**Educational Gain Schema**  ​

The schema presents six areas providers think about in their educational gain descriptions. This tool offers a helpful framing device for providers who are continuing to develop their approaches to educational gain.

1. **Approaches to Educational Gain.** What sort of provider the institution is in relation to size and shape, programmes delivered, students recruited, and the challenges faced.

1. **Definitions of Educational Gain.** The mission and values of the institution, as well as how this frames, or does not, their approach to educational gain.

1. **Purpose of Educational Gain.** What they consider the purpose of educational gain to be and the ambitions they have for their students (and for themselves).

1. **Educational Gain Activities.** What educational gains they consider their students should achieve and the relative importance of each of these, what activities they are putting in place to enable students to make educational gains, and how they are supporting students to achieve them. Four domains of educational gain, knowledge, work readiness, skills, and personal development, are covered in most submissions. However, there is significant variation in how these domains are prioritised and integrated into strategies and approaches.

1. **Measuring Educational Gain.** What providers think can be measured, what measures they have available to them, how they are actually measuring gain, and the sorts of measurements they are using to do so.

1. **Evaluating Educational Gain.** What, if anything, they do with the data they collect and how they measure the effectiveness of their approach and assess the impact of the institution’s efforts.

**Using the Educational Gain Schema**

Taking the following steps might be a helpful way forward for providers wanting to use the schema.

**Step 1:** Work through the reflective questions at the end of each section in the [Collaborative Enhancement Project report](https://www.qaa.ac.uk/docs/qaa/members/educational-gain-project-report.pdf?sfvrsn=7301b981_6), in partnership with students.

**Step 2:** Fill-in the each of the boxes (again in partnership with students) paying particular attention to the articulation of evidence.

**Step 3:** Explore how each of the areas interconnect (and if they do not, then identify why)

**Step 4:** Test the alignment between all the boxes, including in both directions. Mapping both forwards and backwards tests out the strength of the theory of change.

**Step 5:** Use a RAG - or red/amber/green – rating or equivalent to foreground areas of concern.

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| **1. Who you are**  | **2. What you do**  | **3. Purpose of EG**  | **4. Achieving EG**  | **5. Data plan and data measures**  | **6. Use of data and evaluation**  |
| Key institutional demographics  | Your mission | Why are you doing this?  | What are you going to achieve and how are you going to do it?  | What are you going to measure, how and when?  | How and when will you know you have had impact?  |
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