DE MONTFORT UNIVERSITY LEICESTER

BACK TO BASICS

Helping learners overcome their fear of Numerical Reasoning tests

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Background

Employers

- 39% ‘concerned’ about numeracy skills (CBI 2008)
- 67.3% use psychometric tests (AGR 2013)

Students

- 94% aware of importance of maths in everyday life
- 54% unaware that employers use numeracy tests

DMU

- Typical scenario

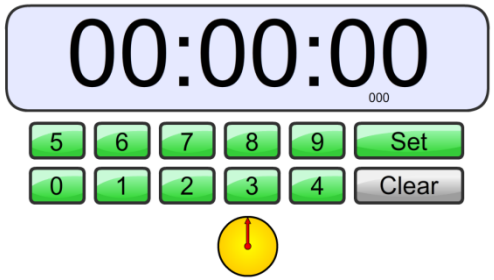
WORKSHOP STRUCTURE

- Monthly – alternating with 'Verbal Reasoning'
- Booking system open to all students
- 80 minute session on Wed lunch-time

- 25 min: Testing information, tips
- 30 min: Practice tests (individual / team)
- 25 min: Solutions, discussion, sign-posting

HAVE A GO

- Individual – 3 min
- Team – 2 min



WHY DID WE RUN IT LIKE THIS?

- Experiential
- Peer-learning
- Mini-taster of recruitment group-work
- Help with anxiety / over-confidence

Solutions ….

Question	1	2	3
Solution	C	E	D

FINDINGS / RESULTS / OUTCOMES

- Feedback sheets (self-assessed):
  - knowledge (81% increase)
  - confidence (75% increase)
- Over 82% reported they will do further practice
- Analysis of participation (gender, faculty, ...)
- HEAR-accreditation obtained
- Back to basics works!

WHAT THE STUDENTS SAY…

- *"This has been an eye opener for me, because I have not gone through or seen something like this before."*
- *"It was an informative session. It has challenged me to practise further."*
- *"Good introduction. Provided me with some much needed confidence for approaching subject in future."*
- *"Great workshop ☺."*

WHAT NEXT?

- Better targeting of some groups / publicity
- Refined timings
- Specialisation / in-faculty
- SIGMA funding for learning resources
- DHLE analysis

ADVICE

- Linking with Careers is a good idea, but...
- Cross-university links are good, but...
- Good record-keeping / admin support
- Publicity using as many means as possible

- Questions?