

## Level 2 – Unit 16 Planning for and reflecting on a job interview

### Assessment guidance for centre assessors

**Assessment must take place before submitting candidate work to the OCR Examiner-moderator. This should be made evident by the centre assessor using annotations (i.e. ticks and comments). Centre assessors must refer to the Teaching Content contained within the Unit specification.**

Task no	Assessment criteria	Guidance
1a	1.1 Outline job details, to include: <ul style="list-style-type: none"> <li>• sector</li> <li>• job title</li> <li>• name and address of organisation</li> <li>• employment status</li> <li>• remuneration</li> <li>• work pattern</li> <li>• dress code</li> <li>• job responsibilities</li> <li>• sector-specific skills</li> <li>• transferable skills</li> </ul>	<p>Candidates must provide details of a job. Address must include street, city or town and postcode. Candidates must provide <b>three</b> main responsibilities of the job role. Employment status should include whether the job is full-time, part-time, temporary, seasonal etc. Remuneration may be expressed as an hourly, weekly, monthly or annual payment. Work pattern should include working days and hours. If working days/hours are not known, it is acceptable to write 'Unknown'; however, these sections must not be left blank.</p> <p>Candidates should also list <b>two</b> sector-specific skills and <b>two</b> transferable skills that will be needed for the job.</p>
1b	1.2 Organise personal arrangements for a specific job interview, to include: <ul style="list-style-type: none"> <li>• date and time</li> <li>• location of interview</li> <li>• name of interviewer</li> <li>• travel method</li> <li>• travel start and end time</li> <li>• dress code</li> <li>• method of confirming attendance</li> <li>• format</li> </ul>	<p>Candidates must outline arrangements for a job interview by providing <b>ten</b> pieces of information, as outlined in AC1.2. The interview may be real or simulated. If a simulated interview is planned, the job must be appropriate for the candidate. Candidates must also identify <b>two</b> different sources of information which they used to find out information relating to the interview. Websites used should be fully named.</p> <p>Please indicate clearly if a candidate has had an unconventional interview, eg if the candidate has attended an open interview. The date indicated in this task should relate to the date on the witness statement (Task 4b, AC4.3).</p> <p><b>If using the OCR evidence booklet, all tasks must relate to the above job interview.</b></p>

Task no	Assessment criteria	Guidance
1c	1.3 Explain why personal documents are needed for a job interview	Candidates must identify <b>two</b> personal documents needed for an interview. Candidates must explain why each document is needed.
	1.4 Identify consequences of failing to provide requested personal documents	Candidates must identify <b>two</b> consequences of failing to provide personal documents. Sentences must be used.
2a	2.1 Use different sources of information to research facts about the organisation offering the interview	Candidates must identify and use <b>three</b> different sources of information to research different facts about the organisation identified in AC1.1 and AC1.2. For <b>each</b> source of information, candidates must provide <b>one</b> fact provided by that source. Website addresses and newspaper titles must be quoted in full.
	2.2 Identify problems associated with the use of different sources of information	Candidates must identify <b>one</b> potential problem associated with <b>each</b> source of information identified in AC2.1. Sentences must be used.
3a	3.1 Identify open or probing questions an individual may be asked at a job interview, to include: <ul style="list-style-type: none"> <li>• relevance of qualifications</li> <li>• suitability of own skills or attributes</li> <li>• career aims</li> <li>• own availability</li> <li>• reason for interest in vacancy</li> </ul>	Candidates must write <b>five</b> potential questions that they may be asked at the interview, on the topics listed in AC3.1. <b>All</b> questions must be open or probing. A complete sentence is required for each question.
	3.2 Prepare extended responses to interview questions an individual may be asked	Candidates must prepare extended answers to the <b>five</b> potential questions identified in AC3.1. <b>At least two</b> answers must consist of <b>two</b> sentences or more.
3b	3.3 Prepare questions an individual will need to ask an interviewer relating to the job or the organisation	Candidates must write <b>two</b> questions they will need to ask the interviewer about the job or about the organisation. Questions may be open or closed.
	3.4 Explain the importance of preparing questions to ask an interviewer, to include: <ul style="list-style-type: none"> <li>• about the job</li> <li>• about the organisation</li> </ul>	Candidates must explain why it is important to prepare questions to ask the interviewer about the job and the organisation. <b>Two</b> sentences are required for each explanation. An example must be given to support each answer given.

Task no	Assessment criteria	Guidance
4a	4.1 Plan ways to make a positive first impression at a job interview	Candidates must describe <b>two</b> ways in which they will make a positive first impression. Sentences must be used.
	4.2 Plan ways to make a confident introduction at a job interview	Candidates must describe <b>two</b> ways in which they will make a confident introduction. Sentences must be used.
4b	4.3 Demonstrate interview techniques when: <ul style="list-style-type: none"> <li>• making a positive first impression</li> <li>• introducing self</li> <li>• responding to questions in full</li> <li>• clarifying interviewer questions</li> <li>• asking planned questions</li> <li>• using communication skills</li> </ul>	<p>A teacher, tutor or workplace supervisor must complete a witness statement for the interview identified in Task 1a (AC1.1). It should be signed and dated by the witness. The witness statement must confirm that the candidate made a positive first impression and that, during the interview, s/he made an introduction that was appropriate (eg said hello, gave their name, shook hands, sat down when asked, smiled or made eye contact). It must also confirm that during the interview the candidate responded to <b>at least five</b> questions and that responses were extended (ie longer than one sentence) and that clarification was sought when necessary. The witness statement must confirm that during the interview the candidate asked <b>two</b> appropriate questions. Best practice is for the candidate to ask the questions planned for Task 3b (AC3.3).</p> <p>In order to achieve AC4.3, witness statements <u>must</u> show: Positive first impression – four ticks; Introduction – Yes; Interview techniques – four ticks.</p>
5a	5.1 Evaluate how an individual's decisions are influenced by information learnt at interview in relation to: <ul style="list-style-type: none"> <li>• the job</li> <li>• the organisation</li> </ul>	<p>Candidates must identify <b>two</b> pieces of information learnt at the interview about the <b>job</b> and the <b>organisation</b>. From the two pieces of information provided for the job, they must provide <b>one</b> explanation of how this information has influenced them. From the two pieces of information provided for the organisation, they must also provide <b>one</b> explanation of how this information has influenced them. At least <b>two</b> sentences are required for each explanation. The candidate must then come to a conclusion about whether or not they are still interested in the job.</p>

Task no	Assessment criteria	Guidance
5b	5.2 Reflect on own planning and preparation for a job interview, to include: <ul style="list-style-type: none"> <li>• strengths</li> <li>• weaknesses</li> <li>• opportunities to improve</li> <li>• failure to improve</li> </ul>	Candidates must outline <b>two</b> strengths, weaknesses and opportunities to improve, and <b>one</b> consequence of failing to improve in relation to their planning for the interview, their preparation of questions and answers.  All responses must be different.
5c	5.3 Reflect on personal performance at a job interview, to include: <ul style="list-style-type: none"> <li>• strengths</li> <li>• weaknesses</li> <li>• opportunities to improve</li> <li>• failure to improve</li> </ul>	Candidates must describe <b>two</b> strengths, <b>two</b> weaknesses, and <b>one</b> consequence of failing to improve for future interviews.  All responses must be different.
6	6.1 Produce an action plan to improve performance for future interviews, to include: <ul style="list-style-type: none"> <li>• specific areas of improvement</li> <li>• actions to take</li> <li>• support requirements</li> <li>• start, review and target dates</li> <li>• sign-off by tutor/sponsor</li> </ul>	Candidates must produce an action plan to identify <b>two</b> improvements they need to make ready for future interviews. For <b>each</b> specific area of improvement, they must indicate <b>one</b> action they need to take and <b>two</b> types of support they will need. Support needed should be an organisation and/or a person. <b>One</b> review date and <b>one</b> target date must be indicated for each action point (expressed as mm/yy). Review and target dates must be realistic for the actions needed. Action plan must be agreed between and signed off by candidate and tutor/sponsor. Date of agreement must precede the review and target dates on the plan.