

Interview and Confidence Techniques

Entry Level 1 – Level 2

**Skills for Life and Work
Unit Specification**

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Unit Aim

This unit is part of the Skills for Life, Skills for Work, and Skills for Life and Work qualifications, available at Entry Level 1–3, Level 1 and Level 2 to support the 14-16 Curriculum for Wales.

The 'Interview and Confidence Techniques' suite of units has been designed 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.

Units from Other Awarding Organisations

Only units that form part of the approved Open Awards Skills for Life, Skills for Work, and Skills for Life and Work qualifications may contribute towards achievement of this qualification.

Units certificated by other Awarding Organisations, or units taken from other Open Awards qualifications, cannot contribute to the achievement of this qualification. This requirement applies across all levels and qualification sizes.

Qualification Documentation

This Unit Specification is a mandatory document and must be read and applied alongside the relevant Qualification Guide (level-specific) and the Open Awards Provider Handbook.

Progression Across Levels

This suite of units has been designed for learners ranging from Entry Level 1 – Level 2. Learners may progress through the levels throughout their education journey or start at a higher level as appropriate to their level of learning, education targets and aspirations.

The table below summarises the areas of learning included within the units and how these are treated at each level.

Concept	Entry 1	Entry 2	Entry 3	Level 1	Level 2
Understanding interviews	Recognise what an interview is and who is involved	Identify purpose and roles in interviews	Describe purpose and stages of interviews	Describe purpose and expectations in interviews	Explain and compare different interview approaches
Preparation for interviews	Recognise appropriate clothing and items	Identify appropriate preparation and items	Identify preparation activities and research	Prepare for an interview including questions and materials	Develop and justify a preparation approach
Communication skills	Demonstrate simple greetings and listening	Demonstrate introductions and responses	Demonstrate verbal and non-verbal communication	Demonstrate effective communication in structured situations	Demonstrate and adapt communication for different contexts
Responding to questions	Recognise simple questions and give responses	Identify what questions are asking and respond	Give suitable responses to common questions	Describe and respond appropriately to questions	Explain purpose of questions and give structured responses
Confidence and self-presentation	Identify simple ways to feel confident	Identify ways to prepare and describe strengths	Describe strategies to manage confidence	Describe strengths and apply confidence strategies	Explain impact of confidence and evaluate strategies
Independence and application	Participate with support	Respond with guidance	Demonstrate independently in familiar contexts	Apply skills in structured situations	Apply and adapt skills in different contexts

Cognitive demand	Recognise / identify / demonstrate	Identify / respond / describe	Describe / demonstrate	Describe / explain / apply	Explain / compare / evaluate
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Delivery Requirements

Before delivery, providers must have an approved Delivery and Assessment Plan that maps teaching, learning and assessment to all (level-specific) assessment criteria in this Unit Specification.

Providers are expected to plan and deliver learning and assessment activities within standard school/college/training provider facilities. This unit should be accessible and deliverable without requiring specialist infrastructure, high-cost resources or restrictive entry conditions.

Staffing Resources

Providers must ensure suitably qualified and experienced teachers are available to deliver and assess this unit.

Delivery staff must:

- have knowledge and understanding of interview processes, communication skills and confidence-building techniques appropriate to the level of delivery
- be able to support learners in developing verbal and non-verbal communication skills through practical activities such as role play
- understand safeguarding requirements and know how to respond appropriately to learner disclosures or concerns

Delivery should be supported by:

- staff who can facilitate role play, discussion and reflective activities in a safe and supportive environment
- staff who can model positive communication, behaviour and confidence in interview situations
- access to pastoral or safeguarding support where required

Delivery staff should hold, or be working towards, a recognised teaching or training qualification where this is a requirement of the provider.

Physical Resources

Providers must ensure suitable and sufficient resources are available to deliver and assess this unit. As a minimum this should include:

Learning Environment

- a safe and inclusive environment that supports discussion, role play and confidence-building activities

Teaching and Learning Materials

- structured lesson plans and session materials to support consistent delivery
- learner handouts and activity materials to support understanding of interview skills and preparation
- scenario-based materials and interview question prompts to support practice
- visual resources such as examples of appropriate dress, behaviour and communication

Equipment

- presentation equipment, e.g., projector or interactive screen
- access to a computer or laptop for digital resources where required
- classroom resources including whiteboard and writing materials

Practical Resources

- materials to support role play activities, e.g., interview question cards, prompt cards
- simple props to simulate interview situations where appropriate

Entry Requirements

Learners do not require any prior learning or qualifications for any of the units within this suite. However, as the level of complexity of language increased through the levels, the provider must complete robust initial assessments to ensure the learner is able to access the content at the level they are starting.

Assessment Approach

This suite of units has been designed to be assessed through assessment tasks and activities designed by the provider.

Providers must undertake pre-course verification prior to assessment taking place to confirm tasks cover all assessment criteria and are appropriate to the level.

All assessment criteria must be met in full for the learner to be awarded a 'pass'. No partial award can be made if any assessment criteria is not met.

Learners are required to collate evidence in a portfolio of evidence. This can be presented digitally (e.g., through an e-portfolio system) or as paper-based as appropriate to the individual learner. Wherever possible, e-portfolios are encouraged.

Assessors must assess the evidence collated by the learner against the assessment criteria within the unit to determine whether each has been met in full or not. All assessment decisions are subject to internal quality assurance (IQA) by the provider and external quality assurance (EQA) by Open Awards before the result is confirmed.

The following types of assessment tasks have been determined to be suitable for this unit at each level.

Entry Level 1

Assessment of Interview and Confidence Techniques at Entry Level 1 should include:

Assessment Type	Examples of Tasks
Matching / Sorting	Learners match interview-related images (e.g., clothing, people) to labels.
Identification Task	Learners identify who is involved in an interview.
Picture Selection	Learners select appropriate clothing or items for an interview.
Demonstration (Supported)	Learners demonstrate a greeting and simple interview behaviour.
Simple Verbal Response	Learners respond to a simple interview question.
Practical Activity	Learners practise listening and responding in a supported interaction.
Reflection Task (Supported)	Learners identify a positive word to describe themselves.

Entry Level 2

Assessment of Interview and Confidence Techniques at Entry Level 2 should include:

Assessment Type	Examples of Tasks
Identification Task	Learners identify purposes and roles in interviews.
Sorting Task	Learners select appropriate clothing and preparation items.
Role Play	Learners demonstrate a simple interview introduction.
Demonstration	Learners respond appropriately to interview questions.
Scenario Task	Learners identify what a question is asking.
Short Verbal Task	Learners describe their skills using positive language.
Practical Task	Learners identify ways to prepare and build confidence.

Entry Level 3

Assessment of Interview and Confidence Techniques at Entry Level 3 should include:

Assessment Type	Examples of Tasks
Identification Task	Learners identify purposes and roles in interviews.
Sorting Task	Learners select appropriate clothing and preparation items.
Role Play	Learners demonstrate a simple interview introduction.
Demonstration	Learners respond appropriately to interview questions.
Scenario Task	Learners identify what a question is asking.
Short Verbal Task	Learners describe their skills using positive language.
Practical Task	Learners identify ways to prepare and build confidence.

Level 1

Assessment of Interview and Confidence Techniques at Level 1 should include:

Assessment Type	Examples of Tasks
Written / Oral Task	Learners describe interview purpose and roles.
Preparation Task	Learners prepare a question and identify appropriate documentation.
Demonstration	Learners demonstrate verbal and non-verbal communication.
Role Play	Learners respond to interview questions in a structured scenario.
Explanation Task	Learners describe the focus of interview questions.
Reflection Task	Learners describe strengths and confidence strategies.

Level 2

Assessment of Interview and Confidence Techniques at Level 2 should include:

Assessment Type	Examples of Tasks
Written / Oral Task	Learners describe interview purpose and roles.
Preparation Task	Learners prepare a question and identify appropriate documentation.
Demonstration	Learners demonstrate verbal and non-verbal communication.
Role Play	Learners respond to interview questions in a structured scenario.
Explanation Task	Learners describe the focus of interview questions.
Reflection Task	Learners describe strengths and confidence strategies.

Unit Content

Entry Level 1

Unit Title: Interview and Confidence Techniques

Unit Reference Number: CBM201

Level: Entry Level One

Credit Value: One (1)

Guided Learning Hours: 10

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.

Principles of Progression

Progression step 1 - I can, through play, explore, discover and begin to ask simple questions and offer possible answers based on previous experiences.

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Know what an interview is	1.1 Identify the purpose of an interview
	1.2 State who is involved an interview
2. Know how to prepare for an interview	2.1 Identify appropriate clothing for an interview
	2.2 Identify an item to take to an interview
3. Be able to show positive behaviour in an interview	3.1 Demonstrate a positive greeting for an interview
	3.2 Demonstrate listening skills
4. Know simple interview questions	4.1 Identify an interview question
	4.2 Give a suitable answer to an interview question
5. Know ways to look confident	5.1 Identify a way to look confident during an interview

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
	5.2 Use a positive word to describe themselves
Indicative Content	
LO1 AC 1.1 Learners must identify that an interview is used to find someone suitable for a role. AC 1.2 Learners must identify: • the interviewer • the person being interviewed	
LO2 AC 2.1 Learners must identify suitable clothing to wear for an interview. AC 2.2 Learners must state an item to take to an interview e.g., • notebook and pen • CV	
LO3 AC 3.1 Learners must demonstrate a positive way to greet the interviewer. (positive body language or behaviour) e.g., • a handshake • eye contact AC 3.2 Learners must participate in a listening activity to show they are able to listen to spoken information. This should be in a 1-1 scenario.	
LO4 AC 4.1 Learners must identify at least one common interview question e.g., • what are you good at • why do you want the job AC 4.2 Learners must give a suitable answer to the simple question identified in AC 4.1.	

Indicative Content

LO5 AC 5.1 Learners must identify at least one way to look confident during an interview e.g.,

- standing or sitting up straight
- smiling
- facing the interviewer

AC 5.2 Learners must use one positive word to describe themselves e.g.,

- friendly
- kind
- helpful
- happy

Area of Learning Experience	Humanities
Statement of What Matters	Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future
Links to the Four Purposes	Purpose 1 - Ambitious, capable learners who are ready to learn throughout their lives
Cross-curricular Skills	Literacy / Digital
Integral Skills	Creativity and innovation
Understanding of sustainability in the world of work and/or everyday work	Developing the ability to present oneself confidently and appropriately in interview situations; understanding the importance of preparation, communication and personal behaviour in securing and sustaining employment; recognising how positive interactions and self-presentation contribute to long-term employability and progression within the workplace.

Relevant Cross-Cutting Themes

Theme	Rationale
Local, national and international contexts	Enables learners to prepare for interviews locally, nationally and internationally and the consider the differences between interviews in Wales and outside Wales. Also the need for Welsh speaking skills for local and national roles.

Entry Level 2

Unit Title: Interview and Confidence Techniques

Unit Reference Number: CBM202

Level: Entry Level Two

Credit Value: One (1)

Guided Learning Hours: 10

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.

Principles of Progression

Progression step 2 - I have been curious and made suggestions for possible enquiries and have asked and responded to a range of questions during an enquiry.

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Know the purpose of an interview	1.1 State different purposes of an interview
	1.2 Identify different people involved in an interview
2. Know how to prepare for an interview	2.1 Identify appropriate clothing for an interview
	2.2 Identify ways to prepare for an interview
3. Be able to demonstrate positive behaviour in an interview	3.1 Demonstrate a positive introduction at the start of the interview
	3.2 Demonstrate positive listening skills during the interview
4. Know how to respond to interview questions	4.1 Identify the focus of interview questions
	4.2 Give examples of a suitable answer to interview questions

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
5. Know ways to build confidence	5.1 Identify ways to feel confidence during an interview
	5.2 List their own skills using positive words

Indicative Content	
LO1	AC 1.1 Learners must state at least two examples of purposes of interviews e.g., • to get a new job • to find out if a course/learning programme is right for someone AC 1.2 Learners must identify at least two different people involved in an interview e.g., • the person who needs a job • a boss/employer • other people from the company interviewing
LO2	AC 2.1 Learners must recognise at least two items of appropriate clothing for an interview e.g., • smart trousers or skirt • shirt or blouse • smart shoes AC 2.2 Learners must identify at least two ways they can be prepared for an interview e.g., • making sure they have a pen/notepad • read the job description/ understand the job • check where interview is/ how to get there
LO3	AC 3.1 Learners must demonstrate a positive introduction at the start of the interview. This must show them greeting the interviewer politely and confidently, introducing themselves with a short clear statement. AC 3.2 Learners must demonstrate positive listening skill during the interview. This must show that they are paying attention to the interviewer and responding appropriately.

Indicative Content

LO4 AC 4.1 Learners must identify the key focus of two different simple questions e.g., what, where, when, how etc.

AC 4.2 Learners must give examples of a suitable answer to two simple questions identified in AC 4.1.

LO5 AC 5.1 Learners must identify at least two way they can feel confident in an interview e.g.,

- choosing appropriate clothing
- practice greeting
- think about answers to common questions.

AC 5.2 Learners must use two positive words to describe their own skills e.g.,

- organised
- hardworking
- creative
- reliable

Area of Learning Experience	Humanities
Statement of What Matters	Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future
Links to the Four Purposes	Purpose 1 - Ambitious, capable learners who are ready to learn throughout their lives
Cross-curricular Skills	Literacy / Digital
Integral Skills	Creativity and innovation
Understanding of sustainability in the world of work and/or everyday work	Developing the ability to present oneself confidently and appropriately in interview situations; understanding the importance of preparation, communication and personal behaviour in securing and sustaining employment; recognising how positive interactions and self-presentation contribute to long-term employability and progression within the workplace.

Relevant Cross-Cutting Themes

Theme	Rationale
Local, national and international contexts	Enables learners to prepare for interviews locally, nationally and internationally and the consider the differences between interviews in Wales and outside Wales. Also the need for Welsh speaking skills for local and national roles.

Entry Level 3

Unit Title: Interview and Confidence Techniques

Unit Reference Number: CBM203

Level: Entry Level Three

Credit Value: One (1)

Guided Learning Hours: 10

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.

Principles of Progression

Progression step 3 - I can use my experiences, knowledge and beliefs to generate ideas and frame enquiries.

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Understand the structure of an interview	1.1 Explain the importance of being on time for an interview
	1.2 Identify different stages of an interview
2. Know how to plan for an interview	2.1 Explain the appropriate dress code for an interview
	2.2 List information to research before an interview
3. Be able to demonstrate effective personal presentation	3.1 Demonstrate positive body language during the interview
	3.2 Demonstrate appropriate greeting and closing during an interview
4. Know how to respond to interview questions	4.1 Identify common interview questions for a job they're interested in
	4.2 Give suitable responses to interview questions

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
5. Know ways to manage confidence	5.1 Identify a strategy to manage confidence a) Before the interview b) After the interview
	5.2 Outline own strengths

Indicative Content	
LO1	AC 1.1 Learner must explain why it's important to be on time for an interview e.g., • Shows responsibility • Shows you'll be on time for work AC 1.2 Learner must identify at least three different stages of an interview e.g., • Introduction/Greeting • Question/Answer discussion • Questions to the interviewer • Closing/Goodbye
LO2	AC 2.1 Learner must explain how to present themselves appropriately for an interview e.g., • Smart clothes • Good hygiene AC 2.2 Learner must list at least three pieces of information to research before an interview e.g., • The role applied for • The company • The skills needed • How to get there • Typical interview questions
LO3	AC 3.1 Learner must demonstrate two different ways to use positive body language during the interview e.g., • maintaining an open and attentive posture • using facial expressions • appropriate eye contact

AC 3.2 Learner must demonstrate a positive attitude on greeting the interviewer and a positive way to finish the interview e.g.,

- using polite and friending verbal greetings
- thanking the interviewer at the end

LO4 AC 4.1 Learner must identify three different formal questions which may be asked during an interview. These must relate to a job they're interested in and could include e.g.,

- skills or experience
- interests
- education or training

AC 4.2 Learner must give suitable answers to the three identified interview questions.

LO5 AC 5.1 Learner must identify a way they can manage their nerves both before and after the interview e.g.,

- taking deep breaths to feel calm
- practicing answers to common questions
- listening to calming music
- doing something nice afterwards

AC 5.2 Learner must outline their own skills and qualities as relevant to a chosen job e.g.,

- organised
- helpful
- hardworking
- reliable
- friendly
- kind

Area of Learning Experience	Humanities
Statement of What Matters	Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future
Links to the Four Purposes	Purpose 1 - Ambitious, capable learners who are ready to learn throughout their lives
Cross-curricular Skills	Literacy / Digital
Integral Skills	Creativity and innovation
Understanding of sustainability in the world of work and/or everyday work	Developing the ability to present oneself confidently and appropriately in interview situations; understanding the importance of preparation, communication and personal behaviour in securing and sustaining employment; recognising how positive interactions and self-presentation contribute to long-term employability and progression within the workplace.

Relevant Cross-Cutting Themes	
Theme	Rationale
Local, national and international contexts	Enables learners to prepare for interviews locally, nationally and internationally and the consider the differences between interviews in Wales and outside Wales. Also the need for Welsh speaking skills for local and national roles.

Level 1

Unit Title: Interview and Confidence Techniques

Unit Reference Number: CBM204

Level: One (1)

Credit Value: One (1)

Guided Learning Hours: 10

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.

Principles of Progression

Progression step 4 - I can use my experiences, knowledge and beliefs to generate ideas independently and frame enquiries, using a range of research approaches when required.

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Understand the purpose and structure of interviews	1.1 Describe the purpose of an interview
	1.2 Explain what to expect during an interview
2. Know how to prepare for an interview	2.1 Explain how to prepare effectively for an interview
	2.2 Prepare suitable questions to ask during an interview
3. Be able to communicate effectively in an interview	3.1 Demonstrate positive non-verbal communication
	3.2 Communicate clearly using appropriate language
4. Understand and respond to interview questions	4.1 Identify questions that are likely to be asked for a chosen job
	4.2 Produce suitable answers for the identified interview questions

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
5. Know how to build and maintain confidence	5.1 Describe personal strengths that relate to the interview context
	5.2 Identify confidence-building strategies for interview scenarios

Indicative Content	
LO1	AC 1.1 Learners must describe the purpose of an interview e.g., • to meet the interviewer • to answer questions about themselves • to show skills and abilities • to see if they are suitable • to see if they are still interested in the job. AC 1.2 Learners must explain what they can expect from an interview e.g., • there will be at least two people in the interview (the interviewer and the interviewee/candidate) • there may be an observer/ assessor • they will be asked questions about themselves related to a specific job role • they will be given more information about the job • they will be able to ask questions about the job
LO2	AC 2.1 Learners must explain how to prepare for an interview effectively e.g., • researching the company/ organisation • reading the job description carefully • matching their skills/knowledge/qualities • preparing questions to ask • planning their journey and outfit AC 2.2 Learners must prepare at least two suitable questions to ask the interviewer e.g., • What will I do in this role • Who will I work with • What hours will I work

LO3 AC 3.1 Learners must apply positive non-verbal communication techniques during a structured interview task e.g.,

- sitting up straight
- facing the interviewer
- using positive facial expressions

AC 3.2 Learners must communicate clearly using appropriate language during a structured interview task e.g., using simple, polite and clear language such as “My name is..”, “I like..”, and “I can..”.

LO4 AC 4.1 Learners must identify at least three questions they might be asked aligned to a chosen job advert e.g.,

- Tell us about your skills/experience
- Why do you want this job
- Why would you be good at this job

AC 4.2 Learners must produce suitable answers for the identified interview questions.

LO5 AC 5.1 Learners must describe at least three personal strengths that relate to the interview context e.g.,

- I am a confident speaker
- I am good at researching
- I am a good listener

AC 5.2 Learners must at least two techniques that will help them build confidence for interviews e.g.,

- Practising questions in advance
- Practising listening
- Positive self-talk
- Deep breathing techniques

Area of Learning Experience	Humanities
Statement of What Matters	Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future
Links to the Four Purposes	Purpose 1 - Ambitious, capable learners who are ready to learn throughout their lives
Cross-curricular Skills	Literacy / Digital
Integral Skills	Creativity and innovation
Understanding of sustainability in the world of work and/or everyday work	Developing the ability to present oneself confidently and appropriately in interview situations; understanding the importance of preparation, communication and personal behaviour in securing and sustaining employment; recognising how positive interactions and self-presentation contribute to long-term employability and progression within the workplace.

Relevant Cross-Cutting Themes	
Theme	Rationale
Local, national and international contexts	Enables learners to prepare for interviews locally, nationally and internationally and the consider the differences between interviews in Wales and outside Wales. Also the need for Welsh speaking skills for local and national roles.

Level 2

Unit Title: Interview and Confidence Techniques

Unit Reference Number: CBM205

Level: Two (2)

Credit Value: One (1)

Guided Learning Hours: 10

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.

Principles of Progression

Progression step 5 - I can independently undertake a range of full and thorough enquiries, selecting the most effective approach and justifying my methodologies.

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Understand how interview approaches vary	1.1 Describe how different interview types influence preparation
2. Know how to plan and evaluate preparation for an interview	2.1 Evaluate the importance of preparation in interview success
	2.2 Describe own approach to preparing for an interview
3. Be able to select and use effective communication techniques	3.1 Demonstrate adapting both verbal and non-verbal communication techniques to different interview settings
	3.2 Evaluate the effectiveness of communication techniques used
4. Understand how to construct effective responses	4.1 Analyse the purpose of interview questions
	4.2 Produce structured responses to interview questions
5. Know how to manage confidence in interviews	5.1 Describe the impact of confidence and anxiety on performance

Learning Outcome (The Learner will):

Assessment Criterion (The Learner can):

5.2 Evaluate strategies to manage confidence

Indicative Content

LO1 AC 1.1 Learners must identify different types of interview and explain how these affect the preparation required e.g.,

- Face-to-face vs. online/remote interviews
- Question/answer interviews vs. assessment sessions
- Presentations

LO2 AC 2.1 Learners must evaluate how interview preparation can impact success at interview e.g.,

- Ensuring a thorough understanding of the job means you can prepare answers to likely questions
- Preparing examples to support your answers will likely increase your score
- Preparing questions to ask the employer will show you have researched the job and company thoroughly
- Being prepared means you will be more confident and present yourself positively

AC 2.2 Learners must describe the steps they take to prepare effectively for interviews e.g.,

- Research
- Clothing
- Planning their journey and timings
- Preparing questions
- Identifying examples to demonstrate their skills
- Role-play

LO3 AC 3.1 Learners must demonstrate positive verbal and non-verbal communication techniques in different interview questions e.g.,

- sit up straight for a face-to-face
- ensuring upper body is visible and posture is straight if online interview

AC 3.2 Learners must evaluate their own communication techniques including both verbal and non-verbal. They must identify what they did well, what could be improved and how they will improve.

Indicative Content

LO4 AC 4.1 Learner must analyse at least four common interview question to determine its purpose (what the interviewer is trying to assess).

AC 4.2 Learner must create structured answers to the four identified interview questions using examples of their own skills, knowledge and qualities.

LO5 AC 5.1 Learner must describe the physical and mental effects of anxiety related to interviews and how these effects can impact performance in an interview. e.g.,

- increased heart rate
- sweaty palms
- shaking hands or body

AC 5.2 Learner must evaluate at least two strategies to manage their own confidence e.g.,

- practicing answers to common questions
- taking deep breaths or relaxation exercises
- positive body language

Area of Learning Experience	Humanities
Statement of What Matters	Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future
Links to the Four Purposes	Purpose 1 - Ambitious, capable learners who are ready to learn throughout their lives
Cross-curricular Skills	Literacy / Digital
Integral Skills	Creativity and innovation
Understanding of sustainability in the world of work and/or everyday work	Developing the ability to present oneself confidently and appropriately in interview situations; understanding the importance of preparation, communication and personal behaviour in securing and sustaining employment; recognising how positive interactions and self-presentation contribute to long-term employability and progression within the workplace.

Relevant Cross-Cutting Themes

Theme	Rationale
Local, national and international contexts	Enables learners to prepare for interviews locally, nationally and internationally and the consider the differences between interviews in Wales and outside Wales. Also the need for Welsh speaking skills for local and national roles.