

Education and Development Interview Guidelines

The aim of this type of interview is to provide a supportive approach to screening for Language, Literacy and Numeracy (LLN) needs and encourage take-up of LLN learning opportunities.

The Objectives of the session are:

- to put the interviewee at ease, establish a rapport and provide support and encouragement
- to encourage the employee to talk about his/her learning need
- to introduce LLN learning as a workplace training and development activity
- to identify the employee's LLN learning needs
- to negotiate the priority of learning needs
- to gain commitment to participation

Guidelines

- This form is intended to be completed by a trained practitioner in the course of a semi-structured spoken interview. It is not suitable to be used for a postal survey.
- Eligibility and priorities for participation in learning programmes will be determined by the Steering group.
- Computer literacy learning programmes are not fundable through LSC, LLN funding but may be available in workplace LLN programmes through other funding sources.
- This screening interview is designed to identify employees who have not achieved a GCSE in English or Maths at grade C or equivalent, those who recognise a need to improve their LLN skills and who wish to participate.
- It is suggested that you use the terms communication skills, language skills and basic maths when talking about LLN skills in the workplace.
- Explain who you are and the aim of the 'chat', following the line taken in the internal publicity.
- 30 minutes should be allowed to complete the interview. Whilst it is helpful to allow some flexibility in the length of interviews to reflect the needs and interests of individual employees, care should be taken to ensure that the average length remains 30 minutes. It can be helpful to have a list of employees who are due to attend and when one finishes he/she goes to fetch the next on the list.
- Remind the employee that the interview is in confidence and information disclosed will not be communicated to management in a way that will identify any individual.
- Employees don't need to answer questions they don't want to.
- The interviewer should decide which questions are appropriate to ask, however, **NB** please try to get responses to the questions marked →. Answers to these questions provide the data required for the survey.
- The interviewer's writing should be legible...
- The interviewer should decide whether to ask the employee to write down the answers to questions 41-43 or respond orally. If you decide to ask the employee to write down these answers he/she may find it easier to talk through the answers first.
- Replies to question 43 provide valuable feedback to senior management.
- This questionnaire can be used with employees with higher level ESOL literacy learning needs.

- Where employees have ESOL speaking and listening learning needs, as far as possible find out the information required for the questions marked ➔. Then a standard language assessment should be arranged, to be undertaken by a qualified ESOL practitioner.
- At question 45 summarise and reflect back the learning needs that the employee has mentioned in the course of the interview in LLN and IT literacy.
- If by the end of the chat, the employee has decided that s/he wants to improve LLN skills, the tutor should help him/her decide which learning activity is the most important at the moment and ask whether the individual would like to take up the opportunity.
- You may need to warn the employee that there is likely to be pressure on places for computer based courses and that employees who are complete beginners at computing take priority.
- Please make your recommendation for the most suitable learning medium for the interviewee and complete the summary table at the end of the form.
- Tell the employee that s/he will get a letter of invitation to attend, but that the programme will take place over 6 months to a year so they may not be able to start straight away. S/he won't be forgotten.