

## Starting point

Initial diagnostics- something done to the learner and does not promote learner autonomy.  
Will more autonomy promote better learner engagement?



**If the approach to IDA allows the learner to assess their own learning needs, does learner motivation, engagement and achievement increase?**

## Based on



Kapp (1883)  
Maslow (1943) Human motivation  
McCuskey (1970) Theory of margins  
Alderfer (1972) Life stage and motivation  
Knowles (1990) Andragogy and Adult learning characteristics  
Chao (2009) Adult learner operates in social context

## Participants

5 x Tutor led interventions with 25 learners

## Context

Employer work based learning L2 Functional Skills  
Delivered in work place in work time

## What happened?

5 Tutors agreed to take part –  
All agreed IDA important process  
All asked learners to spend more than 1 hour on the process  
All agreed more learner autonomy required  
Only 1 tutor actually carried out the brief and allowed some learners to feedback on their own learning needs

Concerned that - if learner led

- tutor lost control
- funding and achievement statistic implications
- learner might feel let down by tutor
- concern related to learner exaggeration either better/worse

However, all tutors have now changed their IDA process to improve learner engagement.



## In retrospect

Still unable to really answer research question. To do this a formal research trial needs to be run which absolves the researcher from any responsibility for learner achievement or funding.

## Outcome

'Real confusion in messaging related to terms - purpose of IA v DA  
Teacher reluctance to allow learner autonomy/ let go of tutor control  
Various drivers including management and funding processes which may not be of benefit to the learner.  
Need for specific DA training for staff in an organisation context (clarity of purpose and expected outcome)  
Confusion in learners minds - diagnostic and test. Need to pass.  
Learner perception linked to language/ school experience and related to tutor confidence and messaging.  
Learner voice? Difficult to capture because it was coloured by tutor view point and approach.

Positive out come as the research increased tutor participation in refining IDA 5/35 tutors now engaged in the process of change and have evidence based processes.

