

Learner Induction Design Tool

Information Pack

This tool has been designed to help staff with responsibility for designing and developing Generic Learner Inductions. It would also help in the design of Course or Programme Inductions.



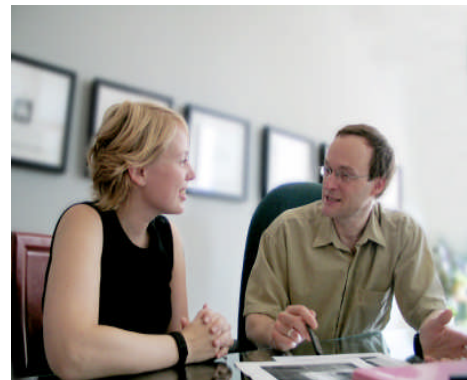
Context

The process learners are most likely to rate as poor is their Induction. Organisations seeking to be grade 1 organisations need all their processes to be as effective as possible. Induction is also the first process Learners are likely to encounter. When it is a disappointing or boring experience it sets a poor tone. With a little effort and imagination it is relatively easy to design innovative, effective and fun learner inductions. This tool provides the framework to enable the design of such inductions.

Benefits

This comprehensive tool provides Induction designers with a well defined structure and process. It provides all the essential questions designers need to ask. It also provides a long list of induction activities which makes it easy for staff to pick the activities they will include in their induction.

The tool is designed so that information that is utilised several times is only entered once. The induction components are one example of this. The components are utilised in several different sections, but the user is not required if re-entering this information.



Product Details

Learner Induction Design Tool.

This tool consists of a series 11 key questions which help in the design process. For each of these questions there is a work area. This work area is structured to help the designer respond to each question that has been posed. Examples of the work areas are shown below.

Learner Inductions Design Tool	
Key Design Questions	
Click on the Questions to enter the relevant work area.	
1	What did the learners tell us in their expectations messages about the effectiveness of the last induction?
2	Have we asked learners recently about their expectations of inductions, and if so what did they tell us?
3	What have we said (programme specific, Generic/Component) about induction for a given set of learners (and to include, given the type of responses they give on their own and any other relevant factors)?
4	What potential is there to improve Generic/induction components, or topics within components, with course / programme specific Components?
5	In what order do we present Components, or topics within Components, need to be delivered, i.e. for the value of the overall induction?
6	What delivery methods will best help address the learning or other outcomes (or topics within each Induction Component)?
7	At what time periods does content need to be delivered, and how detailed does the content of each topic within each Component need to be, given the level of knowledge they are to have and any other relevant factors?
8	What resources do we have available to us to help address the induction?
9	Can the available resources be adjusted / adapted / updated to enable us to meet the induction Component delivery?
10	Over what time period can I deliver the induction over time?
11	How will we know that learners have understood the message and understood and acted upon Induction Component, where Quality of Opportunity would be a concern, or would health and safety?

The tool also contains 37 induction activities. These can be copied from the Components section, into a specified work area, and they are then automatically replicated to all other relevant work areas. It is also possible to identify specific topics within given induction activities. Once these have been specified they are also automatically copied to all relevant work areas.

The key questions and the questions included in each work area same learning designers huge amounts of time sat thinking how to approach the development and induction process. This is a tried and tested and proven process.

Have we asked learners recently about their expectations of inductions, and if so what did they tell us?

Expectation Message Details	
Expectations Message 1	
Expectations Message 2	
Expectations Message 3	
Expectations Message 4	
Expectations Message 5	
Expectations Message 6	
Expectations Message 7	
Implications for Action as a result of the above Messages	
Record here what sorts of action may be necessary following your analysis of the content of the messages.	

What Non course / programme specific [Generic] Components does an Induction for a given set of learners need to include, given the type of programme they are on, their ages and any other relevant factors?

[CLICK HERE FOR INDUCTION COMPONENT SUGGESTIONS](#)

Induction components listed in Column B will be automatically copied through to Q4, Q5, Q6, Q7, Q8, Q9 & Q11

	INDUCTION COMPONENTS	Why is this component necessary?
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