

-SQA- SCOTTISH QUALIFICATIONS AUTHORITY

NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION

GENERAL INFORMATION

-Module Number- 7197007

-Session-1997-98

-Superclass- HC

-Title- FINDING AND KEEPING A JOB

-DESCRIPTION-

GENERAL COMPETENCE FOR UNIT: Developing the competence necessary to demonstrate the basic skills and knowledge required to find a job and the interpersonal skills required to obtain and keep a job.

OUTCOMES

1. identify the major sources of information and support in job finding;
2. approach employers about jobs;
3. undergo a job interview;
4. identify basic job keeping skills.

CREDIT VALUE: 1 NC Credit

ACCESS STATEMENT: There is no access statement for this unit.

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Additional copies of this unit may be purchased from SQA (Sales and Despatch section). At the time of publication, the cost is £1.50 (minimum order £5.00).

NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION**STATEMENT OF STANDARDS****UNIT NUMBER:** 7197007**UNIT TITLE:** FINDING AND KEEPING A JOB

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

OUTCOME

1. IDENTIFY THE MAJOR SOURCES OF INFORMATION AND SUPPORT IN JOB FINDING

PERFORMANCE CRITERIA

- (a) The identification, with tutor/trainer support, of the key people who can help the candidate to find work is accurate.
- (b) The identification of major sources of job vacancies is accurate and appropriate to the candidate's situation.

RANGE STATEMENT

The range for this outcome is fully expressed within the performance criteria.

EVIDENCE REQUIREMENTS

In respect of Performance Criterion (a) the candidate should identify correctly five key people who can advise him or her about finding work.

In respect of Performance Criterion (b) the candidate should identify at least three major sources of job vacancies.

The candidate should be allowed to provide evidence by the use of his or her normal mode of communication which may be verbal or non-verbal and may include one or more of the following: speech, writing, word processing, signing, lipreading, braille, computer-assisted communication.

OUTCOME

2. APPROACH EMPLOYERS ABOUT JOBS

PERFORMANCE CRITERIA

- (a) The identification of suggested application procedures from appropriate job information is accurate.
- (b) Telephone techniques used in making an enquiry are appropriate.
- (c) A job enquiry letter responding to an advertisement is completed correctly.
- (d) Basic personal information supplied in completing a simple application form is correct.

RANGE STATEMENT

The range for this outcome is fully expressed within the performance criteria.

EVIDENCE REQUIREMENTS

In respect of Performance Criterion (a) the candidate should identify accurately the application procedures suggested in job information relating to two different jobs.

In respect of Performance Criterion (b) the candidate should use telephone techniques correctly in making enquiries concerning two different job applications.

In respect of Performance Criterion (c) the candidate should complete one job enquiry letter responding to an advertisement. The candidate should be responsible for ensuring that the letter has a suitable format, is legible, and that spelling is accurate.

In respect of Performance Criterion (d) the candidate should supply correctly, the basic personal information required to complete a simple application form.

OUTCOME

3. UNDERGO A JOB INTERVIEW

PERFORMANCE CRITERIA

- (a) The understanding of the purpose of a job interview in the selection process is evident.
- (b) Awareness of the need to present him/herself appropriately for an interview is evident.
- (c) Basic interview questions are responded to appropriately.

RANGE STATEMENT

The range for this outcome is fully expressed within the performance criteria.

EVIDENCE REQUIREMENTS

Evidence for Performance Criteria (a) - (c) should be gathered from direct observation of the candidate in the learning or training environment. The candidate should take part in a simulated job interview held in a sympathetic environment.

The candidate should be allowed to demonstrate competence by the use of his or her normal mode of communication which may be verbal or non-verbal and may include one or more of the following: speech, writing, word processing, signing, lipreading, braille, computer-assisted communication.

OUTCOME**4. IDENTIFY BASIC JOB KEEPING SKILLS****PERFORMANCE CRITERIA**

- (a) The importance of time keeping in a work situation is outlined accurately.
- (b) The understanding of the need to adapt behaviour to different situations is evident.
- (c) The understanding of the need to be instructed and/or corrected in the workplace is evident.
- (d) The importance of asking for help when needed is recognised clearly.

RANGE STATEMENT

The range for this outcome is fully expressed within the performance criteria.

EVIDENCE REQUIREMENTS

Evidence should be gathered from direct observation of the candidate undertaking activities in a working environment.

In respect of Performance Criteria (a) and (d) where evidence cannot be gathered from performance evidence alone, evidence should be gathered from the candidate's answers to questions. The candidate should be allowed to provide evidence by the use of his or her normal mode of communication which may be verbal or non-verbal and may include one or more of the following: speech, writing, word processing, signing, lipreading, braille, computer-assisted communication.

ASSESSMENT

In order to achieve this unit, candidates are required to present sufficient evidence that they have met all the performance criteria for each outcome within the range specified. Details of these requirements are given for each outcome. The assessment instruments used should follow the general guidance offered by the SQA assessment model and an integrative approach to assessment is encouraged. (See references at the end of support notes).

Accurate records should be made of the assessment instruments used showing how evidence is generated for each outcome and giving marking schemes and/or checklists, etc. Records of candidates' achievements should be kept. These records will be available for external verification.

SPECIAL NEEDS

In certain cases, modified outcomes and range statements can be proposed for certification. See references at end of support notes.

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NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION**SUPPORT NOTES**

UNIT NUMBER: 7197007

UNIT TITLE: FINDING AND KEEPING A JOB

SUPPORT NOTES: This part of the unit specification is offered as guidance. None of the sections of the support notes is mandatory.

NOTIONAL DESIGN LENGTH: SQA allocates a notional design length to a unit on the basis of time estimated for achievement of the stated standards by a candidate whose starting point is as described in the access statement. The notional design length for this unit is 40 hours. The use of notional design length for programme design and timetabling is advisory only.

PURPOSE This unit is designed to ensure that the candidate has basic skills and knowledge needed to find a vacancy and contact an employer. It is also concerned with the interpersonal skills needed to be interviewed successfully and to maintain good working relationships.

It is anticipated that the candidate will, after completing this unit, still require ongoing support in finding work. The unit, therefore, places emphasis on the identification of sources of such support and on the need for the candidate to recognise when help is needed.

The unit specification should be read in conjunction with Job Seeking Skills 1 (81228) which sets more demanding targets.

The unit forms part of the National Certificate Skillstart 1 award. It could also be used as a free standing unit. It may also be included within a range of programmes which are designed to prepare the candidate for work, youth training or employment training in the immediate future.

SQA publishes summaries of NC units for easy reference, publicity purposes, centre handbooks, etc. The summary statement for this unit is as follows:

This unit will help you to develop skills and knowledge needed to find a vacancy, contact an employer, undergo interviews and maintain good working relationships. On completion of the unit you will be able to identify sources of information about finding a job, contact employers about jobs, undergo an interview for a job and identify basic skills needed to keep a job.

CONTENT/CONTEXT The unit should be seen in the context of the wide range of skills needed for achievement of the National Certificate Skillstart 1 award and should be integrated into practical activities in the learning or training environment.

The context within which job seeking skills can be developed are wide ranging. Individual and group needs may vary enormously and it is important that the form and structure of any programme of activities is appropriate and relevant to such needs.

It is likely that the unit will be most usually offered in an integrative way together with other units designed to improve basic skills and/or knowledge of the working environment.

Tutors/trainers should use their judgement about when to introduce elements of the unit. Work oriented activities can motivate some candidates and provide relevance to programmes of basic skills. If job seeking and interviews are not anticipated in the near future, the candidate may question the relevance of the work. The unit is particularly designed to provide a personal resource pack for the candidate for future use and tutors/trainers should consider this in compiling programmes.

Any appropriate local authority or centre regulations should be taken into account with regard to supervision of candidates when outside the boundaries of the centre.

Corresponding to outcomes:

1. The candidate should, with tutor/trainer support, identify the organisations and individuals within those organisations who can often help in finding work. These might include Local Education Authority Careers Officers, specialist tutors or teachers, Department of Employment personnel, etc. A personal list with names, addresses, telephone numbers should be included in the unit folder. With tutor/trainer help the candidate should identify and distinguish between what the 'supporter' can do and what he or she can do to assist the process and should be encouraged to see it as a partnership.

The sources of vacancies should be appropriate to his or her particular situation. If a part time post is being looked for the candidate might look in local shops, free press as well as speculative enquiries. If a Government scheme is anticipated the candidate might look at Careers Office Vacancy Boards, Job Centres or local press.

The log of personal support available and other assignments should be kept in a folder of assessment evidence for later review and discussion by the candidate and tutor/trainer at the end of the unit.

2. The context should reflect the candidate's realistic aspirations. Tutors/trainers should emphasise the need for coping strategies to overcome lack of skills in certain areas but at the same time encourage independence. In the telephone exercise, for example, the candidate should be encouraged to find strategies to assist a successful outcome (for example, notes, support of a friend). The candidate should be involved in discussing the purpose and importance of an enquiry letter and in agreeing an acceptable format. An exemplar letter, which can be adapted to individual advertisements, should be kept in the candidate's file.

Wherever possible, the candidate with communication difficulties should be encouraged to find strategies to overcome the problem, eg. word processing, reader, scribe, etc. The personal information should be used to discuss the importance of relevant information and to encourage an awareness of strengths as opposed to weaknesses. This personal information sheet may be a summary of information in a candidate's Record of Achievement or similar record.

3. Tutors/trainers should provide a great deal of opportunity for the candidate to practise the skills needed to perform adequately in an interview situation. The tutor/trainer should also be aware of the opportunity the interview gives the candidate to find out more about the job. A balance should be drawn between building the job interview up into a feared occasion and understanding its importance. The tutor/trainer should encourage appropriate dress but acknowledge the importance of feeling at ease and comfortably dressed. The candidate will participate in simulated interviews or role play exercises, the context of which is relevant to his or her own immediate situation (interview for a job, work placement, training scheme, etc.). The candidate should, with prompting from the interviewer if necessary, give acceptable responses to basic interview questions. The simulated interview/role play should be part of the teaching and learning process with opportunity for ongoing repeated assessment. The tutor/trainer should encourage self review and record performance by means of notes on an interview checklist.
4. Through a variety of practical activities and group work, the candidate will identify the skills needed to keep work. The key issues of timekeeping/attendance, appropriate behaviour and attitude to instruction and correction should be discussed and related to the present situation. Tutors/trainers will encourage self assessment of strengths and weaknesses in this area and discuss ways in which difficulties can be overcome. The candidate's real behaviour in the course of training in respect of these performance criteria must be taken into account.

APPROACHES TO GENERATING EVIDENCE The learning and teaching approaches adopted will depend on the particular candidate group and on the context of the unit delivery. In many cases it is anticipated that the unit will be delivered in tandem with other units (Work Experience, Work Shadowing, World of Work, Guidance, etc.) in which case an integrative approach would be highly desirable.

The approaches used will also depend upon the place of the unit in an overall programme. If used early in the programme to a new group, more formal induction will be needed than if it were offered to a well-established group about to round off a programme.

Much of the unit is concerned with awareness-raising of the need for personal effectiveness in both finding and sustaining work. The tutor/trainer has a key role in ensuring that strengths are recognised and that weaknesses are not dwelt on. The choice of materials and resources should reflect realistic and achievable goals for the candidate.

Throughout the unit the tutor/trainer should stress the support available to enable the candidate to obtain employment, but at the same time ensure that he or she is aware of responsibilities in the job search process.

Corresponding to outcomes:

1. The tutor/trainer should introduce the candidate to organisations and, wherever possible, named people who can help him or her at present or in the future. Visits to or from Careers Officer, Job Centres' personnel, libraries, guidance staff, etc. should be arranged. Discussions with employees about how they obtained work, the skills they needed and how they obtained them might be useful.
2. The tutor/trainer should supply age-related and user-friendly materials. For a candidate with poor reading skills, he or she should be encouraged to ask someone (tutor) to read it. The emphasis should be as much on finding appropriate coping strategies as on improving basic skills.

A proforma of personal details can be completed to assist the completion of the basic application form and an exemplar letter of enquiry can be used.

The candidate may find the use of word processing facilities an advantage.

The tutor/trainer should be aware of the need of the candidate to keep, on an ongoing basis, certain material produced and the format for keeping materials should reflect this.

At all times, the tutor/trainer should balance the need for independent action with the importance of using and asking for help when needed.

3. It is important that the candidate understands the purpose of an interview. Basic role playing situations could be used to highlight this and demonstrate the need for preparation (knowing about the job, the firm, etc.). Role play and video work could provide a useful basis for discussions about personal presentation, body language, etc.

The tutor/trainer will be aware of the need to tailor the situations dealt with to the experiences or realistic expectations of the individual candidate.

The tutor/trainer should encourage self review and self evaluation through individual or group discussion. Tutors/trainers should focus on positive aspects of performance.

4. The tutor/trainer might want to introduce this topic through an exploration of the differences between different situations (home, school, scheme, work).

Discussions around mini case studies could introduce the problems connected with poor timekeeping and the attitude of employer and peers to this.

Tutors/trainers should encourage honest self assessment and possibly targets for forward progress.

ASSESSMENT PROCEDURES Centres may use the Instruments of Assessment which are considered by tutors/trainers to be most appropriate. Examples of Instruments of Assessment which could be used are Practical Exercises and Personal Interviews. Where appropriate, the candidate should use his or her normal mode of communication. It is the responsibility of the centre to ensure that an accurate record of the candidate's response is retained as evidence of the candidate's competence.

In the Practical Exercises, the candidate should undertake a series of practical and simulated activities in relation to finding and keeping work. He or she should assemble a folder of assessment evidence in relation to the outcomes, as indicated below. Help may be given in assembling the folder insofar as this does not impinge on assessing the candidate against the performance criteria.

Personal Interviews are central to the assessment and are used to explore the candidate's experience of job-seeking activities and job-keeping skills (real or simulated) in relation to the stated outcomes and performance criteria.

Personal Interviews should be conducted by the tutor/trainer with individual candidates or groups of candidates as appropriate and will probably be best conducted on an ongoing basis throughout the unit. The interviews should focus on the performance criteria for each outcome and should draw on relevant assessment evidence from the candidate's folder, and other group evidence (videos, tapes, group records) as appropriate.

Outcome 1 Personal Job Finding File

Outcome 2 Practical Exercises
Personal Job Finding File
Tutor/Trainer Review Sheets

Outcome 3 Tutor/Trainer Review Sheets of simulated job interview

Outcome 4 Practical Exercises (role plays, case studies).

Outcome 1: The Personal Interview should focus on the performance criteria and draw on evidence from the candidate's Personal Job Finding File. The candidate should be expected to identify at least three major sources of job vacancies.

Outcome 2: The Practical Exercises should focus on the performance criteria and draw on evidence from the candidate's Personal Job Finding File and the Tutor/Trainer Review Sheets. The candidate should be expected to identify suggested application procedures from appropriate job information on at least two occasions. A basic personal information sheet could be used to aid the candidate in supplying information.

Outcome 3: In the Practical Exercises, the candidate should undergo a simulated job interview in a sympathetic environment. The interview should focus on the performance criteria to provide evidence of the candidate's skill and understanding.

Outcome 4: The Personal Interview should focus on the performance criteria and draw on evidence from the Practical Exercises. The candidate should have a good record of time keeping.

PROGRESSION This unit forms part of the National Certificate Skillstart 1 award. Successful completion of the award will facilitate the candidate's progress to National Certificate Skillstart 2 and to Scottish Vocational Qualifications (SVQs) and General Scottish Vocational Qualifications (GSVQs).

RECOGNITION Many SQA NC units are recognised for entry/recruitment purposes. For up-to-date information see the SQA guide 'Recognised Groupings of National Certificate Modules'.

REFERENCES

1. Guide to unit writing. (A018).
2. For a fuller discussion on assessment issues, please refer to SQA's Guide to Assessment. (B005).
3. Procedures for special needs statements are set out in SQA's guide 'Candidates with Special Needs'. (B006).
4. Information for centres on SQA's operating procedures is contained in SQA's Guide to Procedures. (F009).
5. For details of other SQA publications, please consult SQA's publications list. (X037).

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