

EDUCATIONAL GAIN STATEMENT 2026-2027

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Version Changes	1. Purpose section added; wording simplified and obligations clarified, as educational gain is not an OfS condition. 2. Statement renamed the Educational Gain Statement and updated to the College house style. 3. Intended gains and approaches set out in tables (sections 3 and 4).
Related Documents	Access and Participation Statement Student Representation Policy Strategic Plan 2025-28
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1. Purpose

- 1.1 This statement sets out the educational gains Results Consortium ('Results') aims for its students to make, how it supports them and how it measures them.
- 1.2 Educational gain is not a condition of registration. Results uses this statement to inform its Teaching Excellence Framework submission and its annual self-assessment.

2. Mission and Values

- 2.1 Education is about more than gaining a qualification. It gives people the skills to solve problems and improve their own lives and the lives of others.
- 2.2 Our mission is to transform people's lives through education, driven by a commitment to diversity and inclusion and underpinned by our values:
 - Integrity
 - Innovation
 - Professionalism
 - Flexibility
 - Trust
- 2.3 These values underpin the knowledge, skills and behaviours we expect our students to develop. These gains fall into three areas, set out in section 3.

3. Intended Educational Gains

3.1 We want students to develop in three areas so that, as graduates, they can be:

ACADEMIC DEVELOPMENT	PERSONAL DEVELOPMENT	WORK-READINESS
- Communicative - Confident - Creative - Curious - Collaborative	- Resourceful - Responsible - Respectful - Resilient - Reflective	- Self-aware - Entrepreneurial - Adaptable - Solutions-focused - Accountable - Leading and influencing - Technological

3.2 The diagram below brings these gains together around our values.



4. How We Support Students to Achieve These Gains

4.1 Alongside their academic studies, students take part in personal development activities that prepare them for work. We provide the tools, challenges and support to build self-belief and a strong work ethic. As artificial intelligence and automation change the world of work, the human skills set out above will set our graduates apart.

4.2 Our approaches fall under four themes:

THEME	WHAT WE DO
Inclusive access	We target prospective students from underrepresented groups, including students: - from low-income backgrounds - from areas where participation in higher education is low - who are the first in their family to enter higher education - from underrepresented ethnic backgrounds
Learning and teaching	Teaching that builds independent learning and collaboration, for example co-created activities and assessments, reflection and self-assessment, peer learning, coaching and mentoring, practical workshops and masterclasses, skills portfolios, discussion and debate, and flexible timetabling.

THEME	WHAT WE DO
Technology and innovation	Using new technologies, including AI, and teaching students to use them ethically and responsibly.
Employer and community engagement	• Industry projects and case studies that build understanding of the working world and the skills needed for employment. • Activities that build belonging, such as newsletters, social and sports groups, student representative meetings, debating, alumni groups and volunteering. • Careers fairs and job boards. • Visits to businesses, museums, shows and conferences. • Guest speakers from local businesses and community groups. • Work experience, internships and volunteering. • Personalised information, advice and guidance.

5. How We Measure These Gains

- 5.1 Results looks at the distance travelled from enrolment to graduation, drawing on measures such as:
- A self-assessment of skills on entry, to set a baseline.
 - The same self-assessment on exit, to measure distance travelled.
 - Continuation, completion and attainment data.
 - Progression to employment or further study.
 - Skills portfolios covering academic development, personal development and work-readiness.
 - Attendance and engagement data, including use of learning resources and attendance at events.
 - Feedback from employers.
 - Student surveys and evaluations of events.
 - Annual self-assessment review.
- 5.2 Results reviews educational gain as part of its annual self-assessment.
- 5.3 Results aims for every graduate to leave with the academic ability, personal resilience and work-readiness to succeed.