

Applying for Jobs

Entry Level 1 – Level 2

Skills for Life and Work
Unit Specification

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Unit Aim

This unit is part of the Skills for Life, Skills for Work, and Skills for Life and Work qualifications, available at Entry Level 1–3, Level 1 and Level 2 to support the 14-16 Curriculum for Wales.

The Applying for Jobs suite of units has been designed 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.

Units from Other Awarding Organisations

Only units that form part of the approved Open Awards Skills for Life, Skills for Work, and Skills for Life and Work qualifications may contribute towards achievement of this qualification.

Units certificated by other Awarding Organisations, or units taken from other Open Awards qualifications, cannot contribute to the achievement of this qualification. This requirement applies across all levels and qualification sizes.

Qualification Documentation

This Unit Specification is a mandatory document and must be read and applied alongside the relevant Qualification Guide (level-specific) and the Open Awards Provider Handbook.

Progression Across Levels

This suite of units has been designed for learners ranging from Entry Level 1 – Level 2. Learners may progress through the levels throughout their education journey or start at a higher level as appropriate to their level of learning, education targets, and aspirations.

The table below summarises the areas of learning included within the units and how these are treated at each level.

Concept	Entry 1	Entry 2	Entry 3	Level 1	Level 2
Personal skills awareness	Recognise a personal skill or interest	Identify personal skills and job interests	Link personal skills to job roles	Describe skills, aptitudes and aspirations	Assess personal profile against job roles
Understanding job roles	Recognise a job of interest	Identify job types linked to interests	Identify job roles linked to skills	Describe requirements of job roles	Analyse job roles and requirements
Job search skills	Recognise a local job source	Identify places to find vacancies	Use a resource to find opportunities	Use a range of job search methods	Compare effectiveness of job search methods
Support and guidance	Identify a person who can help	Identify people or organisations that support	Describe how support services help	Describe available support and guidance	Evaluate specialist support and guidance
Application skills	Take part in a simple application task	Identify information needed for applications	Take part in completing an application or CV	Produce a CV and formal communication	Produce tailored application materials
Communication with employers	Participate in simple interaction	Identify ways to contact employers	Use simple formal communication	Prepare formal communication for applications	Apply professional communication techniques
Review and improvement	State simple outcome or preference	Identify what went well	State what went well in an activity	Review own performance	Evaluate performance and improvements

Cognitive Demand	Recognise, respond, participate	Identify, state, demonstrate	Use, select, participate	Describe, apply, review	Analyse, adapt, evaluate
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Delivery Requirements

Before delivery, providers must have an approved Delivery and Assessment Plan that maps teaching, learning and assessment to all (level-specific) assessment criteria in this Unit Specification.

Providers are expected to plan and deliver learning and assessment activities within standard school/college/training provider facilities. This unit should be accessible and deliverable without requiring specialist infrastructure, high-cost resources, or restrictive entry conditions.

Staffing Resources

Providers must ensure suitably qualified and experienced teachers are available to deliver and assess this unit.

Delivery staff must:

- Have appropriate knowledge or experience of employability skills and recruitment processes, including:
 - job search methods
 - application processes (e.g. CVs, forms, communication with employers)
 - entry-level expectations in the workplace
- Be able to support learners to:
 - identify their skills, aptitudes and aspirations
 - search for job opportunities
 - complete application tasks and communicate appropriately
- Have an understanding of Curriculum for Wales principles, particularly:
 - developing ambitious, capable learners
 - preparing learners for work and life

Delivery staff should hold, or be working towards, a recognised teaching or training qualification where this is a requirement of the provider.

Physical Resources

Providers must ensure suitable and sufficient resources are available to deliver and assess this unit. As a minimum this should include:

Job Search Resources

Access to job vacancy information, e.g.:

- online job sites (where appropriate)
- local vacancy examples (e.g. shop adverts, community boards)
- Careers Wales or equivalent services

Application Resources

- Templates and examples of:
 - CVs
 - application forms
 - emails or letters
- Materials to support completion of applications, e.g.:
 - worksheets
 - structured templates

Communication Resources

Opportunities to practise:

- written communication (emails, letters)
- verbal communication (role-play, discussions)

Digital Resources (where appropriate)

Devices to:

- search for jobs
- create CVs or application materials
- record evidence

Learning and Support Materials

- Case studies or scenarios for:
 - job search
 - application tasks
- Guidance materials to support:
 - identifying skills
 - understanding job roles

Safeguarding and Appropriateness

Providers must ensure:

- Any real job applications are appropriate and supported
- Simulated tasks are used where necessary
- Learners are supported when sharing personal information

Entry Requirements

Learners do not require any prior learning or qualifications for any of the units within this suite. However, as the level of complexity of language increased through the levels, the provider must complete robust initial assessments to ensure the learner is able to access the content at the level they are starting.

Assessment Approach

This suite of units has been designed to be assessed through assessment tasks and activities designed by the provider.

Providers must undertake pre-course verification prior to assessment taking place to confirm tasks cover all assessment criteria and are appropriate to the level.

All assessment criteria must be met in full for the learner to be awarded a 'pass'. No partial award can be made if any assessment criteria is not met.

Learners are required to collate evidence in a portfolio of evidence. This can be presented digitally (e.g., through an e-portfolio system) or as paper-based as appropriate to the individual learner. Wherever possible, e-portfolios are encouraged.

Assessors must assess the evidence collated by the learner against the assessment criteria within the unit to determine whether each has been met in full or not. All assessment decisions are subject to internal quality assurance (IQA) by the provider and external quality assurance (EQA) by Open Awards before the result is confirmed.

The following types of assessment tasks have been determined to be suitable for this unit at each level.

Entry Level 1

Assessment of Applying for Jobs at Entry Level 1 should include:

Assessment Type	Examples of Tasks
Matching / Selection	Select a job they are interested in from pictures or symbols
Identification	Identify a personal skill (e.g. helping, tidying) using prompts
Recognition Tasks	Identify a local job source (e.g. shop sign, printout)
Supported Discussion	Name a person who can help with jobs (e.g. teacher, parent)
Practical Task	Take part in a simple application activity (e.g. entering name, handing in form)
Observation	Assessor observation of participation and engagement
Simple Response	State a preference or simple reason (e.g. "I like helping people")

Entry Level 2

Assessment of Applying for Jobs at Entry Level 2 should include:

Assessment Type	Examples of Tasks
Short Responses	Identify personal skills and job interests
Matching / Sorting	Match jobs to interests or skills
Identification Tasks	Identify places to find jobs (e.g. online, local area)
Scenario Tasks	Identify appropriate support (e.g. Careers Wales, teacher)
Application Task	Identify required information for an application form
Demonstration	Demonstrate how to contact an employer (e.g. simple email or role-play)
Observation	Assessor observation of participation and understanding

Entry Level 3

Assessment of Applying for Jobs at Entry Level 3 should include:

Assessment Type	Examples of Tasks
Short Explanation	State personal skills and job interests
Job Search Task	Use a resource (e.g. Careers Wales) to find a job or opportunity
Planning Task	Select a suitable job based on interests
Application Task	Take part in completing a CV or application form
Communication Task	Use a simple formal method (e.g. email, phone script)
Reflection Task	State what they did and what went well
Observation	Assessor observation of participation and skills

Level 1

Assessment of Applying for Jobs at Level 1 should include:

Assessment Type	Examples of Tasks
Descriptive Tasks	Describe skills, aspirations and job requirements
Research Task	Identify job roles and relevant requirements
Job Search Task	Use a range of resources to find a suitable vacancy
Application Task	Produce a CV and formal communication (email/letter)
Practical Task	Apply for a real or simulated job or placement
Reflection Task	Review own performance (e.g. strengths and improvements)
Observation	Assessor observation of participation and application skills

Level 2

Assessment of Applying for Jobs at Level 2 should include:

Assessment Type	Examples of Tasks
Explanatory Tasks	Describe job roles, opportunities and employment trends
Comparison Tasks	Compare job search methods (e.g. online vs local)
Planning Task	Select a job and plan application approach
Application Task	Produce a tailored CV and supporting communication
Practical Task	Complete a job application (real or simulated)
Interview Preparation Task	Prepare responses or research employer
Evaluation Task	Evaluate performance and identify improvements
Observation	Assessor observation of independent application skills

Unit Content

Entry Level 1

Unit Title: Applying for Jobs

Unit Reference Number: CBM186

Level: Entry Level 1

Credit Value: One (1)

Guided Learning Hours: 10

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.

Principles of Progression

Progression step 1 - I can, through play, explore, discover and begin to ask simple questions and offer possible answers based on previous experiences.

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Know personal strengths for work	1.1 Identify a job or type of work of interest
	1.2 Identify a personal skill or quality
2. Know where to find job information	2.1 Identify a local source of job information
	2.2 Identify a person who can provide support
3. Be able to apply for a job or work experience	3.1 Complete a simple application for a job or work experience
	3.2 Complete a task related to applying for a job

Indicative Content

LO1	AC 1.1 Learners must identify at least one job or type of work they are interested in e.g., • working with animals • helping in a shop • gardening AC 1.2 Learners must identify at least one example of a skill or quality e.g., • Being on time • Tidying up • Using a computer
LO2	AC 2.1 Learners must identify one example of a place they can find job information e.g., • Shop window sign • School board • Careers Wales/ Gyrfa Cymru website • Websites collect information from one local job resource. AC 2.2 Learners must identify at least one person who can provide support with finding a job e.g., • Teacher • Careers advisor • Parent • Family friend
LO3	AC 3.1 Learners must demonstrate the use of a simple application method e.g., • Typing their name into a simple "Interest Form" • Clicking a "Register" button on a simulated job site. AC 3.2 Learners must complete at least one basic task related to a job application e.g., • Identifying skills to include in an application • Handing out a mock CV or "About Me" sheet

Area of Learning Experience	Humanities
Statement of What Matters	Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future
Links to the Four Purposes	Purpose 1 - Ambitious, capable learners who are ready to learn throughout their lives
Cross-curricular Skills	Literacy / Digital
Integral Skills	Creativity and innovation
Understanding of sustainability in the world of work and/or everyday work	Showing learners how to access reliable information, seek appropriate support, and complete basic job-seeking tasks independently, promoting self-reliance and responsible engagement with the workforce

Relevant Cross-Cutting Themes	
Theme	Rationale
Local, national and international contexts	Enables learners to gain experience in applying for jobs, whether locally, nationally or internationally and the differences they will encounter when applying for jobs in Wales and internationally.

Entry Level 2

Unit Title: Applying for Jobs

Unit Reference Number: CBM187

Level: Entry Level 2

Credit Value: One (1)

Guided Learning Hours: 10

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.

Principles of Progression

Progression step 2 - I have been curious and made suggestions for possible enquiries and have asked and responded to a range of questions during an enquiry.

Learning Outcome (The Learner will):		Assessment Criterion (The Learner can):	
1.	Know personal skills and job interests	1.1	Identify personal skills or qualities
		1.2	Identify job types linked to interests
2.	Understand how to access job opportunities and support	2.1	Identify places where job vacancies can be found
		2.2	Identify a person and an organisation providing guidance about job opportunities
3.	Be able to complete elements of a job application	3.1	Identify information needed for a job application
		3.2	Identify ways to contact an employer

Indicative Content

- LO1 AC 1.1 Learners must identify at least two personal skills or qualities e.g.,
- good at tidying
 - working in a team
 - being on time
 - using a computer

	AC 1.2 Learners must identify at least two types of jobs that match their interests e.g., • Working outdoors • Working in an office • Working with computers
LO2	AC 2.1 Learners must identify at least one example of where they can find job vacancies e.g., • Naming a local high street shop that has a "help wanted" sign in the window • Pointing out a "Vacancies" board in the school reception or a local supermarket • Identifying a website AC 2.2 Learners must identify at least one person and one organisation e.g., • a Careers Wales / Gyrfa Cymru advisor who visits the school. • Naming a specific teacher or the school's Work Experience Coordinator.
LO3	AC 3.1 Learners must identify at least two pieces of personal information needed for an application e.g., • Name • Phone number • Email address • Home address AC 3.2 Learners must give at least two examples of ways to contact an employer e.g., • Sending an email • Telephoning them • Visiting a shop in-person

Area of Learning Experience	Humanities
Statement of What Matters	Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future
Links to the Four Purposes	Purpose 1 - Ambitious, capable learners who are ready to learn throughout their lives
Cross-curricular Skills	Literacy / Digital
Integral Skills	Creativity and innovation
Understanding of sustainability in the world of work and/or everyday work	Showing learners how to access reliable information, seek appropriate support, and complete basic job-seeking tasks independently, promoting self-reliance and responsible engagement with the workforce

Relevant Cross-Cutting Themes	
Theme	Rationale
Local, national and international contexts	Enables learners to gain experience in applying for jobs, whether locally, nationally or internationally and the differences they will encounter when applying for jobs in Wales and internationally.

Entry Level 3

Unit Title: Applying for Jobs

Unit Reference Number: CBM188

Level: Entry Level 3

Credit Value: One (1)

Guided Learning Hours: 10

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.

Principles of Progression

Progression step 3 - I can use my experiences, knowledge and beliefs to generate ideas and frame enquiries.

Learning Outcome (The Learner will):		Assessment Criterion (The Learner can):	
1.	Know how personal skills relate to job roles	1.1	Explain own personal skills or qualities
		1.2	Identify job roles linked to personal interests
2.	Understand how to find work-related support in Wales	2.1	Use a resource to find a local job vacancy
		2.2	Explain how support services help job seekers
3.	Be able to prepare for a job application	3.1	Complete an application form or CV
		3.2	Use a form of formal communication to find out more about a job

Indicative Content

- LO1 AC 1.1 Learners must explain at least three personal skills or qualities e.g.,
- Creative
 - Good with technology
 - Patient
 - Good at listening

	AC 1.2 Learners must identify at least three job roles that match personal aspirations e.g., • "Construction Apprentice" or "Mechanic" because they have an interest in building things. • "Teaching Assistant" or "Youth Worker" because they are interested in helping people. • "Chef" or "Waiter" because they are interested in working in a restaurant.
LO2	AC 2.1 Learners must use at least one resource to find a local job vacancy that relates to their interests e.g., • Careers Wales website • a local newspaper's "Jobs" section • "Job Centre Plus" app AC 2.2 Learners must explain how a support service such as Careers Wales / Gyrfa Cymru can help a job seeker e.g., • providing "one-to-one advice" • "help with writing a CV" • providing "information on apprenticeships" • "practice interviews." • "finding work experience" • "choosing the right college course."
LO3	AC 3.1 Learners must complete an application for or create a CV. This must include: • Education history • Contact details • Work related skills or experience AC 3.2 Learners must demonstrate using a formal form of communication to find out more about a job e.g., • Drafting and sending a formal email to a local business asking if they have any weekend vacancies • Using a prepared script to practice a formal telephone inquiry to a local employer • Writing a formal letter of inquiry to a manager.

Area of Learning Experience	Humanities
Statement of What Matters	Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future
Links to the Four Purposes	Purpose 1 - Ambitious, capable learners who are ready to learn throughout their lives
Cross-curricular Skills	Literacy / Digital
Integral Skills	Creativity and innovation
Understanding of sustainability in the world of work and/or everyday work	Showing learners how to access reliable information, seek appropriate support, and complete basic job-seeking tasks independently, promoting self-reliance and responsible engagement with the workforce

Relevant Cross-Cutting Themes	
Theme	Rationale
Local, national and international contexts	Enables learners to gain experience in applying for jobs, whether locally, nationally or internationally and the differences they will encounter when applying for jobs in Wales and internationally.

Level 1

Unit Title: Applying for Jobs

Unit Reference Number: CBM189

Level: One (1)

Credit Value: One (1)

Guided Learning Hours: 10

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.

Principles of Progression

Progression step 4 - I can use my experiences, knowledge and beliefs to generate ideas independently and frame enquiries, using a range of research approaches when required.

Learning Outcome (The Learner will):		Assessment Criterion (The Learner can):	
1. Understand how personal profile links to job roles		1.1	Outline personal skills, aptitudes and aspirations
		1.2	Describe requirements of job roles
2. Understand job search resources and support		2.1	Outline resources used for finding job vacancies
		2.2	Explain support available for job seekers
3. Be able to prepare application materials		3.1	Produce a structured CV or profile
		3.2	Prepare a formal communication for an application
4. Be able to take part in the application process		4.1	Apply for a job or placement
		4.2	Review own performance in the job application process

Indicative Content

LO1 AC 1.1 Learners must outline at least one of each of:

- personal skill
- personal quality
- aspiration for work

AC 1.2 Learners must describe the requirements of at least two different job roles e.g.,

- skills required
- qualifications or work experience required
- working pattern/ availability
- place of work/ location

LO2 AC 2.1 Learners must outline at least four resources used for finding job vacancies in Wales e.g.,

- Careers Wales website
- local newspapers (e.g., Western Mail)
- the Jobcentre Plus "Find a Job" service
- social media business pages.
- specific recruitment agencies in Wales
- school noticeboards
- local council "Work It" programs
- company websites.

Learners must include a benefit of each.

AC 2.2 Learners must explain at least two examples of the support available to help job seekers e.g., support provided by Careers Wales / Gyrfa Cymru. Examples could include:

- personalised "Working Wales" advice sessions to help overcome barriers to employment
- providing psychometric "Buzz Quiz" personality tests to link interests to career paths
- support in finding apprenticeships or "Traineeships" specifically for 16-year-old school leavers.

Descriptions must include what is included in the support, who it is available to, and the benefits.

LO3 AC 3.1 Learners must complete an application form or produce a structured CV e.g.,

- Using a standard chronological template to list education history, contact details, and personal interests for a weekend job.
- Creating a skills-based CV that highlights volunteer experience and school achievements for a work experience placement.
- Developing a digital "Professional Profile" on a school-based platform to be shared with potential local employers.

AC 3.2 Learners must prepare a formal letter or email to accompany their application form/ CV e.g.,

- Drafting an email to a manager that includes a formal salutation, a clear subject line, and an attachment of their CV
- Writing a paper-based cover letter that highlights specific reasons why they want to work for a particular local Welsh business
- Constructing a "speculative" email asking a local company if they have any upcoming summer opportunities.

LO4 AC 4.1 Learners must apply the learning from AC 3.1 and 3.2 to apply for an identified job vacancy or work experience placement. This must include adapting the CV/application and accompanying letter/email to the specific job role.

AC 4.2 Learners must review their performance in the application process identifying at least two strengths and two areas for development.

Area of Learning	Humanities
Experience	
Statement of What Matters	Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future
Links to the Four Purposes	Purpose 1 - Ambitious, capable learners who are ready to learn throughout their lives
Cross-curricular Skills	Literacy / Digital
Integral Skills	Creativity and innovation
Understanding of sustainability in the world of work and/or everyday work	Showing learners how to access reliable information, seek appropriate support, and complete basic job-seeking tasks independently, promoting self-reliance and responsible engagement with the workforce

Relevant Cross-Cutting Themes

Theme	Rationale
Local, national and international contexts	Enables learners to gain experience in applying for jobs, whether locally, nationally or internationally and the differences they will encounter when applying for jobs in Wales and internationally

Level 2

Unit Title: Applying for Jobs

Unit Reference Number: CBM190

Level: Two (2)

Credit Value: One (1)

Guided Learning Hours: 10

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.

Principles of Progression

Progression step 5 - I can independently undertake a range of full and thorough enquiries, selecting the most effective approach and justifying my methodologies.

Learning Outcome (The Learner will):		Assessment Criterion (The Learner can):	
1. Understand how personal profile aligns with job roles	1.1	Assess personal skills and aspirations against different job roles	
	1.2	Describe job opportunities or trends in a local context	
2. Understand job search methods and support	2.1	Compare different job search methods	
	2.2	Describe specialist support available	
3. Be able to produce application materials	3.1	Create a tailored CV for a specific role	
	3.2	Complete an application form for a specific role	
	3.2	Produce a professional supporting statement for a specific role	
4. Be able to prepare for and review applications	4.1	Evaluate own performance in the application process	

Indicative Content

LO1 AC 1.1 Learners must assess personal skills and aspirations against at least three specific job roles e.g.,

- Conducting a SWOT analysis (Strengths, Weaknesses, Opportunities, Threats)
- Completing a skills-gap analysis
- Writing a reflective report

The same method of assessment can be used for the three different job roles, but they must clearly show how their skills map to each of the job roles.

AC 1.2 Learners must describe the current employment trends or opportunities within their local context including the potential impact on available jobs that match their interests e.g.,

- Growth of the film and TV industry in South Wales (e.g., Wolf Studios) and how it affects local job availability
- Demand for bilingual Welsh/English speakers in the local public sector or hospitality industry
- Rise of renewable energy projects in North Wales and the types of apprenticeships being created as a result

LO2 AC 2.1 Learners must compare at least two examples of different methods of searching for job vacancies e.g.,

- Using the Careers Wales digital platform versus networking through a local school work-experience coordinator
- using a generic search engine (e.g., Indeed) compared to a specialist Welsh recruitment agency
- finding jobs via social media (LinkedIn) versus visiting local business parks in person.

AC 2.2 Learners must describe at least two examples of the specialist guidance available from different sources. One of the sources must be Careers Wales / Gyrfa Cymru e.g.,

- the "ReAct+" program support for training and how it helps young people enter specific industries
- "Working Wales" service which provides expert, impartial careers advice and coaching
- "Apprenticeship Matching Service" (AMS) which specifically links Welsh learners to employer vacancies.

LO3 AC 3.1 Learners must create a tailored CV for a specific job vacancy e.g.,

- highlighting "Customer Service" experience for a specific part-time role at a local Welsh tourist attraction
- re-ordering technical skills to better align with the "Essential Criteria" of a creative media apprenticeship
- prioritising volunteer work and school projects relevant to a specific charity sector application.

AC 3.2 learners must complete an application form for a specific job vacancy. This must include ensuring all mandatory information is completed accurately and in full.

AC 3.2 Learners must produce a professional personal statement or cover letter for a specific job vacancy. This must include details of the skills, knowledge and experience aligned to the job description.

- LO4 AC 4.2 Learners must evaluate their own performance in completing job applications. This must include:
- Using feedback from a teacher or careers advisor
 - Identifying their strengths in either the CV, application form or personal statement/ cover letter
 - Identifying areas to improve
 - Identifying steps they can take to strengthen future applications
 - Identifying gaps in skills/knowledge/experience that would enhance future applications and how to improve these

Area of Learning Experience	Humanities
Statement of What Matters	Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future
Links to the Four Purposes	Purpose 1 - Ambitious, capable learners who are ready to learn throughout their lives
Cross-curricular Skills	Literacy / Digital
Integral Skills	Creativity and innovation
Understanding of sustainability in the world of work and/or everyday work	Showing learners how to access reliable information, seek appropriate support, and complete basic job-seeking tasks independently, promoting self-reliance and responsible engagement with the workforce

Relevant Cross-Cutting Themes

Theme	Rationale
Local, national and international contexts	Enables learners to gain experience in applying for jobs, whether locally, nationally or internationally and the differences they will encounter when applying for jobs in Wales and internationally