

Level 2 Unit WS2: Producing a CV

These learning outcomes aim to help students know the purpose of a CV, know the information required in a CV, know the purpose of a reference in a CV, and produce a CV appropriate for a job application using a template.

To assess these learning outcomes, you can use a variety of methods, such as written or oral tests, presentations, demonstrations, or portfolios.

For each learning outcome, you can use the following guidance:

1.1 Outline why a CV might be used when applying for a job

This outcome helps students to outline why a CV might be used when applying for a job and to demonstrate their understanding of the function and value of a CV. You can ask students to outline the reasons or purposes of using a CV when applying for a job (e.g., to showcase their skills, qualifications, and experience; to highlight their achievements and accomplishments; to match the job requirements and expectations; to make a positive impression and stand out from other candidates; etc.).

1.2 Describe how to make a CV job relevant

This outcome helps students to describe how to make a CV job relevant and to demonstrate their ability to tailor their CV to different jobs or employers. You can ask students to describe the steps or strategies that they can use to make their CV job relevant (e.g., researching the role and company; identifying the key skills and qualities that they are looking for; using keywords or phrases from the job description or advertisement; emphasizing their relevant skills, qualifications, and experience; providing specific examples or evidence of their achievements or performance; etc.).

2.1 Describe core information needed to complete a CV

This outcome helps students to describe the core information needed to complete a CV and to demonstrate their knowledge and understanding of the essential components of a CV. You can ask students to describe the core information that is typically required or requested in a CV (e.g., personal details, personal profile or summary, education and qualifications, work experience and history, skills and abilities, achievements and awards, hobbies and interests, references, etc.) and to explain why they are important or relevant for a CV.

3.1 Outline why a reference is needed in a CV

This outcome helps students to outline why a reference is needed in a CV and to demonstrate their awareness and appreciation of the role and value of references. You can ask students to outline the reasons or purposes of including references in a CV (e.g., to verify their information or claims; to provide an objective and credible opinion of their skills, qualifications, and performance; to support their suitability for the role or company; to demonstrate their trustworthiness and reliability; etc.).

3.2 Identify suitable referees for a CV

This outcome helps students to identify suitable referees for a CV and to demonstrate their ability to choose appropriate and relevant references. You can ask students to identify the types or categories of referees that they can use for a CV (e.g., professional or academic references; personal or character references; etc.) and the criteria or factors that they should consider when selecting them (e.g., their relationship with them; their knowledge of them; their relevance for the role or company; their availability and willingness; etc.). You can also ask students to give examples of suitable

referees for different jobs or situations.

4.1 Produce a CV appropriate for a job application using a template

This outcome helps students to produce a CV appropriate for a job application using a template and to demonstrate their skills and competence in creating an effective and professional CV. You can ask students to use a template or a format that is provided by you or by an online resource (e.g., Microsoft Word templates, online CV builders, etc.) to produce their own CV.

You can also ask students to follow the guidelines or tips that are given by you or by the template (e.g., using clear and concise language; using bullet points or lists; using headings and subheadings; using consistent fonts and styles; checking spelling and grammar; etc.). You can also ask students to review and edit their CV before submitting it.

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