

LESSON 23

Planning a Workplace Interview

60 minutes

Strand 2.2: Engaging with the Workplace

Participating

Outcome LCW.M2.S2.ENG.9

Outcome LCW.M2.S2.ENG.1

WHAT THIS LESSON DOES

This lesson guides you through planning a workplace interview. You will name a contact, annotate pathway versus surface questions, prepare five pathway-focused questions plus a follow-up, and lock Plan and Write-up documents in Strand 2.2.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
LCW.M2.S2.ENG.9	conduct an interview with a member/(s) of a workplace organisation of interest.
LCW.M2.S2.ENG.1	appreciate the benefits of broad engagement with the workplace.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Name a workplace contact (or realistic target) and how you will reach them
- Prepare five pathway questions on education and training, challenges, opportunities and enjoyment, plus one follow-up prompt
- Lock a Workplace Interview Plan and write-up headings ready for after the conversation

KEY TERMS

Term	What it means here	For example
Workplace interview	A planned conversation with someone in a real workplace role, aimed at learning how they got there and what the work is actually like day to day.	A short interview with your placement supervisor about their pathway into the role
Pathway questions	Questions that dig into education, training, setbacks, chances taken and what the person enjoys or does not enjoy, not just a list of duties.	How did you get into this kind of work, and what training mattered most along the way?
Dialogue	A two-way exchange where you listen, follow up, and let the other person lead into detail you could not have predicted from watching alone.	Asking one follow-up when they mention a course or a hard year, instead of rushing to the next prepared question

BEFORE THE BELL

- Confirm students know the location of the Strand 2.2 Digital Portfolio cloud folder.
- Prepare a fallback list of staff or local contacts for students without a placement contact.
- This lesson is not ALT-tagged. The Workplace Interview Plan and Workplace Interview Write-up are Strand 2.2 Digital Portfolio entries for workplace learning; for Portfolio in Action, look for a named contact, five pathway questions (not duty lists), one follow-up, and write-up headings that capture what watching alone could not show.
- Confirm students know which cloud folder holds Strand 2.2 Digital Portfolio entries. Have a fallback list of staff or local contacts willing to give ten minutes if a student has no placement contact. These two documents are Digital Portfolio entries for Strand 2.2 workplace learning (not a numbered ALT on this lesson). For Portfolio in Action readers, a strong Plan names a real or realistic contact, five pathway questions (not duty lists), one follow-up, and a contact timeline; a strong Write-up fills the six headings with detail watching alone could not supply.
- On screen this lesson: worked example.

Planning a Workplace Interview

HOW THE LESSON RUNS		
5 min	introduction	Getting Started
5 min	content	Key Terms
30 min	activity	Plan Your Workplace Interview
10 min	content	Think About It
5 min	content	Take It Further
5 min	summary	What you covered

STEP BY STEP

5 min Getting Started

Open with a quick show of hands: who already has a named workplace contact from placement, part-time work, or family networks? Students without a live contact can plan the interview for a realistic target and arrange it this week; the plan is still the artefact. Conducting the live conversation sits outside this period (placement or arranged slot); this lesson locks the plan and write-up scaffold only.

5 min Key Terms

Keep this brisk. The distinction that matters is pathway questions versus surface questions; the annotator in the next step makes that concrete.

30 min Plan Your Workplace Interview On screen: worked example

RUNNING THE WORKED EXAMPLE (~10 MINUTES)

Walk one or two labels together, then let students place the rest. Reveal the model and pause on any card the class split on, especially "Is the job hard?" and "Do you think I would be good at this?"

THEN THE PLAN AND WRITE-UP SCAFFOLD (~20 MINUTES)

Students move to Workplace Interview Plan and Workplace Interview Write-up in the Strand 2.2 folder. Circulate for stronger pathway wording.

LOOK-FORS ON THE PLAN

- Five questions that are specific to a real role, not generic career advice
- At least one question on education or training pathway
- At least one on a challenge or setback
- At least one on enjoyment and one on what they do not enjoy
- A named person or a named realistic target with a contact method

DIFFERENTIATION

Students who already interviewed someone on placement write the full write-up today. Others lock the plan and the write-up headings. Nobody is left without a portfolio artefact.

10 min Think About It

Two minutes pair-share, then take two voices to the room. Steer away from generic 'communication is important' answers; push for one concrete thing watching cannot show (pay-offs of a course, a stalled year, a sideways move).

5 min Take It Further

Useful for students who finish early or already have a confirmed interview slot. Check that the sixth question is organisation-specific, not another generic pathway prompt.

5 min What you covered

Quick door check: every student should leave with Plan saved and Write-up headings in place. Note who still needs a fallback contact before next week.

ANSWERS AND LOOK-FORS

- "What are your main duties each day?" - Surface: duties only - This only lists tasks you could often see by watching. It does not open education, setbacks, chances taken, or enjoyment.
- "What education or training mattered most along the way?" - Pathway: education and training - Strong pathway question. It asks what actually built the route into the role, not what the person does on a Tuesday morning.
- "Is the job hard?" - Surface: vague yes/no - Almost anyone can answer yes or no. It gives no detail on which pressures matter or how they were handled.
- "Was there a challenge or setback that changed your next step?" - Pathway: challenge or setback - Opens a real hinge in their story. Watching on the floor rarely shows the stalled year or the course that almost did not happen.
- "Do you think I would be good at this?" - Surface: flattery and self-focus - Puts the spotlight on you, not on their pathway. It invites a polite guess instead of concrete experience.
- "What opportunity did you take that you almost turned down?" - Pathway: opportunity taken - Strong pathway question. It digs into a choice that changed direction, which three days of observation will not reveal.
- "What do you actually enjoy about the day-to-day work, and what do you..." - Pathway: enjoyment and do-not-enjoy - Covers both sides of day-to-day reality. Honest answers here are hard to invent from watching alone.

TEACHING MOVES

- Model one or two labels on Conor's list with the whole class before students finish the rest.
- Reveal the model and pause on split cards, especially "Is the job hard?" and "Do you think I would be good at this?"
- Circulate during planning to prompt stronger pathway questions.
- Facilitate pair-share in Think About It so reflections stay tied to their actual five questions.
- For the optional stretch, check that added questions are organisation-specific.

WHAT TO WATCH FOR

- Students focus on job duties rather than pathways; redirect to education and training questions.
- Choosing generic questions; review the model annotations to highlight strong examples.
- Not identifying a real contact; offer the fallback list early.

DIFFERENTIATION

- Support: Provide a template with sentence starters for the five questions.
- Extension: Encourage adding a sixth organisation-specific question and rehearsing the contact request.
- Support: Pair students who have contacts with those planning for a staff member.

WHAT STUDENTS ARE LEFT WITH

- Workplace Interview Plan with five questions plus Workplace Interview Write-up