

-SQA-SCOTTISH QUALIFICATIONS AUTHORITY

**Hanover House
24 Douglas Street
GLASGOW G2 7NQ**

NATIONAL CERTIFICATE MODULE DESCRIPTOR

-Module Number-	6110410	-Session-	1990-91
-Superclass-	AF		

-Title-	INTERVIEWER SKILLS
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-DESCRIPTION-

Purpose	This module is for students who are working or intend to work in supervision, industrial relations or personnel services. It is also relevant to students in other vocations where interviewing clients is part of the job, eg. caring.
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It enables the student to acquire a range of skills in preparing for, conducting and evaluating interviews for a range of purposes, eg. selection, discipline, appraisal or counselling. It provides the opportunity for the student to practise these skills in a wide range of contexts relevant to his/her current or anticipated occupation in, eg. industry, commerce, public sector.

Students may take this module along with 7010050 Communication 4, 6110220 Industrial Relations in the Workplace and 6110530 Personnel Skills for Supervisors in an integrated programme.

Preferred Entry Level	7010040 Communication 3 or Standard Grade in English at 3.
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Outcomes	The student should: <ol style="list-style-type: none">1. prepare an interview plan which is appropriate to purpose;2. conduct an interview which is appropriate to purpose;3. evaluate the results of an interview in relation to its purpose.
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Assessment Procedures Acceptable performance in the module will be satisfactory achievement of all the Performance Criteria specified for each Outcome.

The following abbreviations are used below:

PC Performance Criteria
IA Instrument of Assessment

Note: The Outcomes and PCs are mandatory and cannot be altered. The IA may be altered by arrangement with SQA. (Where a range of performance is indicated, this should be regarded as an extension of the PCs and is therefore mandatory.)

OUTCOME 1 PREPARE AN INTERVIEW PLAN WHICH IS APPROPRIATE TO PURPOSE

- PCs
- (a) The statement of the objectives for the interview is accurate in terms of its purpose.
 - (b) The proposed structure and timescale for the interview is appropriate to its objectives.
 - (c) The list of questions is appropriate to the objectives of the interview.
 - (d) The list of questions is relevant to required information which is not included in background information.
 - (e) The phraseology, language and vocabulary of the proposed questions is appropriate to the purpose of the interview and the interviewee.
 - (f) The selection of the environment, seating arrangements and facilities are appropriate to the participants involved.
 - (g) The checklist for recording interviewee responses and body language is comprehensive.

IA Assignment

The student will be given details of the purpose of an interview along with background information on the interviewee.

From this information the student will prepare a plan for the interview.

Satisfactory performance will be the preparation of a complete set of documents which relate to the interview plan including papers listing questions to be asked and a checklist for recording interviewee body language. The documentation should meet all the Performance Criteria.

This assessment may be carried out in conjunction with the assessment for Outcome 2.

OUTCOME 2 CONDUCT AN INTERVIEW WHICH IS APPROPRIATE TO PURPOSE

- PCs
- (a) The tone created for the interview is consistent with the purpose and objectives.
 - (b) The body language used is appropriate to the purpose and objectives.
 - (c) The questions asked are relevant to the objectives of the interview and the information required.
 - (d) The vocabulary and terminology used in the questions are appropriate to the interviewee, the objectives and the information required.
 - (e) Recording of information received including interviewee body language is correct.
 - (f) Control of the interview from opening to closing is consistent with its purpose and objectives.
 - (g) Any deviance from the interview plan is justified in terms of circumstances arising during the interview.

IA Role Play

The student will be given a brief which directs him/her to carry out an interview according to a given plan. The plan may be the one prepared by the student for Outcome 1 or another supplied by the tutor. If a panel interview is to be used the tutor should ensure that all students can meet all the Performance Criteria.

From this information the student will conduct the interview and keep a record of it.

Satisfactory performance will be that the student conducts the interview in a competent manner, correctly records all necessary information and uses appropriate verbal and non verbal communication in such a manner that all the Performance Criteria are met.

This assessment may be carried out in conjunction with Outcomes 1 and 3.

**OUTCOME 3 EVALUATE THE RESULTS OF AN INTERVIEW IN
RELATION TO ITS PURPOSE**

- PCs
- (a) The description of the results recorded for the interview is accurate in terms of their relationship to the objectives.
 - (b) The statement of the quality of the interview is accurate in terms of how closely the results matched the objectives.
 - (c) The statement of the findings of the interview is consistent with the information obtained.
 - (d) Suggestions for improved performance are consistent with the evidence generated by the interview.

IA Assignment

The student will be given details of an interview plan and results and documentation from an interview. This may be the information obtained by the student in Outcome 2 or may be supplied by the tutor.

From this information the student will produce a report of the evaluation of the interview.

Satisfactory performance will be a report on the evaluation of the interview which accurately reflects the information generated and meets all the Performance Criteria.

This assessment may be carried out in conjunction with the assessment for Outcome 2.

**The following sections of the descriptor are offered as guidance.
They are not mandatory.**

CONTENT/CONTEXT

The focus for interview skills may be selection, disciplinary, appraisal or counselling depending on vocational relevance.

Corresponding to Outcomes 1-3:

1. Establishing clear objectives for the interview, eg. for selection interview establishing selection criteria for short list.

Reviewing background information, eg. for disciplinary interview checking interviewee's previous disciplinary record, reviewing evidence and identifying gaps in information, relating all information to company policy as expressed in the disciplinary procedures.

Formulating an interview strategy, eg. for appraisal interview a strategy may be formulated which invites self appraisal by the interviewee at the outset.

- 1&2. The interview environment, eg. seating arrangements; freedom from interruptions; conditions of interview.

Establishing the desired tone at the outset of the interview, eg. putting interviewee at ease or maintaining some formality or distance.

Non verbal communication, eg. appropriate eye contact; use of posture to create desired effect; nodding.

Using appropriate questioning techniques: closed questions (eg. questions beginning 'did', 'have') which invite a yes/no answer for routine questions;
open ended questions (eg. questions beginning 'why', 'how', 'what') encouraging expansiveness in the interviewee.

2. Recording information/impressions in the interview - using checklists, taking notes.

Controlling the interview according to purpose.

Bringing the interview to a close.

3. The content/context may vary quite considerably, but may include, eg. relating information gained from a selection interview to the selection criteria and making a decision; making a decision on appropriate disciplinary action; evaluating the benefits of the counselling interview to the interviewee and considering future action.

SUGGESTED LEARNING AND TEACHING APPROACHES

An integrated approach to teaching this module is recommended. The transferability of many of the interviewing skills should be stressed.

One possible approach is to begin by developing the student's understanding of the principles of preparing for, conducting and evaluating interviews through discussion of the experiences of group members (both as interviewers and interviewees), and through case studies, films and videos supported by brief tutor exposition. Most of the module could then be devoted to role plays which would enable the student to practice the preparation for, conduct of, and evaluation of interviews. It should be noted that preparation and evaluation could in most cases be group learning activities, and that many interview role plays could also be group rather than individual, eg. the interviewing panel. This would reduce the time spent by the student as an observer. However the contribution to a student's learning of observation of other students should be stressed by the tutor, and the observer role should be made as active as possible, eg. through completion of both peer and self assessment checklists.

The use of video to record and analyse student performance especially with regard to Outcome 2 would be highly beneficial.

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