OCR
Oxford Cambridge and RSA

Unit Title:	**Planning for and learning from a job interview**
OCR unit number:	Unit 11
Level:	Level 1
Credit value:	3
Guided learning hours:	25
Unit reference number:	K/505/4055

Unit aim and purpose

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 Outcomes	Assessment Criteria	Teaching Content i.e. – must be covered e.g. – suggestions for coverage
The Learner will: 1 Be able to organise personal arrangements for a specific job interview	**The Learner can:** 1.1 Outline job details, to include: • job title • name and address of organisation • job responsibilities • working arrangements	The interview may be real or a simulation. The learner may choose or be given the context. The interviewer may be familiar or unfamiliar. Jobs, e.g.: • paid employment e.g. full time, part time, seasonal • voluntary or charity work Job details, i.e.: • job title e.g. sales assistant • address e.g. street, city/town, post code • responsibilities e.g. tasks, duties Working arrangements, i.e.: • working pattern e.g. days, hours, shifts • remuneration e.g. figure and frequency
	1.2 Prepare personal arrangements for a specific job interview, to include: • date and time • name of interviewer • dress code • travel method • journey start and end time • method of confirming attendance	

Learning Outcomes	Assessment Criteria	Teaching Content i.e. – must be covered e.g. – suggestions for coverage
	1.3 Identify sources of information for a specific job interview	Sources, e.g.: • letter of invitation • travel website • email/text of interview details
2 Be able to research information about a specific job offered for interview	2.1 Describe the importance of facts about an organisation	Facts and their importance about an organisation, e.g.: • fact: e.g. 'The organisation has a central location in Birmingham' importance: e.g. 'This is important because it is easy for me to get to.' • fact: e.g. 'The company have branches across the country' importance: e.g. 'This is important because I want to progress and this may increase the opportunities for me.'
	2.2 Describe the importance of facts about a job	Facts and their importance about a job, e.g.: • fact: e.g. 'The job is part time' importance: e.g. 'This is important as it will fit in with child care' • fact e.g. 'There is a clear reporting structure' importance: e.g. 'This is important because I will know who to report to' • fact: e.g. 'There is a good rate of pay' Importance: e.g. 'This is important because I need to make sure it is enough to live on' Examples of the different skills could include: • sector-specific skills • transferable skills e.g. ability to use ICT; team working, problem solving

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	2.3 Outline skills and personal attributes needed for a job	Personal attributes could include: • enthusiasm and willingness to learn • creativity and initiative • confidence and assertiveness • flexibility and adaptability
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: • open questions • closed questions	Questions, e.g.: • Open - what are your strengths? • Closed – Are you willing to work weekends?
	3.2 Prepare answers to interview questions an individual may be asked, to include: • short answers • extended answers	Answers, e.g.: • about relevant past work experience and transferable skills • about personal attributes developed through hobbies • to explain the relevance of information in a record of achievement
	3.3 Prepare questions to ask an interviewer at a job interview, to include: • about the job • about the organisation	Questions to ask an interviewer, e.g.: • about the organisation e.g. size, history, growth, number of employees • job e.g. what it involves, who is in the team, who to report to
	3.4 Describe the importance of preparing questions and answers for an interview	The important of preparing questions and answers, e.g.: • to show interest in the organisation and job • to feel confident
4 Be able to communicate during a specific job interview	4.1 Demonstrate ways to make a positive first impression at interview, to include: • punctuality • courtesy • positive body language • personal hygiene • personal appearance	The interview may be real or a simulated. Positive body language, e.g.: • standing up straight • arms at the side and not crossed • smiling and making eye contact

Learning Outcomes	Assessment Criteria	Teaching Content i.e. – must be covered e.g. – suggestions for coverage
	4.2 Demonstrate interview techniques, to include: • introducing self • responding to open questions • responding to closed questions • asking relevant questions • using listening skills	Personal appearance, e.g.: • clothing • hair • make-up • jewellery Making confident introductions, e.g.: • shaking hands and saying 'Hello' • giving your name • following interview etiquette e.g. sitting down when asked, making sure mobile phones are switched off Responding to and asking planned questions, e.g.: • active listening • speaking clearly • not interrupting • using positive body language
5 Be able to reflect on a specific job interview	5.1 Review own performance during the interview, to include: • what went well • what did not go well 5.2 Outline improvements for future interviews 5.3 Identify own reasons for wanting or not wanting a job following the interview	Went well, e.g.: • arrived on time • ability to answer interviewer questions What did not go well, e.g.: • not enough questions prepared • had not thought of examples of weaknesses • dropped my documents Improvements, e.g.: • find out more about the organisation • think more about the questions I am asked Why an individual might want/not want a job role, e.g.: • hours fit/do not fit lifestyle • difference between advertised and actual role

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.

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 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 assessment guidance 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 the highest grade.

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* (A850)' for *Notes on Preventing Computer-Assisted Malpractice*.

You should refer to the JCQ document: *Access Arrangements, Reasonable Adjustments and Special Consideration 2012-2013* 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 checklists and assessment guidance for each unit

- Worked examples of tasks from evidence booklets

- Employability Skills Glossary

- Employability Skills support pack

- Tutor Support Sheet - Skills and attributes

- Frequently Asked Questions (FAQs)

- Introduction for Tutors in the evidence booklet

- Administration documents: Submission Cover Sheet, internal standardisation form

Additional information

For further information regarding administration for this qualification, please refer to the OCR document '*Admin Guide: Vocational Qualifications' (A850)* on the OCR website www.ocr.org.uk .