



EMPLOYABILITY SKILLS

10399, 10400, 10401, 10402, 10403, 10404

ENTRY LEVEL 3

UNIT 4 – KNOW HOW TO COMPLETE A JOB
SEARCH

DELIVERY GUIDE

April 2015

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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 The Learner will:	Activity Title The Learner can:	Links to Assessment Criteria in this unit	Mapped to Cambridge Progression English Entry Level 3 units
1 Know about different types of employment	1 - Getting Started	1.1	5448 - Contribute to discussions
	2 - Sectors	1.1, 1.2	5723 - Listen and respond to specific information 5445 - Speak to communicate information, ideas and opinions
	3 - Dragons' Den	1.1, 1.2	5448 - Contribute to discussions 5723 - Listen and respond to specific information 5445 - Speak to communicate information, ideas and opinions
2 Know how to search for jobs	1 - Sources	2.1	5448 - Contribute to discussions 5445 - Speak to communicate information, ideas and opinions
	2 - Job Centre	2.1, 2.2	5448 - Contribute to discussions 5723 - Listen and respond to specific information 5445 - Speak to communicate information, ideas and opinions
	3 - Using sources	2.2	5448 - Contribute to discussions 5723 - Listen and respond to specific information 5445 - Speak to communicate information, ideas and opinions

LINKS TO CAMBRIDGE PROGRESSION UNIT(S)

Learning Outcome The Learner will:	Activity Title The Learner can:	Links to Assessment Criteria in this unit	Mapped to Cambridge Progression English Entry Level 3 units
3 Know about the different features of jobs	1 - Features of jobs	3.1	5427 - Read for purpose and meaning in straightforward continuous texts 5440 - Plan and sequence texts 5448 - Contribute to discussions 5445 - Speak to communicate information, ideas and opinions
	2 - Job satisfaction	3.2	5440 - Plan and sequence texts 5448 - Contribute to discussions 5445 - Speak to communicate information, ideas and opinions 5723 - Listen and respond to specific information
4 Know how to identify a suitable job for them	1 - Skills and personal attributes job match	4.1	5723 - Listen and respond to specific information 5445 - Speak to communicate information, ideas and opinions 5448 - Contribute to discussions
	2 - Personal profile	4.1	5723 - Listen and respond to specific information 5445 - Speak to communicate information, ideas and opinions 5448 - Contribute to discussions 5440 - Plan and sequence texts 5427 - Read for purpose and meaning in straightforward continuous texts
	3 - Suits you	4.2	5440 - Plan and sequence texts

UNIT 4 – KNOW HOW TO COMPLETE A JOB SEARCH

Guided learning hours : 25

Credit value: 3

UNIT AIM AND PURPOSE

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.

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

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

LEARNING OUTCOME 1 – KNOW ABOUT DIFFERENT TYPES OF EMPLOYMENT

Learning Outcome The learner will:	Assessment Criteria The learner can:
1 Know about different types of employment	1.1 Identify employment sectors
	1.2 Identify jobs within employment sectors

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria	Mapped to Cambridge Progression English Entry Level 3 units
1 - Getting Started	The tutor could introduce the topic by discussing why it is important for an individual to find a job which suits them and the negative effects of working in a job which does not suit them. These ideas could be given for the learners to discuss in small groups and feedback their thoughts to the whole group. From this, the tutor could lead on to the importance of knowing how to find a suitable job, explaining that this is the reason it is important to be able to carry out an effective job search.	1 hour	1.1	5448 - Contribute to discussions
2 - Sectors	The tutor could introduce the topic of employment sectors and could conduct a Q&A to elicit employment sectors, resulting in a comprehensive list. The tutor could then provide cut-out job titles (or use a drag-and-drop IT exercise) and have small groups or pairs match jobs to their respective sectors.	1 hour	1.1, 1.2,	5723 - Listen and respond to specific information 5445 - Speak to communicate information, ideas and opinions

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria	Mapped to Cambridge Progression English Entry Level 3 units
3 - Dragons' Den	Learners could be shown a video of the TV show Dragons' Den and discuss the ideas that are pitched, identifying which sector they belong to and what comments and decisions the dragons make on the sectors at which the ideas are pitched. They might highlight comments on the difficulties faced (by applicant) wishing to break into a certain sector or market place. The students might discuss and reflect on which sectors are seen as growth sectors and vice versa and discuss how and why sectors have grown or shrunk.	1 hour	1.1,1.2	5448 - Contribute to discussions 5723 - Listen and respond to specific information 5445 - Speak to communicate information, ideas and opinions

LEARNING OUTCOME 2 – KNOW HOW TO SEARCH FOR JOBS

Learning Outcome The learner will:	Assessment Criteria The learner can:
2 Know how to search for jobs	2.1 Identify where to search for jobs
	2.2 Identify specific jobs from different sources

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria	Mapped to Cambridge Progression English Entry Level 3 units
1 Sources	The tutor could facilitate a discussion about sources for job searching. The tutor could begin with a Q&A with the whole group, or dividing the large group into teams to produce ideas of the different sources for finding jobs. This could lead on to a discussion of the merits of each source, such as the local newspaper (offering vacancies within the immediate area, which would be within easy commuting distance) or the internet (which would provide more opportunities, but many would be outside the locality). Registering with a job agency would mean that new opportunities would be sent via email and tailored to individual needs. Learners could make a list of the pros and cons of each source. See Lesson Element - Sources.	1 hour	2.1	5448 - Contribute to discussions 5445 - Speak to communicate information, ideas and opinions
2 Job Centre	Where possible and appropriate, contact could be made with the Job Centre for a visit to or from their local office. The learners could share their findings of specific jobs or jobs within sectors that they had found and how the experience of using the different sources compared.	1 hour	2.1, 2.2	5448 - Contribute to discussions 5723 - Listen and respond to specific information 5445 - Speak to communicate information, ideas and opinions

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria	Mapped to Cambridge Progression English Entry Level 3 units
3 Using sources	The tutor could give the learners, individually, in pairs or in groups, the titles of three jobs and ask the learners to find a real example of each of the jobs using at least two different sources. The learners could produce evidence of their searches and the jobs they had found. This evidence could be recorded via a cut-and-paste exercise or printed media. A display could be made of the jobs found by the learners, under sector headings.	1 hour	2.2	5448 - Contribute to discussions 5723 - Listen and respond to specific information 5445 - Speak to communicate information, ideas and opinions

LEARNING OUTCOME 3 – KNOW ABOUT THE DIFFERENT FEATURES OF JOBS

Learning Outcome The learner will:	Assessment Criteria The learner can:
3 Know about the different features of jobs	3.1 Identify different features of jobs
	3.2 Identify job features that suit them

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria	Mapped to Cambridge Progression English Entry Level 3 units
1 Features of jobs	Starting with a Q & A session, the learners could list the important features or aspects of jobs, such as location, working patterns and hours, working conditions, remuneration etc. This could be presented in a grid. The learners could compare the features of jobs from different sectors, highlighting and commenting on the different features. The learners could discuss, in small groups or pairs, what are their personal priorities with regard to work, with supporting reasons.	1 hour	3.1	5427 - Read for purpose and meaning in straightforward continuous texts 5440 - Plan and sequence texts 5448 - Contribute to discussions 5445 - Speak to communicate information, ideas and opinions
2 Job satisfaction	This activity could cover two class sessions. The learners are asked to produce a “job satisfaction” questionnaire. Working in small groups or pairs, the learners could formulate a list of questions they could ask friends, relatives or acquaintances about the aspects of their jobs that they like or dislike and any changes they might make in their career path. If the learners have part-time jobs, they might complete a questionnaire themselves. In the second session of this activity, the learners could share their findings; if a satisfaction scale was used, this could be collated. The findings could identify the most popular/important features of jobs.	2 hours	3.2	5440 - Plan and sequence texts 5448 - Contribute to discussions 5445 - Speak to communicate information, ideas and opinions 5723 - Listen and respond to specific information

LEARNING OUTCOME 4 – KNOW HOW TO IDENTIFY A SUITABLE JOB FOR THEM

Learning Outcome The learner will:	Assessment Criteria The learner can:
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

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria	Mapped to Cambridge Progression Entry Level 3 units
1 Skills and personal attributes job match	The learners could watch an episode of The Dragon's Den and reflect on the skills and personal attributes of applicants and their actual performances. This could stimulate a discussion of the need to match skills and personal attributes to job roles. As an addition or an alternative, extracts could be shown of one or two documentary "fly on the wall" programmes showing work situations, such as Young Teachers. Learners could then do an exercise to match their own skills and personal attributes to the type of work that might suit them. See Lesson Element - Skills and personal attributes match.	1 hour	4.1	5723 - Listen and respond to specific information 5448 - Contribute to discussions 5445 - Speak to communicate information, ideas and opinions
2 Personal profile	The tutor could ask the learners to create a personal profile in the form of a table. The table could include: <ul style="list-style-type: none"> • three strengths • three weaknesses • three job features they like • three job features they don't like • three skills or qualifications they have. Working in pairs or small groups they could discuss these qualities and fill in the tables. From the information about themselves, they could identify aspects of employment which might suit them, such as working outside/inside, manual/clerical work etc. Alternatively, if internet access is available they could utilise Plotr: https://www.plotr.co.uk/careers/	1 hour	4.1	5440 - Plan and sequence texts 5448 - Contribute to discussions 5445 - Speak to communicate information, ideas and opinions 5723 - Listen and respond to specific information 5427 - Read for purpose and meaning in straightforward continuous texts

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria	Mapped to Cambridge Progression English Entry Level 3 units
3 - Suits you	Using the information found about different jobs and the “personal profile” they had created in the previous task, learners could choose two jobs which they felt might suit them. The learners could then use sources to find jobs and record their evidence. Having identified jobs that they are interested in, learners could match their profile to the job descriptions to see whether the job is as suitable as they expect. Finally, learners could identify the most important aspects of their job searches which ensure they can find jobs which suit them best.	1 hour	4.2	5440 - Plan and sequence texts



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