

A young man with dark hair, wearing a dark suit, white shirt, and patterned tie, is smiling and looking towards the right. He is in an office environment with orange cubicle walls. In the foreground, the back of a woman's head with long brown hair is visible. A yellow square is in the top left corner, and a teal banner is on the left side.

Life **SKILLS**

EMPLOYABILITY SKILLS

10399, 10400, 10401, 10402, 10403, 10404

LEVEL 2

UNIT 16 – PLAN FOR AND REFLECT ON A JOB
INTERVIEW

DELIVERY GUIDE

November 2015

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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 Level 2 unit(s)
1 Be able to plan and prepare for a job interview	1 - Things I need to plan	1.1	5442 - Plan and adapt texts LO1
	2 - Invitation to interview	1.1	5429 - Read for implied purpose and meaning LO1
	3 - In case of an emergency	1.1	5439 - Construct simple sentences LO1
2 Be able to research information about the job	1 - What's in a job - advert challenge	2.1, 2.2, 2.3	5439 - Construct simple sentences LO1, LO4
	2 - Debate - Is fitting in more important than being able to do the job?	2.2, 2.3	5447 - Speak to communicate information, ideas and opinions LO1, LO2, LO3 5450 - Manage discussions LO1, LO2, LO3, LO4, LO5 5725 - Listen to and respond in a constructive manner LO1, LO2, LO3
	3 - Skills or personal attributes	2.3	5447 - Speak to communicate information, ideas and opinions LO1
3 Be able to plan answers and questions for a job interview	1 - Three questions	3.1, 3.3	5429 - Read for implied purpose and meaning LO1, LO4
	2 - Types of questions	3.1	5447 - Speak to communicate information, ideas and opinions LO1, LO3
	3 - Asking questions	3.2, 3.3	5429 - Read for implied purpose and meaning LO1, LO4

LINKS TO CAMBRIDGE PROGRESSION UNIT(S)

Learning Outcome	Activity Title	Links to Assessment Criteria in this unit	Mapped to Cambridge Progression English Level 2 unit(s)
4 Be able to make a positive impression at the job interview	1 - Good impressions	4.1	5447 - Speak to communicate information, ideas and opinions LO1
	2 - Frequently asked questions	4.2	5725 - Listen to and respond in a constructive manner LO3
	3 - Mock interview	4.1, 4.2	5447 - Speak to communicate information, ideas and opinions LO1, LO2, LO3 5450 - Manage discussions LO1, LO2, LO4, LO5 5725 - Listen to and respond in a constructive manner LO1, LO2, LO3
5 Be able to reflect on the job interview	1 - Interview checklist	5.1, 5.2, 5.3	5442 - Plan and adapt texts LO1, LO2
	2 - Problem solving	5.2	5442 - Plan and adapt texts LO1, LO2
	3 - Action plans	5.1, 5.2, 5.3	5442 - Plan and adapt texts LO1, LO2

UNIT 16 – PLAN FOR AND REFLECT ON A JOB INTERVIEW

Guided learning hours : 25

Credit value: 3

PURPOSE OF THE UNIT

This unit enables learners to plan and prepare for a job interview, research information about the working arrangements of a job, consider skills or personal attributes and to plan answers and questions for a job interview. Learners will be able to make a good impression and communicate confidently at interview. Learners will reflect on their planning for and performance at interview, leading to a plan of action for improvements. 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 plan and prepare for a job interview	1.1 Use information to plan and prepare for a specific job interview	i.e. Information must include: <ul style="list-style-type: none"> • the title of the job • the name of the organisation • the address of the organisation • where the interview will take place • date and time of the interview. e.g. Information may also include: <ul style="list-style-type: none"> • what the organisation does • interviewer's name • dress code • travel method • journey timings • method of confirming attendance • who to contact if unable to attend/late for interview.

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 the job	2.1 Research information about the working arrangements of the job	Information must include relevant working arrangements, i.e. <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.
	2.2 Research information about what the job involves	i.e. Information about what the job involves must include: <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) • specific requirements of the job (e.g. retail – ability to merchandise products).
	2.3 Outline skills or personal attributes needed for the job	i.e. Skills or personal attributes, e.g. <ul style="list-style-type: none"> • enthusiasm • willingness to learn • flexibility • confidence • initiative • ability to use ICT • problem solving • team working.

Learning Outcome The learner will:	Assessment Criteria The learner can:	Teaching Content ie – must be covered eg – suggestions for coverage
3 Be able to plan answers and questions for a job interview	3.1 Plan answers to interview questions that may be asked	i.e. Plan short answers to questions e.g. <ul style="list-style-type: none"> • Are you willing to work at weekends? i.e. Plan extended responses to knowledge based questions e.g. <ul style="list-style-type: none"> • What are your strengths? • Why is confidentiality important? i.e. Plan extended responses to competency based questions e.g. <ul style="list-style-type: none"> • give me an example when you dealt with a difficult situation • tell me about a time when you gave support to a team member.
	3.2 Plan questions to ask at a job interview	i.e. Questions to ask at a job interview surrounding, e.g. <ul style="list-style-type: none"> • manager • opportunities for promotion • development • training.
	3.3 Explain why it is important to plan answers and questions for an interview	i.e. Why it is important to prepare answers and questions, e.g. <ul style="list-style-type: none"> • to feel confident • to show interest in the job • to show interest in the organisation.

Learning Outcome The learner will:	Assessment Criteria The learner can:	Teaching Content ie – must be covered eg – suggestions for coverage
4 Be able to make a positive impression at the job interview	4.1 Make a positive impression at the job interview	i.e. Positive impressions, e.g. <ul style="list-style-type: none"> • being on time • being polite and friendly • personal hygiene • personal appearance.
	4.2 Communicate confidently in the job interview	i.e. Confident communication in a job interview, e.g. <ul style="list-style-type: none"> • introducing self • shaking hands • sitting down when asked • active listening • speaking clearly • making eye contact • showing positive body language • responding appropriately to questions • asking relevant questions.
5 Be able to reflect on the job interview	5.1 Reflect on own planning and preparation for the job interview	i.e. the reflection of own planning must identify: <ul style="list-style-type: none"> • what went well due to good planning or what did not go well due to poor planning.
	5.2 Reflect on personal performance at the job interview	i.e. the reflection of personal performance: <ul style="list-style-type: none"> • what went well at interview • what did not go well at interview.
	5.3 Produce a plan of improvements for future job interviews	i.e. plan must include improvements resulting from reflection in 5.1 and 5.2, e.g. <ul style="list-style-type: none"> • preparing a wider range of questions to ask at interview • developing ICT skills to produce better documents • asking tutors to help with time management.

LEARNING OUTCOME 1 – BE ABLE TO PLAN AND PREPARE FOR A JOB INTERVIEW

Learning Outcome The learner will:	Assessment Criteria The learner can:
1 Be able to plan and prepare for a job interview	1.1 Use information to plan and prepare for a specific job interview

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria	Mapped to Cambridge Progression English Level 2 units
1 Things I need to plan	Learners could create a list of 'things I need to plan before the interview'. The learners could write down the name and address of the organisation, where and when the interview is taking place, how to get to the interview, journey timings and similar helpful details. Learners will need access to relevant resources to complete this activity – e.g. timetables, maps, internet.	30 minutes	1.1	5442 - Plan and adapt texts LO1

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria	Mapped to Cambridge Progression English Level 2 units
2 Invitation to interview	<p>Teachers could provide an example of an 'invitation to an interview' letter and (using a whiteboard) identify specific information such as the title of the job and when the interview will take place.</p> <p>Learners could then be given another example of an 'invitation to interview' letter and in small groups identify as much information as possible to prepare for a job interview. Learners could consider the different ways that organisations communicate invitations to interviews and the advantages and disadvantages for each method of communication considered.</p>	20 minutes	1.1	5429 - Read for implied purpose and meaning LO1
3 In case of an emergency	<p>Learners could be asked to write an email to a family member or their teacher to provide interview details should they need to be contacted in an emergency. Learners should be encouraged to include as much useful information as possible – such as where and when the interview is taking place, organisational contact details and if possible who the interview is with.</p> <p>An email could be sent to the teacher and printed out, or a template could be completed by learners.</p>	25 minutes	1.1	5439 - Construct simple sentences LO1

LEARNING OUTCOME 2 – BE ABLE TO RESEARCH INFORMATION ABOUT THE JOB

Learning Outcome The learner will:	Assessment Criteria The learner can:
2 Be able to research information about the job	2.1 Research information about the working arrangements of the job
	2.2 Research information about what the job involves
	2.3 Outline skills or personal attributes needed for the job

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria	Mapped to Cambridge Progression English Level 2 units
1 What's in a job - advert challenge	<p>Each group of learners decides on a job that they are unfamiliar with and then creates a job advert for that role.</p> <p>The group will need to research the chosen job on the internet or via other resources.</p> <p>Information likely to be in the job advert includes working arrangements, what the job involves and the skills or personal attributes needed for the role.</p> <p>Groups then pass the adverts around and can vote on which advert they find the most attractive and informative. The group whose advert gets the most votes wins the challenge.</p> <p>Comparisons can be made as a whole group – noting similarities in the skills or personal attributes required in differing roles.</p>	1 hour	2.1, 2.2, 2.3	5439 - Construct simple sentences LO1, LO4

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria	Mapped to Cambridge Progression English Level 2 units
2 Debate - Is fitting in more important than being able to do the job?	<p>The whole group should be split into three separate groups. The teacher explains that there will be a debate with the motion 'Fitting in is more important than being able to do the job'. Without any discussion all learners are asked to declare whether they agree with the motion, disagree with the motion or are undecided.</p> <p>Learners should then (as much in line with their vote as possible) be split into three groups.</p> <p>Group A (those who agree with the motion) are instructed to prepare to present the case in favour of the motion.</p> <p>Group B (those who disagree with the motion) are instructed to prepare to present the case against the motion.</p> <p>Group C (those who are undecided) are instructed to identify questions they could ask that might help them decide for or against.</p> <p>All groups have 15 minutes to prepare.</p> <p>Group A and Group B present their arguments. Group C then ask questions.</p> <p>All learners vote for or against to decide whether the motion is carried or not.</p>	1 hour	2.2, 2.3	<p>5447 - Speak to communicate information, ideas and opinions LO1, LO2, LO3</p> <p>5450 - Manage discussions LO1, LO2, LO3, LO4, LO5</p> <p>5725 - Listen to and respond in a constructive manner LO1, LO2, LO3</p>
3 Skills or personal attributes	<p>Teachers could show a video clip of a specific job in an organisation. A website you may find useful for career videos is www.icould.com</p> <p>Working in pairs, learners could choose a different job in another organisation and decide what skills or personal attributes relate to each role. In the same pairs the learners then explain to the whole group differences and similarities identified.</p>	50 minutes	2.3	5447 - Speak to communicate information, ideas and opinions LO1

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

Learning Outcome The learner will:	Assessment Criteria The learner can:
3 Be able to plan answers and questions for a job interview	3.1 Plan answers to interview questions that may be asked
	3.2 Plan questions to ask at a job interview
	3.3 Explain why it is important to plan answers and questions for an interview

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria	Mapped to Cambridge Progression English Level 2 units
1 Three questions	<p>Learners could be given a job description/person specification for a particular job. The teacher could explain that the successful job applicant is often the person who can best answer interview questions.</p> <p>Using the job description/person specification, learners could work in small groups to draw up a list of three questions likely to be asked at interview.</p> <p>The three questions from one group could be passed to the next group for those learners to discuss appropriate answers. Questions and answers could then be shared by the whole group.</p>	45 minutes	3.1, 3.3	5429 - Read for implied purpose and meaning LO1, LO4

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria	Mapped to Cambridge Progression English Level 2 units
2 Types of questions	<p>The teacher could explain the difference between 'short answer' questions, knowledge-based questions and competency-based questions. Small groups of learners could then agree on three questions likely to be asked at interview, one of which is 'short answer', one knowledge-based and one competency-based.</p> <p>Two groups could then work together in a role play situation where Group A acts as the panel of interviewers, asking their prepared questions. One person from Group B is the interviewee and the other members of Group B are observers – who feed back afterwards.</p> <p>Groups could then swap so that all learners have the opportunity to ask their questions and be interviewed or observe an interview.</p>	1 hour	3.1	5447 - Speak to communicate information, ideas and opinions LO1, LO3
3 Asking questions	<p>Teachers could explain the importance of showing interest in an organisation at an interview. One way of demonstrating this would be to find out information about the organisation prior to the interview – and then asking questions to illustrate this.</p> <p>Teachers could give learners information about an organisation – or learners could use research already carried out on an organisation. In small groups learners could discuss possible questions they might ask at an interview, based on their findings or the information provided. An example might be "I understand that you are opening a new branch in Stoke. Will it be selling the same products as this branch?"</p> <p>Small groups could then explain to the whole group why it is important to ask questions at an interview.</p>	50 minutes	3.2, 3.3	5429 - Read for implied purpose and meaning LO1, LO4

LEARNING OUTCOME 4 – BE ABLE TO MAKE A POSITIVE IMPRESSION AT THE JOB INTERVIEW

Learning Outcome The learner will:	Assessment Criteria The learner can:
4 Be able to make a positive impression at the job interview	4.1 Make a positive impression at the job interview
	4.2 Communicate confidently in the job interview

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria	Mapped to Cambridge Progression English Level 2 units
1 Good impressions	<p>The teacher could show a video on how to make a good impression at interview.</p> <p>Open discussion with the whole group and write on white board key messages. Learners could then write down which of these tips they feel confident about and where they might need practise or further tuition. A simple action plan of how to improve can be agreed with the teacher and followed up.</p>	45 minutes	4.1	5447 - Speak to communicate information, ideas and opinions LO1
2 Frequently asked questions	<p>The teacher could show a video of a candidate answering some of the most frequently asked questions at a job interview. Alternatively, numerous FAQs could be printed and handed out to learners.</p> <p>Learners could complete a simple template that lists 10 questions and allows space for learners to complete their own answers.</p> <p>Learners could then work in pairs and listen to answers from their partner – giving constructive feedback.</p>	50 minutes	4.2	5725 - Listen to and respond in a constructive manner LO3

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria	Mapped to Cambridge Progression English Level 2 units
3 Mock interview	<p>Each learner could decide the job they would like to be interviewed for – or this could be suggested by the teacher.</p> <p>Three learners would form an interview panel. They would have ten minutes to agree at least three questions to ask a fourth learner – based on that learner’s job preference. The fourth learner would have ten minutes to prepare for the mock interview. After the interview the three learners give feedback to the fourth learner. Fourth learner should make notes of areas to improve and areas where they did well.</p> <p>Process repeated four times until all learners have had a mock interview.</p>	1 hour	4.1, 4.2	<p>5447 - Speak to communicate information, ideas and opinions LO1, LO2, LO3</p> <p>5450 - Manage discussions LO1, LO2, LO4, LO5</p> <p>5725 - Listen to and respond in a constructive manner LO1, LO2, LO3</p>

LEARNING OUTCOME 5 – BE ABLE TO REFLECT ON THE JOB INTERVIEW

Learning Outcome The learner will:	Assessment Criteria The learner can:
5 Be able to reflect on the job interview	5.1 Reflect on own planning and preparation for the job interview
	5.2 Reflect on personal performance at the job interview
	5.3 Produce a plan of improvements for future job interviews

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria	Mapped to Cambridge Progression English Level 2 units
1 Interview checklist	<p>Learners could be given an interview checklist by the teacher.</p> <p>The checklist could include things to do before an interview such as: researching the organisation, preparing answers to questions, preparing questions, planning journey, taking documents such as certificates and dressing appropriately.</p> <p>The checklist could include things to do in the interview such as: introduction, showing interest, listening carefully, being friendly, showing you have prepared, expanding answers, selling yourself, thanking the interviewer and finding out what happens next.</p> <p>Learners could tick the things they did well and then plan how they might improve based on this self-assessment at a future interview.</p>	40 minutes	5.1, 5.2, 5.3	5442 - Plan and adapt texts LO1, LO2

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria	Mapped to Cambridge Progression English Level 2 units
2 Problem Solving	<p>The teacher could describe a simple problem solving technique to help learners to establish why they were unsuccessful at a job interview. One example would be to use a SWOC analysis, where the learner writes down Strengths shown at an interview as well as Weaknesses, Opportunities and Challenges to overcome. A plan could be drawn up based on this analysis.</p> <p>Another method could be 5 Whys – where the question is asked up to five times to try and find the root cause of the problem – hence indicating what needs to happen. For example:</p> <p>Problem: You were unsuccessful at the interview.</p> <ol style="list-style-type: none"> 1. Why? I didn't come across well at the interview. 2. Why? I didn't answer the questions very well. 3. Why? I didn't plan possible answers well enough. 4. Why? I didn't have enough time. 5. Why? I didn't think they would take long to do. <p>Action – allow enough time to prepare answers to questions before an interview.</p>	1 hour	5.2	5442 - Plan and adapt texts LO1, LO2
3 Action Plans	<p>The teacher could explain the purpose of action planning and a straightforward method of recording actions agreed – e.g. a table.</p> <p>Learners could reflect on their interview or mock interview by listing all the things they did well and all the areas needing improvement. An action plan could be completed to improve performance at the next interview. The action plan should ideally include SMART targets – i.e., Specific, Measurable, Achievable, Realistic and Time bound. The plan could be shared with the teacher or a mentor and a review date set to monitor progress.</p>	50 minutes	5.1, 5.2, 5.3	5442 - Plan and adapt texts LO1, LO2



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