



Application for Employment

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Date of Application

Middle Initial

Date A

EMPLOYABILITY SKILLS

10399, 10400, 10401, 10402, 10403, 10404

ENTRY LEVEL 3

UNIT 3 – PREPARE FOR AND LEARN FROM A
JOB INTERVIEW

DELIVERY GUIDE

April 2015

of Birth

Education

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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 Entry Level 3 units
1 Be able to identify information for a job interview	1 - Where are you?	1.1	5440 - Plan and sequence texts LO1
	2 - What to wear?	1.1	5427 - Read for purpose and meaning in straightforward continuous texts LO5 5448 - Contribute to discussions LO1, LO2
	3 - What organisations do	1.2	5448 - Contribute to discussions LO2
2 Know how to find out information about a job before an interview	1 - What job adverts tell us	2.1, 2.2	5448 - Contribute to discussions LO1, LO2, LO3 5427 - Read for purpose and meaning in straightforward continuous texts LO1, LO2
	2 - What's needed for the job?	2.1, 2.2	5448 - Contribute to discussions LO1, LO2, LO3 5723 - Listen and respond to specific information LO3
	3 - What job is this?	2.2	5445 - Speak to communicate information, ideas and opinions LO1, LO2, LO3 5448 - Contribute to discussions LO1, LO3
3 Be able to prepare answers and questions for a job interview	1 - What's the answer?	3.1	5445 - Speak to communicate information, ideas and opinions LO2 5448 - Contribute to discussions LO2
	2 - Can I say that?	3.1	5448 - Contribute to discussions LO2
	3 - What can I ask?	3.2	5427 - Read for purpose and meaning in straightforward continuous texts LO1, LO2

LINKS TO CAMBRIDGE PROGRESSION UNIT(S)

Learning Outcome	Activity Title	Links to Assessment Criteria in this unit	Mapped to Cambridge Progression English Entry Level 3 units
4 Be able to demonstrate positive behaviours and communicate appropriately at a job interview	1 - First impressions	4.1	5448 - Contribute to discussions LO2 5723 - Listen and respond to specific information LO3
	2 - Body language	4.1, 4.2	5445 - Speak to communicate information, ideas and opinions LO2
	3 - Ten questions to answer	4.1, 4.2	5445 - Speak to communicate information, ideas and opinions LO1, LO2, LO3 5448 - Contribute to discussions LO1, LO2 5723 - Listen and respond to specific information LO2
5 Know how to learn from a job interview	1 - What was good?	5.1, 5.2	5440 - Plan and sequence texts LO1
	2 - Communicating well	5.1, 5.2	5445 - Speak to communicate information, ideas and opinions LO3 5448 - Contribute to discussions LO1
	3 - Learn from a job interview	5.1, 5.2	5440 - Plan and sequence texts LO1 5445 - Speak to communicate information, ideas and opinions LO3

UNIT 3 - PREPARE FOR AND LEARN FROM A JOB INTERVIEW

Guided learning hours : 25

Credit value: 3

UNIT AIM AND PURPOSE

This unit will enable learners to know about managing money. Learners will gain knowledge of bank statements and wage slips. Learners will be given the opportunity to plan their personal spending and begin to develop a basic understanding of how to budget. Learners will gain knowledge of the consequences to an individual of getting into debt.

Interviews 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 identify information for a job interview	1.1 Identify the information needed for a specific job interview	i.e. Information identified must include: <ul style="list-style-type: none"> • the title of the job • where the interview will be held • 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 start and end time.
	1.2 Identify information about the organisation	i.e. Information identified about the organisation must include: <ul style="list-style-type: none"> • the name of the organisation • what the organisation does.

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 information about a job before an interview	2.1 Identify what a specific job involves	i.e. Information about what the job involves must include: <ul style="list-style-type: none"> • place of work • main task/s of the job (e.g. using a photocopier, preparing meals) • hours of work.
	2.2 Identify skills or personal attributes needed for a specific job	i.e. Skills or personal attributes, e.g. <ul style="list-style-type: none"> • enthusiasm • willingness to learn • flexibility • ICT skills • communication skills • team worker.
3 Be able to prepare answers and questions for a job interview	3.1 Prepare answers to questions that may be asked at a job interview	Possible interview questions and responses, e.g. <ul style="list-style-type: none"> • Can you start straight away? – I could start next week. • Why would you be good at this job? – I worked at a hair salon for my work experience.
	3.2 Prepare questions that they could ask at a job interview	Possible questions to ask at a job interview surrounding, e.g. <ul style="list-style-type: none"> • job start date • training • company information.

Learning Outcome The learner will:	Assessment Criteria The learner can:	Teaching Content ie – must be covered eg – suggestions for coverage
4 Be able to demonstrate positive behaviours and communicate appropriately at a job interview	4.1 Demonstrate positive behaviours at an interview	i.e. Learners must as a minimum: <ul style="list-style-type: none"> • make a good first impression e.g. <ul style="list-style-type: none"> • dress appropriately • arrive on time • sit down when asked.
	4.2 Communicate appropriately in a job interview	i.e. Appropriate communication in a job interview must include: <ul style="list-style-type: none"> • responding to questions. e.g. Appropriate communication in a job interview may also include: <ul style="list-style-type: none"> • introducing self • shaking hands • listening to questions • speaking clearly • making eye contact • showing positive body language • asking relevant questions.
5 Know how to learn from a 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 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 IDENTIFY INFORMATION FOR A JOB INTERVIEW

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

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria	Mapped to Cambridge Progression English Entry Level 3 units
1 - Where are you?	Learners could be asked to write a note to the teacher giving information about the interview arrangements. The purpose is that should the learner need to be contacted all relevant details would be available. The note would also remind the teacher why the learner was absent. The note should ideally include the organisation's name, address and telephone number; the date and time of the interview and the name of the interviewer, if possible. To develop skills this activity is likely to be based on a hypothetical situation.	45 minutes	1.1	5440 - Plan and sequence texts LO1
2 - What to wear?	Images could be shown to learners who could discuss in small groups appropriate dress for different types of job interview. A simple list of jobs could be produced as a worksheet. Small groups could then share their findings with the whole group and the teacher could lead a whole group discussion around the importance of dressing appropriately at interview and following 'dress codes'.	40 minutes	1.1	5427 - Read for purpose and meaning in straightforward continuous texts LO5 5448 - Contribute to discussions LO1, LO2

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria	Mapped to Cambridge Progression English Entry Level 3 units
3 - What organisations do	Using a Tarsia pyramid, learners cut output sheets into small triangles and then match names of organisations with what organisations do, to show appropriate understanding. This activity is best completed in small groups with answers provided by the teacher once the task has been completed.	30 minutes	1.2	5448 - Contribute to discussions LO2

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

Learning Outcome The learner will:	Assessment Criteria The learner can:
2 Know how to find out information about a job before an interview	2.1 Identify what a specific job involves
	2.2 Identify skills or personal attributes needed for a specific job

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria	Mapped to Cambridge Progression English Entry Level 3 units
1 What job adverts tell us	<p>The teacher could give learners a straightforward example of a job advertisement. Working in pairs, the learners identify what the job involves and the skills or personal attributes needed for that job. These can be based on the advert or suggested by the learners.</p> <p>The learners repeat the activity with a second straightforward example provided by the teacher and then compare the results of their findings.</p> <p>Findings are discussed as a whole group with the teacher using a white board to raise awareness of tasks and skills or personal attributes that are frequently required (transferable) and those that are job specific.</p>	1 hour	2.1, 2.2	5448 - Contribute to discussions LO1, LO2, LO3 5427 - Read for purpose and meaning in straightforward continuous texts LO1, LO2
2 What's needed for the job	<p>Teachers could show a short video of a specific job in a large organisation – such as a college. The teacher could lead the whole group in a discussion about the tasks the specific job entails and the skills or personal attributes needed for that task. Learners could then choose a different role in the organisation and in small groups establish the tasks and skills or personal attributes relating to that role. Discuss as a whole group and highlight differences and similarities.</p>	45 minutes	2.1, 2.2	5448 - Contribute to discussions LO1, LO2, LO3 5723 - Listen and respond to specific information LO3

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria	Mapped to Cambridge Progression English Entry Level 3 units
3 What job is this?	Teachers could introduce the importance of identifying skills or personal attributes needed for a specific job. The teacher could write the title of a job on a piece of card and without revealing what the job is could tell the group a skill or personal attribute relating to that job role. Each member of the group tries to guess what the job is. The teacher then states a second skill or personal attribute and again every learner has a guess. This is repeated until someone guesses correctly. The person who gets it right is the next to choose a job role and the process is repeated.	30 minutes	2.2	5445 - Speak to communicate information, ideas and opinions LO1, LO2, LO3 5448 - Contribute to discussions LO1, LO3

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

Learning Outcome The learner will:	Assessment Criteria The learner can:
3 Be able to prepare answers and questions for a job interview	3.1 Prepare answers to questions that may be asked at a job interview
	3.2 Prepare questions that they could ask at a job interview

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria	Mapped to Cambridge Progression English Entry Level 3 units
1 What's the answer?	Teacher writes two job interview questions on the whiteboard and encourages group to suggest how these questions might be answered. Learners are then given a list of questions and in pairs discuss possible answers. Teacher asks pairs to share their suggested answers with whole group.	45 minutes	3.1	5445 - Speak to communicate information, ideas and opinions LO2 5448 - Contribute to discussions LO2
2 Can I say that?	Learners could be provided with a list of questions and a list of answers. The task would be to match the answers to the questions and then share the results with the whole group.	20 minutes	3.1	5448 - Contribute to discussions LO2
3 What can I ask?	Learners could be given some background information about an organisation – perhaps an article from a magazine or printout from the company website. In small groups, learners are given time to read the information and discuss what questions they could ask at an interview. For example if the article stated that the organisation was expanding, a reasonable question might be "Do you expect the organisation to keep growing next year?" Possible questions to ask at interview could be discussed as a whole group.	50 minutes	3.2	5427 - Read for purpose and meaning in straightforward continuous texts LO1, LO2

LEARNING OUTCOME 4 – BE ABLE TO DEMONSTRATE POSITIVE BEHAVIOURS AND COMMUNICATE APPROPRIATELY AT A JOB INTERVIEW

Learning Outcome The learner will:	Assessment Criteria The learner can:
3 Be able to demonstrate positive behaviours and communicate appropriately at a job interview	4.1 Demonstrate positive behaviours at an interview
	4.2 Communicate appropriately in a job interview

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria	Mapped to Cambridge Progression English Entry Level 3 units
1 First impressions	The teacher could explain the importance of making a good first impression at an interview. The teacher could show learners a video of a job interview. Learners would be expected to identify what made a good impression and what made a poor impression at interview – perhaps using a 'first impressions' template. Teacher could then lead a whole group discussion.	30 minutes	4.1	5448 - Contribute to discussions LO2 5723 - Listen and respond to specific information LO3
2 Body language	The teacher could ask the group for examples of body language and how these examples might be interpreted by others. The teacher could show a short video about body language at interview. After the video the teacher could ask learners to work in pairs and discuss how, through body language, they might make a good impression at interview. Answers could be shared with the whole group.	35 minutes	4.1, 4.2	5445 - Speak to communicate information, ideas and opinions LO2

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria	Mapped to Cambridge Progression English Entry Level 3 units
3 Ten questions to answer	<p>A list of ten common interview questions could be given to learners by the teacher. Learners could discuss in pairs possible answers to the questions.</p> <p>Working with different partners, learners could ask and answer the ten questions, give feedback to each other and compare answers. Teacher could then lead a whole group discussion about each of the ten questions.</p>	1 hour	4.1, 4.2	<p>5445 - Speak to communicate information, ideas and opinions LO1, LO2, LO3</p> <p>5448 - Contribute to discussions LO1, LO2</p> <p>5723 - Listen and respond to specific information LO2</p>

LEARNING OUTCOME 5 – KNOW HOW TO LEARN FROM A JOB INTERVIEW

Learning Outcome The learner will:	Assessment Criteria The learner can:
5 Know how to learn from a job interview	5.1 Identify what went well at the job interview
	5.2 Identify improvements for future interviews

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria	Mapped to Cambridge Progression English Entry Level 3 units
1 What was good?	<p>Teacher could explain the importance of reflecting on interview performance in order to repeat what went well and identify areas for development.</p> <p>Teacher could review 'what makes a good first impression' reinforcing messages about being punctual, dressing appropriately, personal hygiene, smiling etc.</p> <p>Learners could be given a template listing behaviours likely to create a good first impression and asked to tick the items on the list they think they do well in any formal situation such as an interview. Learners could be encouraged to write at least one thing they could do to improve the first impression they give in a formal situation.</p>	50 minutes	5.1, 5.2	5440 - Plan and sequence texts LO1
2 Communicating well	<p>The teacher could explain the importance of being able to give positive feedback to others. Rules of the exercise could include 'that only positive feedback is allowed'.</p> <p>Each learner could write their name on the top of a piece of blank paper. Learners then write (positive) comments on other learners' sheets. The exercise continues until every learner has at least four different pieces of positive feedback about own communication skills.</p> <p>The teacher could then reinforce the need for good communication in an interview situation. Using the feedback from others, learners could be asked to identify one thing they could do to improve their communication skills.</p>	45 minutes	5.1, 5.2	5445 - Speak to communicate information, ideas and opinions LO3 5448 - Contribute to discussions LO1

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria	Mapped to Cambridge Progression English Entry Level 3 units
3 Learn from a job interview	<p>If the learner has been to a job interview (real or simulated) the task will be to identify what went well or not so well. It may be possible to receive feedback from the interviewer to help with this process.</p> <p>If the learner has not been to a job interview, they could reflect on a video of an interview and identify what went well or not so well. The learner would need to draw comparisons with how they feel they would have done in that situation.</p> <p>Having identified what went well or not so well, the learner could complete a simple plan of action stating what they intend to do – to improve – with target dates.</p>	1 hour	5.1, 5.2	5440 - Plan and sequence texts LO1 5445 - Speak to communicate information, ideas and opinions LO3

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Telephone: 02476 851509

Email: vocational.qualifications@ocr.org.uk

