

Unit Title:	Plan for and learn from a job interview
OCR unit number:	11
Level:	1
Credit value:	3
Guided learning hours:	25
Unit reference number:	A/506/8977

Unit aim and purpose

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 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 for a job interview</p>	<p>The Learner can:</p> <p>1.1 Identify the information needed to plan for a specific job interview</p> <p>1.2 Identify a source of information to plan for the job interview</p>	<p>i.e. Information identified must include:</p> <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. <p>e.g. Information may also include:</p> <ul style="list-style-type: none"> • interviewer's name • dress code • travel method • journey timings • method of confirming attendance • what the organisation does. <p>i.e. Source of information, e.g.</p> <ul style="list-style-type: none"> • letter of invitation • email/text of interview details • map of the area.

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

Learning Outcomes	Assessment Criteria	Teaching Content i.e. – must be covered e.g. – suggestions for coverage
	<p>3.2 Prepare questions to ask at the job interview</p> <p>3.3 Give reasons why it is important to prepare answers and questions for the interview</p>	<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. <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.
<p>4 Be able to perform well at a job interview</p>	<p>4.1 Make a positive first impression at the job interview</p> <p>4.2 Communicate appropriately at the job interview</p>	<p>i.e. Positive first impressions, e.g.</p> <ul style="list-style-type: none"> • being on time • being polite • personal hygiene • personal appearance. <p>i.e. Appropriate communication at the job interview, e.g.</p> <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.
<p>5 Be able to reflect on the job interview</p>	<p>5.1 Identify what went well at the job interview</p>	<p>i.e. What went well, e.g.</p> <ul style="list-style-type: none"> • arrived on time • able to answer most questions • spoke clearly.

Learning Outcomes	Assessment Criteria	Teaching Content i.e. – must be covered e.g. – suggestions for coverage
	5.2 Identify what did not go well at the job interview 5.3 Identify improvements for future interviews	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. 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.

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.