner could have access to different sources of information and therefore they can choose the one or ones to use for this challenge. They could then report back to the class on what job they found that they consider to be suitable for the scenarios. The teacher could observe the learners completing the task and complete observation sheets identifying the successes and suggesting any improvements, if appropriate.	2 hours	4.4 4.5 4.6

LEARNING OUTCOME 5 - UNDERSTAND THE DOCUMENTS THAT SUPPORT JOB APPLICATIONS

Learning Outcome The learner will:	Assessment Criteria The learner can:
5 Understand the documents that support job applications	5.1 Identify how documents support job applications, to include: <ul style="list-style-type: none"> • Curriculum Vitae (CV) • application forms • covering letters
	5.2 Identify characteristics of documents that support job applications, to include: <ul style="list-style-type: none"> • positive • negative

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria
1 Job documentation	A group discussion could take place on the different documents that are normally required when applying for jobs and the purpose of these documents for a potential employer. See Lesson Element 'Job searching'.	30 mins	5.1
2 Where do I put information and how?	Learners could be given the opportunity to investigate using computers, the types of information required in CVs, and application forms or covering letters, as well as finding sample documents to analyse and share with the group.	2 hours	5.1
3 The importance of proof reading	Learners could be provided with sample job application documentation which has errors in it that they need to identify, such as spelling, punctuation and layout etc. The learners could analyse the documents and write a list of the negatives that these errors may create for an organisation when deciding which potential candidates to invite for interview.	30 mins	5.1
4 Job applications	Learners could apply for a job using all methods of the application process and having access to computers in order to practise. Once they are completed, in pairs, they could analyse each others efforts, in order to help encourage this important skill for the future. Positives and negatives could then be addressed as a group.	2 hours	5.2



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