Professor Christina Hughes
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LEGACY - Learning and Employability Gain Assessment Community

- 18 Russell Group Universities
- Birmingham, Bristol, Durham, Cambridge, Exeter, Imperial, Kings, Leeds, Liverpool, Manchester, Newcastle, Nottingham, Queen Mary, Sheffield, Southampton, UCL, Warwick, York

- HEFCE Pilot Programme
- 3 Years
  - Oct 2015 – Sept 2018
- 4 Work Packages
  - Measurement of Learning Gain
  - Employability
- Higher Education
Timeline

Year 1 2015/16  
Measurement of Learning Gain WP1

Year 2 2016/17  
R2 Strengths WP2

Year 3 2017/18  
Career Adaptabilites WP3

International Experience & Employability WP4
Student Identified Dimensions

<table>
<thead>
<tr>
<th>Least Important</th>
<th>Moderately Important</th>
<th>Most Important</th>
</tr>
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<tbody>
<tr>
<td>Engagement with subject</td>
<td>Problem solving</td>
<td>Critical thinking</td>
</tr>
<tr>
<td>Open-mindedness</td>
<td>Curiosity</td>
<td>Communication skills</td>
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<td>Motivation to learn</td>
<td>Time management</td>
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### Academic Identified Dimensions

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<td>Making ethical and moral decisions</td>
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LEGACY

MEASURING LEARNING GAIN IN HIGHER EDUCATION
Student’s Own Dimensions

- Adaptability
- Emotional resilience
- Perseverance
- Abstract thinking
- Flexibility
- Resilience
- Efficiency
- Strategic thinking
- Self-management
- Team Work
- Remembering there is life outside the degree
Student’s Views

• Large variability in students’ ability to reflect on their own learning processes;
• All appreciate the opportunity to put the learned skills/abilities/competencies into practice, and view their learning as strongest when it is personally relevant;
• A lot of the skill/ability/competence development is implicit;
• When explicit, it is seen as better when clearly related to content knowledge
• Stand-alone modules, courses, or sessions are appreciated by students who:
  – want more of them;
  – also want more engagement with them from their peers
  – who want to see them followed up throughout their degree
Measurement of Learning Gain

Year 1
2015/16
- Lit. Review
- Interviews
- Tool Develop. & Test

Year 2
2016/17
- Analysis 1
- Student Engagement
- Analysis 2

Year 3
2017/18
- Data Merge
- Findings
LEGACY Employability as an outcome of higher education

- Employability is NOT the same as employment rate.
- Employability refers to gaining, sustaining and progressing in employment.
- Two ways to measure learning and employability gain: credentials and skills — they measure different dimensions.
Which aspects can be enhanced by higher education

- HE can provide enabling support factors, individual factors, individual circumstances
- HE can not influence LM factors
Measuring Adaptability

The capability of an individual to make a series of successful transitions where the labour market, organisation of work and underlying occupational and organisational knowledge bases may be subject to considerable change’ (Bimrose et al, 2011)

: Control, self-regulation, curiosity, commitment to new and different activities, concern
Measuring Strengths

- Clearer understanding of their strengths
- Demonstration of greater degree of self-awareness
- Advantage in identification of potential employers and organisations
- Advantage in job interviews

Employability
Self-awareness of strengths
Measuring qualities and skills enhanced by international experience

- International experience (work or study abroad, international experience on campus)
- Identification what kind of skills are enhanced by international experiences
- How do these skills impact employability?
We Value What We Measure

- All measures have limitations conceptually
- All measures have limitations in measurement
- We need to ask what measures are measuring – are they in effect proxies for something else that becomes invisibilised
- We need to critically explore the notion of whether there is a holy grail of one instrument/one measure that provides a common point of comparison across subjects and institutions

We Should Measure What We Value
Find out more...

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