



Application for Employment

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Date of Application

Middle Initial

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EMPLOYABILITY SKILLS

10399, 10400, 10401, 10402, 10403, 10404

LEVEL 1

UNIT 11 – PLAN FOR AND LEARN FROM
A JOB INTERVIEW

DELIVERY GUIDE

March 2015

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INTRODUCTION

This Delivery Guide and Plan has been developed to provide practitioners with a variety of creative and practical ideas to support the delivery of this qualification. The Guide is a collection of lesson ideas with associated activities, which you may find helpful as you plan your lessons.

OCR has collaborated with current practitioners to ensure that the ideas put forward in this Delivery Guide are practical, realistic and dynamic. The Guide is structured by learning outcome so you can see how each activity helps you cover the specification.

We appreciate that practitioners are knowledgeable in relation to what works for them and their learners. Therefore, the resources we have produced should not restrict or impact on practitioners' creativity to deliver excellent learning opportunities.

Whether you are an experienced practitioner or new to the sector, we hope you find something in this guide which will help you to deliver excellent learning opportunities.

If you have any feedback on this Delivery Guide or suggestions for other resources you would like OCR to develop, please email resources.feedback@ocr.org.uk.

PLEASE NOTE

The activities suggested in this Delivery Guide and Lesson Element **MUST NOT** be used for assessment purposes.

The timings for the suggested activities in this Delivery Guide DO NOT relate to the Guided Learning Hours (GLHs) for each unit.

Assessment guidance can be found within the Unit document available from www.ocr.org.uk.

The latest version of this Delivery Guide can be downloaded from the OCR website.

LINKS TO CAMBRIDGE PROGRESSION UNIT(S)

Learning Outcome	Activity Title	Links to Assessment Criteria in this unit	Mapped to Cambridge Progression English Level 1 units
1 Be able to plan for a job interview	1 - Job Search	1.1	5441 - Plan and sequence texts LO6
	2 - Preparation is key	1.1	5441 - Plan and sequence texts LO2, LO5, LO6
	3 - Important information	1.2	5441 - Plan and sequence texts LO1, LO6
2 Know how to find out relevant information about the job before an interview	1 - Job specifics	2.1	5428 - Read for purpose and meaning in texts on a variety of topics LO1
	2 - Know your facts	2.2	5441 - Plan and sequence texts LO1, LO2, LO5 5446 - Speak to communicate information, ideas and opinions LO5, LO6
	3 - Skills analysis	2.3	5441 - Plan and sequence texts LO2, LO5
3 Be able to prepare answers and questions for the job interview	1 - Question and answer	3.1	5441 - Plan and sequence texts LO5 5446 - Speak to communicate information, ideas and opinions LO2 5449 - Develop discussions LO1, LO2, LO3 5724 - Listen to and actively respond in dialogue LO4
	2 - Preparation	3.2	5441 - Plan and sequence texts LO5
	3 - Why prepare?	3.3	5441 - Plan and sequence texts LO5, LO6

LINKS TO CAMBRIDGE PROGRESSION UNIT(S)

Learning Outcome	Activity Title	Links to Assessment Criteria in this unit	Mapped to Cambridge Progression English Level 1 units
4 Be able to perform well at a job interview	1 - Positive impression	4.1	5724 - Listen to and actively respond in dialogue LO1, LO3, LO4
	2 - Interview techniques	4.2	5441 - Plan and sequence texts LO1, LO2, LO3, LO5, LO6 5446 - Speak to communicate information, ideas and opinions LO1, LO2, LO3
	3 - Body language	4.1	5441 - Plan and sequence texts LO6 5724 - Listen to and actively respond in dialogue LO3
5 Be able to reflect on the job interview	1 - Training needs	5.1	5441 - Plan and sequence texts LO6
	2 - The future	5.2, 5.3	5441 - Plan and sequence texts LO6

UNIT 11 – PLAN FOR AND LEARN FROM A JOB INTERVIEW

Guided learning hours : 25

Credit value: 3

PURPOSE OF THE UNIT

This unit will enable learners to plan for a specific job interview, identify information, find out about working arrangements and consider skills or personal attributes needed. Learners will prepare answers and questions for the interview, experience the interview and reflect on what went well or not well at interview. Finally, learners will identify improvements for future interviews.

The interview can be real or simulated.

Learning Outcome The learner will:	Assessment Criteria The learner can:	Teaching Content ie – must be covered eg – suggestions for coverage
1 Be able to plan for a job interview	1.1 Identify the information needed to plan for a specific job interview	i.e. Information identified must include: <ul style="list-style-type: none"> • the title of the job • the name of the organisation • where the interview will take place • when the interview will take place. e.g. Information may also include: <ul style="list-style-type: none"> • interviewer's name • dress code • travel method • journey timings • method of confirming attendance • what the organisation does.
	1.2 Identify a source of information to plan for the job interview	i.e. Source of information e.g. <ul style="list-style-type: none"> • letter of invitation • email/text of interview details • map of the area.

Learning Outcome The learner will:	Assessment Criteria The learner can:	Teaching Content ie – must be covered eg – suggestions for coverage
2 Know how to find out relevant information about the job before an interview	2.1 Identify information about the working arrangements of the job	i.e. Information identified must include relevant working arrangements, e.g. <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.
	2.2 Identify information about what the job involves	i.e. Information about what the job involves must include: <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).
	2.3 State skills or personal attributes needed for the job	i.e. Skills or personal attributes, e.g. <ul style="list-style-type: none"> • enthusiasm • willingness to learn • flexibility • confidence • initiative • ICT skills • works well in a team • communication skills.

Learning Outcome The learner will:	Assessment Criteria The learner can:	Teaching Content ie – must be covered eg – suggestions for coverage
3 Be able to prepare answers and questions for the job interview	3.1 Prepare answers to interview questions that may be asked	<p>Possible interview questions and short answers, e.g.</p> <ul style="list-style-type: none"> • Are you willing to work at weekends? – Yes, on Saturdays. <p>Possible interview questions and extended responses, e.g.</p> <ul style="list-style-type: none"> • What are your strengths? I am flexible, hardworking and a good timekeeper.
	3.2 Prepare questions to ask at the job interview	<p>Possible questions to ask at the job interview surrounding, e.g.</p> <ul style="list-style-type: none"> • job start date • manager • training • company information.
	3.3 Give reasons why it is important to prepare answers and questions for the interview	<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.

Learning Outcome The learner will:	Assessment Criteria The learner can:	Teaching Content ie – must be covered eg – suggestions for coverage
4 Be able to perform well at a job interview	4.1 Make a positive first impression at the job interview	i.e. Positive first impressions, e.g. <ul style="list-style-type: none"> • being on time • being polite • personal hygiene • personal appearance.
	4.2 Communicate appropriately at the job interview	i.e. Appropriate communication at the job interview, e.g. <ul style="list-style-type: none"> • introducing self • shaking hands • sitting down when asked • listening to questions • not interrupting • speaking clearly • making eye contact • showing positive body language • responding appropriately to questions • asking relevant questions.
5 Be able to reflect on the job interview	5.1 Identify what went well at the job interview	i.e. What went well, e.g. <ul style="list-style-type: none"> • arrived on time • able to answer most questions • spoke clearly.
	5.2 Identify what did not go well at the job interview	i.e. What did not go well, e.g. <ul style="list-style-type: none"> • had not prepared enough answers • forgot to bring my documents.
	5.3 Identify improvements for future interviews	i.e. Improvements, e.g. <ul style="list-style-type: none"> • wear different clothing • find out more about the organisation • prepare answers to more questions.

LEARNING OUTCOME 1 – BE ABLE TO PLAN FOR A JOB INTERVIEW

Learning Outcome The learner will:	Assessment Criteria The learner can:
1 Be able to plan for a job interview	1.1 Identify the information needed to plan for a specific job interview
	1.2 Identify a source of information to plan for the job interview

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria	Mapped to Cambridge Progression English Level 1 units
1 Job search	The teacher could encourage the learners to make a mind map of career ideas. From this the learner could research a job of interest and local vacancies they could apply for. This could include learners doing a SWOT analysis matching their skills to the job descriptions.	30 minutes	1.1	5441 - Plan and sequence texts LO6
2 Preparation is key	Learners could be shown how to organise and prepare information for a specific job interview. This should include: date and time, name of interviewer, dress code, travel method, journey start and end time and method of confirming attendance.	45 minutes	1.1	5441 - Plan and sequence texts LO2, LO5, LO6
3 Important information	Learner could create a spiderdiagram about the ways a company can invite them for interview eg email. They could also identify responses to job invitations written by the tutor using these different formats.	40 minutes	1.2	5441 - Plan and sequence texts LO1, LO6

LEARNING OUTCOME 2 – KNOW HOW TO FIND OUT RELEVANT INFORMATION ABOUT THE JOB BEFORE AN INTERVIEW

Learning Outcome The learner will:	Assessment Criteria The learner can:
2 Know how to find out relevant information about the job before an interview	2.1 Identify information about the working arrangements of the job
	2.2 Identify information about what the job involves
	2.3 State skills or personal attributes needed for the job

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria	Mapped to Cambridge Progression English Level 1 units
1 Job specifics	The teacher could adapt Activity 2 (Know your facts) below to include more specific job details such as working hours, pay scales and training.	45 minutes	2.1	5428 - Read for purpose and meaning in texts on a variety of topics LO1
2 Know your facts	The teacher could ask the learners to further research a company who have invited them for interview. The teacher should encourage the learners to describe and identify the important facts about the organisation including location, organisational structure and progression. The teacher could ask the learners to prepare questions they would ask at interview.	1 hour	2.2	5441 - Plan and sequence texts LO1, LO2, LO5 5446 - Speak to communicate information, ideas and opinions LO5, LO6
3 Skills analysis	The teacher could design a template for the learners to fill in about the skills and personal attributes needed for the job for example: creative, confident, smart appearance, punctual, IT skills, communication skills, etc.	35 minutes	2.3	5441 - Plan and sequence texts LO2, LO5

LEARNING OUTCOME 3 – BE ABLE TO PREPARE ANSWERS AND QUESTIONS FOR THE JOB INTERVIEW

Learning Outcome The learner will:	Assessment Criteria The learner can:
3 Be able to prepare answers and questions for the job interview	3.1 Prepare answers to interview questions that may be asked
	3.2 Prepare questions to ask at the job interview
	3.3 Give reasons why it is important to prepare answers and questions for the interview

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria	Mapped to Cambridge Progression English Level 1 units
1 Question and answer	Learners could be given examples of relevant job adverts that they could apply for. Using the job adverts they could write sample questions that they think an interviewer would ask an applicant, as well as the answers that they could personally give. This would give the learners the opportunity to think about the skills and personal attributes that they possess. Then learners could progress in to a role play situation by answering the set questions to gain confidence with open and closed questioning. See lesson element Job Interviews - Task 1.	1 hour	3.1	5441 - Plan and sequence texts LO5 5446 - Speak to communicate information, ideas and opinions LO2 5449 - Develop discussions LO1, LO2, LO3 5724 - Listen to and actively respond in dialogue LO4
2 Preparation	The learners could be encouraged to prepare questions they would ask at an interview. Examples could include the history of the company, number of employees, stability and training opportunities. See lesson element Job Interviews - Task 2.	45 minutes	3.2	5441 - Plan and sequence texts LO5
3 Why prepare?	Learners need to understand the importance of why planning takes place and the effectiveness of this before an interview. The learners could complete a spiderdiagram of ideas - why plan before an interview? Their answers could be: shows interest, increases confidence, preparation, awareness of products/services, to be on time, to know what to wear, directions etc.	30 minutes	3.3	5441 - Plan and sequence texts LO5, LO6

LEARNING OUTCOME 4 – BE ABLE TO PERFORM WELL AT A JOB INTERVIEW

Learning Outcome The learner will:	Assessment Criteria The learner can:
4 Be able to perform well at a job interview	4.1 Make a positive first impression at the job interview
	4.2 Communicate appropriately at the job interview

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria	Mapped to Cambridge Progression English Level 1 units
1 Positive impression	Learners could discuss the ways they could create a positive impression at an interview. This could include the do's and don'ts. Examples to give to the learners could include punctuality, personal hygiene and body language. See Lesson Element Job Interviews - Task 3.	30 minutes	4.1	5724 - Listen to and actively respond in dialogue LO1, LO3, LO4
2 Interview techniques	Learners could be encouraged to write a script about how they would introduce themselves at interview. This could be read out to the class and developed alongside a group activity and interactive session. This could develop into actions taken such as sitting down, hand shake etc.	40 minutes	4.2	5441 - Plan and sequence texts LO1, LO2, LO3, LO5, LO6 5446 - Speak to communicate information, ideas and opinions LO1, LO2, LO3
3 Body language	Learners could create a poster of the body language needed for a successful interview. This could include cut outs from magazines and explanations about posture etc.	35 minutes	4.1	5441 - Plan and sequence texts LO6 5724 - Listen to and actively respond in dialogue LO3

LEARNING OUTCOME 5 – BE ABLE TO REFLECT ON THE JOB INTERVIEW

Learning Outcome The learner will:	Assessment Criteria The learner can:
5 Be able to reflect on the job interview	5.1 Identify what went well at the job interview
	5.2 Identify what did not go well at the job interview
	5.3 Identify improvements for future interviews

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria	Mapped to Cambridge Progression English Level 1 units
1 Training needs	Learners could complete a SWOT analysis (Strengths, Weaknesses, Opportunities, Threats) when they have identified a course or job that they are interested in progressing to. From this, it could help reflect on areas needed to improve and areas of strength.	45 minutes	5.1	5441 - Plan and sequence texts LO6
2 The future	From Activity 1 learners could reflect on their weaknesses and discuss why they feel this area needs development. For example; shyness, nerves and not being prepared enough. They could then be asked to create an action plan for the next interview, detailing ideas for improvements.	40 minutes	5.2, 5.3	5441 - Plan and sequence texts LO6

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