

Interview and confidence techniques

Unit delivery and assessment pack



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Contents

This unit delivery and assessment pack provides teachers with the information they need to deliver this unit.

The pack is structured as follows:

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The UK Government has announced plans to restrict social media use by children under 16, which may impact some of our qualifications. We will keep our qualifications under review and make any necessary updates as further details become available

Unit overview

Title	Interview and confidence techniques
Suite	Skills for Work
Unit Codes	S659E1 S659E2 S659E3 S659L1 S659L2
GLH	20
Unit Aim	To develop Learners' ability to identify the requirements for an interview through planning and preparation, strategies for interview questions, and positive personal presentation and confidence.
Unit Summary	This unit develops learners' understanding and skills in preparing for and taking part in interviews. Learners will explore the purpose of interviews, how to plan and prepare effectively, strategies for responding to questions, and ways to present themselves with confidence. Through practical activities, role plays, and reflection, learners will build the knowledge, behaviours, and confidence needed to succeed in real vocational or learning contexts. At Entry Level, learners focus on recognising what an interview is, why it happens, and simple ways to prepare. They practise giving basic responses to interview questions, identifying appropriate behaviour and appearance, and demonstrating confidence in supported activities. Learning is practical and guided, with emphasis on building confidence, familiarity with interview situations, and developing basic communication and personal presentation skills. At Level 1 and Level 2, learners develop a deeper understanding of interview requirements and employer expectations. They plan and prepare for interviews in a structured way, apply strategies to respond effectively to a variety of questions, and demonstrate professional personal presentation and communication. The unit encourages reflection, self-evaluation, and independent application of interview techniques in real or simulated vocational contexts.
Curriculum for Wales	Areas of learning and experience: This unit supports learners in developing Health and well-being by enhancing self-confidence, communication, and personal presentation skills. It also links to Languages, literacy and communication through structured speaking, listening, and reflection activities, and to the Statement of What Matters: <i>Expressing ourselves through languages is key to communication</i>. The unit further supports learners' understanding of careers and employability through engagement with interview preparation, employer expectations, and vocational contexts.

Integral and cross-curricular skills: Learners develop Literacy through interpreting job descriptions, preparing answers to questions, and completing reflective tasks. Numeracy may be developed where learners manage schedules, timings and organisation for interviews. Digital competence can be developed through research on organisations, creating CVs, or recording and reviewing practice interviews. The unit also supports the integral skills of Planning and organising through interview preparation activities, Personal effectiveness through confidence-building and reflection, and Critical thinking and problem-solving through responding to interview questions and adapting to different interview situations.

Cross-cutting themes: This unit supports learners in exploring Relationships and sexuality by developing respectful communication skills and awareness of appropriate behaviour in professional interactions. It addresses Human rights by promoting understanding of equality, fairness, and treating others with respect during interviews and workplace interactions. Diversity is embedded through recognition of different backgrounds, abilities, and perspectives, helping learners appreciate inclusion in the workplace. The unit strongly supports Careers and work-related experiences, providing practical opportunities to research roles, prepare applications, and participate in interviews. Finally, it encourages awareness of Local, national, and international contexts by exploring how interview expectations and workplace standards can vary across industries and locations, preparing learners for a range of opportunities.

Entry Level Learning Outcomes and Assessment Criteria

Learning Outcomes (the learner will)	Assessment criteria (the learner can)		
	Entry 1	Entry 2	Entry 3
LO1 Know the purpose of an interview and what it is for	E1 1.1 Point out the purpose of an interview with support. E1 1.2 Point out one situation where an interview may take place.	E2 1.1 Recognise the purpose of an interview. E2 1.2 Select different types of interviews.	E3 1.1 Give a description of the purpose of an interview. E3 1.2 Suggest what an interviewer may be looking for.
LO2 Know ways to prepare for an interview	E1 2.1 Point out one way to prepare for an interview. E1 2.2 Show one item needed to prepare for an interview, with support.	E2 2.1 Indicate two ways to prepare for an interview. E2 2.2 Recognise the importance of preparation.	E3 2.1 Give a description of a range of interview preparation activities. E3 2.2 Suggest why preparation is important for interview success.
LO3 Be aware of appropriate responses to interview questions	E1 3.1 Respond to a simple interview question with support. E1.3.2 Show whether a response is appropriate or inappropriate.	E2 3.1 Give short, simple responses to 2 familiar interview questions. E2 3.2 Recognise key points to include in an interview answer.	E3 3.1 Give clear and relevant responses to 3 common interview questions. E3 3.2 Use simple examples to support interview answers.
LO4 Be able to show positive personal presentation and confidence for an interview	E1 4.1 Show one positive behaviour for an interview. E1 4.2 Point out suitable interview clothing with support.	E2 4.1 Recognise positive personal presentation for an interview. E2 4.2 Recognise ways to show confidence at an interview.	E3 4.1 Demonstrate confident behaviour and appropriate presentation in a practice interview. E3 4.2 Reflect on own strengths and areas for improvement in interview performance.

If not specified, then a plural reference within assessment criterion refers to a minimum of two.

Level 1 and Level 2 Learning Outcomes and Assessment Criteria

Learning Outcomes (the learner will)	Assessment criteria (the learner can)	
	Level 1	Level 2
LO1 Understand interview requirements and employer expectations	L1 1.1 Describe interview requirements for a specific role or opportunity. L1 1.2 Identify employer expectations in an interview setting.	L2 1.1 Analyse interview requirements in relation to a specific role. L2 1.2 Explain how employer expectations influence interview performance.
LO2 Be able to plan and prepare effectively for an interview	L1 2.1 Create a simple interview preparation plan. L1 2.2 Identify own strengths relevant to the interview role.	L2.2.1 Develop a detailed interview preparation plan. L2.2.2 Evaluate own skills and experiences against interview criteria.
LO3 Understand strategies to respond effectively to interview questions	L1 3.1 Use structured responses to common interview questions. L1 3.2 Demonstrate listening skills and appropriate verbal responses.	L2.3.1 Apply advanced interview strategies (e.g. STAR technique) to responses. L2.3.2 Adapt responses to different types of interview questions.
LO4 Be able to demonstrate confident personal presentation and communication skills	L1 4.1 Demonstrate appropriate personal presentation and body language required in an interview situation. L1 4.2 Describe techniques used to manage confidence and nerves.	L2 4.1 Demonstrate confident and professional communication in an interview situation. L2 4.2 Evaluate own interview performance, identifying strengths and areas for development.

If not specified, then a plural reference within assessment criterion refers to a minimum of two.

Delivery guidance

Planning courses

Each unit in the Skills for Life and Work suite is awarded individually. When planning courses, teachers should consider the potential qualification outcomes for individual learners.

Closely related units that might be delivered alongside Interview and confidence techniques include Personal development planning, Exploring career pathways, Jobs of the future, and Applying for jobs. These units complement each other by supporting learners to develop a coherent set of employability skills and knowledge, giving learners a step-by-step progression from self-awareness and research to applying for roles and performing confidently in interviews, creating a rounded employability programme.

There may also be links to other WJEC qualifications including GCSE English Language and Literature, and VCSE Public Services.

For full details of the Skills for Life and Work units and qualifications please refer to the qualification specification.

Amplification of Learning Outcomes

The amplification of the learning outcomes provided below should support teachers in developing content for delivery. Teachers can develop and tailor content as appropriate to their learners, whilst ensuring that the learners are provided with knowledge, understanding and the opportunity to develop and apply the skills needed to meet the learning outcomes and assessment criteria. Content should be considered in the context of:

- the level the learner is working at
- providing opportunities for progression
- centre facilities and resources
- local, national and international contexts as appropriate.

Teachers may find it helpful to refer to the level descriptors within the qualification specification.

Learning outcome	Amplification
LO1	• what an interview is and why interviews are used • different situations where interviews take place (e.g. job, course, volunteering) • the roles of the interviewer and the interviewee • basic expectations during an interview (e.g. arriving on time, listening to questions, being polite). For Level 1 and 2 learners: • purpose of interviews from an employer's perspective (to check skills and experience, to assess motivation and interest, to find out how the candidate would behave in workplace situations) • role-specific interview requirements

	• employer expectations regarding behaviour, communication and attitude • how interview requirements may differ between roles or sectors.
LO2	• simple preparation activities (e.g. finding out where the interview is, time and date) • what information or documents may be needed • personal preparation (e.g. clothing, hygiene, punctuality) • practising questions with support. For Level 1 and 2 Learners: • researching the organisation and role • preparing documents and evidence (e.g. CV, certificates) • identifying relevant skills, experience and achievements • planning responses to likely interview questions.
LO3	• types of simple interview questions (e.g. asking about the interviewee, asking what they are good at, why they want the job) • giving clear, relevant answers • listening to questions and responding appropriately • using basic examples from personal experience. For Level 1 and 2 Learners: • different types of interview questions (e.g. competency-based, scenario-based) • structuring answers clearly and logically (e.g. STAR method – Situation, Task, Action, Result) • using examples to evidence skills and experience • adapting responses to suit the question and interview format.
LO4	• appropriate appearance and dress for an interview • positive body language (e.g. eye contact, posture, smiling) • speaking clearly and politely • showing confidence through behaviour, even when nervous. For Level 1 and 2 Learners: • professional appearance and appropriate dress • verbal communication skills (clarity, tone, pace) • non-verbal communication (body language, eye contact, listening) • managing nerves and reflecting on interview performance.

Suggested activities

This section gives some suggested activities to support teaching and learning in a vocational context consistent with the philosophy and intent of the unit and associated qualifications. Useful resources and possible contacts that could be made in the delivery of the learning are also signposted.

The following activities would be suitable for use with Entry Level learners:

- group discussion about what an interview is and where interviews take place
- matching activities linking interview situations to purposes
- tutor-led demonstrations of positive and negative interview behaviours
- simple role-play interviews using prepared questions and prompts
- sorting activities to identify appropriate interview clothing and behaviour
- practising greetings, listening skills and short answers in pairs
- using visual aids and checklists to support interview preparation
- reflective activities identifying what went well after a practice interview.

The following activities would be suitable for use with Level 1 and 2 learners:

- researching a real job, course or work placement opportunity
- analysing job descriptions to identify interview requirements
- developing individual interview preparation plans
- structured mock interviews/interview situations, or supported discussions and scaffolded group activities, including competency-based questions
- practising interview answer techniques (e.g. STAR method – Situation, Task, Action, Result)
- peer and tutor feedback on interview performance
- video or audio recording mock interviews/interview situations for self-review
- reflective evaluation of strengths, areas for improvement and next steps.

Sources of evidence

This unit is centre assessed and externally quality assured by WJEC. Assessment must be accessible, using clear language and reflecting the learner's level. Learners should demonstrate knowledge and skills through realistic activities such as role-play, case studies, or projects. While evidence may be verbal, written, practical, or visual, extended written work is not required unless appropriate. Each unit must be assessed independently, even if tasks cover multiple criteria. Assessor judgements should focus on meeting the standard, not spelling or presentation unless specifically assessed. Full assessment guidance is available in the qualification specification.

Possible sources of evidence may include:

- observation records from tutor-led or assessed mock interviews/interview situations
- learner interview preparation checklists or plans
- completed worksheets or activity sheets related to interview skills
- question-and-answer records from practice interview sessions
- video or audio recordings of mock interviews/interview situations (where appropriate)
- witness statements from tutors, assessors or employers
- learner self-assessment or reflective statements
- peer feedback forms or discussion notes
- annotated job descriptions or interview research notes
- photographic evidence of interview preparation activities or role-play
- individual learning plans or progress reviews linked to interview skills
- professional discussion records confirming learner understanding.

Experiences

To provide a real world context you could do the following:

- Learners take part in a mock interview or an interview situation, delivered by a local employer, training provider or careers adviser. This gives learners experience of interview expectations outside the classroom and helps them practise professional communication. Feedback from the interviewer can be used to support reflection and assessment evidence.
- Learners apply for a real or realistic opportunity such as a job, course, work placement or volunteering role. They research the organisation, prepare for interview questions and practise presenting themselves appropriately. This experience helps learners understand how interview skills are applied in real vocational contexts.
- Learners visit a workplace or attend a guest talk from an employer focusing on recruitment and interview processes. Employers explain what they look for in candidates, including preparation, confidence and presentation. Learners can link this insight directly to their own interview planning and practice activities.

Resources and organisations

Resources required for delivery

This unit has been designed to be delivered using standard classroom environments, supported by access to appropriate practical spaces when demonstrations are required and commonly available resources.

Resources available to support delivery

Careers Wales / Gyrfa Cymru	Interview techniques – Find out how to do a good interview using the STAR technique, get interview advice and preparation tips. Video and telephone interviews – help to prepare for video and telephone interviews. Preparing for video and telephone interviews is as important as it is for face to face interviews. Job interview questions and answers – explore top interview questions and example answers using the STAR and SET techniques. Get tips for how to answer common questions. Interview techniques – find out how to do a good interview using the STAR technique, get interview advice and preparation tips. Skills to Succeed Academy – includes 23 bite-size online modules on Getting a Job - modules help you build core employability skills and guide you through all the steps needed to secure a job. Also available on Skills to Succeed are 12 modules on Success in Work – these modules help you through the steps to sustain a job, succeed in the workplace and develop in your career.
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JISC

The links below provide information on the following:

- Building confidence
- Extra-curricular activities: using these to help support your interviews
- Researching companies and industry sectors
- What types of interviews are there: Competency based or Strength based interviews. Video/telephone/in office interviews
- Practice job interviews
- Making a good impression
- Typical questions and answers in an interview
- What questions can you ask? Are you the right fit for the job – will you like it, confidence to say no
- Psychometric tests and other skills tests
- Assessment centres
- Dealing with success and rejection

<https://www.prospects.ac.uk/careers-advice/interview-tips>

<https://www.prospects.ac.uk/careers-advice/interview-tips/interview-questions>

<https://www.prospects.ac.uk/careers-advice/interview-tips/strength-based-interviews>

<https://www.prospects.ac.uk/careers-advice/interview-tips/top-5-job-interview-mistakes>

<https://www.prospects.ac.uk/careers-advice/interview-tips/how-to-pass-numerical-reasoning-tests>

<https://www.prospects.ac.uk/careers-advice/interview-tips/telephone-interviews>

<https://www.prospects.ac.uk/careers-advice/interview-tips/how-to-approach-a-second-interview>

<https://www.prospects.ac.uk/careers-advice/getting-a-job/using-generative-ai-in-job-applications>

<https://www.prospects.ac.uk/applying-for-university/university-life/the-importance-of-extra-curricular-activities>

<https://www.prospects.ac.uk/careers-advice/interview-tips/interview-tests-and-exercises>

<https://www.prospects.ac.uk/jobs-and-work-experience/job-sectors>

Civil Engineering Contractors Association (CECA) Wales	https://www.ceca.co.uk/wales – link to CECA Wales website for films of career opportunities and projects. Foundation Group - CECA – link to ‘Ever thought of a career in civil engineering in Wales’ careers brochure. https://www.goconstruct.org – link to CITB website for careers information and educational resources. These resources are available bilingually.
Profi	www.profi.cymru Profi provides support for young people to improve their work skills, getting to know their skills and strengths. The bilingual website includes advice, a personal skills quiz, a series of podcasts, and videos about growth sectors.

Resources required for assessment

Assessment of this unit should not require any specific resources.

References to third-party materials and links to external websites in this document are provided for convenience and informational purposes only.

We select and review these resources at the time of publication to support teaching and learning; however, their inclusion does not imply endorsement or guarantee of the organisations, content or opinions expressed.

We do not produce, maintain or control the external materials, and therefore cannot ensure their ongoing accuracy, availability or suitability, as content may change without notice.

Any questions or concerns about external content should be directed to the original providers. If you identify any links that are no longer working or are inappropriate, you are encouraged to inform the subject team so they can be reviewed. All information in this publication is accurate at the time of publication.

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