



Building Own Employability Skills

SCQF level 4

Unit Code: F787 10

20 hour Unit

What is this Unit about?

This Unit is designed to prepare you to enter the world of work. It is about helping you to acquire the skills you will need in order to gain employment. These skills include finding out about job opportunities, contacting an employer and applying for a job. You will work with support from your tutor. This means your tutor will be able to provide you with advice.

This Unit is part of an Award in *Employability* (G9CY 44). The other Units in the Award are:

- ◆ F786 10 *Preparing for Employment: First Steps* (SCQF level 4) [10 hour Unit]
- ◆ F788 10 *Responsibilities of Employment* (SCQF level 4) [10 hour Unit]
- ◆ F789 10 *Dealing with Work Situations* (SCQF level 4) [10 hour Unit]

This Unit is important because it will help you to move into employment. Getting a job means that you have to find out what jobs are available. You also have to decide which jobs fit in with what you would like to do. You also have to think about which jobs fit in with the skills and qualities that you have. You have to know too about all the things you need to do in order to apply for the jobs you would like to have. If you can do all of these you are more likely to find a job.

The knowledge and skills involved in this Unit will help you to learn what you need to do to get a job. They should give you confidence as you look for a job. As you complete this Unit you may make use of the work you did in the Unit *Preparing for Employment: First Steps*. As a result you should have a better chance of getting the kind of job that is right for you.

This Unit is about the skills you will need to find out what kinds of jobs are available. An important part of this is checking out that the jobs are ones that fit in with the skills and qualities that you have. It is also important to find out that the jobs are ones that you think you would like to do. These are skills which will help you make the transition to employment.

Your tutor will explain anything in this Unit which you do not understand.

What should I know or be able to do before I start?

It will help you if you have looked at your own past and present experience so far. This will enable you to identify the personal skills and qualities that you have developed.

You will have done all of this if you have completed the *Preparing For Employment: First Steps* Unit at SCQF level 3 or 4. This will help you to draw conclusions about the kind of jobs that fit in with the skills and qualities you have.

What do I need to do?

You will need to carry out each of the following two tasks:

Task 1

Find information about employment opportunities that may be suitable for you

Task 2

Practise the skills you will need to use to apply for a job

How do I get this Unit?

You will need to show that you have achieved both tasks in this Unit.

For task 1 **find information about employment opportunities that may be suitable for you** you will have to:

- ◆ use sources of information to find out about job opportunities, for example from:
 - personal contacts such as friends and relatives
 - private bodies involved in training and recruitment
 - contacts with employers or voluntary agencies
 - internet
 - newspaper advertisements
 - Job Centre Plus, Skills Development Scotland, Sector Skills Councils or other government bodies

- ◆ find out what sort of jobs are available, for example one that you think:
 - you would like to do
 - will fit with the skills and understanding that you gained in your past
 - will fit with skills and understanding you are developing at the moment

- ◆ find out about employers who may have jobs that you would be able to do. These may be employers who:
 - are close to where you live or which you can travel to easily
 - are willing to take on young people
 - have jobs of the kind you would like to do
 - have jobs which fit in with the skills and understanding that you have at the moment
 - will offer you the chance to learn new skills

To show that you have met this task, you might have evidence of sources you have looked at such as newspaper advertisements, computer print-outs. You may have information collected from a Job Centre Plus or other bodies. You may be able to show your tutor that you can access sites on the internet which have information about jobs. You may be able to describe contacts you have had with employers and with others who know about possible job opportunities. You may be able to describe being at a talk about employment by an employer. Your tutor may ask you questions to check your knowledge and understanding and make notes or a recording of what was said.

For task 2 **practise the skills you will need to use to apply for a job** you will have to do at least two of the following:

- ◆ Contact an employer to find out about a job, for example:
 - making a telephone call to an employer
 - sending an e-mail or letter to an employer

- ◆ Fill in a job application form, for example:
 - for a particular job
 - to work with a particular employer
 - to register with an employment agency

- ◆ Prepare a curriculum vitae (CV) using a template which you have been given

- ◆ Prepare for a job interview, for example, by thinking about:
 - the questions you might be asked by an interviewer
 - what answers you might give to questions
 - how the things you can do fit in with what the job requires
 - what you need to ask to find out what you want to know about the job
 - what you have to do to make a good impression at the interview

- ◆ Act as an interviewee in a job interview, for example:
 - by responding to questions asked by the interviewer
 - by asking questions to find out what you want to know about the job
 - by presenting yourself in a way that will make a good impression

To show that you have met this task you might have evidence of things you have done such as any emails you have sent. You may have an application form you have filled in or you may have prepared a CV. You may have kept a diary of things you have done. You may have talked to your tutor about how to prepare for a job interview. Your tutor may have watched you acting as an interviewee. Your tutor may ask you questions and makes notes or a recording of what was said.

What might this involve?

The Unit can be achieved in many ways. Examples of activities you might do are:

- ◆ Find out about job requirements from newspapers and from other sources such as the internet
- ◆ Discuss employment opportunities with a careers adviser
- ◆ Visit job centre plus or other employment agency to find out about jobs that may be available
- ◆ Listen to an employer giving a talk about employment
- ◆ Contact employers by telephone or e-mail
- ◆ Speak to others such as friends and relatives to find out about jobs
- ◆ Match information about jobs with the skills and qualities that you have at the moment
- ◆ Fill in an application form
- ◆ Prepare a CV which you can use to help you get a job
- ◆ Keep a diary of things you have done which help you find out and apply for a job
- ◆ Visit the premises of employers to find out what jobs might be available
- ◆ Talk to your tutor, careers advisor or an employer about what you could do in a job interview
- ◆ Take part in a job interview exercise where you are being interviewed

Evidence of these activities may be gathered together in a folio.

As you work through this Unit you will be given support by your tutor but you will be expected to contribute by offering some ideas and suggestions of your own.

What can I do next?

You could think about doing other related Units at SCQF level 4 which would help you gain employment such as:

- ◆ F788 10 *Responsibilities of Employment* (SCQF level 4) [10 hour Unit]
- ◆ F789 10 *Dealing with Work Situations* (SCQF level 4) [10 hour Unit]

You could move on to the National Progression Award in *Enterprise and Employability* at SCQF level 4 (G976 44) or at SCQF level 5 (G9AH 45)

Your tutor can advise you about this.

Guidance for tutors

For this Unit learners are expected to be able to:

- ◆ find information about employment opportunities that may be suitable for you
- ◆ practise the skills you will need to use to apply for a job

Tutors will provide support to learners by offering advice to them but learners will be expected to contribute by offering some ideas and suggestions of their own. They could do this, for example, by suggesting sources of information about job opportunities. Tasks and activities for learners should be straightforward in that they should consist of routine elements. A CV template, for example, could be limited to a few critical sections.

Learners should show a basic knowledge of key points some of which will be factual such as specific sources of information about jobs. Learners should also be able to identify and/or take account of the consequences of action or inaction. For example, they could indicate why it is important to complete a job application form accurately and point out that getting a job may depend on the answers they give at an interview.

Delivery of the Unit should take account of the needs and aspirations of each individual learner. The aim should be to develop self confidence and self esteem among learners. They should be helped to recognise the importance of the skills contained in the Unit in enabling them to meet the transition to employment. Developing some proficiency in the skills can help learners feel good about themselves and help them to achieve a more positive attitude towards employment. Any changes in self confidence and personal attitudes regarding employability can be fragile. Delivery should, therefore, be structured to provide as many opportunities as possible to recognise and reinforce progress.

Assessment for the Unit will consist of gathering evidence to show that the learner is able to meet the two tasks of the Unit. Learners should be able to gather evidence as they work through the Unit. Assessment evidence can be presented in any form appropriate to the learner and the activity undertaken. Evidence may be paper based, recorded, oral or visual (eg: photographs or video footage). Learners may be able to present evidence for both tasks together in a folio of work.

Performance evidence may be obtained from observation of learners, eg during a job interview or making a telephone call. Product evidence could include completed job application forms, CVs or e-mails, material collected by the learner such as newspaper advertisements, print-outs from websites or material from Job Centres or other agencies, public and private. Where appropriate, performance and product evidence can be supplemented by observation checklists and/or oral questions and answers.

Evidence may be provided in a variety of forms such as audio recordings, video diaries, blogs or other electronic means. Evidence could be generated while the learner works through the Unit. This will depend on the learner's situation and the delivery approach adopted.

For Task 1 **find information about employment opportunities that may be suitable for you** evidence should show that the learner has completed all the parts of this task. Learners should show that they have made use of at least two different sources of information to find out about jobs. They should also show that they have made an attempt to match the available jobs against their own situation. Finally, learners should show that they have made some attempt to find out about possible employers and to think about how suitable the employer may be for them. Evidence here may well depend on what potential employers exist and learners may be able to provide sufficient evidence by referring to a single employer. All parts of this task could be met by a single piece of evidence such as an oral or recorded discussion. Learners who can produce more may find it personally beneficial to do so.

The following gives an indication of what the items should consist of:

- ◆ Written and/or recorded oral evidence covering:
 - descriptions of finding out about job opportunities and employers;
 - descriptions of jobs and how they fit with the learner's likes/dislikes, skills, knowledge, understanding and personal qualities
 - descriptions of how information obtained can help learners gain employment

- ◆ Product evidence such as:
 - job advertisements from newspapers, internet
 - job information from Job Centre Plus or other agencies and/or employers
 - notes on matching jobs with likes/dislikes, skills, knowledge, understanding and personal qualities

For this task learners will require both types of evidence.

For Task 2 **practise the skills you will need to use to get a job** evidence should show that the learner has practised at least two of the five skills which make up this task, ie contacting an employer, filling in a job application form, preparing a CV, preparing for a job interview, acting as an interviewee in a job interview. Learners who are able to carry out more than two of the skills may find it personally beneficial to do so.

Learners can practise the skills in a simulated context where appropriate, eg by completing a mock application form or by participating in an interview role play. Where role plays are used they should be as realistic as possible. It may be possible for deliverers to make use of dedicated resources provided by outside bodies such as training programmes for job interviewing. It may be

possible for some learners to provide evidence directly from their own experience such as contacting an employer or participating in an actual job interview.

Evidence is likely to be produced as a natural outcome of doing the exercises needed to practise the skills. Learners can produce completed application forms or CVs and/or they can be observed during an interview or while making a telephone call. Learners could also be encouraged to keep a log book or blog or compile a video diary which could be used as evidence. The following gives some indication of the type of evidence which learners could provide:

- ◆ Written and/or recorded oral evidence covering:
 - contacts with employers
 - preparing for a job interview
 - acting as an interviewee

- ◆ Performance evidence, supported where appropriate by observation checklists such as:
 - making a telephone call to an employer
 - acting as an interviewee in a job interview

- ◆ Product evidence, such as:
 - communications from the learner such as e-mails
 - completed job application form
 - CV using a suitable template which the learner has been given

For this task learners should provide written and/or recorded oral evidence and one piece of product or performance evidence.

Further information about delivery, assessment and Evidence Requirements for this Unit can be found in the corresponding support pack. The support pack also contains examples of the type and amount of activities that meet the standards of this Unit. Sample recording documentation is also included.

Core Skills

There is no automatic certification of Core Skills or Core Skill components in this Unit.

Differentiation between levels

The following guidance is intended to help assessors make assessment judgments. It explains how the generic level descriptors at SCQF Level 3 and SCQF level 4 may be applied in the context of this and related Units.

Differentiation between the two SCQF levels is based on five main principles.

They are the:

- ◆ Amount of support learners receive
- ◆ Level of participation by learners
- ◆ Level of understanding of learners
- ◆ Complexity of tasks given to learners
- ◆ Level of maturity displayed by learners

The table below outlines how each principle may apply at SCQF level 3 and SCQF level 4 for this Unit and for *Building Own Employability Skills* (SCQF level 3).

Principle	SCQF level 3	SCQF level 4
Support: learners will work with	Directive support, ie the teacher/lecturer will issue explicit instructions	Support, ie the teacher/lecturer will offer advice
Level of participation: learners will	Participate in, ie agree to ideas, suggestions and plans	Contribute to, ie offer some ideas and/or suggestions
Level of understanding: learners will show	Basic knowledge, ie a small number of key facts	Basic knowledge of a number of key points some of which will be factual
Complexity of tasks: learners will be involved in activities which are	Simple, ie routine and with which the learner may be familiar	Straightforward, ie contain some routine elements
Level of maturity displayed: candidate will	Take account of some identified consequences of action	Identify and/or take account of some of the consequences of action/inaction

Disabled candidates and/or those with additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website **www.sqa.org.uk**.



Administrative information

Credit value

3 SCQF credit points at SCQF level 4

Unit code: F787 10
Superclass: HC
Publication date: July 2009
Source: Scottish Qualifications Authority
Version: 01

Helpdesk: 0845 279 1000
Fax: 0845 213 5000
E-mail: customer@sqa.org.uk
Website: www.sqa.org.uk

Optima Building
58 Robertson Street
Glasgow
G2 8QD

Ironmills Road
Dalkeith
Midlothian

© Scottish Qualifications Authority 2009