

**-SQA-SCOTTISH QUALIFICATIONS AUTHORITY**

**HIGHER NATIONAL UNIT SPECIFICATION**

**GENERAL INFORMATION**

<b>-Unit number-</b>	<b>D3A2 04</b>
<b>-Unit title-</b>	<b>INTERVIEW AND SELECT LEARNERS</b>
<b>-Superclass category-</b>	<b>GA</b>
<b>-Date of publication- (month and year)</b>	<b>AUGUST 2000</b>
<b>-Originating centre for unit-</b>	<b>SQA</b>

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**-DESCRIPTION-**

**GENERAL COMPETENCE FOR UNIT:** Interviewing and selecting learners for entry to programmes of study in further education.

This unit can only be offered in a centre recognised as suitable by the Further Education Professional Development Forum.

**OUTCOMES:**

1. prepare to interview prospective learners as part of the selection process;
2. interview prospective learners as part of the selection process;
3. apply selection criteria and follow-up procedures.

**CREDIT VALUE:** 1 HN Unit

**ACCESS STATEMENT:** Access to this unit is at the discretion of the centre.

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Additional copies of this unit can be obtained from:

The Committee and Administration Unit, SQA, Hanover House, 24 Douglas Street, Glasgow G2 7NQ, (Tel: 0141-242 2168).

At the time of publication the cost is £2.50 per unit (minimum order £5.00).

**HIGHER NATIONAL UNIT SPECIFICATION****STATEMENT OF STANDARDS**

Unit number: D3A2 04

Unit title: INTERVIEW AND SELECT LEARNERS

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

**OUTCOME**

1. PREPARE TO INTERVIEW PROSPECTIVE LEARNERS AS PART OF THE SELECTION PROCESS

**PERFORMANCE CRITERIA**

- (a) The physical and administrative arrangements for the interview are in accordance with college procedures and policies.
- (b) The specified selection criteria are clear and meet college policies and procedures.
- (c) The application form and supporting documents are reviewed and key points noted.

**RANGE STATEMENT**

The range statement for this outcome is specified within the performance criteria.

**EVIDENCE REQUIREMENTS**

Documentary and performance evidence that the candidate has prepared for two interviews covering the above performance criteria.

**OUTCOME****2. INTERVIEW PROSPECTIVE LEARNERS AS PART OF THE SELECTION PROCESS****PERFORMANCE CRITERIA**

- (a) The selection interviewing techniques used conform to good practice.
- (b) The structure and content of the interview is appropriate to the programme of study.
- (c) Accurate and relevant information on the interviewee's current and prior achievements is obtained from a range of sources.
- (d) The interviewee is given adequate opportunity to ask questions.
- (e) The explanation to the interviewee on what will happen following the interview is clear and follows college procedures.

**RANGE STATEMENT**

Interviewing techniques: questioning; active listening; checking understanding; body language; giving positive feedback.

**EVIDENCE REQUIREMENTS**

Documentary and performance evidence that the candidate has interviewed two learners covering all the performance criteria.

**OUTCOME****3. APPLY SELECTION CRITERIA AND FOLLOW-UP PROCEDURES****PERFORMANCE CRITERIA**

- (a) The selection of learners is made according to the agreed criteria.
- (b) The decisions reached from the interview are recorded accurately and according to college requirements.
- (c) The decisions are communicated to all relevant people and in accordance with college policy and procedures.
- (d) The notification of the selection results to the interviewee is consistent with college policy and procedures.

**RANGE STATEMENT**

The range statement for this outcome is specified within the performance criteria.

**EVIDENCE REQUIREMENTS**

Documentary and performance evidence that the candidate has processed two successful interviewees covering all the performance criteria.

**ASSESSMENT**

In order to achieve this unit, candidates are required to present sufficient evidence that they have met all the performance criteria for each outcome within the range specified. Details of these requirements are given for each outcome. The assessment instruments used should follow the general guidance offered by the Scottish Qualifications Authority (SQA) assessment model and an integrative approach to assessment is encouraged. (See references at the end of support notes).

Accurate records should be made of the assessment instruments used showing how evidence is generated for each outcome and giving marking schemes and/or checklists, etc. Records of candidates' achievements should be kept. These records will be available for external moderation.

**SPECIAL NEEDS**

Proposals to modify outcomes, range statements or agreed assessment arrangements should be discussed in the first place with the external moderator.

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**HIGHER NATIONAL UNIT SPECIFICATION****SUPPORT NOTES**

Unit number: D3A2 04

Unit title: INTERVIEW AND SELECT LEARNERS

**SUPPORT NOTES:** This part of the unit specification is offered as guidance. None of the sections of the support notes is mandatory.

**NOTIONAL DESIGN LENGTH:** SQA allocates a notional design length to a unit on the basis of time estimated for achievement of the stated standards by a candidate whose starting point is as described in the access statement. The notional design length for this unit is 40 hours. The use of notional design length for programme design and timetabling is advisory only.

**PURPOSE** This unit has been designed to enable candidates to develop skills in interviewing and selecting learners for entry to programmes and courses in further education.

**CONTENT/CONTEXT** The principal context will be the training/teaching environment. The candidate should have access to a workplace here evidence to meet the performance criteria can be generated. Integration in the delivery and assessment of both Provide Initial Information and Advice and Interview and Select Learners is recommended.

The following list of topics gives a suggested content for a taught programme. The list is neither prescriptive nor exhaustive and should be used as a guide only.

**Outcome 1**

- appropriate selection criteria
- college procedures and documentation, including equal opportunities policy
- the requirements of individual learning programmes
- the intellectual and related demands of learning programmes
- ways of eliciting and evaluating different information about learners against the requirements of specific learning programmes, including accreditation of prior learning and experience
- the range of post school education and training opportunities
- information on available learning opportunities
- the broad learning needs of those with learning difficulties and/or disabilities, and the facilities and arrangements that are available to meet those needs
- the concept of inclusive learning

## Outcome 2

- how to establish rapport
- interviewing and questioning techniques, including how to check understanding, appropriate body language, empathy and sensitivity of the situation.
- how to sequence and pace information and gauge appropriateness of language for individual learners.
- how to give constructive feedback
- how to interview different types of learners who have differing abilities
- learning programmes and their requirements, including core skills
- available qualifications and progression
- the differences in individuals' methods of learning
- how to identify an individual's preferred way of learning.
- sources of information about learner's previous experiences and attainments, i.e. records, reports, self assessment, assessment by others, discussion
- what constitutes valid and reliable evidence of achievement and competence
- ways of weighting, verifying and corroborating previous experiences and attainment
- how to assess levels of commitment and personal characteristics relevant to a programme of study
- sources of additional specialist assessment and how to access them
- the accreditation of prior experience and learning, why it is important and the processes and procedures for carrying it out
- funding mechanisms and fee arrangement, the organisation and its facilities and arrangements for obtaining access to learner support services.

## Outcome 3

- how to process conditional or unsuccessful interviewees
- college policy and procedures
- issues of confidentiality
- organisational record-keeping systems and information processing systems.

**APPROACHES TO GENERATING EVIDENCE** The achievement of the skills and underpinning knowledge required for this unit would be facilitated by orientation of delivery towards the candidate's own experience, with opportunities for candidate-centred discussions on topics relating to the outcomes. Case studies and role plays would also provide illustrative examples.

Line managers and employers should be encouraged, wherever possible, to assist the candidate in generating real performance evidence from the workplace into a portfolio of evidence. This portfolio should be generated from all available sources and where direct evidence is not available use should be made of the types of supplementary evidence identified in the assessment procedures.

The evidence in the candidate's portfolio could provide evidence towards a qualification based on occupational competence in lecturing in further education e.g: TQFE.

**ASSESSMENT PROCEDURES** Evidence gathered from the workplace, i.e. natural performance, would be primary method of assessing the candidate's competence although a variety of other methods may be used either to supplement this or to provide evidence across the full range of performance criteria. The following forms of evidence would be appropriate to this unit:

Documentation, e.g. reports, information/support materials, audio or video tape.

Direct observation by the assessor of the candidate carrying out interviews.

Evidence given by those who have witnessed the candidate's performance. Witness testimony may be the most appropriate as the interview may be carried out under supervision of a mentor.

The candidate's own description of his/her performance – written or oral – the candidate could keep a reflective diary. This form of record would need to be substantiated by an authorised source.

Oral questioning, where competence across the full range cannot be inferred from direct performance evidence and supporting evidence of performance. This could include answers given by the candidate to questions about his/her actual performance and what the candidate would do and why, when selecting different learners – particularly appropriate for evidence of the candidate's ability to meet the demands of special situations and for consideration of organisational policy observance.

There must be evidence that the candidate has applied the college's equal opportunities policy.

## REFERENCES

1. Guide to unit writing, SQA, 1993 (Code: A018).
2. Guide to assessment, SQA, 1993 (Code: B005).
3. Guide to certification, SQA, 1996 (Code: F025).
4. Notes for unit writers, SQA, 1995 (Code: A041).

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