

**-SQA-SCOTTISH QUALIFICATIONS AUTHORITY**

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**NATIONAL CERTIFICATE MODULE DESCRIPTOR**

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<b>-Module Number-</b>	<b>0081228</b>	<b>-Session-1988-89</b>
<b>-Superclass-</b>	<b>HC</b>	

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<b>-Title-</b>	<b>JOB SEEKING SKILLS 1</b>
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**-DESCRIPTION-**

Purpose This module is one of a range which occupy breadth and balance in programmes of learning. The descriptor should be read in conjunction with the Guidelines for Personal and Social Development Modules.

Personal and Social Development modules are designed to develop:

- task management skills (planning, organising and decision making);
- interpersonal and group skills;
- self awareness, self reliance and self confidence;
- the ability to seek and use appropriate knowledge.

These aims have vocational as much as personal and social relevance.

The particular purpose of this module is to provide the opportunity for individuals to identify personal qualities, skills, abilities, and potential in relation to job seeking. It provides a framework within which individuals can develop a range of job-seeking skills, undertake a job search plan and develop self-presentation skills with a high degree of tutor support.

This module is suitable for inclusion in a wide range of programmes in preparing students for employment, for those not in employment or who are changing employment. It provides certification for students undertaking a variety of Training Commission courses and Department of Employment Initiatives.

This descriptor should be read in conjunction with 81229 Job Seeking Skills 2, which sets more demanding targets for students.

Tutor denotes the individual leading the group in an education or training context.

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Preferred  
Entry Level

No formal entry requirements

Learning  
Outcomes

The student should:

1. contribute to planning of a job search strategy with support;
2. undertake a range of job-seeking activities under supervision;
3. demonstrate skills of self presentation in relation to job-seeking.
4. identify his/her qualities and potential in relation to job-seeking.

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Content/  
Context

Corresponding to Learning Outcomes 1-4:

The context within which job seeking skills can be developed are wide ranging. Individual/group needs will vary enormously and the form and structure of any programme of activities may differ according to varying circumstances. The type of programme which students are undertaking e.g. Restart, Job Club, or other Adult Training Strategy programmes may alter the emphasis of particular parts of the module, but tutors will find that it provides an appropriate and useful framework within which job seeking skills can be developed.

1. The student should, with tutor support, draw up an initial assessment of his/her qualities and skills from a bank of information provided by the tutor. This can take the form of objective checklists, 'skills you have' inventories and detailed prompt lists. Tutors should assist students in matching qualities and skills to relevant and appropriate vocational areas which students have identified from information provided by the tutor. Students should list six sources which provide information on job vacancies and with tutor support identify the necessary features of a job search plan. To assist in recording future job-seeking activities, students should devise a simple job search log and, with tutor support,

draw up a job search plan. The level of tutor support in these initial stages should be substantial.

The initial self-assessment sheet and job search plan should be kept in a folder of assessment evidence for later review and discussion by student and tutor at the end of the module.

At this stage, it is unlikely that the job search plan will be complete and students should adjust as necessary throughout the course of the module. However, an outline plan of activities in relation to job seeking is required at this stage. Students should record practical activities in the job search log.

2. The student should, under tutor supervision, complete a range of practical exercises related to job-seeking activities. Evidence should be provided that the student can complete an accurate personal information sheet/curriculum vitae based on earlier information which the student has compiled on personal details, qualities, skills and abilities. With tutor support, students should complete a simple job application form, a job application letter and a speculative letter. These should be correct in all details. Students should complete a simple telephone enquiry (simulated or real) using correct telephone techniques. Tutors should ensure that students can correctly identify employer requirements in two advertisements and that the student maintains his/her job-search log in an accurate and methodical way. Any practical activities e.g., cold-calling, speculative approaches by letter or by telephone, visits to job centre etc. should be recorded in the job search log.
3. Tutors should ensure that students are able to demonstrate an understanding and awareness of the importance of self-presentation skills in relation to job-seeking activities. This should be reflected in practical performance in a simulated interview or role-play exercise, as appropriate. Although self-presentation skills are important in a range of other job-seeking activities e.g., cold-calling, speculative approaches, etc. the tutor should note that this aspect of student work will be principally assessed through simulated activities, where the student can be directly observed by the tutor. The tutor should look for evidence of basic skills in relation to self-presentation, as required by the conventions of an employment selection interview. Students should participate in a simulated interview and demonstrate that they understand these required conventions. The tutor should look for evidence that the student has prepared for the interview and responds in an appropriate manner to

standard interview questions. Students should prepare and ask the interviewer appropriate questions.

Students should receive substantial support from the tutor before self-presentation skills are assessed and the simulated interview may take place nearer the end of the module than in the early stages. Students should be given the opportunity to undertake another simulated interview if they do not meet the Performance Criteria at the first attempt. Students should complete review sheets on interview performance for discussion with the tutor. Tutors should record performance by means of tutor notes or interview checklist.

4. Students should identify his/her qualities and potential in relation to future job-seeking activities by reviewing overall performance during the course of the module. At this stage, with tutor support, students will up-date initial self-assessment of qualities, skills and abilities and relate these to future job-seeking. Opportunities should be provided by the tutor to permit students to review overall performance in relation to practical exercises e.g. letter-writing, form-filling etc., and self-presentation. Students should comment on performance at the simulated interview and be able to outline two strengths and two weaknesses. The student should identify his/her interpersonal skills, outlining one strength and one weakness and with tutor support, should identify his/her potential in relation to future job-seeking. The second self-assessment sheet, review sheet on interview performance and review sheet on overall performance during the course of the module, should be examined at this stage.

The tutor conducts a personal interview using the folder of assessment evidence containing Self-Assessment Sheet 1, Job-Search Log, practical exercises on letter writing etc. Review Sheets on Simulated Interview Performance, Self Assessment Sheet 2, Job Search Plan and Review Sheet.

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Suggested  
Learning and  
Teaching  
Approaches

An important and key role of the tutor is to establish a framework within which students can develop confidence, effectively assess or re-assess skills and abilities, increase self-esteem, develop a positive approach to job seeking and improve planning skills in relation to both short and long-term goals.

It is essential that an appropriate atmosphere is created at the start and initial sessions should focus on fostering confidence, encouraging positive thinking and establishing co-operative relationships. It is important that group cohesion is developed at an early stage and that the tutor is seen to be responsive to the needs of individuals in the group, who may vary greatly in terms of background, experience and ability. The attitude of the tutor to the group is of crucial importance and tutors should have developed skills and attitudes of tutoring i.e. listening, counselling, attending etc.

Tutors should assist students to develop knowledge of training opportunities, the range of possible options related to temporary or part-time work, the variety of Training Commission provision for unemployed groups and also develop knowledge of local opportunities and the local labour market.

The following learning and teaching approaches are suggested for 81228 Job Seeking 1 and 81229 Job Seeking 2 and tutors should modify and adapt as appropriate.

A range of individual or group exercises can be used to develop self-perception, identification of skills and abilities, planning skills and job-seeking skills. Preliminary self-assessment exercises at Level 1 would involve providing students with objective checklists or detailed prompt lists. Level 2 students would complete a series of blank sheets on which they would enter skills, abilities, qualities and aspirations. Tutors should encourage students to focus on strengths rather than weaknesses and encourage positive thinking at an early stage. Tutors should encourage group discussion and positive reinforcement of perceived strengths.

#### Devising a Job Search Log

Tutors should provide guidance to students on how to compile a log to record his/her activities in job-seeking. Examples should be provided but the formats should be decided after discussion with the individual or group. Students should be encouraged to keep it concise but practical and useful. Students should list all information essential for the easy maintenance of the log and ensure that it is in a form which permits easy reference and is useful without being too complex. Students should try out log formats using OHP transparency, blackboard or whiteboard. After discussion, when appropriate formats have been agreed by individuals or groups, pro-forma logs should be typed ready for use. If the log is to be an effective record of job-seeking activities, it should record the following; date, job title, company, person to contact, telephone no, address, action, follow-up.

Tutors should provide support in the student's construction of a realistic job search plan related to the student's abilities. This should be an ongoing activity throughout the course of the module. Students at Level 1 should receive a substantial level of tutor support.

### Converting Weaknesses into Strengths

The tutor should lead a brainstorming session focusing on what students consider to be perceived weaknesses in relation to job-seeking. Students should note these, form small groups and attempt to identify ways in which all of the weaknesses highlighted can be converted into positive statements or alternatively be disguised effectively. Each group reports back to discuss, rejecting less plausible suggestions and focuses on the more realistic methods of converting weaknesses into strengths. Students should then compile a leaflet aimed at giving hints to job-seekers on this aspect of a positive approach to job-seeking.

A range of teaching strategies can be used to prepare students for practical exercises in relation to job-seeking. A wide range of material is available which include videos e.g.. 'Game for a Job 1'; 'Game for a Job 2: Looking and Choosing'; Talking Heads; 'the Interview Game' etc., and various Job-Finding Skills Packs.

At level 1, teaching strategies should be designed to improve basic skills related to job seeking and tutors should focus on techniques for improving these e.g.. practice for students at form filling, letters of application, the speculative letter, compiling personal information sheets/curriculum vitae, etc.

### Compiling Personal Information Sheets/Curriculum Vitae

Tutors should restate the importance of a positive approach in relation to compiling a personal information chart/curriculum vitae. Students are encouraged to refer back to "converting weaknesses into strengths" exercise. A negative approach is unlikely to produce a positive C.V. Tutors should issue worksheets designed to prompt students to think about their education, work experience and other relevant information, e.g. voluntary activities, interests, hobbies etc. Tutors should draw attention to the importance of only giving positive information and should provide prompt lists of positive words and phrases. Discussion should focus on how best to circumvent negative aspects e.g.. long periods of ill-health and unemployment, adverse reasons for leaving previous employment, criminal records etc. This is a group activity, but individual attention should be given to students who do not wish to discuss problems in an open forum.

Tutors should assist students to collate information and provide guidance on presentation. Pro-forma personal information sheets/curriculum vitas can be used as a basis for discussion, but the student should be encouraged to set his/her own CV out in a format which highlights what the student considers to be his/her strongest selling points. This may be his/her qualifications, work experience, positions of responsibility or, in the absence of any of these, aspects of his/her character, leisure activities, skills, interests or voluntary activities which are likely to impress a prospective employer.

### Self Presentation Skills

Developing an awareness of the importance of self-presentation is of key importance and tutors should emphasise that self-presentation has a broader relevance than simply knowing how to present yourself at an interview. It is important to point out that this skill extends to application forms, letter writing, telephone technique, cold-calling etc.

Tutors should develop student skills of self-presentation through techniques such as role play, use of videos, etc. in preparation for simulated interviews.

Throughout the course of the module tutors should encourage self-review and self-evaluation as this is an important element of Learning Outcome 4. Individual or group discussion on performance during simulated interviews encourage this activity, but tutors should prompt students to focus on the positive aspects of performance before weaknesses are highlighted by the individuals themselves or by peers. Positive reinforcement of strengths is useful in encouraging students to aim at improving performance and increasing activity in relation to job seeking.

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#### Assessment Procedures

Acceptable performance in the module is satisfactory achievement of all the Performance Criteria specified for each Learning Outcome.

The following abbreviations are used:

LO Learning Outcome  
 IA Instrument of Assessment  
 PC Performance Criteria

LO1-4 IA Practical Exercises and Personal Interviews

In the Practical Exercises the student is required to plan and undertake a series of practical and simulated activities in relation to job-seeking during which he/she should assemble a folder of assessment evidence in relation to the Learning Outcomes as indicated below.

Personal interviews are central to the assessment and will be used to explore the student's experience of job-seeking activities (real or simulated) in relation to the stated Learning Outcomes and Performance Criteria.

Personal Interviews will be conducted by the tutor with individual students or groups as appropriate and may take place on an ongoing basis throughout the module or towards the end of the module. The interviews should focus on the Performance Criteria for each Learning Outcome and should draw on relevant assessment evidence from the student's folder.

LO1	Self Assessment Sheet 1/Job Search Plan
LO2	Practical Exercises/Job Search Log
LO3	Review Sheet on Simulated Interview Performance
LO4	Self-Assessment Sheet 2 Review Sheet

LO1 CONTRIBUTE TO PLANNING OF A JOB SEARCH STRATEGY WITH SUPPORT

PC The student:

- (a) makes an initial assessment of his/her qualities, skills and general areas of interest from a bank of information provided by the tutor;
- (b) decides on appropriate personal employment goals using information provided by the tutor;
- (c) lists at least six sources providing information on job vacancies;
- (d) devises a simple job search log;
- (e) draws up a job-search plan.

IA Personal Interview which focuses on the above Performance Criteria and draws on evidence from Self-Assessment Sheet 1 and Job Search Plan.





- (d) comments on his/her overall performance in relation to future job-seeking;
- (e) identifies his/her potential in relation to job-seeking.

IA Personal Interview which focuses on the above Performance Criteria and draws on evidence from Self Assessment sheet 2 and Review Sheet.

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