

Unit Title:	Plan for and reflect on a job interview
OCR unit number:	16
Level:	2
Credit value:	3
Guided learning hours:	25
Unit reference number:	J/506/8982

Unit aim and purpose

This unit enables learners to plan and prepare for a job interview, research information about the working arrangements of a job, consider skills or personal attributes and to plan answers and questions for a job interview. Learners will be able to make a good impression and communicate confidently at interview. Learners will reflect on their planning for and performance at interview, leading to a plan of action for improvements.

Interviews can be real or simulated.

Learning Outcomes	Assessment Criteria	Teaching Content i.e. – must be covered e.g. – suggestions for coverage
<p>The Learner will:</p> <p>1 Be able to plan and prepare for a job interview</p>	<p>The Learner can:</p> <p>1.1 Use information to plan and prepare for a specific job interview</p>	<p>i.e. Information must include:</p> <ul style="list-style-type: none"> • the title of the job • the name of the organisation • the address of the organisation • where the interview will take place • date and time of the interview. <p>e.g. Information may also include:</p> <ul style="list-style-type: none"> • what the organisation does • interviewer's name • dress code • travel method • journey timings • method of confirming attendance • who to contact if unable to attend/late for interview.

Learning Outcomes	Assessment Criteria	Teaching Content i.e. – must be covered e.g. – suggestions for coverage
2 Be able to research information about the job	<p>2.1 Research information about the working arrangements of the job</p> <p>2.2 Research information about what the job involves</p> <p>2.3 Outline skills or personal attributes needed for the job</p>	<p>Information must include relevant working arrangements, i.e.</p> <ul style="list-style-type: none"> • whether the job is paid, voluntary or charity work • whether the job is full time, part time or seasonal • hours of work • rate and frequency of pay. <p>i.e. Information about what the job involves must include:</p> <ul style="list-style-type: none"> • place of work • main task/s and responsibilities of the job (e.g. using a photocopier, preparing meals, meeting deadlines) • specific requirements of the job (e.g. retail – ability to merchandise products). <p>i.e. Skills or personal attributes, e.g.</p> <ul style="list-style-type: none"> • enthusiasm • willingness to learn • flexibility • confidence • initiative • ability to use ICT • problem solving • team working.
3 Be able to plan answers and questions for a job interview	3.1 Plan answers to interview questions that may be asked	<p>i.e. Plan short answers to questions e.g.</p> <ul style="list-style-type: none"> • Are you willing to work at weekends? <p>i.e. Plan extended responses to knowledge-based questions e.g.</p> <ul style="list-style-type: none"> • What are your strengths? • Why is confidentiality important?

Learning Outcomes	Assessment Criteria	Teaching Content i.e. – must be covered e.g. – suggestions for coverage
	<p>3.2 Plan questions to ask at a job interview</p> <p>3.3 Explain why it is important to plan answers and questions for an interview</p>	<p>i.e. Plan extended responses to competency-based questions e.g.</p> <ul style="list-style-type: none"> • give me an example when you dealt with a difficult situation • tell me about a time when you gave support to a team member. <p>i.e. Questions to ask at a job interview surrounding, e.g.</p> <ul style="list-style-type: none"> • manager • opportunities for promotion • development • training. <p>i.e. Why it is important to prepare answers and questions, e.g.</p> <ul style="list-style-type: none"> • to feel confident • to show interest in the job • to show interest in the organisation.
<p>4 Be able to make a positive impression at the job interview</p>	<p>4.1 Make a positive impression at the job interview</p> <p>4.2 Communicate confidently in the job interview</p>	<p>i.e. Positive impressions, e.g.</p> <ul style="list-style-type: none"> • being on time • being polite and friendly • personal hygiene • personal appearance. <p>i.e. Confident communication in a job interview, e.g.</p> <ul style="list-style-type: none"> • introducing self • shaking hands • sitting down when asked • active listening • speaking clearly • making eye contact • showing positive body language • responding appropriately to

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		questions <ul style="list-style-type: none"> • asking relevant questions.
5 Be able to reflect on the job interview	5.1 Reflect on own planning and preparation for the job interview 5.2 Reflect on personal performance at the job interview 5.3 Produce a plan of improvements for future job interviews	i.e. the reflection of own planning must identify: <ul style="list-style-type: none"> • what went well due to good planning or what did not go well due to poor planning. i.e. the reflection of personal performance: <ul style="list-style-type: none"> • what went well at interview • what did not go well at interview. i.e. plan must include improvements resulting from reflection in 5.1 and 5.2, e.g. <ul style="list-style-type: none"> • preparing a wider range of questions to ask at interview • developing ICT skills to produce better documents • asking tutors to help with time management.

Assessment

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, these are available on the qualification webpage.

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 annotating the candidate work and 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

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 evidence requirements 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

The unit content describes what has to be taught to ensure that candidates are able to access a pass.

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 2014/15*' for *Notes on Preventing Computer-Assisted Malpractice*.

You should refer to the JCQ document: *Access Arrangement and Reasonable Adjustments 2014-2015* for information on how to assist candidates with special access requirements.

Functional skills signposting

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

Access to sources of under-pinning knowledge such as centre teaching materials, books, journals, etc., might be of help.

The following resources are available on the OCR website www.ocr.org.uk:

- Unit specification
- Candidate evidence booklets, evidence requirements and evidence checklists for each unit
- Delivery guides and lesson elements for each unit
- Administration documents: Submission Cover Sheet

Additional information

For further information regarding administration for this qualification, please refer to the OCR document '*Admin Guide: Vocational Qualifications 2014/15*' on the OCR website www.ocr.org.uk.