OCR
Oxford Cambridge and RSA

Unit Title:	**Understand how to complete a job search**
OCR unit number:	8
Level:	1
Credit value:	3
Guided learning hours:	25
Unit reference number:	K/506/8974

Unit aim and purpose

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 Outcomes	Assessment Criteria	Teaching Content i.e. – must be covered e.g. – suggestions for coverage
The Learner will: 1 Understand the importance of completing a job search	**The Learner can:** 1.1 Explain the importance of a job search	i.e. Importance of a job search, e.g. 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	i.e. Reasons for a job search, e.g. • 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	i.e. Skills or personal attributes needed for job searches, e.g. • time management • use of IT • good standard of literacy • various methods of communication • organisation • patience • resilience • reflection.

Learning Outcomes	Assessment Criteria	Teaching Content i.e. – must be covered e.g. – suggestions for coverage
3 Be able to prepare for a job search	3.1 Identify sources of information for a job search	i.e. sources for job searches, e.g. • newspapers • internet • job centre.
	3.2 Identify features of a job that affect personal preference	i.e. Features of a job, e.g. • environment • work pattern • prospects/training • earnings • location.
	3.3 Identify skills or personal attributes an employer might expect an employee to have	i.e. desirable skills, e.g. • experience • qualifications • communication skills • punctuality • smartness • aptitudes • enthusiasm • honesty • loyalty • ambition.
	3.4 Identify own skills or personal attributes and interests	i.e. own skills or personal attributes, e.g. • IT skills • punctual • organised • experience.
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	i.e. 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.

Learning Outcomes	Assessment Criteria	Teaching Content i.e. – must be covered e.g. – suggestions for coverage
5 Understand how to improve job searches	5.1 Assess their own job search skills	Assess job search skills by means of criteria, e.g. scale – good, very good, needs improvement. How well learners use particular skills/personal attributes, e.g. • 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, e.g. narrowing or widening their search criteria or using different sources.

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

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

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.

The following resources are available on the OCR website 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

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.