

Applying for jobs

Unit delivery and assessment pack



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Contents

This unit delivery and assessment pack provides teachers with the information they need to deliver this unit.

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The UK Government has announced plans to restrict social media use by children under 16, which may impact some of our qualifications. We will keep our qualifications under review and make any necessary updates as further details become available

Unit overview

Title	Applying for jobs
Suite	Skills for Work
Unit Codes	S651E1 S651E2 S651E3 S651L1 S651L2
GLH	20
Unit Aim	To develop learners' practical skills involved in searching and applying for jobs, taking into account their own skills, aptitudes and aspirations, and how to identify appropriate resources, and areas of support and guidance.
Unit Summary	This unit is designed to help learners develop the understanding and practical skills needed to prepare for applying for jobs. It encourages learners to reflect on their own strengths, explore suitable job opportunities, and learn how to present themselves effectively to potential employers. The unit supports progression into further learning, training, or employment by building confidence and competence in real-world job-seeking activities. At Entry Level, learners develop the basic skills and confidence needed to look for and apply for jobs. Learners will explore their own skills, qualities and interests, and find out what kinds of work might suit them. They will learn how to look for job opportunities in different ways, understand simple job adverts, and use a basic job application form. Learners will also find out where they can get help and advice when looking for work or filling in applications. At Level 1 and 2, learners build the knowledge and practical skills required to carry out effective job searches and applications. Learners will assess their own skills, qualities, experience and aspirations to identify suitable employment opportunities. They will learn how to plan and conduct a structured job search, interpret and respond appropriately to job adverts, and complete accurate and well-presented job applications or CVs. Learners will also evaluate and make use of available sources of advice and guidance to support and improve their job search and application process.
Curriculum for Wales	Areas of learning and experience: This unit links closely to the Health and well-being Area of Learning and Experience, as learners explore their personal strengths, aspirations and the importance of confidence and resilience when preparing for employment. It also connects with the Humanities AoLE: <i>Our decision-making impacts on the quality of our lives and the lives of others</i> , through understanding the world of work, community roles and economic participation.

Elements of the Languages, literacy and communication AoLE are developed through reading job adverts, completing application forms, and producing written materials such as CVs or cover letters. Learners also engage with the Mathematics and numeracy AoLE when interpreting job information such as pay, hours and scheduling. This unit supports the Curriculum for Wales Four Purposes by developing confident, capable learners who can plan for employment, reflect on their strengths, and make informed decisions about their future.

Integral and cross-curricular skills: This unit supports the development of all four integral skills within the Curriculum for Wales: Creativity and innovation, Critical thinking and problem-solving, Personal effectiveness, and Planning and organising. Learners use creativity when presenting their skills and experiences, apply critical thinking when evaluating job opportunities, demonstrate personal effectiveness through communication and self-management, and develop planning and organising skills through carrying out structured job searches and completing applications to deadlines.

Cross-curricular skills are naturally embedded – Literacy skills are developed through completing written applications and engaging in discussions; Numeracy through handling basic job-related data; and Digital competence through online job searches, completing electronic forms, and using digital tools to create applications and CVs.

Cross-cutting themes: This unit contributes to the cross-cutting themes of Careers and work-related experiences (CWRE), Human rights, and Diversity. Learners explore fair access to employment by considering equal opportunities, employer expectations, and lawful recruitment practices. Learners develop respect for diversity in the workplace by recognising that people from different backgrounds, abilities, and experiences contribute positively to teams and organisations. The unit also promotes understanding of how personal choices, values, and behaviours relate to career goals and wellbeing, such as reliability, honesty, and professionalism.

Entry Level Learning Outcomes and Assessment Criteria

Learning Outcomes (the learner will)	Assessment criteria (the learner can)		
	Entry 1	Entry 2	Entry 3
LO1 Be aware of own skills, qualities and interests related to employment	E1 1.1 Point out own skills and interests with support. E1 1.2 Match one job suitable for own skills and interests.	E2 1.1 Select own skills, qualities and interests with some support. E2 1.2 Select two jobs suitable for own skills, qualities and interests.	E3 1.1 Give a description of own skills, qualities and interests. E3 1.2 Give three jobs suitable for own skills, qualities and interests.
LO2 Be able to find suitable job opportunities using basic job search methods	E1 2.1 Point to at least one job opportunity with support. E1 2.2 Show where the job was found.	E2 2.1 Select two job opportunities using basic job search methods. E2 2.2 Recognise the main ways of finding job information.	E3 2.1 Use at least two different job search methods to find suitable job opportunities. E3 2.2 Give a description of the job opportunities found.
LO3 Know key information in job adverts and simple job application forms	E1 3.1 Point to key details in a simple job advert. E1.3.2 Point out parts of a simple job application form.	E2 3.1 Select information in job adverts such as job title, skills required and pay. E2 3.2 Recognise sections of a simple job application form.	E3 3.1 State main details from job adverts and simple application forms. E3 3.2 Use a simple job application form.
LO4 Know sources of support and guidance for job searching and applications	E1 4.1 Show people who can help when looking for a job. E1 4.2 Show where to go for help with completing forms.	E2 4.1 Recognise local organisations or people who can offer help with job searching or applications. E2 4.2 Say how these local organisations or people can provide support.	E3 4.1 State different sources of support and guidance available for job searching and applications. E3 4.2 State how these sources of support and guidance could help with future job applications.

If not specified, then a plural reference within assessment criterion refers to a minimum of two.

Level 1 and Level 2 Learning Outcomes and Assessment Criteria

Learning Outcomes (the learner will)	Assessment criteria (the learner can)	
	Level 1	Level 2
LO1 Understand own skills, qualities and aspirations in relation to employment	L1 1.1 Describe own skills, qualities, and career interests in relation to employment. L1 1.2 Identify how own skills and interests suit a job role.	L2 1.1 Evaluate own skills, qualities and aptitudes against job requirements. L2 1.2 Identify areas for development to improve employability prospects.
LO2 Be able to plan and carry out an effective job search using a range of appropriate methods and resources	L1 2.1 Use a range of job search methods to find suitable job opportunities. L1 2.2 Present details of job opportunities found.	L2.2.1 Develop and use a structured job search plan using varied and current resources. L2.2.2 Review the job search plan and suggest ways to improve outcomes.
LO3 Be able to interpret job advertisements and complete suitable job application materials	L1 3.1 Identify and interpret key information in job adverts to match own skills and interests. L1 3.2 Complete a job application form accurately, providing relevant information.	L2.3.1 Analyse job adverts to identify job requirements, skills and qualifications. L2.3.2 Create a job application or CV suited to a specific job.
LO4 Be able to identify sources of support and guidance to improve job search and applications	L1 4.1 Identify sources of advice and guidance for job searching and applications. L1 4.2 Explain how these sources of advice and guidance can support job-seeking activities.	L2 4.1 Evaluate the effectiveness of different sources of support and guidance for job applications. L2 4.2 Use a range of relevant sources to get better results from job searching and applications.

If not specified, then a plural reference within assessment criterion refers to a minimum of two.

Delivery guidance

Planning courses

Each unit in the Skills for Life and Work suite is awarded individually. When planning courses, teachers should consider the potential qualification outcomes for individual learners.

Closely related units that might be delivered alongside Applying for jobs include Interview and confidence techniques, Exploring career pathways, Personal development planning, Jobs of the future, Work experience, Career creativity and Working in Wales. These units complement each other by preparing learners for employment by combining self-awareness, career exploration, practical experience and skills development. These units equip learners with the confidence, knowledge, and tools needed to research opportunities, present themselves effectively, and make informed choices about their future careers.

There may also be links to other WJEC qualifications including VCSE Retail and Customer Service, GCSE Business and Business AS/A Level.

For full details of the Skills for Life and Work units and qualifications please refer to the qualification specification.

Amplification of Learning Outcomes

The amplification of the learning outcomes provided below should support teachers in developing content for delivery. Teachers can develop and tailor content as appropriate to their learners, whilst ensuring that the learners are provided with knowledge, understanding and the opportunity to develop and apply the skills needed to meet the learning outcomes and assessment criteria. Content should be considered in the context of:

- the level the learner is working at
- providing opportunities for progression
- centre facilities and resources
- local, national and international contexts as appropriate.

Teachers may find it helpful to refer to the level descriptors within the qualification specification.

Learning outcome	Amplification
LO1	• recognise personal strengths and abilities related to employment • identify tasks and activities they enjoy or do well • discuss how their skills or interests relate to simple job roles • begin to understand personal qualities valued by employers (e.g., reliability, teamwork). For Level 1 and 2 learners: • reflect on strengths, skills, and experiences and how they relate to different job roles • identify areas for personal development to enhance employability • compare own skills with the requirements of specific jobs • demonstrate awareness of career interests and aspirations.

LO2	• explore different ways to find jobs (online – specific job websites and company websites, newspapers, word of mouth, noticeboards) • identify at least one or two suitable job opportunities • record key details about potential jobs (title, location, hours) • demonstrate the ability to follow simple instructions when searching for jobs. For Level 1 and 2 Learners: • use multiple job search strategies effectively (websites, agencies, networking) • record and organise job opportunities found during the search • develop and follow a structured job search plan • review and adjust strategies to improve the quality of job leads.
LO3	• identify main details in a job advert (e.g., job title, hours, pay, location) • recognise what information is required in a simple application form • complete sections of a form with guidance • begin to understand the importance of accuracy and clarity when providing personal information. For Level 1 and 2 Learners: • analyse job adverts to understand requirements, skills, and qualifications • complete job applications and/or CVs tailored to specific roles • use clear and appropriate language in applications • ensure applications are accurate, well-presented, and meet employer expectations.
LO4	• identify people who can help (family, teachers, careers advisors) • recognise organisations or local services that provide employment support (e.g. Careers Wales) • understand when and how to ask for help with applications or job searches • describe how support can assist in preparing for work or completing forms. For Level 1 and 2 Learners: • identify a range of advice and guidance services (e.g. careers advisors, online resources) • evaluate which sources are most useful for specific needs • use guidance to improve applications or job search strategies • reflect on how support contributes to achieving employment goals.

Suggested activities

This section gives some suggested activities to support teaching and learning in a vocational context consistent with the philosophy and intent of the unit and associated qualifications. Useful resources and possible contacts that could be made in the delivery of the learning are also signposted.

The following activities would be suitable for use with Entry Level learners:

- take part in group discussions to identify personal strengths, interests, and qualities
- match pictures or descriptions of jobs to corresponding skills and personal qualities
- use online or printed job adverts to find and talk about suitable jobs
- highlight key information (e.g. job title, hours, pay) in simple job adverts
- complete a basic paper or online job application form with guidance
- create a short personal profile or 'All About Me' poster linking skills to jobs
- visit or role-play meeting with a careers advisor to ask about local job opportunities
- participate in a mock job application activity, completing simple forms and discussing choices.

The following activities would be suitable for use with Level 1 and 2 learners:

- carry out a personal skills and qualities audit linked to job descriptions
- research local and national job vacancies using online job boards and employer websites
- develop a job search plan including targets, deadlines, and reflection points
- analyse different job adverts to compare requirements, pay, and progression opportunities
- write a tailored CV and/or complete a formal job application for a chosen role
- participate in peer review of job applications or CVs to give and receive constructive feedback
- investigate sources of support such as Jobcentre Plus, careers services, or online resources, and evaluate their usefulness
- reflect on personal progress through a short journal or presentation outlining next steps in job seeking.

Sources of evidence

This unit is centre assessed and externally quality assured by WJEC. Assessment must be accessible, using clear language and reflecting the learner's level. Learners should demonstrate knowledge and skills through realistic activities such as role-play, case studies, or projects. While evidence may be verbal, written, practical, or visual, extended written work is not required unless appropriate. Each unit must be assessed independently, even if tasks cover multiple criteria. Assessor judgements should focus on meeting the standard, not spelling or presentation unless specifically assessed. Full assessment guidance is available in the qualification specification.

Possible sources of evidence may include:

- completed job application forms (paper or digital)
- copies of CVs, personal profiles, or covering letters produced by learners
- observation records or witness statements from tutors or employers
- reflective journals or learner diaries showing planning and progress
- worksheets or written tasks identifying personal skills, qualities, and interests
- annotated job adverts highlighting key information or suitability for roles
- job search records or logs showing methods used and opportunities found
- screenshots or printouts from online job searches or applications

- peer or self-assessment checklists with learner reflections
- tutor feedback forms following mock interviews or application tasks
- photographs or videos of practical activities, group work, or presentations
- records of advice or guidance sessions attended (e.g. careers advisor notes or learner summaries).

Experiences

To provide a real-world context you could do the following:

- Learners can visit a local employer to observe different job roles, learn about workplace expectations, and hear from staff about how they applied for their jobs. This experience helps learners connect classroom learning to real employment practices and understand what employers look for in applicants. It also encourages questions about skills, behaviour, and progression opportunities within a real working environment.
- Learners take part in a simulated recruitment process where they search for a job advert, complete an application form or CV, and then attend a mock interview. This provides a safe, supported environment to practise the full job application process from start to finish. Feedback from tutors, peers, or visiting employers helps learners build confidence and improve their job-seeking and communication skills.
- Learners engage in a short work placement or complete a project designed by a local employer to experience workplace routines and expectations first-hand. This allows them to apply their personal skills in a real or realistic setting and reflect on how these relate to specific job roles. The experience builds understanding of workplace behaviours and helps learners identify areas for development before applying for future employment.

Resources and organisations

Resources required for delivery

This unit has been designed to be delivered using standard classroom environments, supported by access to appropriate practical spaces when demonstrations are required and commonly available resources.

Resources available to support delivery

Careers Wales / Gyrfa Cymru	Topics and resources: • Understanding the job market – what is a job, understanding different types of employment (full-time, part-time, self-employed, voluntary etc), identifying the key sectors/industries in Wales. • Job information – 100s of job profiles, includes what a job involves, what the pay is like, how to get into the job, future demand and more. • About Jobs – easy to read information about a range of jobs, aimed at ALN/primary aged pupils. • About Jobs videos – selection of job profile videos aimed at ALN/primary aged pupils. • Skills and Strengths – helps young people to understand their skills and strengths/qualities, to learn how to develop and improve their skills and strengths and to recognise the skills and strengths valued by employers. • Buzz quiz – personality-based quiz, helps young people to learn more about their strengths, qualities and provides job suggestions linked to their personality type.
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	• Who am I? Quiz – alternative version of the buzz quiz aimed at ALN/primary. • Career Match Quiz – career match quiz helps young people to explore job ideas that match to their skills and interests. • Job Ideas Quiz – alternative version of the career match quiz aimed at ALN/primary. • Decision Making Quiz – quiz to discover your decision-making style and get tips to improve your decision-making • Personal statements for job applications – advice on completing a personal statement for job applications, includes examples. • Writing a CV – learn all about creating a CV, what to include and do's & don'ts – also includes CV templates and examples. • Job websites – includes a list of popular job websites. • Job Bulletin – subscribe and search our job bulletin for live vacancies across Wales. • Employers recruiting now – explore job sectors and employers that are recruiting now. • Finding jobs online – learn 6 useful methods for searching for jobs online. • Using social media to find jobs – learn how to use social media for job hunting/applying for jobs. • How to find unadvertised jobs – tips on how to use your network to help find and apply for unadvertised jobs. • Writing applications – tips on how to write job applications. • Covering letters and emails – tips on writing letters and emails when applying or enquiring for jobs, includes example letters. • Skills to Succeed Academy includes 23 bite-size online modules on Getting a Job – modules help you build core employability skills and guide you through all the steps needed to secure a job.
Jisc	<i>Dedicated content areas on Prospects.ac.uk:</i> <u>Applying for jobs</u> • <u>How to write a successful application</u> • <u>Example questions and answers</u> • <u>How to write a speculative job application</u> • <u>CVs and cover letters</u> <u>Getting a job</u> • <u>How to choose a career</u> • <u>Using generative AI in job applications</u> • <u>How to get a job with no experience</u> • <u>How to find a job</u>

Civil Engineering Contractors Association (CECA) Wales	https://www.ceca.co.uk/wales – link to CECA Wales website for films of career opportunities and projects. Foundation Group - CECA – link to ‘Ever thought of a career in civil engineering in Wales’ careers brochure. https://www.goconstruct.org – link to CITB website for careers information and educational resources. These resources are available bilingually.
Profi	www.profi.cymru Profi provides support for young people to improve their work skills, getting to know their skills and strengths. The bilingual website includes advice, a personal skills quiz, a series of podcasts, and videos about growth sectors.

Resources required for assessment

Assessment of this unit should not require any specific resources.

References to third-party materials and links to external websites in this document are provided for convenience and informational purposes only.

We select and review these resources at the time of publication to support teaching and learning; however, their inclusion does not imply endorsement or guarantee of the organisations, content or opinions expressed.

We do not produce, maintain or control the external materials, and therefore cannot ensure their ongoing accuracy, availability or suitability, as content may change without notice.

Any questions or concerns about external content should be directed to the original providers. If you identify any links that are no longer working or are inappropriate, you are encouraged to inform the subject team so they can be reviewed. All information in this publication is accurate at the time of publication.

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