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LEGACY Project Manager
Teaching Quality, Academic Registrar’s Office
LEGACY – Learning and Employability Gain Assessment Community

A Consortium of 18 Russell Group Universities
Develop LG Measurement Tool

Identifying Skills + Strengths

Career Aims
Support in Career Aims

International Experience
Impact of Experiences

Learning Gain for Employability

Discipline-based Dimensions of Learning Gain from within Academia
Efficacy of Qualitative & Quantitative Measures
Impact of Interventions to Support Learning Gain for Employability
Build Knowledge & Capacity for measures of Learning Gain
Share Understanding of Scalability & Viability of Different Measures

LEGACY

Understanding Student Learning Gain

R2 Strengths
Identifying Skills + Strengths

International Experience
Impact of Experiences

2015/16 2016/17 2017/18

LINK TO HESA DATA & DLHE – META-ANALYSES
Learning Gain for LEGACY

‘the change (potentially progress) in the knowledge, skills, competencies and personal development made relevant across disciplines by students over time whilst within Higher Education’

Vignoles, Vermunt & Ilie, University of Cambridge, 2015
# Measurement of Learning Gain

## Knowledge, skills, and competencies

<table>
<thead>
<tr>
<th>Cognitive</th>
<th>Meta-cognitive</th>
<th>Affective</th>
<th>Socio-communicative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical thinking</td>
<td>Self-regulation</td>
<td>Attitudes towards own discipline and learning/studying in general</td>
<td>Levels of belonging in social learning networks</td>
</tr>
<tr>
<td>Analytical thinking</td>
<td>Life-long learning attitude and motivation</td>
<td>Motivation</td>
<td>Social embeddedness</td>
</tr>
<tr>
<td>Cognitive abilities</td>
<td>Learning to learn</td>
<td>Engagement</td>
<td>Communication skills</td>
</tr>
<tr>
<td>Synthesising</td>
<td>Need for cognition (information seeking)</td>
<td>Professional and academic interest</td>
<td></td>
</tr>
<tr>
<td>Analysing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluating</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Problem solving</td>
<td></td>
<td></td>
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</tbody>
</table>

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Measurement of Learning Gain

Cross-cutting dimensions

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Openness dimension</td>
<td>Open-mindedness; View of intelligence; Epistemological stance</td>
</tr>
<tr>
<td>Research dimension</td>
<td>Curiosity; Interest in research; Interest in knowledge; Attitude to sharing ideas</td>
</tr>
<tr>
<td>Moral dimension</td>
<td>Moral reasoning</td>
</tr>
</tbody>
</table>
R2 Strengths

- Career Role Evaluation
- Personal Strengths
- 1:1 Feedback
- Strength Development
- Confidence Building

Metrics

- Self Awareness
- Outcome Focussed Metrics
- Self-efficacy

Final Year UG

R2 Intervention

2015/16

2016/17
Career Adaptabilities

- CAAI-UK – Career Readiness Measures
- Identify Barriers
- Develop Supportive Action Plan
- Career Support Services Provision

- Career Adapt-ability Inventory (Savickas & Porfeli, 2012).

- Confidence
- Control
- Concern
- Curiosity

2015/16  2016/17  2017/18
International Experience & Employability

• Builds on Universitas 21 Pilot
• Self-perceived Employability Gains
  – Study Abroad
  – Work Abroad
  – On Campus
• Development of HEI Resource Bank
  – Employability of Learning Gain
  – International Experiences
• Impact of Employability Focussed Interventions

2015/16  2016/17  2017/18
<table>
<thead>
<tr>
<th>ENGAGEMENT FREQUENCY</th>
<th>LG MEASUREMENT (Cambs)</th>
<th>R2 STRENGTHS (Warwick)</th>
<th>CAREER ADAPTABILITIES (Notts)</th>
<th>INTERNATIONAL EXPERIENCE (B’ham)</th>
</tr>
</thead>
<tbody>
<tr>
<td>STUDENT TYPE</td>
<td>ANY</td>
<td>FINAL YEAR UG</td>
<td>GEO, PHY, SOCI, HIS, POL (UG 1&amp;2)</td>
<td>Int. &amp; Campus</td>
</tr>
<tr>
<td>PARTNERS</td>
<td>11</td>
<td>6</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>RESPONSES</td>
<td>4805 (6275)</td>
<td>~400</td>
<td>~ 430</td>
<td>~ 109</td>
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<tr>
<td>INTERVIEWS</td>
<td>~40</td>
<td>36</td>
<td>SUMMER ’18 ~ 40</td>
<td>109</td>
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<tr>
<td>TOTAL</td>
<td>~ 6,000 - 7,000 unique interactions</td>
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</table>
Student Workshop

Consumers

Students

Lectures

Hard/Soft Skills

Feedback

Work Experience / Industry

Group Activities

Intense Learning

VfM

Fees

Learning gain in Higher Education

Our learning outcomes

Workshop 1-2 17

Implications & Issues

Process

LEARNING GAIN

Workshops on campus

LEARNING GAIN

Workshops on campus

LEARNING GAIN

Workshops on campus

LEARNING GAIN

Workshops on campus