



**Cambridge**  
**EMPLOYABILITY**

## **EMPLOYABILITY SKILLS**

10345, 10346, 10347, 10348, 10349, 10350

### **LEVEL 1**

**UNIT 11 - PLANNING FOR AND LEARNING  
FROM A JOB INTERVIEW**

## **DELIVERY GUIDE**

Version 1

**OCR** 

# INTRODUCTION

<b>Introduction</b>	<b>3</b>
<b>Unit 11 - Planning for and learning from a job interview</b>	<b>4</b>
<b>Learning Outcome 1</b> - Be able to organise personal arrangements for a specific job interview	<b>7</b>
<b>Learning Outcome 2</b> - Be able to research information about a specific job offered for interview	<b>8</b>
<b>Learning Outcome 3</b> - Be able to prepare questions and answers for a specific job interview	<b>9</b>
<b>Learning Outcome 4</b> - Be able to communicate during a specific job interview	<b>10</b>
<b>Learning Outcome 5</b> - Be able to reflect on a specific job interview	<b>11</b>

To give us feedback on, or ideas about the OCR resources you have used, email [resourcesfeedback@ocr.org.uk](mailto:resourcesfeedback@ocr.org.uk)

#### **OCR Resources:** *the small print*

OCR's resources are provided to support the teaching of OCR specifications, but in no way constitute an endorsed teaching method that is required by the Board and the decision to use them lies with the individual teacher. Whilst every effort is made to ensure the accuracy of the content, OCR cannot be held responsible for any errors or omissions within these resources.

© OCR 2013 - This resource may be freely copied and distributed, as long as the OCR logo and this message remain intact and OCR is acknowledged as the originator of this work.

OCR acknowledges the use of the following content:

Maths, English and Work Experience icons: AirOne/Shutterstock.com

## 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 [resourcesfeedback@ocr.org.uk](mailto:resourcesfeedback@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](http://www.ocr.org.uk).

The latest version of this Delivery Guide can be downloaded from the OCR website.

## KEY



English



Maths



Work experience

# UNIT 11 - PLANNING FOR AND LEARNING FROM A JOB INTERVIEW

Guided learning hours : 25

Credit value: 3

## PURPOSE OF THE UNIT

This unit will enable learners to plan for a job interview by researching facts relating to the job and organisation in order to prepare different types of questions and extended responses for the interview. Learners will be able to complete a job interview by using a range of interview techniques and reflect on their performance to identify areas of improvement for future job interviews.

Learning Outcome The learner will:	Assessment Criteria The learner can:	Teaching Content ie – must be covered eg – suggestions for coverage
1 Be able to organise personal arrangements for a specific job interview	1.1 Outline job details, to include: <ul style="list-style-type: none"> <li>• job title</li> <li>• name and address of organisation</li> <li>• job responsibilities</li> <li>• working arrangements</li> </ul>	The interview may be real or a simulation. The learner may choose or be given the context. The interviewer may be familiar or unfamiliar.
	1.2 Prepare personal arrangements for a specific job interview, to include: <ul style="list-style-type: none"> <li>• date and time</li> <li>• name of interviewer</li> <li>• dress code</li> <li>• travel method</li> <li>• journey start and end time</li> <li>• method of confirming attendance</li> </ul>	Jobs, eg: <ul style="list-style-type: none"> <li>• paid employment eg full time, part time, seasonal</li> <li>• voluntary or charity work</li> </ul> Job details, ie: <ul style="list-style-type: none"> <li>• job title eg sales assistant</li> <li>• address eg street, city/town, post code</li> <li>• responsibilities eg tasks, duties</li> </ul>
	1.3 Identify sources of information for a specific job interview	Working arrangements, ie: <ul style="list-style-type: none"> <li>• working pattern eg days, hours, shifts</li> <li>• remuneration eg figure and frequency</li> </ul> Sources, eg: <ul style="list-style-type: none"> <li>• letter of invitation</li> <li>• travel website</li> <li>• email/text of interview details</li> </ul>






Learning Outcome The learner will:	Assessment Criteria The learner can:	Teaching Content ie – must be covered eg – suggestions for coverage
2 Be able to research information about a specific job offered for interview	2.1 Describe the importance of facts about an organisation	<p>Facts and their importance about an organisation, eg:</p> <ul style="list-style-type: none"> <li>• fact: eg 'The organisation has a central location in Birmingham'</li> <li>importance: eg 'This is important because it is easy for me to get to.'</li> <li>• fact: eg 'The company have branches across the country'</li> <li>importance: eg 'This is important because I want to progress and this may increase the opportunities for me.'</li> </ul>
	2.2 Describe the importance of facts about a job	<p>Facts and their importance about a job, eg:</p> <ul style="list-style-type: none"> <li>• fact: eg 'The job is part time'</li> <li>importance: eg 'This is important as it will fit in with child care'</li> <li>• fact eg 'There is a clear reporting structure'</li> <li>importance: eg 'This is important because I will know who to report to'</li> <li>• fact: eg 'There is a good rate of pay'</li> <li>Importance: eg 'This is important because I need to make sure it is enough to live on'</li> </ul> <p>Examples of the different skills could include:</p> <ul style="list-style-type: none"> <li>• sector-specific skills</li> <li>• transferable skills eg ability to use ICT; team working, problem solving</li> </ul>
	2.3 Outline skills and personal attributes needed for a job	<p>Personal attributes could include:</p> <ul style="list-style-type: none"> <li>• enthusiasm and willingness to learn</li> <li>• creativity and initiative</li> <li>• confidence and assertiveness</li> <li>• flexibility and adaptability</li> </ul>
3 Be able to prepare questions and answers for a specific job interview	3.1 Identify questions an individual may be asked at a job interview, to include:	<p>Questions, eg:</p> <ul style="list-style-type: none"> <li>• Open - what are your strengths?</li> <li>• Closed – Are you willing to work weekends?</li> </ul>
	3.2 Prepare answers to interview questions an individual may be asked, to include:	<p>Answers, eg:</p> <ul style="list-style-type: none"> <li>• about relevant past work experience and transferable skills</li> <li>• about personal attributes developed through hobbies</li> <li>• to explain the relevance of information in a record of achievement</li> </ul>
	3.3 Prepare questions to ask an interviewer at a job interview, to include:	<p>Questions to ask an interviewer, eg:</p> <ul style="list-style-type: none"> <li>• about the organisation eg size, history, growth, number of employees</li> <li>• job eg what it involves, who is in the team, who to report to</li> </ul>
	3.4 Describe the importance of preparing questions and answers for an interview	<p>The important of preparing questions and answers, eg:</p> <ul style="list-style-type: none"> <li>• to show interest in the organisation and job</li> <li>• to feel confident</li> </ul>

Learning Outcome The learner will:	Assessment Criteria The learner can:	Teaching Content ie – must be covered eg – suggestions for coverage
4 Be able to communicate during a specific job interview	4.1 Demonstrate ways to make a positive first impression at interview, to include: <ul style="list-style-type: none"> <li>• punctuality</li> <li>• courtesy</li> <li>• positive body language</li> <li>• personal hygiene</li> <li>• personal appearance</li> </ul>	The interview may be real or a simulated.  Positive body language, eg: <ul style="list-style-type: none"> <li>• standing up straight</li> <li>• arms at the side and not crossed</li> <li>• smiling and making eye contact</li> </ul> Personal appearance, eg: <ul style="list-style-type: none"> <li>• clothing</li> <li>• hair</li> <li>• make-up</li> <li>• jewellery</li> </ul>
	4.2 Demonstrate interview techniques, to include: <ul style="list-style-type: none"> <li>• introducing self</li> <li>• responding to open questions</li> <li>• responding to closed questions</li> <li>• asking relevant questions</li> <li>• using listening skills</li> </ul>	Making confident introductions, eg: <ul style="list-style-type: none"> <li>• shaking hands and saying 'Hello'</li> <li>• giving your name</li> <li>• following interview etiquette eg sitting down when asked, making sure mobile phones are switched off</li> </ul> Responding to and asking planned questions, eg: <ul style="list-style-type: none"> <li>• active listening</li> <li>• speaking clearly</li> <li>• not interrupting</li> <li>• using positive body language</li> </ul>
5 Be able to reflect on a specific job interview	5.1 Review own performance during the interview, to include: <ul style="list-style-type: none"> <li>• what went well</li> <li>• what did not go well</li> </ul>	Went well, eg: <ul style="list-style-type: none"> <li>• arrived on time</li> <li>• ability to answer interviewer questions</li> </ul>
	5.2 Outline improvements for future interviews	What did not go well, eg: <ul style="list-style-type: none"> <li>• not enough questions prepared</li> <li>• had not thought of examples of weaknesses</li> <li>• dropped my documents</li> </ul> Improvements, eg: <ul style="list-style-type: none"> <li>• find out more about the organisation</li> <li>• think more about the questions I am asked</li> </ul>
	5.3 Identify own reasons for wanting or not wanting a job following the interview	Why an individual might want/not want a job role, eg: <ul style="list-style-type: none"> <li>• hours fit/do not fit lifestyle</li> <li>• difference between advertised and actual role</li> </ul>




# LEARNING OUTCOME 1 - BE ABLE TO ORGANISE PERSONAL ARRANGEMENTS FOR A SPECIFIC JOB INTERVIEW

Learning Outcome The learner will:	Assessment Criteria The learner can:
1 Be able to organise personal arrangements for a specific job interview	1.1 Outline job details, to include: <ul style="list-style-type: none"> <li>• job title</li> <li>• name and address of organisation</li> <li>• job responsibilities</li> <li>• working arrangements</li> </ul>
	1.2 Prepare personal arrangements for a specific job interview, to include: <ul style="list-style-type: none"> <li>• date and time</li> <li>• name of interviewer</li> <li>• dress code</li> <li>• travel method</li> <li>• journey start and end time</li> <li>• method of confirming attendance</li> </ul>
	1.3 Identify sources of information for a specific job interview

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria
1 Job search 	The teacher could encourage the learners to make a mind map of career ideas. From this the learner could research a job of interest and local vacancies they could apply for. This could include learners doing a SWOT analysis matching their skills to the job descriptions.	30 minutes	1.1
2 Preparation is key 	Learners could be shown how to organise and prepare information for a specific job interview. This should include: date and time, name of interviewer, dress code, travel method, journey start and end time and method of confirming attendance.	45 minutes	1.2
3 Important information 	Learner could create a spiderdiagram about the ways a company can invite them for interview eg email. They could also identify responses to job invitations written by the tutor using these different formats.	40 minutes	1.3

## LEARNING OUTCOME 2 - BE ABLE TO RESEARCH INFORMATION ABOUT A SPECIFIC JOB OFFERED FOR INTERVIEW

Learning Outcome The learner will:	Assessment Criteria The learner can:
2 Be able to research information about a specific job offered for interview	2.1 Describe the importance of facts about an organisation
	2.2 Describe the importance of facts about a job
	2.3 Outline skills and personal attributes needed for a job

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria
1 Know your facts 	The teacher could ask the learners to further research a company who have invited them for interview. The teacher should encourage the learners to describe and identify the important facts about the organisation including location, organisational structure and progression. The teacher could ask the learners to prepare questions they would ask at interview.	1 hour	2.1
2 Job specifics 	The teacher could adapt activity 1 to include more specific job details such as working hours, pay scales and training.	45 minutes	2.2
3 Skills analysis 	The teacher could design a template for the learners to fill in about their personal skills and attributes for example: creative, confident, smart appearance, punctual etc.	35 minutes	2.3






# LEARNING OUTCOME 3 - BE ABLE TO PREPARE QUESTIONS AND ANSWERS FOR A SPECIFIC JOB INTERVIEW

Learning Outcome The learner will:	Assessment Criteria The learner can:
3 Be able to prepare questions and answers for a specific job interview	3.1 Identify questions an individual may be asked at a job interview, to include: <ul style="list-style-type: none"> <li>• open questions</li> <li>• closed questions</li> </ul>
	3.2 Prepare answers to interview questions an individual may be asked, to include: <ul style="list-style-type: none"> <li>• short answers</li> <li>• extended answers</li> </ul>
	3.3 Prepare questions to ask an interviewer at a job interview, to include: <ul style="list-style-type: none"> <li>• about the job</li> <li>• about the organisation</li> </ul>
	3.4 Describe the importance of preparing questions and answers for an interview

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria
1 Question and answer	Learners could be given examples of relevant job adverts that they could apply for. Using the job adverts they could write sample questions that they think an interviewer would ask an applicant, as well as the answers that they could personally give. This would give the learners the opportunity to think about the skills and attributes that they possess. Then learners could progress in to a role play situation by answering the set questions to gain confidence with open and closed questioning	1 hour	3.1, 3.2
2 Preparation	The learners could be encouraged to prepare questions they would ask at an interview and not be discouraged to do so. Examples could include the history of the company, number of employees and stability.	45 minutes	3.3
3 Why prepare?	Learners need to understand the importance of why planning takes place and the effect before an interview. The learners could complete a spiderdiagram of ideas - why plan before an interview? Their answers could be: shows interest, increases confidence, preparation, awareness of products/services, to be on time, to know what to wear, directions etc.	30 minutes	3.4




# LEARNING OUTCOME 4 - BE ABLE TO COMMUNICATE DURING A SPECIFIC JOB INTERVIEW

Learning Outcome The learner will:	Assessment Criteria The learner can:
4 Be able to communicate during a specific job interview	4.1 Demonstrate ways to make a positive first impression at interview, to include: <ul style="list-style-type: none"> <li>• punctuality</li> <li>• courtesy</li> <li>• positive body language</li> <li>• personal hygiene</li> <li>• personal appearance</li> </ul>
	4.2 Demonstrate interview techniques, to include: <ul style="list-style-type: none"> <li>• introducing self</li> <li>• responding to open questions</li> <li>• responding to closed questions</li> <li>• asking relevant questions</li> <li>• using listening skills</li> </ul>

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria
1 Positive impression 	Learners could discuss the ways they could create a positive impression at an interview. This could include the do's and don't's. Examples to give to the learners could include punctuality, personal hygiene and body language.	30 minutes	4.1
2 Interview techniques 	Learners could be encouraged to write a script about how they would introduce themselves at interview. This could be read out to the class and developed alongside a group activity and interactive session. This could develop into actions taken such as sitting down, hand shake etc.	40 minutes	4.2
3 Body language 	Learners could create a poster of the body language needed for a successful interview. This could include cut outs from magazines and explanations about posture etc.	35 minutes	4.1

# LEARNING OUTCOME 5 - BE ABLE TO REFLECT ON A SPECIFIC JOB INTERVIEW

Learning Outcome The learner will:	Assessment Criteria The learner can:
5 Be able to reflect on a specific job interview	5.1 Review own performance during the interview, to include: <ul style="list-style-type: none"> <li>• what went well</li> <li>• what did not go well</li> </ul>
	5.2 Outline improvements for future interviews
	5.3 Identify own reasons for wanting or not wanting a job following the interview

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria
1 Training needs 	Learners could complete a SWOT analysis (Strengths, Weaknesses, Opportunities, Threats) when they have identified a future course or job that they are interested in progressing to for their future. From this, it could help reflect on areas needed to improve and areas of strength.	45 minutes	5.1
2 The future 	From activity 1 learners could reflect on their weaknesses and discuss why they feel this area needs development. For example shyness, nerves and not prepared enough. They could then be asked to create an action plan for the next interview.	40 minutes	5.2
3 Feedback 	After an interview has taken place learners could reflect on why they wanted/did not want the job. They should be encouraged to write down ideas relating to details such as working hours, time, structure, travel and pay. The learner could then write a paragraph explaining their views. The teacher should discourage short sentences or one word responses as it is good practice when writing to accept/decline a job offer to write full responses.	40 minutes	5.3



Cambridge  
**EMPLOYABILITY**

[www.ocr.org.uk](http://www.ocr.org.uk)



@ocrexams



[linkedin.com/  
company/ocr](https://www.linkedin.com/company/ocr)

## Contact us

Staff at the OCR Customer Contact Centre are available to take your call between 8am and 5.30pm, Monday to Friday.

**Telephone: 02476 851509**

**Email: [vocational.qualifications@ocr.org.uk](mailto:vocational.qualifications@ocr.org.uk)**

