

Unit Title:	Prepare for and learn from a job interview
OCR unit number:	3
Level:	Entry 3
Credit value:	3
Guided learning hours:	25
Unit reference number:	D/506/8969

Unit aim and purpose

This unit will enable learners to identify information for a job interview, find out information about a job before interview and prepare to answer and ask questions at an interview. Learners will be expected to attend a job interview and learn from the experience.

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

Learning Outcomes	Assessment Criteria	Teaching Content i.e. – must be covered e.g. – suggestions for coverage
2 Know how to find out information about a job before an interview	<p>2.1 Identify what a specific job involves</p> <p>2.2 Identify skills or personal attributes needed for a specific job</p>	<p>i.e. Information about what the job involves must include:</p> <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. <p>i.e. Skills or personal attributes, e.g.</p> <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	<p>3.1 Prepare answers to questions that may be asked at a job interview</p> <p>3.2 Prepare questions that they could ask at a job interview</p>	<p>Possible interview questions and responses, e.g.</p> <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. <p>Possible questions to ask at a job interview surrounding, e.g.</p> <ul style="list-style-type: none"> • job start date • training • company information.
4 Be able to demonstrate positive behaviours and communicate appropriately at a job interview	4.1 Demonstrate positive behaviours at an interview	<p>i.e. Learners must as a minimum:</p> <ul style="list-style-type: none"> • make a good first impression <p>e.g.</p> <ul style="list-style-type: none"> • dress appropriately • arrive on time • sit down when asked.

Learning Outcomes	Assessment Criteria	Teaching Content i.e. – must be covered e.g. – suggestions for coverage
	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 5.2 Identify improvements for future interviews	i.e. What went well, e.g. <ul style="list-style-type: none"> • arrived on time • able to answer most questions • spoke clearly. 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.