

LESSON 7

Completing a Competency-Based Application Form

60 minutes

Strand 2.2: Engaging with the Workplace

Applying

Outcome LCW.M2.S2.APP.5

Outcome LCW.M2.S2.APP.3

Outcome LCW.M2.S2.ENG.2

WHAT THIS LESSON DOES

In this lesson you will complete sections of a competency-based application form including personal information, education, experience and competency responses. You will use your personal statement as evidence and produce a finished application artefact for a chosen role.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
LCW.M2.S2.APP.5	complete a competency-based application form for a job in a chosen career field.
LCW.M2.S2.APP.3	demonstrate an understanding of a competency-based application form, identifying competencies that reflect their chosen career and/or job role.
LCW.M2.S2.ENG.2	discuss how their personal statement might support their engagement with the workplace.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Finish a competency-based application form for a role in your field, covering personal information, education, experience, three STAR competency responses and two referees
- Reshape lines from your personal statement and evidence bank into the boxes the form actually asks for
- Save a complete Competency Application Form as your Strand 2.2 portfolio artefact

KEY TERMS

Term	What it means here	For example
Application form	A structured set of questions an employer uses to collect the same information from every candidate in the same order.	A county council graduate intake form with fixed boxes for education, experience and competencies
Competency response	A short answer that proves a skill with a real Situation, Action and Result rather than claiming the skill in the abstract.	Describing how you calmed a queue dispute at a part-time café shift, and what the supervisor noted afterwards
Referee	A named person who can confirm your character or work honestly if the employer contacts them.	A teacher who supervised your Transition Year placement, or a manager from a weekend job

BEFORE THE BELL

- Ensure students have their ALT 1 Personal Statement and Competency Evidence Bank / STAR notes from earlier Strand 2.2 ready (print or device).
- Prepare access to the blank Competency Application Form document in the Strand 2.2 folder.
- Have the sample Harbourview practice form available for the annotation activity; remind the class it is an invented employer modelled on typical Irish public-service or facilities school-leaver forms.
- Recovery path if files are missing: two minutes for three bullet STAR seeds from memory or work experience, then flag the gap.
- Run predict mode only. Do not reveal explanations until three or four students have committed. The point is honest prior belief, not scoring.
- On screen this lesson: worked example, document annotator.

Completing a Competency-Based Application Form

HOW THE LESSON RUNS		
5 min	introduction	Getting Started
8 min	activity	What Does This Form Really Want?
10 min	activity	Annotate a Sample Competency Form
32 min	activity	Finish Your Form From Leah's Case
5 min	summary	What you covered

STEP BY STEP

5 min Getting Started

Open by asking who has already filled any online application (part-time job, summer work, course form). Name that today's form is the same skill at full size.

Files students need open: ALT 1 Personal Statement; Competency Evidence Bank / STAR notes from earlier Strand 2.2. If a student has neither, give two minutes for three bullet STAR seeds from memory or work experience and note the gap for follow-up. Blank Competency Application Form document should already sit in the Strand 2.2 folder.

8 min What Does This Form Really Want? On screen: worked example

LOOK-FORS

- Students who mark "passion is enough" as true: push gently toward evidence
- Confusion between a referee and a character witness who has never seen them work
- Anyone without ALT 1 open: give two minutes to locate the personal statement file, or three bullet STAR seeds from memory

10 min Annotate a Sample Competency Form On screen: document annotator

SUGGESTED TIMING

About six minutes labelling, two minutes revealing the model. Production of the student's own form starts in the next step.

TEACHING TIPS

- Invented employer only: say aloud that Harbourview is practice, modelled on typical Irish public-service or facilities school-leaver forms; keep the talk on the skill
- If a student has no target role yet, they will use a realistic role from their career-field shortlist in the next step
- After reveal, briefly name one weak pattern (trait claim with no occasion) using the model note on Section D; do not invent stretch text that is not on the form

Watch for students labelling every box "personal info" and missing the competency ask underneath the wording.

32 min Finish Your Form From Leah's Case On screen: worked example

HOW TO RUN THE CASE

Read Leah's situation aloud once (it is also on the student page). Ask: *Which of her STAR notes maps to which competency box?* Then stop discussing Leah and circulate while students write their own form. Protected writing time is the point of this step.

DIFFERENTIATION

- If a student stalls, have them finish one full competency response to publication standard rather than three thin ones, plus headings and seeds for the rest
- Stronger writers should trim one vague sentence from each response using the same cut they practised on personal statements
- Sentence starters for competency boxes help students who freeze on the first line

If minutes remain: peer STAR swap (swap one competency response, mark one slogan to cut) or draft the short permission message they will send a referee.

Portfolio check before the bell: file named Competency Application Form, three competency headings present, at least one full STAR response to standard, referees listed or a dated plan to ask them. Thin boxes get a named evidence gap and a finish-before-next-lesson note.

5 min What you covered

Spot-check three portfolios for a named role, at least one full competency response to standard, and referees contacted or scheduled. Note anyone still missing STAR evidence ahead of the next lesson on shortlisting. Anyone with a thin box should leave with a dated plan to finish before that lesson.

ANSWERS AND LOOK-FORS

- Worked example: "more confident in group work" - Nothing to check - Confidence is a feeling. Nobody, including Ciara, can say at Christmas whether this happened.
- Worked example: "the person who speaks first in at least four group tasks" - Specific and countable - Four is a number she can be honest about. Speaking first is an act she either did or did not do.
- Worked example: "keeping a note in my phone each time, with the date" - Evidence she will actually have - The evidence is decided in advance and it is something she will genuinely do, not a log she invents in May.
- Worked example: "I have been letting other people say them for me" - The real reason - This is the line that makes it personal development rather than a task. She has named what she is actually working on.
- Worked example: "I will drop the target to twice and ask Ms Kelly" - Revised, not abandoned - The R in SMARTER. She has decided in advance what she does when it goes badly, which is the difference between a plan and a wish.
- Document annotator: "List your current school, the subjects you are taking for the Leaving..." - What it is really asking - Facts only, in their order. This is not the place for a story about why you like a subject.
- Document annotator: "Describe a time you helped a customer, classmate, or member of the..." - What it is really asking - One real incident with Situation, Action, Result. The word 'time' means a single occasion, not a personality trait. A weak answer would claim 'I am a people person' with no occasion.
- Document annotator: "Give one example of planning your time when you had more than one..." - Personal statement can feed this - Many personal statements already hold a line about balancing school and a job or team. Lift the occasion, then reshape it to the ask.
- Document annotator: "Outline a practical problem you fixed without being told every step" - What it is really asking - Initiative and problem-solving. Name the stuck point, your options, and the change. Avoid 'I always find a way'.
- Document annotator: "Name two referees who have seen you work, learn, or take..." - What it is really asking - Role and contact details matter. Social friends without a work or school link rarely help a shortlist.
- Document annotator: "Ask them before you list them" - What it is really asking - Permission is part of this section. Skipping it is a common fail: a surprised referee undermines a strong form.
- Worked example: "A parent arrived angry that a birthday room was double-booked" - Situation named - One real occasion, not a trait. The reader can picture the moment before any action starts.
- Worked example: "I listened, checked the diary, moved the second booking with my..." - Actions she took - Clear verbs show what Leah did. This is the evidence shortlisting will weigh.
- Worked example: "The parent emailed thanks the next day" - Result that landed - A concrete outcome closes the STAR. Without this line the box is only a story about effort.
- Worked example: "told my manager on the Monday before, not on the day" - Managing yourself in practice - Planning plus advance notice. She proves time management with a decision, not a claim that she is organised.
- Worked example: "wrote the stock gap on the whiteboard so the next person would see it" - Problem solved, then shared - Initiative beyond the fix itself. The whiteboard line shows she thought about the next person.
- Worked example: "ask permission before submit" - Referees still open - Leah has names but not consent. Listing them now would risk a surprised referee and a weaker form.

TEACHING MOVES

- Run predict mode in the true-or-false activity without revealing answers early.
- Keep annotation to label + model reveal; do not start portfolio production until step 4.
- Use Leah's mapping to model STAR notes onto competency boxes, then circulate during the long writing block.
- Spot-check portfolios at the end for a named role, at least one full response, and referees contacted or scheduled.
- Optional extension if minutes remain: peer STAR swap or referee permission-message draft.

WHAT TO WATCH FOR

- Students paste their personal statement as a block. Remind them to reshape it into specific responses.
- Students claim skills without evidence. Direct them back to real STAR examples from their notes.
- Students select referees they have not contacted. Advise them to confirm availability in advance.

DIFFERENTIATION

- Support: Offer sentence starters for the competency response sections; accept one full response to standard plus seeds for the rest if time is tight.
- Extension: Ask students to complete an additional competency response or research the target role.
- Support: Allow paired discussion during the annotation step before individual work.

WHAT STUDENTS ARE LEFT WITH

- Competency Application Form completed for a role in your field