



Accounting for Student Success: Educational Gain

QAA Collaborative Enhancement Project Webinar
12 June 2024

Accounting for Student Success: Educational Gain

QAA Educational Gain Project Webinar

12 June 2024

- **Dr Camille Kandiko Howson, Imperial College London**

This project report is an output from a Collaborative Enhancement Project supported and funded by QAA Membership. The project is led by Imperial College London in partnership with Bath Spa University; Imperial College Union; Liverpool John Moores University; London School of Economics and Political Science (LSE); The Open University; University of Birmingham; University of Cambridge; University of East Anglia; University of Exeter; University of Manchester; University of Plymouth; University of Portsmouth and University of Warwick. Find out more about Collaborative Enhancement Projects on the QAA website.

Why does this matter

https://www.bbc.co.uk/news/articles/crgglmwwlggo

An end to 'low-quality' degrees

Branwen Jeffreys
Education editor
[@branwenjeffreys](#)

es' promise to close university courses in England with high...
- or which leave graduates no better off - builds on existin...
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Education is devolve

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'Mickey Mouse' degrees to be exposed
By LAURA CLARK FOR THE DAILY MAIL
UPDATED: 17:30, 5 August 2010

The Conservative and Unionist Party
Manifesto 2024

CLEAR PLAN
BOLD ACTION
SECURE FUTURE

Conservatives

HOW 5 OF OUR UNIVERSITIES COMPARE

Course/ University	% in a graduate-level job after six months	% satisfied with course	Average salary after six months	unemployed after six months
Media Studies - Wolverhampton	46%	81%	£13,658	12.6%
Medicine - Oxford	99%	95%	£19,755	4.5%
Tourism, Transport and Travel - Sheffield Hallam	54%	81%	£14,869	7.0%
Civil Engineering - Imperial College	100%	78%	£22,728	3.9%
Cinematics and Photography - Buckinghamshire New University	30%	60%	£13,791	13.7%

Source: bestcourse-tme.com, unistats.com

This project

- Builds on previous work evaluating measures of learning gain
- Builds on sector collaboration, expertise and leadership in higher education outcomes
- Partnership across 12 institutions
- Embedded student engagement
- Motivation: when institutions were asked to describe their approach to educational gain, what did they say? How is it (or could it) be measured?

Outputs

- Case studies from partner institutions
- Report analysing provider submissions
- Schema for institutional development of educational gain
- Literature review
- Student facing outputs
 - Video
 - Infographic
- Academic outputs and wider dissemination

Running order

1. Deborah Longworth, University of Birmingham
2. Jacqueline Stevenson, Open University: Report and schema
3. Fabio Arico, University of East Anglia
4. Elena Zaitseva, Liverpool John Moores University
5. Camille Kandiko Howson: Student outputs, Recommendations, Future work

Education Gain

Professor Deborah Longworth
Pro-Vice-Chancellor Education, University of Birmingham



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Definition

‘We define *educational gain* by the competencies and behaviours that our students develop during their time with us: their knowledge and skills acquisition, but also the broader intellectual, ethical, and civic/global attributes that we believe are part of a holistic university education, and that are increasingly recognised as supporting personal success, career readiness, and wider societal gain’.

UoB Teaching Excellence Framework 2023



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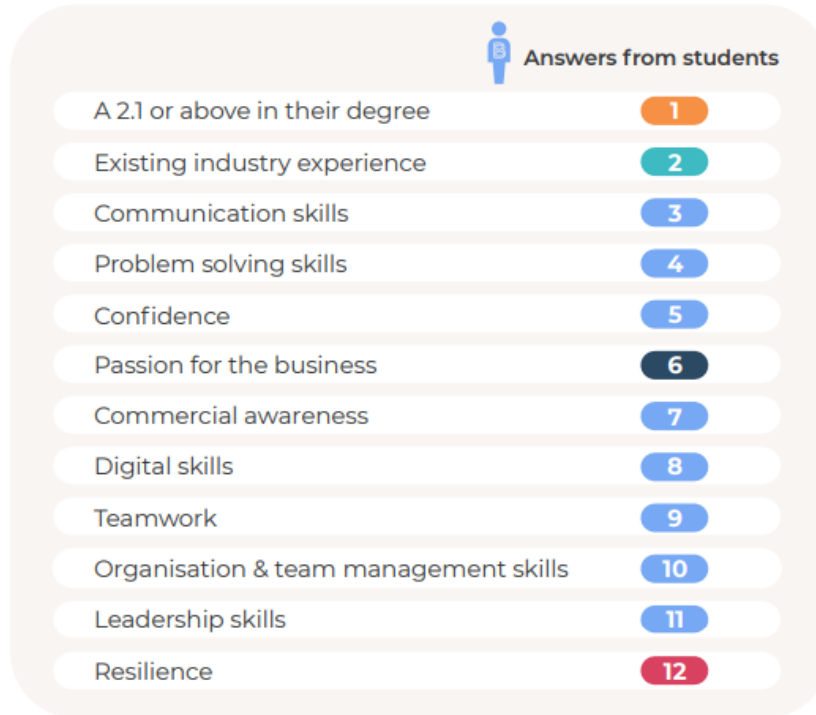
Supporting Student Success

- Students want, and society needs, an education that will help them to flourish in education, life and work, and to be 'career-ready'.
- Students need organised support to transition to university, and a clear pathway to success that is transformative rather than transactional.
- We want to reduce diversity in student readiness and subsequent awarding gaps.
- We need to support all students in understanding and developing their independent learning skills.
- We need to build in all students a strong foundation for agile, active learning and a creative mindset.
- We need to encourage students' ability to work together in groups and recognise the skills and education gains this develops, rather than focus only on individual grade success.
- Students' previous experience of success is grade-driven rather than focused on the process of learning and on skills-outcomes. **BUT, employer recruitment screening is increasingly grade-blind and instead skills and attributes focused.** *This does not mean that they do not employ university graduates with high grades, but that they are seeking the wider value of university education and enrichment.*



Context: value gap between student perception and employer expectation

Q. What do you think graduate employers value most in candidates?



Q. What do you value most in candidates?



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Source: Bright Network, 'What do Graduates Want' (2022)

Degree classification and 'resilience' continue to be understood differently (2024)

* Sector-dependent; existing industry experience is *not* the same as no career-relevant experience!



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Source: Bright Network, 'What do Graduates Want' (2024)

Skills valued most

Insights from students

Q. What do you think employers value most in graduates joining their scheme(s)?

Existing industry experience	1
Problem-solving skills	2
Passion for the business	3
Communication skills	4
Confidence	5
A 2.1 or above	6
Commercial awareness	7
Resilience	8
Organisation & team management skills	9
Teamwork	10
Digital skills	11
Leadership skills	12

Insights from employers

Q. What do you value most in graduates joining your scheme(s)?

Passion for the business	1
Resilience	2
Problem-solving skills	3
Commercial awareness	4
Communication skills	5
Digital skills	6
Teamwork	7
Leadership skills	8
Organisation & team management skills	9
A 2.1 or above	10
Confidence	11
Existing industry experience	12

*

Key findings

Students and employers have become more aligned on **passion for the business** this year, which has remained employers' top pick and jumped up one place for students.

Once again, however, the biggest discrepancy is the perceived importance of **existing industry experience**.

And, although students have ranked **resilience** higher than last year, they're still not placing anywhere near as much value in it as employers are.

Our advice

We're hearing that the resilience needed from graduates joining you is lacking in areas such as taking constructive feedback and dealing with setbacks. Signpost what resilience means in your organisation and offer guidance on your website. As well as this, build focused resilience training into your onboarding processes.

To align on industry experience, it's more important than ever that you communicate clearly that students don't need this when applying to your roles.

UoB Graduate Attributes



Intent: Our Graduate Attributes

Intellectual Curiosity

Self-motivated researchers and learners; engaging in cutting-edge academic disciplines.

- **Subject specialists**
- **Critical and creative thinkers**
- **Interdisciplinary**

Future Focused

Resilient and innovative, with the capacity to enact positive change. Eager to learn, with a commitment to life-long learning and personal development.

- **Instinctively digital**
- **Sustainability focused**
- **Entrepreneurial spirit**

Practical Wisdom

Collaborative and engaged, able to act with humility, confidence and good judgement.

- **Socially engaged**
- **Natural collaborators**
- **Courageous integrity**



Implementation

- *Taught / Caught / Sought* approach
 - Embedded in curriculum/co-curriculum, and in academic calendar and communications.
 - Staff guidance: 'Birmingham Standards' and best practice examples
 - Branding / Open Days
 - New Academic Calendar, Welcome & Summer Programme
 - 'My Attributes' e-portfolio
 - The Birmingham Award
- * *Staff guidance and development*



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Intellectually Curious

Self-motivated researchers and learners; engaging in cutting-edge academic disciplines.



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Future Focused

Resilient and innovative in the activation of positive change, with a commitment to lifelong learning and personal development.



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Practical Wisdom

Acting with humility, confidence and good judgement to do the right thing at the right time.



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Summer Term

An inclusive co- and extra-curricular learning offer for *all* students in the summer term, 3rd-21st of June.

Focused on academic support, skills and community.

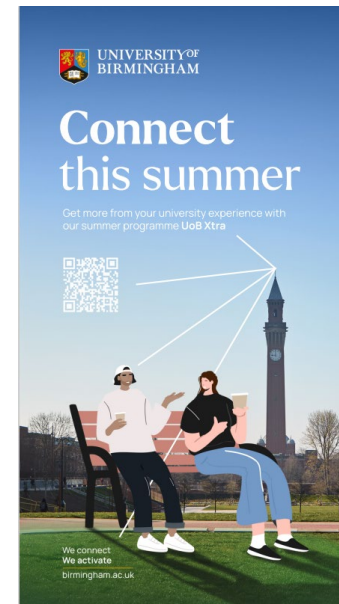
Including:

- LEARN: academic transition and progression activities to prepare students for their next year of study or employment;
- CONNECT; opportunities to develop professional skills outside of module / assessment requirements;
- UNWIND: UoBXtra programme of recreational activities and celebratory events.


All students are expected to engage in at least the academic transition & progress strand, and are strongly encouraged to make the most of the wider programme.




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Impact: Measurement & Evaluation




3rd June 9am - 21st June 5pm
Finding your professional voice: communication skills for success
Online - Canvas
Explore different communication styles and skills, find out how these relate to your personality and learn how to communicate complex ideas to different audiences.
[Go to this page](#)




3rd June 9am - 21st June 5pm
One planet, one future: biodiversity, climate change and sustainability
Online - Canvas
Find out more about biodiversity, the threats facing it and it's role in the climate crisis by joining this course.
[Go to this page](#)




10th June 9am - 14th June 5pm
The Birmingham Project
On campus
First-year undergrads, ready for a challenge? Join the Birmingham Project for a week of collaboration, innovation and teamwork tackling pressing social or environmental issues with your fellow students.
[Go to this page](#)




12th June 9am - 10am
Community Breakfast
Mermaid Bar, Guild of Students
Join your Guild of Students for a FREE breakfast to start your day! No need to book, just come along.
[Go to this page](#)



12th June 9am - 5pm
Green Week: Book Display
Main Library
Read all about it! Pop into the Main Library Foyer during Green Week to borrow inspiring books, practical tips for being more sustainable and e-resources.
[Go to this page](#)



12th June 9:30am - 3:30pm
Explore Careers Beyond Academia event for PGs & ECRs
Edgaston Park Hotel
There's a huge variety of careers for life sciences subjects beyond academia. Postgraduate researchers (PGRs) and Early Career Researchers (ECRs), build your awareness and explore the opportunities.
[Go to this page](#)



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Welcome to Your Careers Service

Search

Book

My Attributes

My Career Passport

Career Discovery


My Attributes: Review, Develop and Reward

Start your journey by completing this self-audit to review which of your attributes are strengths and which you might seek to develop further. Following this, access the online learning pathways to develop your knowledge and understanding of the attributes. Finally, complete four reflections on extra-curricular activities you have undertaken that develop the attributes and be rewarded by gaining [The Birmingham Award](#) on your graduation transcript.

This assessment will take you roughly 15 minutes to complete.

For further guidance please [visit our My Attributes guidance pages](#).

Start attributes assessment




To find out how we will use any personal data you share with us, please read the [University of Birmingham privacy statements](#).

English

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Version: 9.30.0

Built by 



Next steps

- Consolidation
 - Curriculum
 - Calendar
 - Personal academic tutoring
 - Professional Development Advisory Board
- Evaluation and research
- 'Transform Pathway'



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Educational Gain Project Report

Professor
Jacqueline
Stevenson





Approach to the report


- 66 providers awarded Gold overall (50) or Gold for student outcomes (a further 16). Two did not explicitly mention educational gain.
- Submissions coded on Nvivo in relation to: Definitions, Types of EG, Approach to achieving EG, Methodology, Evidence of achievement, Evaluation of approach.
- Further coding to explore further.




First thoughts....

- Looking across the submissions, what might be expected is:
 1. That a coherent definition of education gain is given.
 2. That end-point success (educational gain) is aligned to the definition.
 3. That the methodology for measuring 'gain' is articulated, aligned (to 1 and 2), is measurable, and is evaluated.
 4. That any evidence of gain is connected to what has been said (1 and 2) and what has been measured (3).
- In other words, that there would be a golden thread which runs through the whole submission. But....

Educational Gain Schema

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 & 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?
					

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 & 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 can be measured (and what cannot) and at what point in student lifecycle	How and when will you know you have had impact?
		EVIDENCE		Need start and end points	
					
Achievement of mission seen as an EG but not measurable. Some stop here, <u>e.g.</u> gain as 'access to HE'. Some focus on specific groups of students (but may then measure gains for all)	Unclear for whose benefit? Lack of differentiation of long-term goals and ambitions for students from measurable gains.	Domains of EG - either generic or specific. Much activity here, but often not measurable. Desires for disciplinary gains less apparent. Majority of activity 'in house'	Starting point data not always available. Much here, most not aligned to EGs. Use of existing measures more likely than creation of new. Often not SMART EGs, so hard to measure. Some plan forward, some collate backwards. A few good examples but not always aligned to gains (or all gains)	Only a few examples of how EG evidence is being used, by whom and where. Evaluation almost completely absent. Early days so perhaps not surprising.	



Approaches to Educational Gain

- Four broad, conceptual approaches to educational gain:
 1. students at the centre
 2. beginning and endpoint considerations
 3. lifecycle approaches
 4. 'who we are and what we do'
- Many providers have adopted elements from more than one approach, and some do not fall into any of these.



Definitions of Educational Gain



1. 'Top-down', where the definition has been crafted by the provider (60%)	2. 'Top-down', where the provider has drawn on an external definition (<u>e.g. Kandiko Howson, Rand, HEFCE/OfS</u>) (14%)
3. 'Bottom-up' where the provider has built a definition drawing on either the evidence provided, or the outcomes intended (12%)	4. Aligning educational gain to graduate attributes (35%). Note: may also be integrated into the other approaches



1. Definitions that start with the context (and focus on WHAT, WHY, and WHAT FOR).
2. Definitions that focus on graduate ambitions (and include the HOW of EG).
3. Definitions that focus on particular groups of students (WHO).



The Purpose of Educational Gain

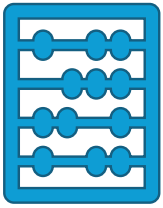
1. What providers want their students to *do* or to *have*.
2. What providers want their students to *become*, either during their studies or post-graduation.
3. How the purpose of educational gain is aligned directly to the provider's mission and values.

ENHANCE	ADDRESS	BUILD
Students' outcomes	Global challenges	Students' societal contributions



Educational Gain Activities

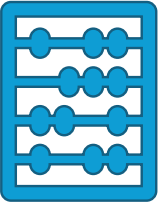
Work readiness <ul style="list-style-type: none">• Employability skills development (CV writing; interview skills)• Career development (internships; placements; industry experience etc.)• Engagement with employers and industry experts	Skills development <ul style="list-style-type: none">• Academic skills development; tutorial support• Entrepreneurial skills development• Specialist skills development activities (especially in specialist providers)
Knowledge <ul style="list-style-type: none">• Inclusive teaching and assessment• Disciplinary/interdisciplinary knowledge• Professional knowledge activities (especially in specialist providers)	Personal development <ul style="list-style-type: none">• Extra-curricular activities (including in sport); co-curricular activities• Soft skills development (confidence building, teamwork)• Inclusive activities; developing a sense of belonging



Measuring Educational Gain

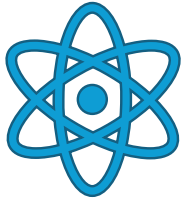
- Externally validated metrics
- Students' self-reporting
- Rankings
- Student participation in activities
- Reports from stakeholders
- Student feedback.

Measurement level	Examples of evidence
Objective and externally validated	APP targets and outcomes Graduate Outcomes data English Social Mobility Index ranking
Objective and internally validated	Module grades Module evaluations Standardised tests
Subjective and internally validated	Students' reflective portfolios NSS qualitative comments Non-standardised tests



Measuring Educational Gain 2

- ‘Evidence’ which is not actually evidence
- Lack of evidence of gain
- Weak data
- Mixing and matching
- Inconsistency of approaches
- Variability of reporting
- Selectivity
- A lack of alignment
- **Using Data & Evaluating EG:** A number of providers intend to develop action plans, and/or monitor and review their approach to educational gain; Only a small number explicitly state how they will evaluate their approach rather than simply monitor it.



Broader issues arising from the analysis

- Education goals but not educational gain.
- Linking to the institutional mission makes measurement a challenge.
- Not all desired futures are measurable
- Domains largely align with knowledge, skills, work-readiness, and personal development; but having a 'good' student experience' is also mentioned.
- The *ways* in which EG will be achieved strong theme than how they will be measured.
- Lack of alignment between the definition, the domains, and the evidence of educational gain.
- Not all measurements have the same 'weight' in relation to evidence but are presented as having parity.
- Much of what is offered as evidence is not evidence of educational gain.
- 'Cherry picking' of evidence is partly to blame.

Ways forward and next steps

- Use the schema?
- Reflective questions
- Recommendations
 - For future iterations of the TEF
 - For providers engaging students in educational gain
 - For providers measuring gains
 - For providers reporting gains



EDUCATIONAL GAINS AT UEA: CLOSING ATTAINMENT GAPS

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QAA – June 2024





Prof Fabio Aricò
Director of CHERPPS
Centre for HE
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Dr Laura Harvey
CHERPPS Honorary
Fellow



**Prof Helena
Gillespie**
Associate PVC for
Student Inclusion



Dr Ritchie Woodard
CHERPPS Associate
School of Economics

OUTLINE

- 1. UEA Definition of Educational Gain**
- 2. UEA TEF Submission 2023**
- 3. Review of methodology work in progress and plans for TEF 2027**



UEA DEFINITION OF EDUCATIONAL GAIN

Building on work done over HEFCE-OfS Learning Gain Pilot Project (2015-2018):

- consider a UG student's Stage Average (StA) Year 1 and Year 3

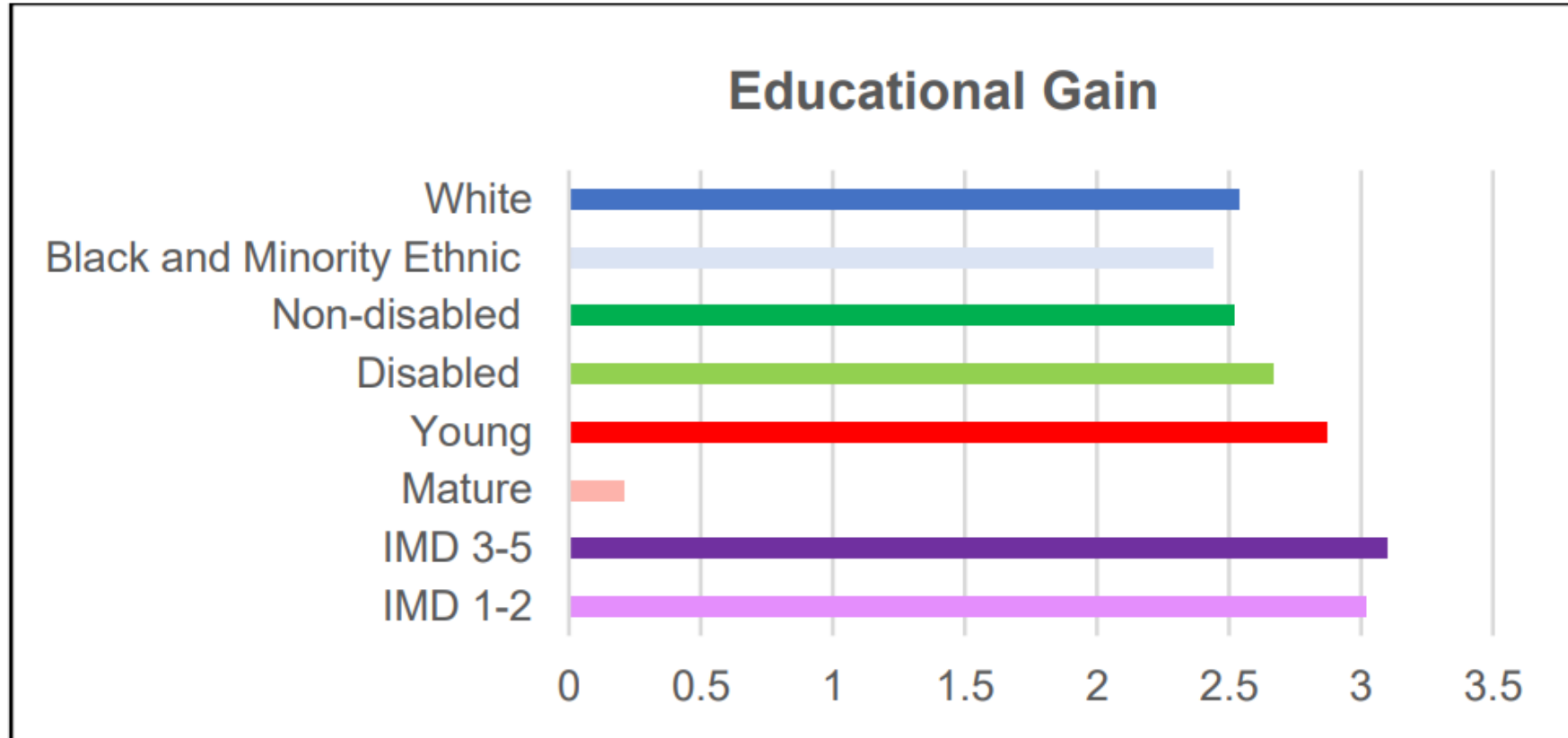
$$\text{Learning Gain: } LG_i = StA_i(\text{Year 3}) - StA_i(\text{Year 1})$$

- average across students in each graduating cohort
- split the cohort in groups according to dimensions of inclusion:

ethnicity, disability, age, IMD

- Educational Gain is the closure of the Learning Gain gap across dimensions:

UEA TEF SUBMISSION 2023



UEA TEF SUBMISSION 2023

Comparison group	Sector Gap (%)	UEA Gap (%)	Smallest Gap
IMD quintile 5 to 1	14.8	11.0	UEA
Ethnicity White to Black	17.4	14.0	UEA
Ethnicity White to Asian	5.8	4.0	UEA
Ethnicity White to Mixed	2.5	5.0	Sector
Ethnicity White to other	8.2	5.0	UEA
Young to Mature	9.5	3.0	UEA
No disability declared to disabled	1.1	-2.0	UEA

UEA TEF SUBMISSION 2023

Positives

- A metric that is scalable and easy to compute
- A metric that is trackable over time and robust to changes in the sector
- A metric that speaks to the inclusive mission of our Institution.

Negatives

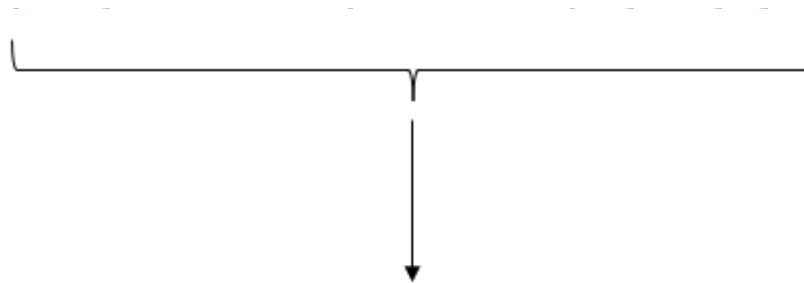
- An overly simplistic approach
- It does not account for marking cultures across disciplines
- It does not account for socio-economic factors
- It does not allow to explore intersectionality.

REVIEW OF THE METHODOLOGY

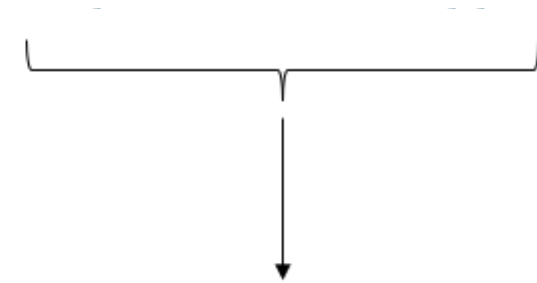
Modelling Learning Gain through regression analysis and a large basis of data:

β = correlation coefficients \rightarrow impact on LG and Educational Gain

$LG = \alpha +$



control for interaction across dimensions
account for intersectionality



control for demographic,
academic, and socio-economic
variables

ADDITIONAL EXPLANATORY POWER

demographic → gender, domicile, native-speaker...

socio-economic → income, bursary, free school meals...

academic → previous attainment, tariff, subject,
year abroad, year in industry
engagement indicators

We are currently estimating the model and fine-tuning our results over a dataset spanning between 2013-2023:

- panel data regression (explanatories and time)
- can introduce time-controls to account for shocks (i.e. Covid-19).

UEA TEF 2027 STRATEGY

1. Demonstrate the power of our model in monitoring and assessing Educational Gain according to our own definition
2. Estimate the model for TEF 2023 period and TEF 2027 period and assess changes in the correlation coefficients → lower coefficient = less diversity
3. Experiment and discuss different measures of Education Gain based on different definitions of Learning Gain (i.e. plain difference, normalised difference) for an in-depth conceptual exploration of the metric and its meaning and implications.

FINAL REMARKS

This QAA Project has been invaluable in providing us with a means to reflect on what we are doing and comparing notes with our project partners.

A criticism to our approach is the perception we are ‘double counting’:

→ focus on metrics generally scrutinised within the APP framework.

However:

→ our model assesses these dimensions holistically and in a contextualised manner, also highlighting the weakness of targeting bivariate gaps;

→ our model encompasses a broader explanation of student learning and the student experience, embracing many more dimensions.

EDUCATIONAL GAINS AT UEA: CLOSING ATTAINMENT GAPS

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QAA – June 2024





Dr Elena Zaitseva, Teaching and Learning Academy
Dr Rachel Stalker, Dr Shane Sullivan School of Law



- Post 92 institution
- 28418 students (21,628 undergrad)
- Over 40% of students come from the Liverpool City Region
- Around half are first generation students and third of our undergraduate population are in IMDQ1
- TEF 2023: Silver for student experience, Gold for student outcomes



LJMU approach to educational gain

Authentic learning is a pedagogical approach that situates learning tasks in the context of future use.

Herrington and Oliver (2000)



Focus on authentic learning
(multiple sources of evidence)



Aim: to provide students with opportunities to gain authentic learning experiences that raise aspirations, contextualise skills and knowledge and support achievement relevant to students' future ambitions.



We see this as an approach that enables students to develop robust knowledge that transfers to real-world practice.

LJMU approach to educational gain

- Provide students with curriculum opportunities that equip them with skills and knowledge gained through subject-relevant experiential learning that can be tailored to their needs.
- Students: develop and discover interests, skills, aptitudes, and passions, and make better informed career choices.
- Learning through self-discovery: it brings a clearer path to what they want to pursue after their course completion.





Case study: educational gain in Law

- Law TEF outcomes, based on four-year trends (until 2021), were patchy
- Three indicators of student experience and one for student outcomes (progression) were materially below the benchmark

Review of the curriculum with emphasis **on educational gain.**

Changes implemented:

- ✓ Audit of employability skills in the curriculum
- ✓ Opportunity to shape educational and professional journey through a range of module choices that reflected distinct academic or practice pathways
- ✓ Move to block delivery
- ✓ Skills-based modules having more contact hours in small group settings
- ✓ Embedding the Legal Advice Centre (LAC) into the curriculum
- ✓ New assessments formats
- ✓ Careers mentoring to every student by accomplished industry, business and professional leaders
- ✓ Frequent informal opportunities to get feedback and close feedback loop

Measuring educational gain

What we measure:

- student's perceived and actual progress in the development of knowledge, skills and experience

Module based data (attainment, reflection on their progress with learning and skills development as part of assessment and personal tutor sessions)

Module evaluation (proxy indicator), reflection in comments

NSS satisfaction (*My course has provided me with opportunities to apply what I have learnt*)

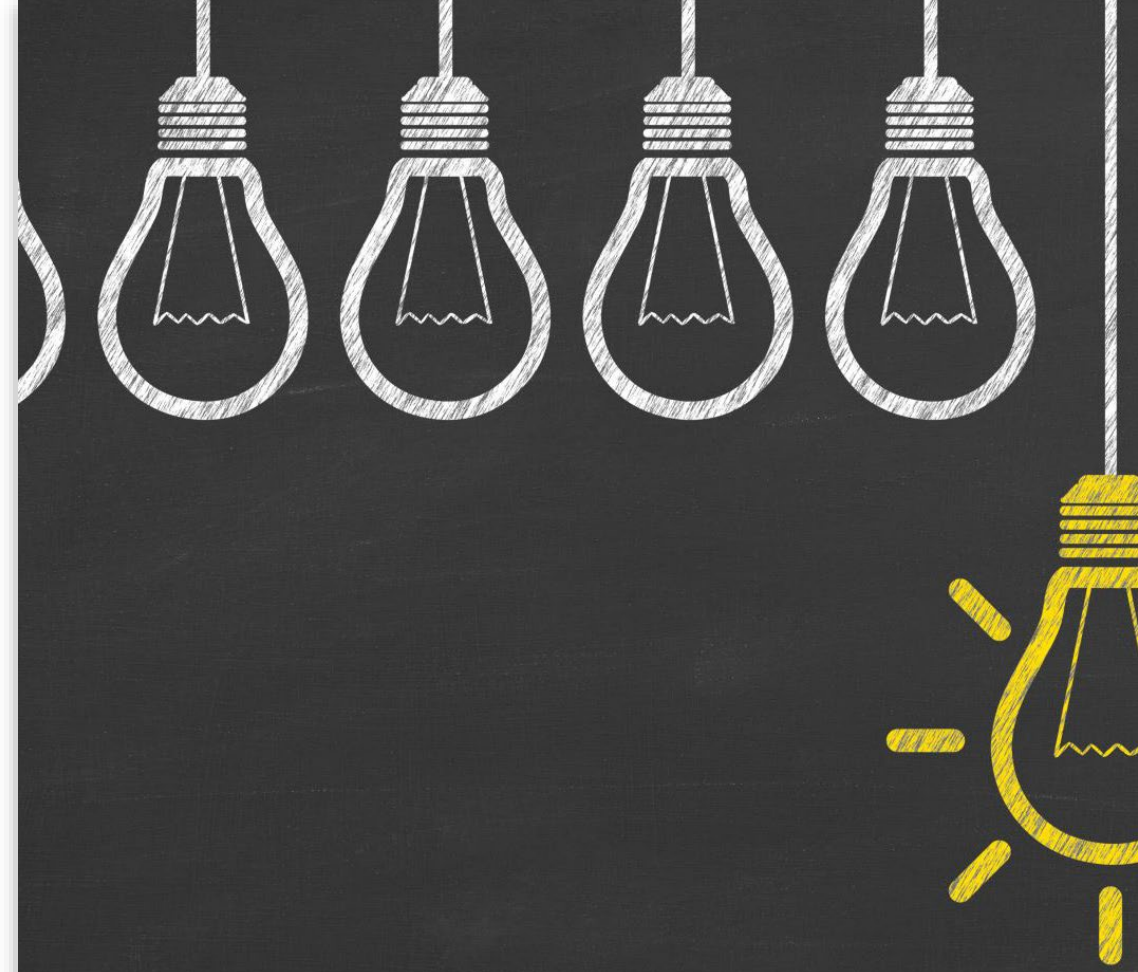
- progression to employment or PG education (Graduate Outcomes Survey)
- Social mobility by subject and courses (relevant indexes, including Institute for Fiscal Studies or HEPI Index)



Principles and future plans

- Ensure that measuring educational gains remains manageable and avoids additional burden on students and academic teams
- Apply a range of measures with the social mobility index at the core.
- Continue developing and refining a conceptual framework that is widely understood, and communicated across the organisation, students, staff and graduates.

- **Intended educational gains** are defined but need revisiting
- **Approaches to supporting educational gains** – the whole institutional approach
- **Evaluation and demonstration of educational gains** is currently the main institutional focus.



Student outputs, Recommendations, Future work

QAA Educational Gain Project Webinar

12 June 2024

- Dr Camille Kandiko Howson, Imperial College London

Student outputs

- Paid internships through Imperial's Student Shaper scheme
- Asked to make student-facing outputs
- Ideas can be customised for institutions



Video

Customisable



Search



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Accounting for student success: Measuring educational gain

Infographic



Educational Gain:

The what, how, and why?

A guide made by students, for students

As students, university life is incredibly busy! To balance the dizzying array of lectures, exams, clubs and societies, we often sacrifice hours of sleep and even social events with friends, to achieve our best in every dimension.

Yet, have you ever asked yourself — *what do I actually want to gain from attending university?* *How do I define my success in higher education?* These are all questions that are being addressed by a newly coined term: **Educational Gain**.

What is educational gain, and why should I care?

Educational Gain, or EG for short, is a **metric** to determine **how**, and **what**, students **gain** from their experiences in higher education (HE). Some things you should know about EG are:



EG was created on the premise that **students should be at the centre** of their HE experience.



It prompts **self-initiated reflection** from students about their HE journey



EG helps to involve students in **developing and shaping** their own university experiences

The end result?



By evaluating EG based on student input, we facilitate national/college-level evaluation of success of HE programmes to identify **areas for improvement** and examples of **good practice**



How is educational gain measured?

Over the past few years, educators, quality assurance bodies, and universities have trialled different methods of measuring educational gain. However, EG remains a difficult concept to measure, as it is often very **individualised** and **abstract**. This is why we are trying to create a **framework** that encompasses multiple elements of EG. Here are some of the proposed ways to measure EG:

Quantitative gain



- Academic attainment
- Salary post-graduation

v.s.

Qualitative gain



- Growth in personal identity
- Overcoming barriers and realising potential
- Achieving career aspirations

Gain for current job role

- Exam readiness
- Knowledge acquisition



v.s.

Gain for future job role



- Employability in desired field of work
- "Soft skills", e.g. time management, teamwork, networking



Gain in terms of distance travelled

- Extent of improvement in one facet of gain (e.g. social mobility)

Skills-based gain



- Ability to perform specific tasks
- Hands-on/experiential learning



Values-based gain

- Defining a compelling vision for your own wellbeing in HE
- Exploring emotions and wellbeing in connection with student learning



How can I reflect on my own EG?

Monthly journaling



Keeping note of **major educational barriers** you've faced, such as a personal struggle with an exam, is a great starting point for EG reflections!

Some questions to ask yourself:

- What **skills** have I developed from this experience?
- How has this experience **shaped the person I am**?
- In what ways has this experience impacted my **perceived self-worth**?
- Going forward, how will this experience impact my **confidence in believing that I can achieve my goals**?

Life outside of Academics:

The scope of EG extends far beyond academic gain; examples of non-academic elements of EG include:

- Friendships
- Interpersonal relationships
- Extracurricular activities (clubs and societies)
- Major life events

Reflecting on these experiences are equally as valuable — *how have certain activities, relationships, or events shaped your personal growth?*



Wellbeing Tracker

- Emotions and feelings also important contributors to educational gain. By evaluating how **learning strategies/environments** evoke emotions and feelings, you can identify the most effective educational approaches to help you succeed.

- A great way to track your emotions and feelings throughout university is to make use of wellbeing trackers — many commercialised mobile applications exist for this.

- We know it's difficult to stay consistent with recording your wellbeing daily; but even just revisiting the wellbeing tracker during particularly stressful or emotional periods of university, can be useful — so we'd encourage as many of you to try this strategy as possible!



Vision Board



A crucial function of universities is to prepare you for life after HE. Although many students don't know exactly what they want to pursue as a **career**, it is useful to start planning potential career paths!

University is the **perfect opportunity** to explore different avenues for work. A powerful way to visualise such opportunities is to make a vision board.

There are so many ways to create a vision board, so don't let this guide restrict your creativity! Some starter elements to include are:

- Begin by mapping out where you're starting from: i.e. being a university student.
- Then, draw out where you envision yourself towards the **end of your career** — how would **you** define success in your work?
- Identify some **milestones** in between the start and end points, *how can you measure progress along your career path?*



What we've discussed above forms the **backbone** of your vision board; now comes the more difficult part of the reflective process:

- What **skills or values** can you identify to help you achieve your goals?
- What **steps** can be taken to develop these skills and values during your time in HE?



Lastly, don't forget to **periodically check in** on your vision board; your definition of success and perspectives on career path will evolve with time.

Resources



Want to learn more about educational gain? Scan the QR codes to find out more!



QAA Collaborative Enhancement Project on Educational Gain

Blog on Educational Gain



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This infographic is an output from a Collaborative Enhancement Project supported and funded by QAA Membership. The project is led by Imperial College London in partnership with Bath Spa University, Imperial College London, Liverpool John Moores University, London School of Economics and Political Science (LSE), The Open University, University of Birmingham, University of Cambridge, University of East Anglia, University of Exeter, University of Manchester, University of Plymouth, University of Portsmouth and University of Warwick. Find out more about Collaborative Enhancement Projects on the [QAA website](#).



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Recommendations

For future iterations of the TEF

- Institutional groupings/definition
- Separate out educational gain from other regulatory reporting (e.g. APP and awarding gaps)
- Standardise nationally reported data
- Explicit detail on student engagement in the process



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Recommendations

For providers engaging students in educational gain

- Student (and staff) friendly language
- Educational gain embedded in curriculum (where possible)
- Tangible activities for students to achieve educational gain
- Alignment with graduate attributes (and similar)
- Support students to help them surface gains
- Analyse equity of internal award schemes



Recommendations

For providers measuring and reporting gains

- Separate gains and goals
- Separate activities and gains
- Specify levels of gain (individual, cohort, institution)
- Separate gain from enabling measures (sense of belonging)
- Monitor and evaluate plans



Future work

- Feedback for future iterations of the TEF and regulatory activity
- Academic outputs
- Encourage sector collaboration on ways to show outcomes and benefits of higher education
- Engage with HE sectors internationally



Engage Students!

- Challenge students
- Support students
- Inform students
- Seek, ask and report on feedback
- Provide opportunities for students
- Hold students responsible
- Work WITH not FOR students



Thank you!

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