

<b>Unit Title:</b>	<b>Preparing for and learning from a job interview</b>
OCR unit number:	Unit 3
Level:	Entry 3
Credit value:	3
Guided learning hours:	25
Unit reference number:	R/505/4048

## Unit aim and purpose

This unit will provide learners with knowledge of how to make arrangements for a job interview, and how to identify facts about the job and the organisation. Learners will be able to prepare open and closed questions, and extended responses for a job interview. Learners will be able to present themselves appropriately, use basic communication and interview techniques, and reflect on their performance to identify areas of improvement for future job interviews.

Learning Outcomes	Assessment Criteria	Teaching Content i.e. – must be covered e.g. – suggestions for coverage
<p><b>The Learner will:</b></p> <p>1 Know how to make personal arrangements for a specific job interview.</p>	<p><b>The Learner can:</b></p> <p>1.1 Outline personal arrangements for an interview for a specific job, to include:</p> <ul style="list-style-type: none"> <li>• job title</li> <li>• name and address of organisation</li> <li>• date and time</li> <li>• name of interviewer</li> <li>• dress code</li> <li>• travel method</li> <li>• journey start and end time</li> </ul>	<p>The interview may be real or simulated. The learner may choose or be given the context. The interviewer may be familiar or unfamiliar.</p> <p>Examples of a job e.g.:</p> <ul style="list-style-type: none"> <li>• a part-time/full-time local job e.g. petrol station attendant</li> <li>• work experience e.g. at local animal rescue centre</li> <li>• voluntary work e.g. sorting donations in a charity shop.</li> </ul>
<p>2 Know facts about a specific job offered for interview.</p>	<p>2.1 Identify facts about the organisation offering a job interview, to include:</p> <ul style="list-style-type: none"> <li>• its name</li> <li>• its main purpose</li> <li>• the range of other jobs available</li> </ul> <p>2.2 Identify facts about a job offered for interview, to include:</p> <ul style="list-style-type: none"> <li>• job title</li> <li>• main job task</li> </ul>	<p>Facts about the job offered, i.e.:</p> <ul style="list-style-type: none"> <li>• Main job task, e.g.: <ul style="list-style-type: none"> <li>- an electrician to rewire house or office</li> <li>- a hospital porter to move a patient to a ward</li> </ul> </li> <li>• Place of work, e.g.: <ul style="list-style-type: none"> <li>- a car mechanic in a local garage</li> <li>- a sales assistant in the menswear department.</li> </ul> </li> </ul>

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	<ul style="list-style-type: none"> <li>• place of work</li> <li>• hours of work</li> <li>• rate of pay</li> </ul> <p>2.3 State the main skills and personal attributes for a job offered for interview</p>	<p>Skills, e.g.:</p> <ul style="list-style-type: none"> <li>• preparing meals</li> <li>• using a photocopier.</li> </ul> <p>Personal attributes, e.g.:</p> <ul style="list-style-type: none"> <li>• enthusiasm</li> <li>• willingness to learn</li> <li>• flexibility.</li> </ul>
<p>3 Be able to prepare questions and answers for an interview for a specific job.</p>	<p>3.1 Identify questions an individual may be asked at a job interview, to include:</p> <ul style="list-style-type: none"> <li>• open questions</li> <li>• closed questions</li> </ul> <p>3.2 Prepare answers to questions an individual may be asked at a job interview, to include:</p> <ul style="list-style-type: none"> <li>• short answers</li> <li>• an extended answer</li> </ul> <p>3.3 Identify questions to ask an interviewer at a job interview</p>	<p>Potential interview questions, e.g.:</p> <ul style="list-style-type: none"> <li>• Open – Tell me why you want this job?</li> <li>• Closed – Can you start straight away?</li> </ul> <p>Short answers, e.g.:</p> <ul style="list-style-type: none"> <li>• Question - Can you start straight away? Answer – No</li> </ul> <p>Extended answers, e.g.:</p> <ul style="list-style-type: none"> <li>• Question – Tell me why you want this job? Answer – I enjoy working in fashion. I have worked in a clothes shop for two years.</li> </ul> <p>Potential questions to ask an interviewer, e.g.:</p> <ul style="list-style-type: none"> <li>• When does the job start?</li> <li>• What will I be expected to do?</li> </ul>
<p>4 Be able to present self during an interview for a specific job.</p>	<p>4.1 Demonstrate how an individual should behave at an interview, to include:</p> <ul style="list-style-type: none"> <li>• making a positive first impression</li> <li>• introducing self</li> <li>• interacting with interviewer</li> </ul>	<p>Undertake a real or simulated interview for a specific job.</p> <p>Positive impression, e.g.:</p> <ul style="list-style-type: none"> <li>• personal hygiene e.g. clean nails</li> <li>• appearance e.g. clean clothing, no chewing gum, small amount of make-up and jewellery</li> <li>• phone switched off.</li> </ul>

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	<p>4.2 Demonstrate ways to communicate, to include:</p> <ul style="list-style-type: none"> <li>• answering open questions</li> <li>• answering closed questions</li> <li>• asking a relevant question</li> <li>• using non-verbal communication</li> </ul>	<p>Introducing self and interacting with the interviewer, e.g.:</p> <ul style="list-style-type: none"> <li>• saying ‘Hello’</li> <li>• shaking hands</li> <li>• sitting down when asked</li> <li>• giving your name</li> <li>• smiling and making eye contact</li> </ul> <p>Responding to questions could, e.g.:</p> <ul style="list-style-type: none"> <li>• listening to questions</li> <li>• speaking clearly to be heard</li> <li>• using appropriate body language.</li> </ul> <p>Relevant questions to ask an interviewer, e.g.:</p> <ul style="list-style-type: none"> <li>• Do you provide a uniform?</li> <li>• What opportunities are there for promotion?</li> <li>• Will I have to work weekends?</li> </ul> <p>Non-verbal communication, e.g.:</p> <ul style="list-style-type: none"> <li>• listening</li> <li>• positive and negative body language.</li> </ul>
<p>5 Know how to learn from an interview for a specific job.</p>	<p>5.1 Outline what went well during a specific job interview</p> <p>5.2 Identify improvements for future interviews</p>	<p>What went well, e.g.:</p> <ul style="list-style-type: none"> <li>• arrived on time</li> <li>• able to answer questions</li> <li>• maintained eye contact.</li> </ul> <p>Improvement, e.g.:</p> <ul style="list-style-type: none"> <li>• prepare answers to different questions</li> <li>• wear different clothing</li> <li>• do more research on company.</li> </ul>

## Assessment

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All units are centre-assessed and externally moderated by OCR. Centres may use the evidence booklets supplied by OCR, but these are not mandatory. Any centres choosing not to use the OCR booklets will need to produce evidence that enables candidates to meet all of the learning outcomes and assessment criteria in the units. When submitting centre devised evidence to OCR an evidence checklist must be completed and attached.

When candidates complete a task, the centre assessor (usually the teacher/tutor) assesses their work. When the assessor is satisfied that the candidate has met all the requirements for a unit, they must confirm this by signing the cover of the evidence booklet (or by completing the evidence checklist) for that unit to show that the assessment process is complete.

Results will be graded Pass or Fail.

## Evidence requirements

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Evidence can be produced either through real work or by means of simulated activities.

In order to achieve this unit the candidate must demonstrate that they have met all of the stated learning outcomes and assessment criteria. OCR has produced specific assessment guidance for each unit which centre assessors must follow to ensure the evidence meets all the requirements of the units.

## Guidance on assessment and evidence requirements

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The unit content describes what has to be taught to ensure that candidates are able to access the highest grade.

Anything which follows an i.e. details what must be taught as part of that area of content.

Anything which follows an e.g. is illustrative, it should be noted that where e.g. is used, candidates must know and be able to apply relevant examples to their work though these do not need to be the same ones specified in the unit content.

You should refer to the '*Admin Guide: Vocational Qualifications (A850)*' for *Notes on Preventing Computer-Assisted Malpractice*.

You should refer to the JCQ document: *Access Arrangements, Reasonable Adjustments and Special Consideration 2012-2013* for information on how to assist candidates with special access requirements.

## Functional skills signposting

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This section indicates where candidates may have an opportunity to develop their functional skills.

Functional Skills Standards					
English		Mathematics		ICT	
Speaking and Listening	√	Representing		Use ICT systems	√
Reading	√	Analysing		Find and select information	
Writing	√	Interpreting		Develop, present and communicate information	

## Resources

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Access to sources of under-pinning knowledge such as centre teaching materials, websites, books, journals, etc., might be of help, but you are not expected to reproduce other people's written work.

The following resources are available on the OCR website [www.ocr.org.uk](http://www.ocr.org.uk):

- Unit specification
- Candidate evidence booklets, evidence checklists and assessment guidance for each unit
- Worked examples of tasks from evidence booklets
- Employability Skills Glossary
- Employability Skills support pack
- Tutor Support Sheet - Skills and attributes
- Frequently Asked Questions (FAQs)
- Introduction for Tutors in the evidence booklet
- Administration documents: Submission Cover Sheet, internal standardisation form

## Additional information

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For further information regarding administration for this qualification, please refer to the OCR document '*Admin Guide: Vocational Qualifications*' (A850) on the OCR website [www.ocr.org.uk](http://www.ocr.org.uk).