Part I. Instructions to interviewer

1. **Before the interview, read through the requirements and questions in the unit description.** The system is transparent when both assessors and students follow the same list of questions. If you are following a unit-specific questionnaire, you must cover all interview points and check all requirements.

2. **At the interview, help students to feel relaxed.** The assessment is actually an oral test, but the term "interview" is possibly less intimidating.

   It usually works much better if they start by showing you around their workplace and what they do. People are less nervous in familiar surroundings. They might answer many questions that you intend to ask later.

   If they are submitting a portfolio, let them show you through it and talk about what they have done. Again, they might answer many of your questions.

3. **You do not need to ask questions twice.** When students answer a question, they often answer many questions that are intended to come up later on. You don't need to ask a question again if the student has already answered it satisfactorily.

   Sometimes you will find the same requirements in many units. Wherever possible, you only need to assess each one once.

   If a knowledge item is clearly apparent in the student's performance, then you may have already assessed it that way and don't need to assess it again.

   If it is not clearly apparent in the student's performance then you need to assess it separately (e.g. the interview).

4. **You may probe with any necessary follow-up questions.** You need to be able to determine whether students have met all requirements:
   a. have the related knowledge
   b. know how to perform the competencies
   c. have actually done so

   If the student only gives you memorized information or explains theory (e.g. from the textbook), it is not evidence of competence. Ask follow-up questions of application. If they still don't know, you must lean toward a result of "not yet competent."

   Many questions will naturally arise from the student's evidence. Feel free to ask suitable questions: “Why did you do it this way?”

   Avoid unnecessarily making the student feel interrogated.

5. **Keep written notes.** Obviously, you’ll also have to keep assessment records. You should also keep notes on how we could improve our notes and questions.

6. **Student performance should comply with other relevant standards** (industry, legislation, OHS, etc.)

7. **What if a student can’t answer or gets an answer wrong?** Perhaps their nervousness is making them forgetful or to get stuck. You can:
   - Rephrase the question.
   - Talk the student around in a circle so that you can ask again.
   - Ask a simpler question and build back up to the question you wanted to ask.
   - Break your question into a series of smaller, simpler questions. (And consider revising the question to make it clearer.)

8. **Your interview should corroborate other evidence** that the student has submitted. For example, they should be able to explain the work in their portfolio.

Hints
- Remember, **questioning is a skill.** You will learn to ask better questions with practice.
- **If you wish to use the questions in a written form** (e.g. written test, correspondence course), you may need to substantially rewrite them, because the written version gives you little opportunity to probe.
Part II

Interview Guide
The questions are worded so that you can probably use them exactly as written.

A. Describe what you have done
   1. Show me around and describe what you do? (You may tell it as a story as long as you keep to the relevant points.)

B. Explain how you did it
   1. How did you do it? What steps or stages did you follow?
   2. Why did you do it the way you did?
   3. In your experience, what are the main principles that you need to apply to be successful in what you did?

C. Evaluate
   1. What were the major decisions you had to make? Which options did you take and why?
   2. In what situations would you need to do it another way from the way you did it?
   3. How would you respond to the main alternative viewpoints to your own? (Give examples)
   4. What did you do well?
   5. What did you do not so well?
   6. What would you do differently next time?

Other:
Manage yourself and your tasks.
   1. How does your schedule work?
   2. How do you plan your work?
   3. What kinds of improvements have you thought about?
   4. How do you go getting people or equipment organized?
   5. How do you keep your paperwork under control?

Getting it right when things go wrong
   1. What potential problems normally happen when doing this work?
   2. What are the signs of it becoming a real problem, not just a potential problem? How do you respond to each problem? When would you try other ways of fixing it?
   3. If you depend on others to get their job done correctly, what would you do if they made a mistake?
   4. What would you do if equipment broke down?

Handle job/role
   1. How do you go relating to colleagues?
   2. How do you relate to your organization/boss?

Apply knowledge in other contexts
   1. Can you use what you’ve learnt outside the particular tasks you’ve been trained in?