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# **My Employability Development Journey**

## **Notes on Learning Gain for Educators**

The *My Employability Development Journey* tool is an approach to learning gain that has been designed to be used in an academic curriculum context by educators.

An inclusive approach to measuring learning gain with respect to employability development:

1. Is based on the principle of self-assessment for learning, rather than external assessment of learning
2. Is centred on the student defining their starting point and setting their own goals for progress
3. Uses inclusive pedagogy, including diversified approaches to teaching, learning and assessment to remove barriers to engagement
4. Challenges and removes assumptions about students, their goals and the barriers to they experience to achieving those goals

This is achieved when:

- Students reflect on and respond to their own experiences, needs and readiness (WHERE AM I STARTING?)
- Students explore define, and reflect on their goals (WHERE AM I GOING?)
- Students self assess their progress against the goals they set themselves (HOW AM I DOING?)

This learning gain tool is based on the principles of ipsative assessment (Hughes, 2017):

- Self-referential and intrinsic: the learner sets their own starting point and their own goals for progress
- Feedback and Feed Forward: the student is guided towards their next step through effective questioning by themselves, their peers or an objective professional (e.g. an educator (academic or careers) or employer)
- Reflection is embedded into the activity or learning experience
- Self-assessment on progress is embedded into any assessment within the activity

Confidence and progress can also be aligned to external frameworks, e.g. career readiness journeys, transferable skill development, work readiness (e.g. Pampaka, 2018) and may have the intermediate stages or goals on that journey defined for them to show what progress might look like.

### **Employability and Career planning**

This learning gain tool has been designed to be used in an academic curriculum context by academic educators, and it can easily be enhanced by careers educators to make a more explicit connection to career readiness, career planning and recruitability skills (e.g. writing CVs and cover letters, effective interview skills).

### **Key References:**

Hughes, G. ed. 2017. *Ipsative Assessment and Personal Learning Gain: Exploring International Case Studies*. London, Palgrave Macmillan.

Pampaka, M. Swain, D., Jones, S., Williams, J. Edwards, M., Wo, L. 2018. "Validating constructs of learners' academic self-efficacy for measuring learning gain", *Higher Education Pedagogies*, 3:1, 118-144

*See also the Learning Gain Research Bibliography in this Toolkit.*