



EMPLOYABILITY SKILLS

10399, 10400, 10401, 10402, 10403, 10404

LEVEL 1

UNIT 8 – UNDERSTAND HOW TO COMPLETE A
JOB SEARCH

DELIVERY GUIDE

May 2015

INTRODUCTION

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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 resources.feedback@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.

LINKS TO CAMBRIDGE PROGRESSION UNIT(S)

| Learning Outcome | Activity Title | Links to Assessment Criteria in this unit | Mapped to Cambridge Progression English Level 1 units |
|---|--|---|--|
| 1 Understand the importance of completing a job search | 1 - A good choice | 1.1 | 5428 - Read for purpose and meaning in texts on a variety of topics LO1, LO2, LO3 5446 - Speak to communicate information, ideas and opinions LO1 |
| | 2 - Job categories | 1.2 | 5446 - Speak to communicate information, ideas and opinions LO1, LO3 5724 - Listen to and actively respond in dialogue LO4 |
| | 3 - Job seeker profiles | 1.2 | 5428 - Read for purpose and meaning in texts on a variety of topics LO1, LO2 5724 - Listen to and actively respond in dialogue LO1 |
| 2 Know what skills or personal attributes are needed to complete a job search | 1 - Job search skills or personal attributes | 2.1 | 5428 - Read for purpose and meaning in texts on a variety of topics LO1 |
| | 2 - Steps to success | 2.1 | 5428 - Read for purpose and meaning in texts on a variety of topics LO1 5433 - Interpret meaning in sentences in straightforward texts LO2 5441 - Plan and sequence texts LO1 5724 - Listen to and actively respond in dialogue LO1 |
| | 3 - Ways to job search | 2.1 | 5428 - Read for purpose and meaning in texts on a variety of topics LO1 |
| 3 Be able to prepare for a job search | 1 - Sources for sectors | 3.1 | 5428 - Read for purpose and meaning in texts on a variety of topics LO1 5433 - Interpret meaning in sentences in straightforward texts LO2 5446 - Speak to communicate information, ideas and opinions LO1, LO2 |
| | 2 - Comparable features | 3.2 | 5428 - Read for purpose and meaning in texts on a variety of topics LO1, LO2 |
| | 3 - What the employer wants | 3.3, 3.4 | 5724 - Listen to and actively respond in dialogue LO1 |

LINKS TO CAMBRIDGE PROGRESSION UNIT(S)

| Learning Outcome | Activity Title | Links to Assessment Criteria in this unit | Mapped to Cambridge Progression English Level 1 units |
|---|---------------------------------|---|--|
| 4 Be able to complete a job search to select a suitable job | 1 - Using the sources | 4.1 | 5428 - Read for purpose and meaning in texts on a variety of topics LO1, LO2 5433 - Interpret meaning in sentences in straightforward texts LO2 |
| | 2 - Sharing sources | 4.1 | 5428 - Read for purpose and meaning in texts on a variety of topics LO1 5433 - Interpret meaning in sentences in straightforward texts LO2 |
| | 3 - The chosen one | 4.2 | 5446 - Speak to communicate information, ideas and opinions LO1, LO2 |
| 5 Understand how to improve job searches | 1 - Effective job search skills | 5.1 | 5441 - Plan and sequence texts LO1, LO5 |
| | 2 - Job search SWOC | 5.1, 5.2 | 5441 - Plan and sequence texts LO1, LO5 |
| | 3 - Getting even better | 5.2 | 5441 - Plan and sequence texts LO1, LO2, LO5, LO6 |

UNIT 8 - UNDERSTAND HOW TO COMPLETE A JOB SEARCH

Guided learning hours : 25

Credit value: 3

PURPOSE OF THE UNIT

Learners will learn about the importance of job searches, how to prepare for them and what sources to use to locate suitable opportunities. Learners will be able to identify features of jobs and make informed judgements on their suitability. Learners will be able to identify their own qualities and match them to a job. Learners will understand how to assess and improve their own performance in completing a job search.

| Learning Outcome The learner will: | Assessment Criteria The learner can: | Teaching Content ie – must be covered eg – suggestions for coverage |
|---|--|---|
| 1 Understand the importance of completing a job search | 1.1 Explain the importance of a job search | ie Importance of a job search, eg matching the needs and skills or personal attributes of an individual to a job. |
| | 1.2 Identify their own reasons for completing a job search | ie Reasons for a job search, eg <ul style="list-style-type: none"> • redundancy • self-advancement • improved working conditions. |
| 2 Know what skills or personal attributes are needed to complete a job search | 2.1 Identify skills or personal attributes that are required for completing a job search | ie Skills or personal attributes needed for job searches, eg <ul style="list-style-type: none"> • time management • use of IT • good standard of literacy • various methods of communication • organisation • patience • resilience • reflection. |

| Learning Outcome The learner will: | Assessment Criteria The learner can: | Teaching Content ie – must be covered eg – suggestions for coverage |
|---------------------------------------|---|--|
| 3 Be able to prepare for a job search | 3.1 Identify sources of information for a job search | ie sources for job searches, eg <ul style="list-style-type: none"> • newspapers • internet • job centre. |
| | 3.2 Identify features of a job that affect personal preference | ie Features of a job, eg <ul style="list-style-type: none"> • environment • work pattern • prospects/training • earnings • location. |
| | 3.3 Identify skills or personal attributes an employer might expect an employee to have | ie desirable skills, eg <ul style="list-style-type: none"> • experience • qualifications • communication skills • punctuality • smartness • aptitudes • enthusiasm • honesty • loyalty • ambition. |
| | 3.4 Identify own skills or personal attributes and interests | ie own skills or personal attributes, eg <ul style="list-style-type: none"> • IT skills • punctual • organised • experience. |

| 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 to select a suitable job | 4.1 Identify a job which suits own skills or personal attributes and interests | ie Use the sources previously identified to find a vacancy based on the learners' skills or personal attributes, and interests. |
| | 4.2 Explain their reasons for choosing a specific job | Identify and briefly explain what aspects of the job match skills or personal attributes and preferences. |
| 5 Understand how to improve job searches | 5.1 Assess their own job search skills | Assess job search skills by means of criteria, eg scale – good, very good, needs improvement. How well learners use particular skills/personal attributes, eg <ul style="list-style-type: none"> • resilience • using a good range of sources. |
| | 5.2 Explain how to improve future job searches | Learners must identify ways in which they could improve future job searches, eg narrowing or widening their search criteria or using different sources. |

LEARNING OUTCOME 1 – UNDERSTAND THE IMPORTANCE OF COMPLETING A JOB SEARCH

| Learning Outcome The learner will: | Assessment Criteria The learner can: |
|--|--|
| 1 Understand the importance of completing a job search | 1.1 Explain the importance of a job search |
| | 1.2 Identify their own reasons for completing a job search |

| Suggested content | Suggested Activities | Suggested timings | Links to Assessment Criteria | Mapped to Cambridge Progression English Level 1 units |
|-------------------|--|-------------------|------------------------------|--|
| 1 A good choice | The teacher could ask learners to work in small groups and explain to others how they could decide which television programmes to watch this evening. Learners could list the possible sources of information they could access in order to make informed decisions. Sources might include the programme guide on the TV, a number of websites, national or local newspapers, TV guide magazines, friends who have watched some of the shows, emails sent by Sky or BT recommending programmes to watch, own experience of earlier episodes or similar programmes. Small group lists could be shared with whole group. Teacher could lead a discussion highlighting that the choice is likely to be better if research has taken place. Of course, if you don't choose the right TV programme, you can probably watch a repeat or watch on demand - so not too important. If you don't research jobs then you miss the opportunity - there are no repeats or on demand chances when job seeking. | 45 minutes | 1.1 | 5428 - Read for purpose and meaning in texts on a variety of topics LO1, LO2, LO3 5446 - Speak to communicate information, ideas and opinions LO1 |

| Suggested content | Suggested Activities | Suggested timings | Links to Assessment Criteria | Mapped to Cambridge Progression English Level 1 units |
|-----------------------|---|-------------------|------------------------------|--|
| 2 Job categories | <p>The tutor could introduce four different job 'categories': survival, career entry, transitional and dream job. Learners could be given a list of jobs and asked to decide into which category they would put each of these jobs. Learners could also categorise jobs not included on the list, but of interest to them. Learners could then be asked to explain why they have categorised some jobs as 'dream' jobs. What particularly attracts them to those jobs? What might be the reasons why they would consider jobs from the remaining categories? The teacher could ask learners to share their findings in pairs - and discuss similarities or differences. The teacher could then ask the whole group to identify reasons for searching for jobs in each of the categories. Example responses might include - anticipated rate of pay; opportunities for promotion; working with people with similar interests; need any job just to pay the rent.</p> | 1 hour | 1.2 | <p>5446 - Speak to communicate information, ideas and opinions LO1, LO3</p> <p>5724 - Listen to and actively respond in dialogue LO4</p> |
| 3 Job seeker profiles | <p>The teacher could read out a profile of an individual job seeker. The teacher could ask the whole group to suggest what reasons the job seeker might have to job search. Learners could be given profiles of more job seekers and from the profiles agree in pairs the motivation these individuals might have for completing a job search. The teacher could then ask each pair to share their reasons with the whole group, leading a discussion about the different reasons why people job search. Profiles might include people with financial problems, loss of self respect, seeking promotion, moving location.</p> | 45 minutes | 1.2 | <p>5428 - Read for purpose and meaning in texts on a variety of topics LO1, LO2</p> <p>5724 - Listen to and actively respond in dialogue LO1</p> |

LEARNING OUTCOME 2 – KNOW WHAT SKILLS OR PERSONAL ATTRIBUTES ARE NEEDED TO COMPLETE A JOB SEARCH

| Learning Outcome The learner will: | Assessment Criteria The learner can: |
|---|--|
| 2 Know what skills or personal attributes are needed to complete a job search | 2.1 Identify skills or personal attributes that are required for completing a job search |

| Suggested content | Suggested Activities | Suggested timings | Links to Assessment Criteria | Mapped to Cambridge Progression English Level 1 units |
|--|---|-------------------|------------------------------|---|
| 1 Job search skills or personal attributes | Learners could be given a list of skills or personal attributes. The teacher can ask learners to highlight the skills or personal attributes they believe they have that would be required to complete a job search (without showing anyone else). The teacher can then ask learners, on another list, to highlight the skills or personal attributes they believe another learner has that would help with his or her job searching. This second list can be handed to the learner to compare with their own list. It should be possible to identify clear strengths and some areas where development of jobsearch skills is required. The list may contain examples such as: good telephone manner, listens carefully, meets deadlines, computer skills, resilient, problem solver. | 45 minutes | 2.1 | 5428 - Read for purpose and meaning in texts on a variety of topics LO1 |

| Suggested content | Suggested Activities | Suggested timings | Links to Assessment Criteria | Mapped to Cambridge Progression English Level 1 units |
|----------------------|---|-------------------|------------------------------|--|
| 2 Steps to success | The teacher could ask learners to write a series of instructions to complete a simple task. The learner then gives the instructions to a partner - who is asked to only do exactly what the instructions tell him/her to do. The purpose of the activity is to demonstrate how important it is to be clear about the steps needed to successfully complete a task. Learners can then work in pairs to identify the steps needed to complete a job search. This may be using the internet, looking at job adverts in a newspaper or asking local businesses. Having agreed the 'steps' learners can be asked to identify the specific skills or personal attributes needed to complete the steps successfully. | 1 hour | 2.1 | 5428 - Read for purpose and meaning in texts on a variety of topics LO1 5433 - Interpret meaning in sentences in straightforward texts LO2 5441 - Plan and sequence texts LO1 5724 - Listen to and actively respond in dialogue LO1 |
| 3 Ways to job search | The teacher could write different ways of job searching on A1 paper and stick these sheets on different tables. Ways might include: using jobsearch websites, visiting local employers 'on spec', searching advertisements in local newspapers, speaking with people you know about the jobs they do. Learners could be asked to write on each sheet at least one skill or personal attribute required to complete a job search in that way. They can continue to move from one sheet to the next until they run out of ideas. The teacher could then summarise the skills or personal attributes identified by learners, noting differences and similarities. | 45 minutes | 2.1 | 5428 - Read for purpose and meaning in texts on a variety of topics LO1 |

LEARNING OUTCOME 3 – BE ABLE TO PREPARE FOR A JOB SEARCH

| Learning Outcome The learner will: | Assessment Criteria The learner can: |
|---------------------------------------|---|
| 3 Be able to prepare for a job search | 3.1 Identify sources of information for a job search |
| | 3.2 Identify features of a job that affect personal preference |
| | 3.3 Identify skills or personal attributes an employer might expect an employee to have |
| | 3.4 Identify own skills or personal attributes and interests |

| Suggested content | Suggested Activities | Suggested timings | Links to Assessment Criteria | Mapped to Cambridge Progression English Level 1 units |
|-----------------------|--|-------------------|------------------------------|---|
| 1 Sources for sectors | The teacher could instruct learners to look at different sources to find out which sources are most suited to particular sectors. Learners could be provided with three sectors, such as Construction, Retail and Clerical. Learners could then be asked to look at three internet sources and write down the jobs that appear for Construction, the jobs that appear for Retail and the jobs that appear for Clerical - excluding management positions. Learners could then look at job adverts in three newspapers and again identify Construction jobs, Retail jobs and Clerical jobs. Learners could visit a JobCentre and identify jobs advertised in each sector. Learners could ask people they know and list 'leads' for each sector. From these searches, learners can decide which are the best sources for each sector. | 1 hour | 3.1 | 5428 - Read for purpose and meaning in texts on a variety of topics LO1 5433 - Interpret meaning in sentences in straightforward texts LO2 5446 - Speak to communicate information, ideas and opinions LO1, LO2 |

| Suggested content | Suggested Activities | Suggested timings | Links to Assessment Criteria | Mapped to Cambridge Progression English Level 1 units |
|---------------------------|---|-------------------|------------------------------|--|
| 2 Comparable features | Learners could be asked to look at three job adverts - found when investigating sources for sectors - selecting one advert for Construction, one advert for Retail and one advert for Clerical. The teacher could then ask learners to list 'comparable' features for each job - for example; the rate of pay, job location, hours of work, qualifications needed, etc. Learners could be asked to consider which of the features might affect which job they would prefer. These preferences could be discussed as a whole group exercise. | 30 minutes | 3.2 | 5428 - Read for purpose and meaning in texts on a variety of topics LO1, LO2 |
| 3 What the employer wants | The teacher could provide learners with a list of work related skills or personal attributes - or ask learners, working in small groups, to list at least twenty skills or personal attributes an employer might look for. The small group could then be asked to select the skills or personal attributes that employers might want for a Construction job, a Retail job and a Clerical job. Once completed learners could then be asked (individually) to indicate the skills or personal attributes they have. | 45 minutes | 3.3, 3.4 | 5724 - Listen to and actively respond in dialogue LO1 |

LEARNING OUTCOME 4 – BE ABLE TO COMPLETE A JOB SEARCH TO SELECT A SUITABLE JOB

| Learning Outcome The learner will: | Assessment Criteria The learner can: |
|---|--|
| 4 Be able to complete a job search to select a suitable job | 4.1 Identify a job which suits own skills or personal attributes and interests |
| | 4.2 Explain their reasons for choosing a specific job |

| Suggested content | Suggested Activities | Suggested timings | Links to Assessment Criteria | Mapped to Cambridge Progression English Level 1 units |
|---------------------|---|-------------------|------------------------------|--|
| 1 Using the sources | The teacher could instruct learners to use the sources previously identified - e.g. internet, newspapers, Job Centre - to find jobs of interest from two or more sectors. Learners should be encouraged not to exclusively look at the sectors already investigated, but to widen their search to other sectors. Having selected two or more jobs of interest, learners could be instructed to identify the skills or personal attributes needed for each job and compare these to their own skills or personal attributes. | 45 minutes | 4.1 | 5428 - Read for purpose and meaning in texts on a variety of topics LO1, LO2 5433 - Interpret meaning in sentences in straightforward texts LO2 |
| 2 Sharing sources | The teacher could ask learners to expand their job search further by finding out from others in the group at least two different sources that they hadn't used previously. These might include employment agencies or websites not accessed before. Learners could then be encouraged to find at least two more possible vacancies of interest and again compare the skills or personal attributes required for these jobs to their own skills or personal attributes. | 30 minutes | 4.1 | 5428 - Read for purpose and meaning in texts on a variety of topics LO1 5433 - Interpret meaning in sentences in straightforward texts LO2 |
| 3 The chosen one | The teacher could ask learners to explain to the whole group why they prefer one of the selected vacancies to the others. They should be encouraged to prepare for this by indicating which skills or personal attributes they have that best match the expectations of employers. | 40 minutes | 4.2 | 5446 - Speak to communicate information, ideas and opinions LO1, LO2 |

LEARNING OUTCOME 5 – UNDERSTAND HOW TO IMPROVE JOB SEARCHES

| Learning Outcome The learner will: | Assessment Criteria The learner can: |
|--|--|
| 5 Understand how to improve job searches | 5.1 Assess their own job search skills |
| | 5.2 Explain how to improve future job searches |

| Suggested content | Suggested Activities | Suggested timings | Links to Assessment Criteria | Mapped to Cambridge Progression English Level 1 units |
|-------------------------------|--|-------------------|------------------------------|---|
| 1 Effective job search skills | Learners could be given a job search skills sheet that contains ten identified skills. Learners could be asked to add to the list any other skills needed for job searches. The teacher could ask learners to assess themselves by rating each skill as; something I do well or something I need to develop. Learners could even be asked to rate the listed skills from the thing I do best to the thing I do least well. | 25 minutes | 5.1 | 5441 - Plan and sequence texts LO1, LO5 |
| 2 Job search SWOC | Learners could complete a SWOC analysis (Strengths, Weaknesses, Opportunities, Challenges) to assess how good they are job searching. From this, learners could identify areas for development as well as the things they have done well when searching for jobs. | 35 minutes | 5.1, 5.2 | 5441 - Plan and sequence texts LO1, LO5 |
| 3 Getting even better | Learners could be provided with an action plan template to complete. The template could list the identified job search skills with space for the learner to state specifically what they will do and by when to improve job search skills. This action plan could then be discussed with the teacher and put into practice once agreed. | 50 minutes | 5.2 | 5441 - Plan and sequence texts LO1, LO2, LO5, LO6 |



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