

Preparing for and learning from interviews

Level: Level 1

Credits: 3

Unit 11

Learning outcome	Assessment criteria	Knowledge, understanding and skills
The learner will:	The learner can:	
1 Be able to plan for interviews	1.1 Outline a job role or programme of learning for interview	<p>Job roles could include:</p> <ul style="list-style-type: none"> • paid employment eg full time, part time or seasonal • voluntary or charity work <p>Examples of a programmes of learning could include:</p> <ul style="list-style-type: none"> • vocational courses • academic courses • work experience <p>Outline of a job role could include:</p> <ul style="list-style-type: none"> • sector • job title • responsibilities eg tasks, duties • work pattern eg days, hours, shifts <p>Outline of a programme of learning could include:</p> <ul style="list-style-type: none"> • title of programme • type of learning eg vocational, academic, work experience • length of course • method of learning ie taught, distance learning, shadowing

	<p>2.3 Outline skills, personal attributes and experience for a job role or programme of learning being interviewed for</p>	<ul style="list-style-type: none"> • reporting structure • rate of pay • entitlements eg holidays • length of contract <p>Examples of key information about a programme of learning could include:</p> <ul style="list-style-type: none"> • course title • topics covered eg units, modules • length of course • how it is delivered eg taught, distance learning, vocational • attendance requirements eg days, times • progression routes • course fees <p>Know how to find out the key information on job roles and programmes of learning.</p> <p>Examples of the different skills could include:</p> <ul style="list-style-type: none"> • sector-specific • transferable skills eg ability to use ICT; team working, problem solving <p>Examples of personal attributes could include:</p> <ul style="list-style-type: none"> • enthusiasm and willingness to learn • creativity and initiative • confidence and assertiveness • flexibility and adaptability <p>Examples of previous experience could include:</p> <ul style="list-style-type: none"> • work experience • previous courses or training • voluntary work • hobbies <p>Understand why it is important to prepare answers to likely questions.</p>
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	<p>2.4 Prepare responses, including extended responses, to a range of likely interviewer questions</p> <p>2.5 Identify questions about an organisation and a job role or programme of learning to ask at interview</p>	<p>Example of responses include:</p> <ul style="list-style-type: none"> • answers about relevant past work experience and transferable skills • answers about personal attributes developed through hobbies • explaining the relevance of information in a record of achievement <p>Examples of questions to ask could include:</p> <ul style="list-style-type: none"> • organisation eg size, history, growth, number of employees • job role eg what it involves, who is in the team, who to report to • programme of learning eg how long is it, what are the different levels, what is the pass mark, how many in a class
<p>3 Be able to communicate during interviews</p>	<p>3.1 Demonstrate ways to make a positive first impression at interview</p>	<p>Undertake either real or simulated interviews for job roles or programmes of learning.</p> <p>Examples of ways of making a positive first impression could include:</p> <ul style="list-style-type: none"> • punctuality • courtesy eg with reception staff • positive body language eg smile, eye contact • personal hygiene, eg clean nails • appearance, eg hair, make-up, clothing

	<p>3.2 Demonstrate interview techniques by</p> <ul style="list-style-type: none"> a) making introductions b) responding to questions in full c) asking planned questions 	<p>Examples of making confident introductions could include:</p> <ul style="list-style-type: none"> • shaking hands and saying 'Hello' • giving your name • smiling and making eye contact • following interview etiquette eg sitting down when asked <p>Examples of responding to and asking planned questions could include:</p> <ul style="list-style-type: none"> • active listening • speaking clearly • not interrupting • using positive body language
<p>4 Be able to reflect on interviews</p>	<p>4.1 Outline things that went well during the interview</p> <p>4.2 Outline improvements for future interviews</p> <p>4.3 Outline why someone might want or not want a job role or programme of learning after interview</p>	<p>Examples of things that went well could include:</p> <ul style="list-style-type: none"> • arrived on time • ability to answer interviewer questions • learnt more about the job / programme <p>Examples of improvements could include:</p> <ul style="list-style-type: none"> • find out more about the organisation • think more about the questions I am asked • listen better • use more open questions <p>Identifying improvements to performance could include:</p> <ul style="list-style-type: none"> • self assessment • feedback from the interviewer • feedback from an observer/tutor <p>Examples of why someone might want/not want a job role or programme of learning after interview could include:</p> <ul style="list-style-type: none"> • hours fit/do not fit lifestyle • pay and conditions are good/poor/course is affordable

	<p>4.4 Outline training that might help progression in a job role or programme of learning</p>	<ul style="list-style-type: none"> • prospects for progression are good/poor • difference between advertised and actual role/programme • job role/course sounds/no longer sounds interesting <p>Description of training that is relevant to progression in a chosen job role or programme of learning could include:</p> <ul style="list-style-type: none"> • sector specific skills • transferable skills • development of personal attributes • legislation or regulation • vocational courses • academic courses
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