



Top tips for motivating learners: approaches to induction and initial assessment

- Use scratchcards and quizzes to raise interest and introduce Entry 3 skills and accreditation to all possible learners: at open days, in waiting areas, etc., as well as part of initial assessment or induction sessions. Include in induction for vocational courses and key skills, where some learners may not yet be ready for Level 1. People can try them out for themselves, so they are fun and non-threatening. If potential learners find them challenging, they identify an opportunity to develop skills in order to achieve. Where they are relatively easy for the potential learner, this shows them that national accreditation of their skills is within their reach.
- Make sure the initial assessment and induction sessions are active, engaging, relaxed and enjoyable – much more than just ‘being tested’ – whether in a group or one-to-one.
- Build confidence: focus on what the learner has already achieved as well as what they want to achieve in their literacy or numeracy. See the confidence-building activity in the taster session in File 1 of *Move On with a National Qualification* (the National Test Toolkit update). Adapt as necessary or develop your own session.
- Make sure groups of learners are comfortable to talk to each other about their anxieties and their achievements. Introduce sharing of approaches to literacy and numeracy and discuss individual learning strategies from the start.
- Build in a positive ‘boost’ in the first session: a useful tip or hint or something they can now do.
- Find out what is motivating them to learn and make sure they do something relevant to their individual goals as soon as possible, e.g. a task that will be directly useful to their work, everyday life or vocational learning.
- Give accurate, but positive, feedback from initial assessment activities – what they can do as well as areas for development.
- Introduce the opportunity for national accreditation, as a short, medium or long-term goal. Establish the benefits to the learner of achieving a national qualification.
- Indicate the possible time frames for achievement where possible.
- Design a short, simple leaflet about the accreditation – what it is and what the learner will need to do. Learners can keep this for future reference.
- Have samples of assignments or extracts from end tests available for learners who want to see what is required.
- If accreditation is a long-term goal, make sure this information is repeated later in the learner journey. Build this into regular review sessions.
- Have plenty of success stories to share with new learners: how many people have achieved qualifications and where they have progressed to, together with learner comments and case studies, photos of award ceremonies and the opportunity to talk to successful learners.

Add your own ideas here:

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Free resources to download from www.move-on.org.uk to support this process:

- Move Up quizzes

Free materials to order from DfES publications (tel. 0845 60 222 60):

- Move Up scratchcards (SFLMU-card)
- Move On jigsaws (optional) – one per group (SFLMO-jigsaw)
- Move Up tests CD-ROM (SFLMU-CD)