CDETB

An Bord Oideachais agus Oiliúna Chathair Bhaile Átha Cliath
City of Dublin Education and Training Board

Programme Module

Research Interviewing Skills

leading to

Level 3 QQI Component: Research Interviewing Skills 3N0576

Please note the following prior to using this programme module descriptor:

- This programme module can be delivered as a stand alone module or as part of the:
  1. **Level 3 QQI Certificate in General Learning 3M0874**
  2. **Level 3 QQI Certificate in Employability Skills 3M0935**
  3. **Level 3 QQI Certificate in Information and Communication Technologies 3M0877**
  .
- Upon successful completion of this programme module the learner will achieve 10 credits towards the CDETB Level 3 QQI Certificates in General Learning, Employability Skills or Information and Communication Technologies.

- The learner needs to accumulate a minimum of 60 credits in order to achieve the Level 3 QQI Certificates in General Learning, Employability Skills or Information and Communication Technologies.

- Teachers/tutors should familiarise themselves with the information contained in CDETB's programme descriptor for Everyday Living Skills, Skills for the Workplace or Introduction to Information and Communication Technologies prior to delivering this programme module.

- In delivering this programme module teachers/tutors will deliver class content in line with the Guidelines for Teaching and Learning included in this programme module.

- In assessing the learner, teachers/tutors will assess according to the information included in this programme module. Teachers/tutors will devise Assessment Brief/s for the collection of work and Skills Demonstrations.

- Where overlap is identified between the content of this programme module and one or more other programme module(s), teachers/tutors are encouraged to integrate the delivery of this content.

- Where there is an opportunity to facilitate the learner to produce one piece of assessment evidence which demonstrates the learning outcomes from more than one programme module, teachers/tutors are encouraged to integrate assessment.

Overview of the Programme Module

The Programme Module is structured as follows:

Section 1 to 8: contains important information for the teacher/tutor about the credit value, title, code, etc. of the programme module.

Section 9: details the learning outcomes prescribed for the programme module by QQI. These outcomes are set by QQI and cannot be changed in any way by the CDETB or individual teachers/tutors.

Section 10: outlines suggestions and guidelines for teaching the module. It contains useful information and ideas for teachers/tutors and can be helpful in clarifying learning outcomes.

Section 11: contains the relevant information in relation to the assessment of the module. As the teacher/tutor is the assessor of the work, this section is essential reading.

Section 11a specifically prescribes the way in which learners are required to present evidence for assessment.

Learner Marking Sheet: this is the marking sheet that must be attached to the assessment portfolio and signed by the teacher/tutor and the learner.

Programme Module	Award

1. Title of Programme Module
  Research Interviewing Skills
	2. Component Name & Code
	  Level 3 Research Interviewing Skills 3N0576

3. Duration in Hours of Programme Module 100	**4. Credit Value** 10

5. Assessment Technique
  Collection of Work 20%
  Skills Demonstration 80%
	6. Special Requirements
	  None

7. Aims of the Programme Module

This programme module aims to equip the learner with the knowledge, skill and competence to conduct research interviews under supervision.

8. Objectives:

- to recognise the sources of information for research data

- to understand a range of data collection methods

- to gain proficiency in ability for conducting research interviews

- to gain an understanding of ethical issues surrounding social research.

9. Learning Outcomes of Level 3 Research Interviewing Skills Code 3N0576

The learner will be able to:

1. identify primary sources of information for research data

2. list a limited range of primary data collection methods

3. describe common interview techniques

4. compile questions for a specific research project

5. conduct a small number or short one-to-one interviews for a specific research project

6. demonstrate an ability to operate audio or video recording equipment

7. transcribe accurately the taped interviews using appropriate technology

8. categorise transcribed data and sort under specified heading and sub-heading

9. write a data permission request letter or form to interviewees

10. complete with guidance a research project report following a specified format to include approach and methods, background research, key findings and conclusions

11. explore ethical issues in engaging in social research including nature of questions, confidentiality, and data protection.

Delivery Strategies and Learning Activities

This programme module could be delivered through classroom-based learning activities, group discussions, one-to-one tutorials, field trips, case studies, role play and other suitable activities. There are practical elements to this module requiring access to a range of materials, resources and equipment and the learners should be allocated adequate time and facilities to complete each task. All practical activities should exemplify safe working

practices and reinforce standard health, safety and environmental concerns.

10. Guidelines for Teaching and Learning

Please note: the following guidelines suggest a sequence for the teaching of this module. In some cases, this may differ from the sequence of learning outcomes as outlined in section 9.

Introduction to Interviewing Skills

Why Interview?

Explore with the learner why interviewing skills are useful

- Finding out about employment possibilities
- Finding out about social welfare rights
- Finding out about courses
- Finding out more about a topic that interests the learner- e.g. asking an elderly neighbour about local history
- Finding out about an event –e.g.: reporting an accident; reporting on a party for a class newsletter
- Finding out information on a research topic for class work.

Identifying Primary Sources

*In order to help the learner achieve **Learning Outcome 1** in particular, consider doing the following:*

Discuss with the learner why it is useful to use primary sources to get accurate, up-to-date information

Primary sources are original sources or first hand sources e.g.

- Going to the social welfare office (instead of asking your neighbour about welfare rights)
- Asking the Guidance Service about information on college courses
- Finding out about an author by interviewing them

In a historical context, primary sources also include first-hand accounts that were documented later, such as autobiographies, memoirs, and oral histories

Agree with the learner a definition for primary source and explore with the learner the difference between a primary and a secondary source. It would be useful for the learner to identify examples of primary and secondary sources.

Collecting Data

*In order to help the learner achieve **Learning Outcome 2** in particular, consider doing the following:*

Discuss with the learner primary data collection methods. This may include such methods as:

- Observations

- Questionnaires

- Interviews

- Surveys.

Interviewing Techniques

*In order to help the learner achieve **Learning Outcome 3** in particular, consider doing the following:*

Discuss with the learner the common interviewing techniques. This could include:

- Face-to-face
- Telephone
- Questionnaire

Explore with the learner different types of questions that would be relevant for interviewing someone:

- Open questions
- Closed questions

Open questions are those that can be answered in any way, and allows a dialogue with the interviewee such as *'What are your happiest memories?'*

Closed questions are those that require specific answers. E.g. *What is the capital of Ireland? Do you like ice cream? How many players are on a football team?*

Discuss with the learner the advantages and disadvantages of open or closed questions in the interviewing process.

Discuss with the learner how to encourage an interviewee to elaborate on a closed answer, e.g. *Q: what is your favourite subject? A: History. Q: Why do you like history?*

Ethical Issues

*In order to help the learner achieve **Learning Outcome 11** in particular, consider doing the following:*

Explore with the learner ethical issues that might arise when conducting interviews for research.

These may include the following:

- Questioning and Interviewing

  - Appropriate language: e.g. not using rude or discriminatory language
  - Appropriate questions: not using intrusive questions of a personal nature that would make the interviewee feel uncomfortable
  - Appropriate setting: issues of privacy etc.

- Informed Consent: the interviewee should be fully informed about:

  - What the research topic is
  - Why the questions are being asked
  - How the information received will be used
  - Who will be reading the information
  - There should be a promise of confidentiality if requested
  - Signature of the interviewee if requested.

All of this information should be included in the Data Permission Request letter/form which the learner will prepare.

- Confidentiality

  - Interviewer promises not to discuss the information gained with others without permission from the interviewee
  - Interviewer may change names of the interviewer if they so wish

- Data Protection: The information gained from the interview cannot be given to others without the permission of the interviewee.

Asking for Permission

*In order to help the learner achieve **Learning Outcome 9** in particular, consider doing the following:*

Explore the reasons why a data permission request is important, and when it might be used.

Discuss the types of information that might be included:

- What the research topic is

- Why the questions are being asked

- How the information received will be used

- Who will be reading the information

- Promise of confidentiality

- Signature

Facilitate the learner to write a data permission request letter or form which will be signed by the interviewee.

Compiling Questions

*In order to help the learner achieve **Learning Outcome 4** in particular, consider doing the following:*

Facilitate the learner to choose an interview topic

- Discuss what background information might be needed before the interview

- Explore where this information can be found

- Compile appropriate questions.

  - Explore with the learner the importance of wording the question for the interview in order to elicit the type of response they are looking for. For example the questions that will give a response that is:

    - A fact- e.g.: *How many planets are in this solar system?*

    - A description - e.g.: *What are the working conditions like in this factory?*

    - An opinion - e.g.: *What do you think about teenagers smoking?*

  - Outline the type of words used when compiling interview questions-Who, what, when, where, why, how many, do you think... and match those question phrases to the type of question that will be used

Unit 2: Research Project

Interviewing

*In order to help the learner achieve **Learning Outcome 5** in particular, consider doing the following:*

Conduct a small number of short 1:1 interviews with a minimum of 3 people for a specific research project

Facilitate the learner to explore other issues that need to be considered when preparing for an interview. These could include the following:

- Deciding whom to interview

- Choosing an appropriate setting to hold the interviews

- Deciding on a timeframe for the interviews-How long will they last?

- Using an formal or informal interviewing style.

Recording

*In order to help the learner achieve **Learning Outcome 6** in particular, consider doing the following:*

Demonstrate an ability to operate audio or video recording equipment

Discuss with the learner common choices for saving data and how they can be conducted.

- Note-taking

- Audio recording

- Video recording.

Transcribing

*In order to help the learner achieve **Learning Outcome 7** in particular, consider doing the following:*

Transcribe accurately the taped interviews using appropriate technology

Explore with the learner the process of transcription-creating a written text of interviews done through audio or video recording.

- Transcription techniques:

  - Listen to the whole recording through once to get an overall sense of what was said

  - Use the pause button to replay the passage a sentence or two at a time

  - Write or type the exact words used

  - Use abbreviations if necessary

  - If a word cannot be heard, write the phrase **[unclear]** in brackets

  - Re-read what has been written while listening back in order to check that it is correct.

Identifying Categories

*In order to help the learner achieve **Learning Outcome 8** in particular, consider doing the following:*

Facilitate the learner to identify categories which will become headings and subheadings based on the questions asked.

Eg: if interviewing someone about course options, the questions: "What courses could I take?" and "What do I need to get into this course" become the heading and subheading:

1. **Course Options**,

    a. *Entry Requirements.*

Writing the research project

*In order to help the learner achieve **Learning Outcome 10** in particular, consider doing the following:*

Outline with the learner possible formats for the research project e.g.:

- Written report (typed, hand-written or scrap-book)

- Oral presentation

- Visual presentation: e.g. mind map, collage

Facilitate the learner to identify the approach and methods they used e.g.:

- Why they decided to do the research in this way?

- Who they decided to ask?

- What methods they used?

- One-to-one interview

- Questionnaire

- Observation

Outline with the learner the information that would need to be included in background research:

- The background information the learner needed to get before interviewing

- Where/how they found that information

Facilitate the learner to identify the key findings based on the categories they created.

Facilitate the learner to review the key findings and identify conclusions that could be drawn from those findings.

11.a   Specific Information Relating to the Assessment Techniques

The assessor (teacher/tutor) is required to devise Assessment brief/s for the Collection of Work and Skills Demonstration. In devising the Assessment brief/s, care should be taken to ensure that the learner is given the opportunity to show evidence of achievement of ALL learning outcomes. Each learner is required to work alone in completing the Collection of Work. There is no facility for this Collection of Work to be completed as a group.

Evidence that the learner has achieved the learning outcomes may take a variety of forms including tutor verification of the learner's contribution, learner worksheets, diagrams, cloze tests, multiple choice statements, visual presentations, or other appropriate evidence in the form of written, oral, graphic, audio, visual or any combination of these. Any audio or visual evidence must be provided in a suitable format. All of the evidence must be retained in the learner's assessment portfolio.

Collection of Work	20%
The Collection of Work may be produced throughout the duration of this programme module. It must be clearly indicated where evidence covers more than one learning outcome.	

The learner will compile a Collection of Work to include evidence of tasks that demonstrate that s/he has:
 	
• An understanding of primary sources of information
• A knowledge of **three** data collection methods
• An understanding of **three** common interviewing techniques
• An understanding of the difference between open and closed question
• An appreciation of the ethical issues that arise when engaging in social research
    o   Use of appropriate questions
    o   Informed consent
    o   Confidentiality
    o Data Protection.	

Skills Demonstration	80%
Evidence of the Skills Demonstration must be included in the portfolio of assessment.	

The learner will complete the research project as their Skills Demonstration.
 	
The research project should include:
• Evidence of compiling appropriate questions
• Minimum of **three** short 1-1 interviews
• Audio/video recording of interviews
• Accurate transcription of interview
• Data sorted into specified headings and sub-headings
• Data permission request letter/form
• Completed research project report in appropriate format to include
    o   Approach & methods
    o   Background research
    o   Key findings
    o Conclusions.	

11.b **Assessment** - **General Information – Research Interview Skills 3N0576**

All instructions for the learner should be clearly outlined in an assessment brief.

Mapping Each Learning Outcome to an Assessment Technique	
Learning Outcome	**Assessment Technique**
1. Identify primary sources of information for research data	Collection of Work
2. List a limited range of primary data collection methods	Collection of Work
3. Describe common interview techniques	Collection of Work
4. Compile questions for a specific research project	Collection of Work
5. Conduct a small number of short one –to-one interviews for a specific research project	Skills Demonstration
6. Demonstrate an ability to operate audio or video recording equipment	Skills Demonstration
7. Transcribe taped interviews using appropriate technology	Skills Demonstration
8. Categorise transcribed data and sort under specific headings/sub-headings	Skills Demonstration
9. Write a data permission request letter or form to interviewees	Skills Demonstration
10. Complete a research project report with specific format	Skills Demonstration
11. Demonstrate an understanding of ethical issues	Collection of Work

Grading
At Level 3 a learner is graded as Successful or Referred.

Successful means that ALL the learning outcomes from the Component Specification have been demonstrated to an appropriate standard in the learner's portfolio of assessment.

Referred means that the portfolio of assessment needs further work by the learner before s/he can demonstrate the standard and achieve certification from QQI.

Level 3 Research Interview Skills 3N0576	Learner Marking Sheet

Learner's Name: _____   Learner's PPSN: _____

The learner will be able to:	Evidence of the following is included in the assessment portfolio:	✓ If present in portfolio	Please indicate where evidence is to be found
1. Identify primary sources of information for research data	Identify primary sources of information for research data		
2. List a limited range of primary data collection methods	List three of primary data collection methods		
3. Describe common interviewing techniques	Describe of three common interviewing techniques		
4. Compile questions for a specific research project	Compile questions for a specific research project		
5. Conduct a small number of short one-to-one interviews for a specific research project	Conduct a minimum of three short one-to-one interviews for a specific research project		
6. Demonstrate an ability to operate audio or video recording equipment	Demonstrate an ability to operate audio or video recording equipment		
Transcribe accurately the taped interviews using appropriate technology	Accurately transcribe the taped interviews		

7. Categorise transcribed data and sort under specified heading and sub-heading	Categorise of transcribed data into specified headings and sub-headings		
8. Write a data permission request letter/form to interviewees	Write a data permission request letter/form		
9. Complete with guidance a research project report following a specified format to include approach and methods, background research, key findings and conclusions	Complete a project report to include • Approach & methods • Background research • Key findings • Conclusions		
10. Explore ethical issues in engaging in social research including nature of questions, confidentiality and data collection.	Explore ethical issues in engaging in social research • Use of appropriate questions • Informed consent • Confidentiality • Data protection.		

This is to state that the evidence presented in the attached portfolio is complete and is the work of the named learner.

Learner's Signature: _____   Date: _____

Assessor's Signature: _____   Date: _____

External Authenticator's Signature: _____   Date: _____