LEGACY Project Workshop; The TEF, Learning Gain, Student Profiling & Employability
Workshop Agenda

• Learning Gain Pilot Programme
• The TEF Submissions & Learning Gain
• The LEGACY Project
• Global Education Profiler
• Non-UK Student Employability
• Breakout Session
• Closing Remarks
Learning Gain Pilot Programme Overview

Professor Lawrence Young
Academic Vice President, University of Warwick
What is Learning Gain?

Learning Gain could be defined and conceptualised in several ways, but broadly;

“the distance travelled or the improvement in knowledge, skills, work-readiness and personal development demonstrated by students at two points in time”

October 2015 - www.hefce.ac.uk/lt/lg

How did we get to this point?
Academically Adrift; 2011
Authors; R. Arum & J. Roksa

• Benchmark Study & Key Reference Point
• Identified Gap in Acquired Higher Cognitive Skills in HE
• Acknowledge Grades are effective of measuring student learning within course/discipline
• But grades ‘provide only a limited and inadequate assessment of student learning’
Academically Adrift

Key Findings

• Nearly half of all students did not improve their higher level cognitive skills
• Many students enter HE unprepared
• Undergraduate learning is not adequately prioritised
• Gaming by students and Teachers

• Undergraduate learning
  — Academic preparation
  — Factors after college
  — Personal / High School characteristics

• Long term national economic problems created by ‘limited’ learning gain
RAND Europe Research (2014/15)

- Measure Generic Skills
- Benefit Analysis

Value Add

English HE Context

Pilot Design

Lessons Learnt

- Literature Review
- English & International

- Methods Adaptation
- Applicability

Learning gain in higher education

Cecile Harroue McGraff, Benoit Guerin, Emma Harte, Michael Frearson, Catriona Marville
HEFCEs Learning Gain Pilot Programme (£4 Million)

13 Pilot Projects

NMMLGP

(HEFCE)

Standardised Tests

Grades

Self-reporting Surveys

Mixed Methods

Other Qualitative Methods

2015/16 2016/17 2017/18
## Learning Gain & The TEF

<table>
<thead>
<tr>
<th>Aspect of quality</th>
<th>Teaching Quality</th>
<th>Learning Environment</th>
<th>Student Outcomes and Learning Gain</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Criteria</strong></td>
<td>Teaching Quality criteria</td>
<td>Learning Environment criteria</td>
<td>Student Outcomes and Learning Gain criteria</td>
</tr>
<tr>
<td><strong>Evidence</strong></td>
<td></td>
<td>Core metrics</td>
<td></td>
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<td></td>
<td>National Student Survey (Q 1-4 – teaching on course; Q 5-9 – assessment and feedback)</td>
<td>National Student Survey (Q 10-12 – academic support) Non-continuation (HESA)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Employment/destination (DLHE) Potential highly-skilled jobs metric</td>
<td></td>
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<tr>
<td><strong>Statement of findings</strong></td>
<td>Teaching Quality statement of findings</td>
<td>Learning Environment statement of findings</td>
<td>Student Outcomes and Learning Gain statement of findings</td>
</tr>
<tr>
<td><strong>Overall outcome</strong></td>
<td></td>
<td>TEF Rating</td>
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</table>
Summary

Learning Gain Pilot aims to;

• Build on existing research
• Identify applicability to England
• Test valid measure(s) of Learning Gain
• Build knowledge and shared understanding
• Determine viable, suitable & scalable method(s)
• Development national measures
Evidencing TEF Submissions & Measuring Learning Gain
Professor Chris Hughes &
Professor Gwen van der Velden
What is Learning Gain?

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October 2015 - www.hefce.ac.uk/lt/lg
TEF and Learning Gain

TEF defines universities as an education delivery model:

**Input**: students with known prior achievement and characteristics that influence learning

**Output**: employment

**Process quality**: student satisfaction and successful progression of students through study
TEF metrics and evidence

**Standard metrics:**
- student data benchmarked against the nationwide cohort on given characteristics
- HESA non-continuation (after first year)
- DLHE (employment/ study after 6 months)
- NSS (teaching, assessment and feedback, academic support)

**Provider submission** (usually rich in metrics)
# Learning Gain & The TEF

## Aspect of quality
### Areas of teaching and learning quality

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Teaching Quality</th>
<th>Learning Environment</th>
<th>Student Outcomes and Learning Gain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statements that identify what assessors will be looking for</td>
<td>Teaching Quality criteria</td>
<td>Learning Environment criteria</td>
<td>Student Outcomes and Learning Gain criteria</td>
</tr>
</tbody>
</table>

## Evidence

### The evidence base that will be used to form a judgement against the criteria, made up of core metrics and additional evidence

<table>
<thead>
<tr>
<th>Core metrics</th>
<th>Additional evidence (provider submission)</th>
</tr>
</thead>
<tbody>
<tr>
<td>National Student Survey (Q 1-4 – teaching on course; Q 5-9 – assessment and feedback)</td>
<td>Employment/destination (DLHE) Potential highly-skilled jobs metric</td>
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<td>National Student Survey (Q 10-12 – academic support) Non-continuation (HESA)</td>
<td></td>
</tr>
</tbody>
</table>

## Statement of findings

### Description of performance in each aspect

<table>
<thead>
<tr>
<th>Teaching Quality statement of findings</th>
<th>Learning Environment statement of findings</th>
<th>Student Outcomes and Learning Gain statement of findings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Possible Commendations</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Overall outcome

### TEF rating

| TEF Rating | |
|------------||
TEF provider submission

15 page document

• Contextualisation
• Narrative: claim of what is specific to an institution’s offer, supported by evidence that it benefits students
• Counter metrics: indicators of value added

Note: no peer comparison, no data checks, no evidence standards, no national data sources unless by HEI choice
LG measures for future TEF

• Subject specific TEF – who knows?
• Future **form** of institutional TEF reviewed in 2019

In any case, we have our own views on what the Learning Gain for our students is. We should therefore strengthen the collection of metrics that record LG as relevant to Warwick.
Possible metrics

- Learning evaluations (by module or programme) - surveys or assessments
- Engagement metrics (with library, with VLE, with sources, with activities, with opportunities, work experience, other disciplines, etc)
- Other metrics or measurable indicators of excellence – suggestions welcome!
Triangulation of metrics

- Engagement or experience metrics in themselves provide no ‘proof’ of ‘distance travelled’
- Student (population) ‘quality’ at intake in itself is a known strong predictor for likely study outcomes.
- Triangulation of intake and outcomes, if controlled for engagement and/or experience metrics perhaps show distance travelled
Over to all of us, to decide the way forward...

Questions, thoughts and discussion
Sunil Maher
LEGACY Project Manager
Teaching Quality, Academic Registrar’s Office
LEGACY – Learning and Employability Gain Assessment Community

A Consortium of 18 Russell Group Universities

[Logos of 18 universities]
LEGAL

Understanding Student Learning Gain

Develop LG Measurement Tool

R2 Strengths
Identifying Skills + Strengths

Career Aims
Support in Career Aims

International Experience
Impact of Experiences

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

LINK TO HESA DATA & DLHE – META-ANALYSES

2015/16

2016/17

2017/18
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</td>
<td>Levels of belonging in social learning</td>
</tr>
<tr>
<td>Analytical thinking</td>
<td>Life-long learning attitude and</td>
<td>learning/studying in general</td>
<td>networks</td>
</tr>
<tr>
<td>Cognitive abilities</td>
<td>motivation</td>
<td>Motivation</td>
<td>Social embeddedness</td>
</tr>
<tr>
<td>Synthesising</td>
<td>Learning to learn</td>
<td>Engagement</td>
<td>Communication skills</td>
</tr>
<tr>
<td>Analysing</td>
<td>Need for cognition (information</td>
<td>Professional and academic interest</td>
<td></td>
</tr>
<tr>
<td>Evaluating</td>
<td>seeking)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Problem solving</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Measurement of Learning Gain

Cross-cutting dimensions

<table>
<thead>
<tr>
<th>Openness dimension</th>
<th>Open-mindedness; View of intelligence; Epistemological stance</th>
</tr>
</thead>
<tbody>
<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

Final Year UG

- Strength Development
- Confidence Building

Metrics

- Self Awareness
- Outcome Focussed Metrics
- Self-efficacy

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).

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
## Current Outcomes

<table>
<thead>
<tr>
<th>Engagements 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>
</tr>
<tr>
<td>Interviews</td>
<td>~ 40</td>
<td>36</td>
<td>Summer ’18 ~ 40</td>
<td>109</td>
</tr>
<tr>
<td>Total</td>
<td>~ 6,000 - 7,000 unique interactions</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Student Workshop

Consumers
Students
Lectures
Hard/Soft Skills
Feedback

Work Experience / Industry
Group Activities
Intense Learning
VfM
Fees
What’s Next?

• Second Round of data analysis
• Comparative analysis to round 1
• Links to HESA data & DLHE – Meta-analysis
• Further student engagement (2017/18)
• Dissemination Event - 28\textsuperscript{th} September ’17
• Final Dissemination – Events & Reports
Find out more...

www.legacy.ac.uk

@LEGACYLGproject

Professor Christina Hughes
Professor Lawrence Young
Anne Wilson
Dr Heike Behle
Sunil Maher
Eluned Jones
Professor Anna Vignoles
Professor Jan Vermunt
Dr Sonia Ilie
Dr Nalayini Thambar
Refreshments
The Global Education Profiler (GE-P):
How well are we fostering ‘Global Graduate’ skills & qualities?

Helen Spencer-Oatey & Daniel Dauber
Outline

- Development Rationale: Issues of Integration
- Global Education Profiler (GE-P)
  - Design
  - Findings
- Next steps
Development Rationale: Integration issues
Integration issues

UKCOSA report 2004:

- Only 15% of Chinese students reported having any UK friends;
- “It is a major concern that two of the largest national groups on campus (Greek and Chinese students) mainly socialise with fellow nationals or other international students on campus.”
Warwick’s ISB/SB data (2014, additional items)

Satisfaction with making friends (n = 2031, UGs & PGs)

- From my home country:
  - China: 92%
  - EEA: 87%
  - UK: 89%
  - Other overseas: 63%

- From this country:
  - China: 79%
  - EEA: 70%
  - UK: 94%
  - Other overseas: 92%

- From other countries:
  - China: 87%
  - EEA: 80%
  - UK: 93%
  - Other overseas: 88%
Newspaper reports

e.g. Wall Street Journal (2016) published article Belkin & Jordan, with headline:

- “Heavy recruitment of Chinese students sows discord on US campuses”

- 679 comments, with criticisms and counter-criticisms of American university recruitment policies and of Chinese and American students’ attitudes and behaviour.
Integration & welfare

“Integration of all students is an elemental factor in the expanding concept of internationalisation [...].”

Risks from poor integration

- feelings of isolation, poor social and academic performance, personal safety.

Benefits from integration apply to

- students and faculty, “calibre of education itself and the long term promotion and marketing prospects of a university and a nation.”

British Council, 2014, p.4
Integration & employability

“More and more business leaders are identifying real business value in employing staff with intercultural skills. [...] The challenge now for employers, governments, skills providers and employees alike is to better recognise and develop these vital skills – be it learning a foreign language or being open to different outlooks and world views.”

British Council, 2013, p.2
Design of the Global Education Profiler (GE-P)
HEA Perspective

“Internationalisation represents the preparation of all UK HE graduates to live in, and contribute responsibly to, a globally connected society.”

HE Academy

https://www.heacademy.ac.uk/enhancement/themes/internationalisation#sthash.V6EJJDAC.dpuf
Developing ‘Global Graduates’

- How can we foster students’ global skills and qualities?
Developing ‘Global Graduates’

Anderson proposes 3 ‘engines’ that promote such development:

(a) A willingness to open oneself up to new cultural influences;
(b) A willingness to face obstacles head-on by the use of instrumental strategies, and
(c) Perhaps most crucial of all, a resolve not to run away.”

Anderson 1994: 313
Global PAD Growth Model

Contexts for Growth

MOTIVATION/ATTITUDES FOR GROWTH

- Willingness & interest to be open to cultural differences
  - Spirit of adventure
  - Curiosity

EXPERIENCES OF DIFFERENCE

- Actual engagement with experiences of difference:
  - Move out of comfort zone
  - Engage with unfamiliarity
  - Experience ‘critical incidents’
Global Education Profiler

The GE-P probes these two aspects, by asking questions in two ways:

- ‘Importance to me’
- ‘My actual experience’

and shows any gap between the two.
Global Education Profiler

The GE-P probes these two aspects in relation to the following:

- social integration
- academic integration
- communication skills
- foreign language learning skills
- global skills & support
GE-P Findings from one Warwick Dept. (n = 338)
Binary results

- SI: 90% Important to me, 69% My actual experience
- AI: 92% Important to me, 72% My actual experience
- CS: 94% Important to me, 84% My actual experience
- LS: 91% Important to me, 63% My actual experience
- GS: 91% Important to me, 63% My actual experience

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Social Integration

- Nurturing (4%)
- Flourishing (64%)
- Stagnating (6%)
- Dissatisfying (25%)

Importance to students

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Social Integration: Asian student responses

Select a region

Asia

-1.15
Gap score

4.90
Importance

3.75
Experience

© Spencer-Oatey & Dauber, Applied Linguistics
Social Integration: European student responses

Select a region
Europe

-0.40
Gap score

4.50
Importance

4.10
Experience
Global Skills & Support: Asian student responses

Select a region
Asia

-1.28
Gap score

5.03
Importance

3.74
Experience

Global Skills and Support

© Spencer-Oatey & Dauber, Applied Linguistics
Global Skills & Support: European student responses

Select a region
Europe

Gap score
-0.69

Importance
4.64

Experience
3.95
Potential relevance for learning gain

For institutions

- Probes different domains (social, academic etc.);
- Reveals whether there is an attitude/motivation problem;
- Reveals whether there is an experience issue;
- The gap design reveals areas with the largest percentage of disaffected students;
- Identifies most critical issues for students (importance measures + size of gap);
Potential relevance for learning gain

For institutions

- Can reveal the viewpoints of different cohorts of students (e.g. UG/PG, different nationalities etc.)
- Can benchmark progress over time in all the above.

For individuals

- Can use individual results for personal development.
Next steps
Phase 1: Growth model

Warwick’s Growth Model: Foundations

Global PAD Growth Model

Contexts for Growth

Routes to Growth

Manifestations of Growth

MOTIVATION/ATTITUDES FOR GROWTH

EXPERIENCES OF DIFFERENCE

COPING PROCESS

LEARNING PROCESS

IC COMMUNICATION SKILLS

IC RAPPORT SKILLS

IC KNOWLEDGE

IC QUALITIES

Global PAD Growth Model

© Spencer-Oatey & Dauber, Applied Linguistics
Training programmes

- GoGlobal 3 Stage Training

Stage 1:
- F2F workshop
- Follow-up e-Course

Stage 2:
- Reflective activities

Stage 3:
- F2F workshop, focusing on reporting skills & qualities in ‘employer speak’
Training programmes

A digital resource for multinational student groupwork
Supporting intercultural communication in team projects

- Bespoke Training
  - E.g. Work with WIHEA and Statistics

Research perspectives, activities, and reflection
Based around four core components of team communication

- Communication patterns
- Trying out ideas
- Work patterns
- Giving feedback

Devised and developed with WIHEA funding by an interdisciplinary team from Statistics and Applied Linguistics: Elke Thonnes, Sophie Reissner-Roubicek, Thomas Greenaway and Xiaoze Cai

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Other development resources

Global PAD open source tools at
http://www.warwick.ac.uk/globalpadintercultural

- Global people competency framework
- Global PAD 3R (Report, Reflect, Revaluate) tool
- Global PAD Stretch tool
- ‘Core concept’ papers

Very popular – over 30,000 downloads per month!
Current developments

Bite-size training resources to address needs revealed by the GE-P

- Asking questions (useful for lectures/seminars, group work, & assessment centres)
- Working in groups
Thank you! Any questions?

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d.dauber@warwick.ac.uk
Supporting the Employability of UK-educated Chinese Students

University of Warwick
Esther de Perlaky
UK Government Prosperity Fund

- One of only two Higher Education Institutions to gain funding
- Project supported by Peking University; plus Tsinghua, Fudan and Shanghai Jiao Tong

- Created **pre-entry careers resource** for students
  - 60% of Chinese students do not have a career plan

- Created an **innovation and entrepreneurship resource**
  - Supports Chinese-government 13th Five Year Plan
Get ahead
Be an innovator

www.innovate2getahead.co.uk
Summary

- Pilot, dedicated careers resources for Chinese students
- Innovative peer-to-peer learning using WeChat social media
- Awaiting next steps funding
Breakout Session
Professor Gwen van der Velden
Thanks for your participation!