



# USING THE LEARNING GAIN TOOL TO EXPLORE IMPACT ON THE ENGIE PROGRAMME

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## How the Learning Gain Tool was used on the ENGIE programme

As part of their participation in the ENGIE programme, students were asked to respond to a series of 12 before and after questions or statements. These questions were administered by the programme team as part of the first workshop session, and again as part of the final programme event. The bank of questions reflected attitudes and perceived skills and understanding linked to personal development, the construction industry and Higher Education. Questions were developed by Research Toolkit and the programme team and have been used on other similar outreach and widening participation interventions.

## About the data

Data were collected from 18 participants on the programme. Participant data were combined to produce an average across the 12 question or statement areas. At the beginning of the programme this resulted in the production of a 'temperature reading' of attitude, perceived skill and understanding. The same process was used for the data collected at the end of the programme. The difference in average values (pre and post programme) produces a distance travelled or 'learning gain' value.

## Percentage increases

For the purposes of transparency we include the numeric change in average value - from the beginning of the programme to the end of the programme (see **FIGURE 1:** Learning Gain statement analysis: ENGIE Programme). For example, the change in value of question 1 (I know about the skills I should develop in order to work in the construction industry) moves from an average of 5.06 to 7.17 by the end of the programme. To clarify this movement we have converted the change to a percentage figure; using the beginning of the programme as a base this represents a 42% increase at the end of the programme.

### Learning Gain Tool

The Research Toolkit Learning Gain Tool©, is an interactive resource capable of assessing and measuring impact of educational interventions. It uses pre and post-activity data to explore impact from the perspective of the activity participant, school or stakeholder representative. This tool has been used across a number of GHWY programmes and is also used by other outreach providers regionally and nationally to identify effect, impact and distance travelled of educational interventions.



## Overall analysis

Across all questions, the greatest change was recorded in relation to Q3 - *I know about the variety of careers available in the construction industry* (see **FIGURE 2:** Learning Gain statements ranked by largest gain. It would appear that from relatively limited knowledge and understanding at the beginning of the intervention, participants had a much greater appreciation of career options in construction by the end of the programme.

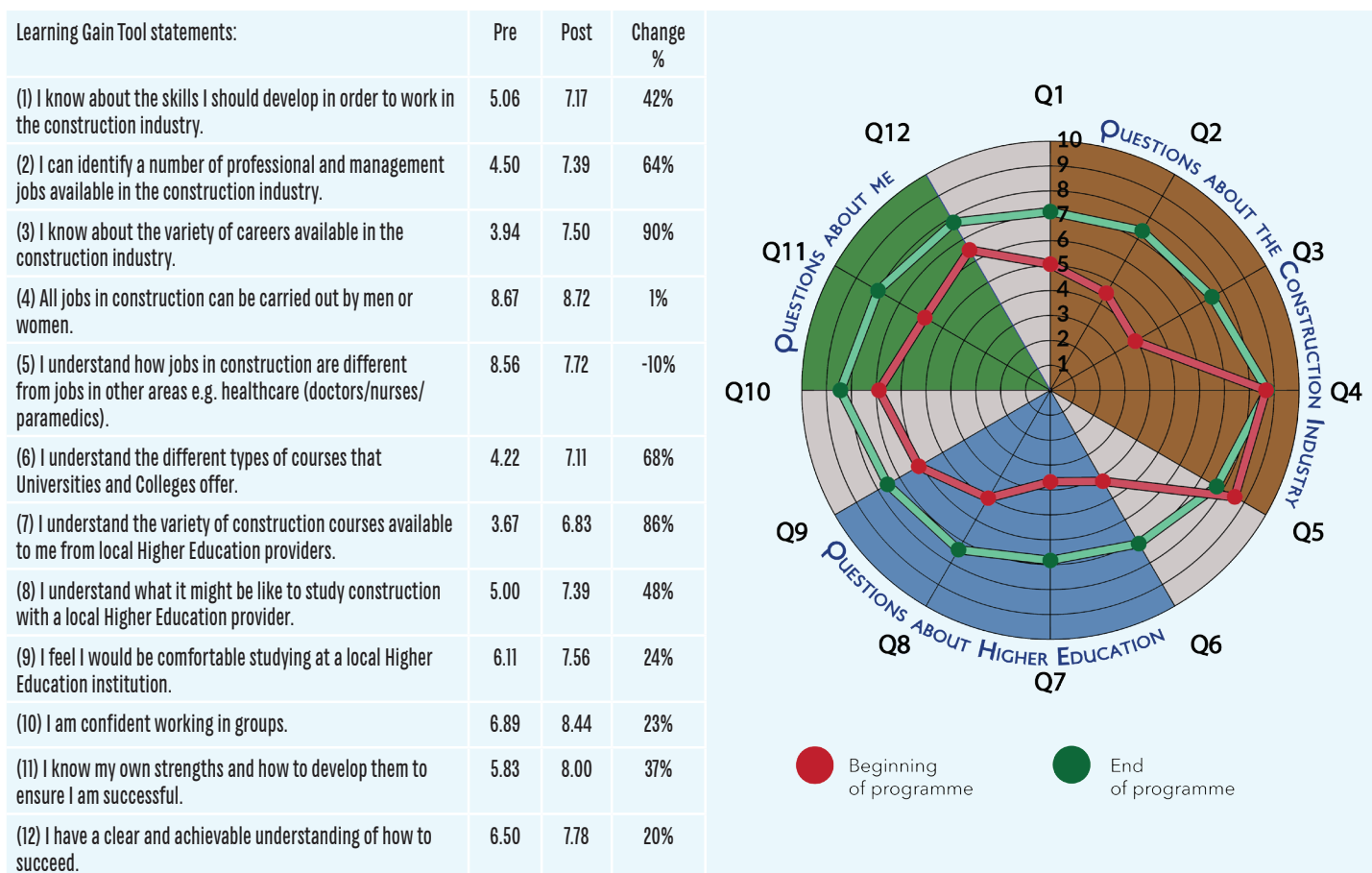
It is also clear that though engagement with the content of the structured sessions participants developed a greater understanding of the HE options available to them from local providers. This is evidenced by the increases reported for Q7 (*I understand the variety of construction courses available to me from local Higher Education providers*), and Q6 (*I understand the different types of courses that Universities and Colleges offer*).

A very small increase or gain was recorded in relation to Q4 (*All jobs in construction can be carried out by men or women*). However, the average linked to this question from the beginning of the programme was high - indicating that students had strong agreement with its content. A similar view was recorded when using this question in last year's Keepmoat Homes construction programme.

Students recorded very positive understandings (Q5) of the difference between jobs in construction and other areas (e.g. healthcare) at the beginning of the programme. However, these understandings became less clear by the end of the programme and a 10% decrease was recorded. A reason for this could be that students initial understandings were overly positive and the programme helped them to 'scratch the surface' of the different kinds of jobs available.



# FIGURE 1: LEARNING GAIN STATEMENT ANALYSIS: ENGIE PROGRAMME



# FIGURE 2: LEARNING GAIN STATEMENTS RANKED BY LARGEST GAIN

Attitude, perceived skill or understanding

