

Workskills Sample Learner Work



Level 2, Unit 4



INTERNAL VERIFICATION – ASSESSMENT DECISIONS						
Programme title		Level 2 Certificate in Workskills 210 GLH				
Unit(s)		Unit 4: Developing Interview Skills				
Assessor		Internal Verifier				
Assignment title		Get that job				
Name of Learner (if a larger sample is required please add rows or use additional sheets)	Submission Type (First, Resubmission, Retake)	List which assessment and grading criteria the Assessor has awarded. Please state specific criteria and not an overall grade	Assessment Decision Accurate (Y/N)	List the assessment and grading criteria where inaccurate decisions have been made	State why the assessment decision is inaccurate. <i>*If an inaccurate decision is recorded the Internal Verifier must recommend actions detailing the issues to be addressed. The Assessor and the Internal Verifier must then confirm that the action has been undertaken before assessment decisions are issued to learners.</i>	
	Final	A.P1, A.P2, B.P3, B.P4,	Y			
	Final	A.P1, A.P2, B.P3, B.P4,	Y			
	Final	A.P1, A.P2, B.P3, B.P4,	Y			
INTERNAL VERIFIER CHECKLIST						
Has every learner and the Assessor confirmed the authenticity of the evidence?					Y/N	
Is there evidence of collusion or plagiarism?					Y N	

BTEC Internal Verification of Assessment Decisions (multiple learners) v1.0 August 2017
 Prepared by: QDAM BTEC Assessment
 Approved by: Head of BTEC Assessment

Does the assessment feedback to each learner: <ul style="list-style-type: none"> • Link to relevant assessment criteria • Justify each assessment criterion awarded • Provide appropriate guidance to the learner without giving specific actions for improvement 	Y
GENERAL COMMENTS (if appropriate)	

Any actions required must be reviewed across the whole cohort.		
Action Required		Target Date for Completion
I confirm that the assessment decisions are accurate, there is no evidence of assessment malpractice and any action points have been addressed and completed in respect of the whole cohort.		
Internal Verifier signature		Date
Assessor signature		Date
Lead Internal Verifier signature (if appropriate)		Date
		08/01/2024

BTEC INTERNAL VERIFICATION – ASSESSMENT DECISIONS (multiple learners) v2.0 August 2017
 Prepared by: BTEC Internal Assessment QDAM
 Approved by: Delivery Manager

INTERNAL VERIFICATION – ASSIGNMENT BRIEF			
Programme Title:	Level 2 Certificate in WorkSkills		
Assessor Names:			
Internal Verifier Name:			
Unit or Component Number and Title:	Unit 4: Developing Interview Skills		
Assignment title:	Get that job		
Assessment criteria targeted by this assignment brief:	A.P1, A.P2, B.P3, B.P4		
Is this an Authorised Assignment Brief published by Pearson? If so, has it been amended by the Assessor in any way? Please give details. <i>(If using the Authorised Assignment Brief 'off the shelf' with no amendments, please answer the question marked * in the checklist only)</i>	No		
Has this assignment been submitted to the Assignment Checking Service? <i>(If Yes, please keep a copy of the ACS feedback with this form)</i>	Yes	No	
		no	
INTERNAL VERIFIER CHECKLIST			Y/N
Are the programme and unit details accurate?			Y
*Are clear deadlines for assessment given?			Y
Is the time frame of an appropriate duration?			Y
Is there a suitable vocational scenario or context?			Y
Are the assessment criteria to be addressed stated accurately?			Y
Does each task show which criteria are being addressed?			Y
Do the tasks meet the assessment requirements of the unit/s?			Y
Is it clear what evidence the learner needs to generate?			Y
Is it likely to generate evidence that is valid and sufficient?			Y
Overall, is the Assignment fit for purpose?	Yes	Y	No**
**If 'No' is recorded the Internal Verifier must recommend actions detailing the issues to be addressed. The Assessor and the Internal Verifier must then confirm that the action has been undertaken and that the Assignment Brief is authorised for use before being issued to learners.			

2020/21 BTEC Internal Verification of Assignment Brief Template
Issue Date: June 2020
Owner: BTEC Assessment
DCL1 Public (Unclassified)
Version 1.0

Action required: (If none then please state n/a)		Target Date for Completion	Date Action Completed
General Comments (if appropriate)			
Assignment Brief Authorised for Use:			
Internal Verifier signature		Date	16/10/23
Assessor signature		Date	16/10/2023
Lead Internal Verifier signature (if appropriate)		Date	

2020/21 BTEC Internal Verification of Assignment Brief Template
Issue Date: June 2020
Owner: BTEC Assessment
DCL1 Public (Unclassified)
Version 1.0

BTEC Assignment Brief

Qualification	Pearson BTEC Level 2 Workskills
Unit or Component number and title	Unit 4 Developing Interview Skills
Learning aim(s) (For NQF/RQF only)	A Understand how to plan and prepare for interviews B Participate in an interview
Assignment title	Get That Job
Assessor	
Hand out date	1 st December 2023
Hand in deadline	3 rd January 2024

Vocational Scenario or Context	<p>As routes into employment become more diverse and less focussed on traditional methods, you need to be well prepared to investigate the recruitment process successfully.</p> <p>Each stage you explore is an opportunity to move closer to your ultimate employment goal and you will participate in a mock interview to demonstrate your progress.</p> <p>You are going to show you can plan an effective approach by testing your skills in preparing for and undertaking a mock interview. You will appraise your performance and receive feedback.</p>
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Task 1	<p>You are going to write about the potential reasons for interviews in four different settings and outline the rationale for the interview, the style of the interview such as behavioural, open ended and outline various interview formats, such as face-to-face, online, telephone, and diverse formats like panel interviews and assessment days.</p> <p>You need to be able to describe key elements that should be considered prior to an interview for example, where the interview is going to take place, time and information on the company.</p>
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	<p>You need to then describe the key elements during the interview such as body language, verbal communication and how to ask and respond to questions.</p> <p>Finally, you need to be able to seek feedback and how you can use that information to make improvements for next time.</p>
Checklist of evidence required	Written documents
Criteria covered by this task:	
Unit/Criteria reference	To achieve the criteria, you must show that you are able to:
A.P1	Outline the potential rationale, style and format of different interviews
A.P2	Describe the key elements you would need to consider before, during and after an interview
Task 2	<p>To prepare for this task you will be given a job role and person specification from your tutor.</p> <p>You need to produce an action plan for the interview, using the job description and person specification research the industry and include the stages you need before during and after the interview.</p> <p>Consider likely themes for your interview and prepare responses to typical questions you are likely to be asked. Also present suitable questions you may be asked.</p> <p>You will be interviewed by someone unfamiliar to you for the job role agreed by your tutor. Remember this is a two-way process so active listening is important,</p> <p>Make sure that you</p> <ul style="list-style-type: none"> • Present yourself appropriately • Give detailed answers to the questions you are asked • Demonstrate you are paying attention • Ask effective questions to show you are motivated. <p>Based on feedback after your interview, write a review of your performance and how you will approach future recruitment practice.</p>

Checklist of evidence required	Action Plan Observation Record Interview reflection
Criteria covered by this task:	
Unit/Criteria reference	To achieve the criteria, you must show that you are able to:
B.P3	Plan and prepare for an interview
B.P4	Participate in an interview

Sources of information to support you with this Assignment	Job Description Person specification
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Job Description

Post Title:	Learning Coach & Lead Support for students studying Outdoor Learning
School:	Newton Abbot College
Working Hours:	The working hours are 31 hours 40 minutes per week, Mon - Fri 08.15 – 15.05, (excluding one 30-minute break), for 39 weeks a year. You will also be required to attend a meeting every half term on a Tuesday from 15:15 – 16:15 (6 meetings per year). This is included in your annual pay.
Salary Grade:	Scale 3 Point 5-7. Full Time Equivalent £23,500 - £24,294 p.a pro rata (Actual starting salary £17,384 p.a pro rata)
Contract Type:	Permanent – Immediate start
Responsible to:	Head of DSEN/Assistant SENCO

Role Description

As a member of the College's support staff, to assist in the development of the DSEN Team provision within the college by working closely with the Assistant Headteacher (SENCO), Assistant SENCO and other key staff to support the needs of targeted groups of students. The role will involve working collaboratively with colleagues to achieve the College's objectives.

To assist key staff with their responsibility for the development of children at the college including those who have special educational. All the duties listed below to be under the direction and supervision of key staff or designated member of the DSEN Team.

Main Duties:

- To have a good working knowledge of outdoor learning in order to offer advice to colleagues on the day-to-day management of students learning outside of the classroom.
- To support students in the classroom to access their learning.
- To support students with an EHCP in working towards their longer-term outcomes.
- To be aware of individual student's needs and progress and report these to the classroom teacher or designated supervisor when requested or necessary.
- To assist in the planning and evaluation of educational work programmes to include participating in learning activities e.g. Literacy, Numeracy, Technology, ICT.
- To be willing to develop your own effectiveness in a support role and attend training courses/events as required.
- To carry out clerical duties linked to the post holder's duties e.g. record keeping related to students with special needs and contributing to student reviews.
- To maintain working relationships within the SEND team.
- To assist where required in the supervision of small groups of students within contracted hours.
- To have an awareness of a student's welfare needs and the appropriate safeguarding actions needed to be taken.
- To assist in escorting students to and from school transport as necessary within contracted hours.
- In an emergency, to accompany a student/s to hospital or designated surgery when requested to by the Headteacher or designated representative.

Support Team:

- To support the achievement of the College's objectives by working proactively with colleagues on projects or activities outside direct area of responsibility as required.

Other duties:

- To follow the college's ICT policy for the safe use of ICT.
- To be aware of and assume the appropriate level of responsibility for safeguarding and promoting the welfare of children and to report any concerns in accordance with the college's safeguarding policies.
- To comply with legislation, policies and procedures relating to confidentiality and data protection, reporting any concerns to the appropriate person.
- To work in compliance with the Codes of Conduct, Regulations and policies of the college and its commitment to equal opportunities
- To comply with the college's Health & Safety policy and statutory requirements as detailed in the Health & Safety at Work manual.
- To undertake training and personal development as and when identified by your Line Manager.
- To undertake any other duties as deemed appropriate by the Headteacher.

This is not an exhaustive list of duties; they may be varied from time to time without changing the general character of the job or the level of responsibility. A high degree of flexibility and adaptability is an important element of this role.

This is a description of the role as it is now. We periodically examine employees' job descriptions and update them to ensure that they reflect the job as it is then being performed, or to incorporate any changes being proposed. We aim to reach agreement on reasonable changes, but if agreement is not possible, we reserve the right to insist on changes to your job description after consultation with you.

Person Specification

Criteria	Essential	Desirable
Qualifications		
GCSE grade C or above (or equivalent) in both English and Mathematics	✓	
Educated to degree level		✓
Professional Experience and Knowledge		
A proven track record of working with young people		✓
Proven experience of working with children of relevant age in a learning environment		✓
Working knowledge of processes, procedures and systems within an educational environment		✓
Personal Aptitudes, Qualities and Skills		
Ability to recognise and understand the need for confidentiality	✓	
Highly motivated and enthusiastic	✓	
High professional standards	✓	
Ability to engage constructively with, and relate to, a wide range of young people from different backgrounds	✓	
A commitment to high academic standards	✓	
The ability to motivate and enthuse students	✓	
Ability to work effectively as a member of a team	✓	
Good organisational skills	✓	
Ability to work effectively with and command the confidence of teaching staff	✓	
The ability to assess and review young people and family circumstances and plan appropriate responses, drawing on in-college and external advice and expertise where necessary	✓	
Well-developed interpersonal skills	✓	
A commitment to working to strict deadlines	✓	
Ability to plan, under appropriate supervision and guidance, or in collaboration, effective learning programmes	✓	
Ability to effectively use ICT to support learning, or to undertake training to do so	✓	
Ability to use other technology to support learning – eg video, photocopier, etc.	✓	
Willingness to participate in training/development as/when identified by line manager	✓	
Ability to self-evaluate learning needs and actively seek learning opportunities	✓	
Ability to demonstrate and promote good practice in line with the ethos of the College	✓	
Specific Requirements		
Suitability to work with children	✓	
A commitment to and evidence of promoting diversity and equal opportunities within a school, curriculum and in employment practice	✓	
Understanding of safeguarding issues and promoting the welfare of children and young people	✓	

Ivy Education Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All employees are expected to undergo Disclosure and Barring and employment checks.

Learner Assessment Submission and Declaration

When submitting evidence for assessment, each learner must sign a declaration confirming that the work is their own.

Learners Name: {		Assessor's name:	
Issue date:	01/12/2023	Submission date:	03/01/2024
Submitted on:	03/01/2024		
Programme:	BTEC Level 2 Certificate in Workskills		
Unit	Unit 4 Developing Interview Skills		
Assignment reference and Title	Get That Job		
Please list the evidence submitted for each task. Indicate the page numbers where the evidence can be found or describe the nature of the evidence (e.g. video, illustration).			
Assignment task reference	Evidence submitted	Page numbers or description	
A.P1	Written Document	Reasons for and different styles of interviews	
A.P2	Written Document	Key elements prior to attending an interview	
B.P3	Written Document	Plan & Prepare for an interview, Action plan	
B.P4	Written Document Observation Record	Feedback	
Additional comment to the Assessor:			
Learner declaration			
I certify that the work submitted for this assignment is my own. I have clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice.			
Learner signature:		Date:	03/01/2024

ASSESSMENT RECORD SHEET				
Programme	Level 2 Certificate in Workskills 210 GLH		Learner name	
Assignment title	Get That Job		Assessor name	
Unit no. & title	Unit 4 Developing Interview Skills		Targeted learning aims/assessment criteria	A.P1, A.P2, B.P3, B.P4
First Submission				
Deadline	3 rd January 2024	Date submitted	3 rd January 2024	
		Has an extension to the deadline been approved by the Assessor due to extenuating circumstances?	No	
Targeted criteria	Criteria achieved	Assessment comments		
A.P1	Yes	you have outlined the rational style, format of different interviews on four different environments.		
A.P2	Yes	You were able to describe key elements of information required for the stages of an interview – before, during and after.		
B.P3	Yes	you were prepared for your mock interview and had planned well and included questions that you thought may be asked of you and questions to ask at the interview to help you find out more information about the job position.		
B.P4	Yes	you participated in an interview, equipped with your action plan to support you whilst in there.		
General comments				
you were anxious about attending the mock interview but afterwards when we discussed how it went you were pleased that you had participated and that the whole experience had been good as you now know what to expect when going for an interview and how making a plan can support you more with the whole process.				

PLEASE NOTE: When submitting evidence for assessment, each learner must sign a declaration confirming that the work is their own. You may use this form, a separate learner authenticity declaration, an electronic platform or incorporate a learner declaration into an Assignment Brief front sheet.

Learner Declaration	I certify that the evidence submitted for this assignment is my own. I have clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice.	
Learner signature		Date 3 rd January 2024
Assessor declaration	I certify that the evidence submitted for this assignment is the learner's own. The learner has clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice.	
Assessor signature		Date 3 rd January 2024
Resubmission authorisation by Lead Internal Verifier*	N/A	Date of feedback to learner Date N/A

* All resubmissions must be authorised by the **Lead Internal Verifier**. Only **one** resubmission is possible per assignment, providing:

- The learner has met initial deadlines set in the assignment, or has met an agreed deadline extension.
- The tutor considers that the learner will be able to provide improved evidence without further guidance.
- Evidence submitted for assessment has been authenticated and accompanied by a signed and dated declaration of authenticity by the learner.

Any resubmission evidence **must be submitted within 15 working days of learners receiving assessment feedback

PLEASE NOTE: When submitting evidence for assessment, each learner must sign a declaration confirming that the work is their own. You may use this form, a separate learner authenticity declaration, an electronic platform or incorporate a learner declaration into an Assignment Brief front sheet.

A.P1

Style of interview	Format and reason	Companies
Competency based interview	These interviews assess the candidate skills and competencies. They usually test specific skills related to the position, for example assessing leadership and communication skills if applying for a management role. Competency based interviews can be similar to behavioural interviews in which employers can pair them with other types of interviews and could include questions about ways you handled a past situation. By using this sort of interview employers can make informed judgments about the interviewee might handle similar situations in the new role	investment banking role, the company may use analytical thinking as a key competency. human resource's role, the company may use interpersonal sensitivity as a key competency.
Behavioural interview	These interviews assess performance in specific situations during work. Interviewers ask candidates to describe how they handled certain situations in previous jobs in order to analyse a pattern of behaviour and make predictions on how they may handle situations in the future. Most of the questions will be around the candidate describing a situation they previously had dealt with such as dealing with an angry customer depending on the answer given then interviewer would be able to see if that person would likely be calm in that sort of situation. Candidates would need to give in detail different responses to different scenarios and this will also give the candidate and insight to the type of job they would be offered and what type of experiences they may have to deal with.	A lot of leading companies use this interview technique such as Amazon , Google and Microsoft who will see if you can work well within a team and under pressure.
Case interview	Case interviews are when potential candidates are given hypothetical business situations and they need to provide solutions	The common jobs these interviews are

	<p>as if they were consulting on the case. They are used to test a candidate's skills such as problem solving and analytical thinking. During the interview, candidates would be given a set of instructions to review and a time frame to complete the task. This is a good way for the company to see if the candidate has the relevant skills to be able to solve any problems/situations that may arise when they are on the job. It was also give the potential candidate time for them to see if they can handle case studies and fix them within a time frame.</p>	used for include positions in investment, banking, technology and management consulting.
Stress interview	<p>A stress interview will be used to assess how a candidate responds and reacts to extreme pressure and unexpected situations. The questions given in this interview can be challenging, even confrontational as the interviewer could be aiming to frustrate or intimidate you, they may ignore you or but in when you are talking. This is so the interviewer can tell whether you can stay calm in such situations instead of reacting with anger. These types of interviews are common where an employee has to be faced with lots of stressful situations.</p>	<p>Teachers are under pressure a lot of the time when they have to meet deadlines. Doctors and nurses in a hospital. Armed Forces</p>

Key elements to consider before, during and after an interview

Before an interview:

Before going into an interview, you should make sure you have researched the company so you can answer any question given about the company. You should find out what they do, make or sell, what sort of organisation they are, what the job will involve and how you can fit your skills in best to match the job.

You can plan for the interview by finding out how long it might be, this will give an idea of how detailed it is likely to be. You would also need to find out if you would need to prepare a presentation or take a test. Find out how many people are interviewing you and what their positions are within the company. If the interviewer would be your manager if you got the job, the interview might be more detailed compared to the interviewer being the personnel manager where the interview would likely be less detailed.

You would want to consider the journey to the interview, checking how long it would take to get there. You should also plan a back up way of getting to the interview in case something happens such as a train being cancelled.

Creating a good image is important when attending an interview so you would want to make sure you look presentable for the interview. What you wear would depend on what job you would be doing. Aim for a clean and tidy appearance.

Make sure you have what is required to bring to the interview such as your driving licence, exam certificates or references. Also make sure you have a copy of your cv and application form to refer to. Reread the job advert to make sure you haven't missed anything.

During the interview:

On the day of the interview, you would preferably want to arrive 10 minutes before hand.

Relax and stay calm and remember to make good first impressions. For example, be punctual, don't slouch, show you are listening by looking at the interviewer, speak clearly with no swearing, try to answer questions with detailed answers not with yes or no and don't argue or talk over the interviewer.

After the interview:

If you are unsuccessful, it doesn't mean you failed as employers have wide range of people wanting the same job as you were applying for. The more interviews you do the better the next one will be as you know what to expect and how to act.

You can ask for feedback from the employer if you did not get the job. Feedback can be good to hear as it lets you know what you can improve and change next time you have an interview.

Action Plan

Goals/Aims	What I need to do to achieve my goals	Deadline	Achieved Yes/No
1. Punctuality/Interview time	To plan my route to the interview so I arrive in plenty of time and have time to gather my thoughts. Time myself walking from my home to the interview prior to the day	Prior to interview	Yes
2. Dress code	To be dressed suitable for the interview, due to the fact the job is for outdoors, I will dress casual smart and prepare my clothes the night before, so I don't need to panic in the morning of what I need to wear.	Prior to interview	Yes
3. Prior knowledge of the company.	To research into the business, it is important to find out as much information about the company prior to the interview as they may ask me questions and by doing the research it shows how much I am interested in the job. It will also help me to understand their core values and their mission statement.	Prior to interview	Yes

4. To come across confident in the interview	It is important that I use good body language ranging from giving a firm handshake and remain calm. The interviewer will be judging me throughout.	During Interview	Yes
5. To be able to answer questions confidently	By using the job description and the person specification I can look at what type of questions I may be asked by the interviewer and make some notes to take in with me so I am more prepared.	During Interview	Yes
6. To be able to ask questions	I need to make sure I have thought of questions as this will help me decide if the job is right for me. It will also show my interest in the position rather than me remaining quiet. I will read through the responsibilities of the job position.	During Interview	Yes
7. Obtain feedback from interviewer/teacher	I need to sit down with my teacher after the interview to discuss what went well and what I could have done better. This will help me to improve for future potential interviews and secure a job by me acting on the feedback and making changes to the way I prepare for an interview.	After Interview	Yes

Action Plan notes

Research - college is a secondary school located in Devon. The school has a growing sixth form and secondary school years from year 7 to 11. they are committed to providing the best possible educational experience they can for all students.

college is part of the trust, working closely with other schools included within in the trust. trust is a growing group of schools within The school is an over-subscribed college with approximately 1400 students on roll including around 150 in the sixth form.

Questions I may be asked:

If a child is refusing to cooperate what would you do to help them?

I would talk to them privately and ask what is going on and help them understand the work we are doing in a way they could easily understand and have a better go at doing without distractions.

How would you motivate students?

Present the learning in a way, such as making it fun, that would make the students more interested in paying attention to it.

What are your strengths and weaknesses?

one strength I have is strong communication. For example, I can explain subjects and knowledge well to others making leaning easier for the students. Though a weakness I have despite having good communication skills is public speaking in front of a large crowd.

Questions to ask

1. How many students will there be in a class?
2. Will the position be more classroom base or more practical activities outdoors?
3. What type of clothes do I need to wear due to the job role, and will I have to go on a first aid course?

OBSERVATION RECORD

Learner name:			
Qualification:	Level 2 Certificate in Workskills		
Unit number & title:	Unit 4 Developing Interview Skills		
Description of activity undertaken			
To attend an mock interview for the position of Learning Coach at College			
Assessment criteria			
To participate in an interview taking necessary steps before, during and after to ensure they can present themselves in the best possible light, maximise their chances of a successful outcome and use the occasion to learn for the future.			
How the activity meets the requirements of the assessment criteria			
<p>started the interview with a firm handshake and good eye contact. However was unable to answer a couple of questions the interviewer asked and needed to of taken more information about the compant when doing her reseach as it was limited.</p> <p>has taken on board the feedback from the interviewer which she has agreed will help her in the future.</p>			
Learner name:			
Learner signature:		Date:	15/12/2023
Assessor name:			
Assessor signature:		Date:	15/12/2023

Feedback from interviewer and teacher

I started the interview with a firm handshake to greet the interviewer. Throughout the interview, I answered all questions and had a good understanding of the role though could have researched more into the organisation by going through the school's website more thoroughly or finding out if I could visit the school. I wasn't confident enough in my body language so I should have had better posture by sitting up straighter than I was. I was confident in listening by smiling and keeping eye contact but could have verbally agreed with the interviewer so they knew I was paying close attention to them speaking. I struggled to answer a couple questions asked and rushed the answers making them not as detailed or well presented as some other questions I answered. I should've taken my time on some questions and not immediately answered giving answers that were not very well described. I only asked the interviewer a couple questions because I rushed and didn't let myself think of any more .

Moving forward I will ensure that I research more in-depth about the organisation that I would be going for an interview and ask my parents to quiz me on it. I will need to practice more my body language more perhaps in front of a mirror and ensure my composure is good and by letting the interviewer see I am interested by nodding my head. I need to practice my breathing and not rush into answering questions and if I am unsure then to ask them to repeat the question which will also give me time to think. I need to think of questions and scenarios more by looking at the job description and person specification and then looking at it again the night before to see if there are any more questions I could ask or answer. I could ask family or friends if they would read the questions so I could practice different responses and be more confident in answering.