

Title:	Job Seeking Skills
Level:	1
Credit value:	3
GLH:	27
Unique Reference Number:	D/505/4103
Sector Subject Area:	14.1: Foundations for Learning and Life.
Aim:	The aim of this unit is to provide learners with the skills and knowledge to be able to identify job opportunities, match their skills and abilities to different roles, complete applications effectively, and prepare for interviews.
Assessment Type:	Assessment of this unit will be through an internally set and internally assessed portfolio of evidence.
Assessment Guidance:	Assessment decisions for skills-based learning outcomes must be made during the learner's normal work activity. Skills-based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time.

Learning outcomes

The learner will:

1. Know what is involved in job seeking.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge of what is required for effective job seeking, including where to find vacancies and the skills needed to pursue them.

The learner must:

- 1.1 Outline **skills necessary** for job seeking.
- 1.2 Identify **sources of information** on job vacancies.

2. Be able to match personal skills and abilities with different jobs.

Delivery content:

The aim of this learning outcome is to provide learners with the skills to recognise their personal strengths and match them to suitable job opportunities.

The learner must:

- 2.1 Identify **different jobs** they could apply for.
- 2.2 List own personal **skills and abilities**.
- 2.3 Outline how they would be **useful** for each identified job.

3. Know about applying for a job.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge of the different methods of applying for jobs and the key components of successful applications.

The learner must:

- 3.1 Outline the **benefits of applying for a job** by:
 - a) letter
 - b) application form
 - c) curriculum vitae (CV)
 - d) letter and CV or application form
 - e) online
 - f) over the telephone.
- 3.2 Identify the **essential details** that should be included when applying for a job.
- 3.3 Outline how an organisation uses CVs to **select applicants** for interview.
- 3.4 Identify **personal details** necessary for completion of a CV.

4. Know about interview skills and procedures.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge of how to prepare for and perform effectively in interviews.

The learner must:

- 4.1 Identify **key elements** to consider when:
 - a) preparing for an interview
 - b) being interviewed.
- 4.2 Outline **what to expect** at an interview.

<p>Scope of Training</p> <p>The Scope of Training identifies areas that must be covered during the delivery of this unit. This is the minimum that is expected but tutors are expected to include other areas, knowledge of which will benefit their learners, based on location, types of work available and from the tutors own professional experience.</p>	
<p>Requirements</p>	
<p>Skills necessary:</p>	<p>Definition: The essential personal and practical abilities required to search for, apply for, and secure employment.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Communication skills (spoken, written, and digital). • Time management and organisation. • Research and information-handling skills. • Self-presentation and reliability. • Basic IT use for job searches and applications. <p>Teachers might wish to include:</p> <ul style="list-style-type: none"> • Motivation and resilience strategies for managing rejection. • Networking and use of social media for employability.
<p>Sources of information:</p>	<p>Definition: The different ways jobseekers can find details of available work opportunities.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Online job boards and websites (e.g. Indeed, GOV.UK, local authority sites). • Recruitment agencies and Jobcentre Plus. • Local newspapers and noticeboards. • Direct employer contact and speculative applications. <p>Teachers might wish to include:</p> <ul style="list-style-type: none"> • Use of social media (LinkedIn, Facebook groups). • Volunteering and work experience as indirect job routes.
<p>Different jobs</p>	<p>Definition: Employment roles that align with the learner’s personal interests, skills, and experience.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Exploration of local industries and job types at Entry Level/Level 1.

	<ul style="list-style-type: none"> • Use of job search tools to identify suitable roles. <p>Teachers might wish to include:</p> <ul style="list-style-type: none"> • Guest speakers or employer visits. • Discussion of realistic career progression routes.
<p>Skills and abilities:</p>	<p>Definition: Individual strengths, qualities, and capabilities that contribute to effective work performance.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Differentiation between skills (learned) and qualities (personal attributes). • Self-assessment through checklists or guided reflection. <p>Teachers might wish to include:</p> <ul style="list-style-type: none"> • Peer or tutor feedback on observed skills. • Linking personal abilities to potential job roles.
<p>Useful:</p>	<p>Definition: Understanding how personal skills relate to the requirements of different job roles.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Matching transferable skills (e.g. teamwork, communication, reliability) to role descriptions. • Identifying skill gaps and possible development actions. <p>Teachers might wish to include:</p> <ul style="list-style-type: none"> • Role-play or mock matching activities. • Personal statements linking skills to job adverts.
<p>Benefits of applying for a job:</p>	<p>Definition: Various formats and channels used to submit job applications (e.g., letter, form, CV, online, phone).</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Strengths and weaknesses of each method. • Choosing the appropriate method for different employers. • Examples of good practice for each approach. <p>Teachers might wish to include:</p> <ul style="list-style-type: none"> • Real or simulated application exercises using multiple methods. • Comparative discussion on employer preferences.

<p>Essential details:</p>	<p>Definition: Key pieces of information required in any job application.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Personal details (name, contact, eligibility to work). • Work history, qualifications, and references. • Accuracy, spelling, and professional presentation. <p>Teachers might wish to include:</p> <ul style="list-style-type: none"> • Differences between formal and informal applications. • Exploring how missing information affects employability.
<p>Select applicants:</p>	<p>Definition: How employers review and shortlist candidates based on application content.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • What employers look for (relevance, clarity, accuracy). • Importance of tailoring a CV to a specific job. • The role of covering letters. <p>Teachers might wish to include:</p> <ul style="list-style-type: none"> • Mock recruitment exercises (marking CVs). • Examples of effective vs. poor CVs.
<p>Personal details:</p>	<p>Definition: Information identifying the applicant in a professional context.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Full name, address, contact number, email, and education/training. • Optional elements (personal statement, interests, references). <p>Teachers might wish to include:</p> <ul style="list-style-type: none"> • Discussing safe disclosure of information. • Avoiding inappropriate or irrelevant details.

<p>Key elements:</p>	<p>Definition: The main actions and behaviours that contribute to successful interview performance.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Preparation: researching the employer, reviewing application materials, planning travel and appearance. • During interview: active listening, clear communication, body language, answering common questions. <p>Teachers might wish to include:</p> <ul style="list-style-type: none"> • Mock interviews and feedback sessions. • Managing nerves and confidence strategies.
<p>What to expect:</p>	<p>Definition: Typical structure and processes of an entry-level job interview.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • The sequence of a standard interview (introduction, questions, closing). • Roles of interviewer(s) and how they assess candidates. • Importance of punctuality, politeness, and follow-up communication. <p>Teachers might wish to include:</p> <ul style="list-style-type: none"> • Exploring different interview formats (telephone, online, group). • Cultural and accessibility considerations in interviews.