

<b>Unit Title:</b>	<b>Know how to complete a job search</b>
OCR unit number:	4
Level:	Entry 3
Credit value:	3
Guided learning hours:	25
Unit reference number:	R/506/8970

## Unit aim and purpose

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The unit will provide the learner with knowledge of job opportunities in different sectors. Learners will gain knowledge of the types of employment and working patterns, and the reasons an individual would accept or reject a working pattern. Learners will know how to use sources of information to look at features of different jobs in order to select a job that meets their individual needs.

<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	<b>Teaching Content i.e. – must be covered e.g. – suggestions for coverage</b>
<b>The Learner will:</b> 1 Know about different types of employment	<b>The Learner can:</b> 1.1 Identify employment sectors  1.2 Identify jobs within employment sectors	i.e. Employment Sectors, e.g. <ul style="list-style-type: none"> <li>• sports/leisure</li> <li>• retail</li> <li>• engineering</li> <li>• hair and beauty.</li> </ul> i.e. Specific jobs, e.g. <ul style="list-style-type: none"> <li>• personal trainer</li> <li>• cashier</li> <li>• mechanic/technician.</li> </ul>
2 Know how to search for jobs	2.1 Identify where to search for jobs  2.2 Identify specific jobs from different sources	i.e. Sources of job information, e.g. <ul style="list-style-type: none"> <li>• employment agencies</li> <li>• newspapers</li> <li>• websites.</li> </ul> i.e. Use different sources of information to identify specific jobs.

Learning Outcomes	Assessment Criteria	Teaching Content i.e. – must be covered e.g. – suggestions for coverage
3 Know about the different features of jobs	3.1 Identify different features of jobs  3.2 Identify job features that suit them	Different aspects of jobs, e.g. <ul style="list-style-type: none"> <li>• shift pattern</li> <li>• main duties</li> <li>• location</li> <li>• products and services</li> <li>• rate of pay</li> <li>• environment</li> <li>• prospects.</li> </ul> i.e. Learners' reasons for choosing a job, e.g. <ul style="list-style-type: none"> <li>• good pay</li> <li>• suitable hours</li> <li>• full time or part time</li> <li>• convenient location</li> <li>• training</li> <li>• personal aptitude and interest.</li> </ul>
4 Know how to identify a suitable job for them	4.1 Identify own skills or personal attributes  4.2 Identify a suitable job for them	Learners should identify skills or personal attributes, e.g. <ul style="list-style-type: none"> <li>• IT skills</li> <li>• communication</li> <li>• relevant experience</li> <li>• honesty</li> <li>• reliability.</li> </ul> i.e. Learners must identify which of the jobs they have looked at (in AC 2.2 or AC 3.1) that they would prefer to apply for and give reasons why.

## 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, these are available on the qualification webpage.

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 annotating the candidate work and 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

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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 evidence requirements 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 a pass.

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 2014/15*' for *Notes on Preventing Computer-Assisted Malpractice*.

You should refer to the JCQ document: *Access Arrangement and Reasonable Adjustments 2014-2015* for information on how to assist candidates with special access requirements.

## Functional skills signposting

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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

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Access to sources of under-pinning knowledge such as centre teaching materials, books, journals, etc., might be of help.

The following resources are available on the OCR website [www.ocr.org.uk](http://www.ocr.org.uk):

- Unit specification
- Candidate evidence booklets, evidence requirements and evidence checklists for each unit

- Delivery guides and lesson elements for each unit
- Administration documents: Submission Cover Sheet

## Additional information

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For further information regarding administration for this qualification, please refer to the OCR document '*Admin Guide: Vocational Qualifications 2014/15*' on the OCR website [www.ocr.org.uk](http://www.ocr.org.uk).