The LOB-cv, instruction for intaker higher education

**Introduction**

At our study programmes we make use of the LOB-cv as instrument for the Study Programme Check. Because the prospective student has filled in the LOB-cv he/she is well-prepared for the interview. The LOB-cv is a collection of: skills; expectations; motivation; matters that are important to the prospective student, and aspects that describe him/her. This allows the prospective student to present himself/herself well during the interview.

This intaker instruction provides a guideline for using the instrument during the interview. Depending on the time that is available, and possibly based on other instruments, you can determine which subjects to discuss.

1. **Important information for the intaker**

In order for you to get a good impression of this instrument we recommend that you compile your own LOB-cv as well. At the very least, go through all sections and get a feel for what it is like to answer all the questions. You will find out which points are interesting to bring up or discuss in depth. You will also get a feel for the effort the prospective student puts into filling in the instrument.   
  
Below you will find the instructional text that the prospective students receive.

1. **Subjects for discussion**

The intaker at the study programme can, based on the explanation of the six LOB-cv sections, determine which subjects he/she will pay more attention to during the interview. As you are reading the LOB-cv, you will automatically find several topics of conversation that stand out. The corresponding questions will probably be quite apparent as well. Per section we give you a few example questions for inspiration.

A few general questions starting out:

* What is most important on your resume for us to know about?
* What are you most proud of?

1: Personal information

This includes at which level, possibly which type of diploma, and which subjects the student is aiming for this academic year, or has accomplished already. This section can also include the most recent grade list(s).

The prospective student ’s choice for the preferred study programme is stated. The choice for study programme is leading when going through the other sections of the LOB-cv.

At the section ‘special circumstances’ can be indicated whether there is a particular situation at home, financially, or health wise, to consider. For example, if the prospective student is dyslexic or has dyscalculia.

Example questions:

* How are your grades at senior secondary education? How are you doing with final exams coming up? For which courses can you count on a passing grade, and which are challenging?
* Which subject matter from your lessons link to the course material you will get at your chosen study programme, as far as you know?

2: Skills and qualities

What does the prospective student excel in? What gives him energy? Which strong qualities and skills does he draw on at that time? Is he capable of organizing a big party without problems, and managing different people in the progress? In which case, he has shown organizational talent. How is this apparent? By adding plus signs, the prospective student can add qualities. If this is difficult for him/her, our recommendation is to ask friends, parents, siblings to help identify skills and special qualities.

Included are the 8 higher education competencies that are applied at our school in the digital survey   
‘*startmeter*’. A 9th one is included in the English version of the LOB-cv: dealing with diversity.

The prospective student has been asked to think about areas of improvement and can elaborate on that subject. A part-time job or volunteer work can be added. Prospective students from secondary education can add the ‘Profile assignment’, if the theme applies to the preferred study programme. Or in case the prospective student has a particular reason for presenting it.

Example questions:

* Which strong qualities will you be able to apply/use at this Study Programme?
* In what respect does your job/volunteer work have common ground with the Study Programme?
* How was collaboration within the group when working on a assignment? In case you worked on it by yourself, what do you consider to be an advantage, having done this big assignment by yourself? What did you discover that required more effort? How did you tackle this?

3: Study programme choice & orientation activities

This includes activities (where and when) that were undertaken during the process of choosing a study programme. The counsellors involved with the prospective student can be included, and their advice/recommendations.

Example questions:

* Which activity was the most useful for you and why?

4: Motivation and incentives

This section indicates the reason for a specific Study Programme choice, why it suits the prospective student , and what was the decisive factor for making this choice. Possible other registrations for other Study Programmes can be included here.

Example questions:

* I can see here why you have chosen this study programme. Have you discussed it with anyone already? Who? What was their reaction? Did they think the choice is a good fit for you?
* How sure are you of your choice? (on a scale from 1 to 10) What would help you arrive at a higher score? What do you still want to know, or what are any lingering doubts?

5: Expectations

This includes reasons for arriving at the decision. That it was not random. Based on knowledge about future courses, number of study hours per week, knowledge about the field (businesses/organisations, types of work, necessary qualities).

Example questions:

* How do you think a day at an institution of higher education will differ from a day at your current school?

6: More about yourself

These fields can be left empty, or they may include additional information as desired. Perhaps what the prospective student is involved in such as sports or hobbies. A letter of motivation may have been uploaded here, but this is not necessarily a mandatory part of the study programme check at your study programme.

Example questions:

* I see that these fields are empty here. Did you consider writing anything?

1. **Determine logistical matters and privacy**

Decide how you want prospective students to present their LOB-cv.   
- A PDF document sent to a central e-mail address ahead of the interview? The intaker will receive the PDF document prior to the interview per e-mail and/or printed in order to read it.  
The prospective student can also possibly log-in during the interview (when necessary resources are available) in order to show additional documents.  
- The prospective student does not send info, but shows the LOB-cv during the interview.

About privacy  
How will the LOB-cv be archived at the Study Programme? Digital or hard copy? When is it discarded? If the prospective student sends the resume as pdf, is it then automatically available to everyone? How will the prospective student be informed about this?

The text below has been added to the information for prospective students:

**Privacy**

Students manage their own accounts, determine the content and who gets access. Parent(s) do not have access, unless you share the content with them. The data that you enter can be used for research purposes by institutions of higher education to evaluate the study choice process, and study success, but the results are not traceable to one person. The data on www.LOB-cv.nl is not shared with third parties.