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| Unit Title: | Planning for and reflecting on a job interview |
| OCR unit number: | Unit 16 |
| Level: | Level 2 |
| Credit value: | 3 |
| Guided learning hours: | 26 |
| Unit reference number: | Y/505/4097 |

Unit aim and purpose

This unit will enable learners to make arrangements in preparation for a job interview. Learners will be able to research key information on the organisation offering the interview, the skills and personal attributes required for a job and how personal experience/qualifications can relate to the job, which will help with preparation of questions and extended answers for a job interview. Learners will be able to apply different communication techniques during a job interview by using interview techniques, reflect on their preparation for and performance at an interview resulting in an action plan to improve for future job interviews.

| Learning Outcomes | Assessment Criteria | Teaching Content i.e. – must be covered e.g. – suggestions for coverage |
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| <p>The Learner will:</p> <p>1 Be able to plan arrangements for an interview for a specific job</p> | <p>The Learner can:</p> <p>1.1 Outline job details, to include:</p> <ul style="list-style-type: none"> • sector • job title • name and address of organisation • employment status • remuneration • work pattern • dress code • job responsibilities • sector-specific skills • transferable skills | <p>Jobs, e.g.:</p> <ul style="list-style-type: none"> • paid employment e.g. full time, part time, seasonal • voluntary or charity work <p>Job details, i.e.:</p> <ul style="list-style-type: none"> • job title e.g. sales assistant • name and address e.g. full name, street, city/town, post code • employment status e.g. full/part-time, temporary, permanent • remuneration e.g. figure and frequency • working pattern e.g. days, hours, shifts • responsibilities e.g. tasks, duties • dress code e.g. formal, informal, uniform • sector-specific, e.g. retail – ability to merchandise products effectively • transferable e.g. ability to use ICT; team-working, problem-solving |

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| | <p>1.2 Organise personal arrangements for a specific job interview, to include:</p> <ul style="list-style-type: none"> • date and time • location of interview • name of interviewer • travel method • travel start and end time • dress code • method of confirming attendance • format <p>1.3 Explain why personal documents are needed for a job interview</p> <p>1.4 Identify consequences of failing to provide requested personal documents</p> | <p>Arrangements, i.e.:</p> <ul style="list-style-type: none"> • dress code e.g. business dress • confirmation of attendance e.g. letter, telephone, text • format, e.g. one-to-one, panel, test, practical activity, presentation <p>Documents and why required, e.g.:</p> <ul style="list-style-type: none"> • evidence of eligibility to work in the United Kingdom (UK) • driving licence to prove qualification for driving a Heavy Goods Vehicle (HGV) <p>Consequences of failing, e.g.:</p> <ul style="list-style-type: none"> • interview may be terminated • will look disorganised |
| <p>2 Be able to research an organisation offering a specific job interview</p> | <p>2.1 Use different sources of information to research facts about the organisation offering the interview</p> <p>2.2 Identify problems associated with the use of different sources of information</p> | <p>Facts researched, e.g.:</p> <ul style="list-style-type: none"> • the sector, e.g. manufacturing • products and/or services • size and structure, e.g. locations, departments <p>Sources of information, e.g.:</p> <ul style="list-style-type: none"> • paper-based e.g., information leaflets, company brochures • electronic e.g. company websites • employees <p>Problems, e.g.:</p> <ul style="list-style-type: none"> • validity/reliability/currency/accessibility, e.g. <ul style="list-style-type: none"> - information may be out of date - source may not be reliable |

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| <p>3 Be able to prepare questions for a specific job interview including extended responses</p> | <p>3.1 Identify open or probing questions an individual may be asked at a job interview, to include:</p> <ul style="list-style-type: none"> • relevance of qualifications • suitability of own skills or attributes • career aims • own availability • reason for interest in vacancy <p>3.2 Prepare extended responses to interview questions an individual may be asked</p> <p>3.3 Prepare questions an individual will need to ask an interviewer relating to the job or the organisation</p> <p>3.4 Explain the importance of preparing questions to ask an interviewer, to include:</p> <ul style="list-style-type: none"> • about the job • about the organisation | <p>Open questions, e.g.:</p> <ul style="list-style-type: none"> • What days and hours are you available for work? • Describe one skill you developed in your last work placement? <p>Closed question, e.g.:</p> <ul style="list-style-type: none"> • Can you start work next Monday? • Have you worked here before? <p>Prepare extended responses to the questions, e.g.:</p> <ul style="list-style-type: none"> • My main strength is that I am good at solving problems. An example was when a delivery arrived early and I reorganise the delivery area to make space for the stock. <p>Questions to ask, e.g.:</p> <ul style="list-style-type: none"> • on the organisation, e.g. history, green credentials • on the job, e.g. what it involves, opportunities for promotion <p>The importance of preparing questions, e.g.:</p> <ul style="list-style-type: none"> • to show interest in the organisation and job • to feel confident |
| <p>4 Be able to apply interview techniques during a specific job interview</p> | <p>4.1 Plan ways to make a positive first impression at a job interview</p> | <p>Undertake a real or a simulated interview for a job.</p> <p>Positive first impression, i.e.:</p> <ul style="list-style-type: none"> • being courteous e.g. with reception staff • punctuality • personal hygiene • dress appropriately • using positive body language e.g. smile, eye contact |

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| | <p>4.2 Plan ways to make a confident introduction at a job interview</p> <p>4.3 Demonstrate interview techniques when:</p> <ul style="list-style-type: none"> • making a positive first impression • introducing self • responding to questions in full • clarifying interviewer questions • asking planned questions • using communication skills | <p>Confident introduction, e.g.:</p> <ul style="list-style-type: none"> • shaking hands and saying 'Hello' • following interview etiquette e.g. sitting down when asked, making sure mobile phones are switched off <p>Responding to, clarifying and asking planned questions, e.g.:</p> <ul style="list-style-type: none"> • active listening • speaking clearly • not interrupting • using different techniques to respond to questions, e.g. verbal, non-verbal, summarising • using different techniques to ask questions e.g. open, closed, probing |
| <p>5 Be able to reflect on a specific job interview</p> | <p>5.1 Evaluate how an individual's decisions are influenced by information learnt at interview in relation to:</p> <ul style="list-style-type: none"> • the job • the organisation <p>5.2 Reflect on own planning and preparation for a job interview, to include:</p> <ul style="list-style-type: none"> • strengths • weaknesses • opportunities to improve • failure to improve <p>5.3 Reflect on personal performance at a job interview, to include:</p> <ul style="list-style-type: none"> • strengths • weaknesses • opportunities to improve | <p>Information on the job, e.g.:</p> <ul style="list-style-type: none"> • skills and attributes required • job responsibilities • difference between advertised and actual job <p>Information on the organisation, e.g.:</p> <ul style="list-style-type: none"> • availability of training for the job • remuneration and benefits • prospects for progression <p>Strengths in planning and preparation, e.g.:</p> <ul style="list-style-type: none"> • carried out in depth research on the job and organisation - a good range of answers given to interviewer questions <p>Weaknesses in planning and preparation, e.g.:</p> <ul style="list-style-type: none"> • inadequate research on the organisation <p>Strengths in personal performance, e.g.:</p> <ul style="list-style-type: none"> • made a good first impression as I offered a |

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| | <ul style="list-style-type: none"> failure to improve | <p>hand shake and gave my name</p> <p>Weaknesses in personal performance, e.g.:</p> <ul style="list-style-type: none"> spoke too quickly so appeared nervous |
| <p>6 Be able to plan improvements for future job interviews</p> | <p>6.1 Produce an action plan to improve performance for future interviews, to include:</p> <ul style="list-style-type: none"> specific areas of improvement actions to take support requirements start, review and target dates sign off by tutor/sponsor | <p>This should include improvements resulting from the review in AC 5.2 and 5.3.</p> <p>Improvements, e.g.:</p> <ul style="list-style-type: none"> better questioning and listening skills preparing a wider range of questions for the interviewer making a better introduction more positive body language <p>Actions to take, e.g.:</p> <ul style="list-style-type: none"> develop ICT skills to produce better documents, presentations watching DVDs or online video clips asking tutors to help with time management <p>Support requirements, e.g.:</p> <ul style="list-style-type: none"> help needed organisation/individual who can help <p>Sign off, e.g.:</p> <ul style="list-style-type: none"> tutor sponsor assessor mentor |

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.

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

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

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

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

| Functional Skills Standards | | | | | |
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| 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 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

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.