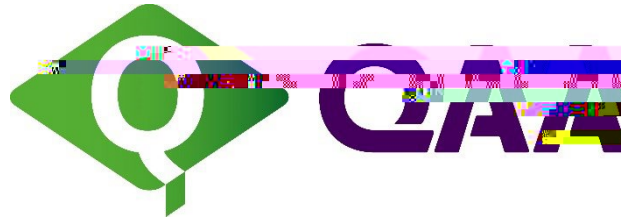




This resource is an output from a Collaborative Enhancement Project supported and funded by QAA Membership. The project is led by The Careers Group of the University of London in partnership with City University of London, King's College London, and the Centre for Online and Distance Education at the University of London. Find out more about [Collaborative Enhancement Projects on the QAA website](#).





Refers to the quantity and quality of an individual's personal connections and social networks, which provide them with support and access to opportunities and other resources.

# Analysing learning outcomes

---

## **Determining learning outcome assumptions**

---

For each learning outcome ascribe a numerical value to the depth of learning (1–4) and

# Analysing learning outcomes

---

whether you see your purpose as supporting the status quo or promoting change.<sup>4</sup>

Deeper performative outcomes in human and cultural capital could indicate a 'conservative' ideology – directing individuals towards meeting the needs of society.

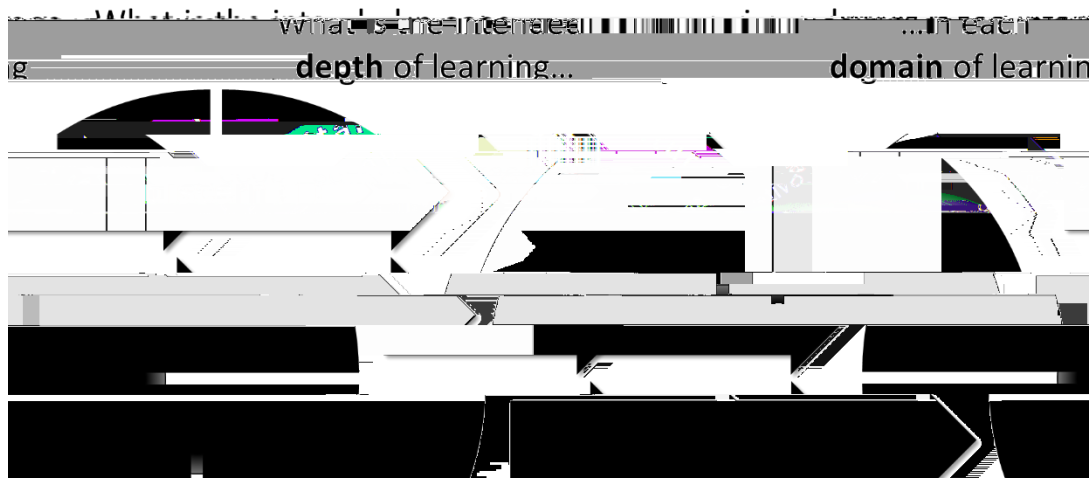
Deeper performative outcomes in personal and social capital could indicate a 'liberal' ideology – equipping individuals to pursue their current aspirations.

Deeper outcomes in the transformative sub-domains (especially related to personal and social capital) could indicate a 'progressive' ideology – encouraging individual to raise their aspirations and transcend limitations.

Deeper outcomes in critical capital indicate a 'radical' ideology – equipping and working with individuals to challenge and change societal structures.

---

## The analytical framework in visual form



---

## References

1. Oliver B. Redefining graduate employability and work-integrated learning: Proposals for effective higher education in disrupted economies. *Journal of Career Assessment*. 2015;6(1):56-65. doi:10.21153/jtIge2015vol6no1art573
2. Kinloch GC. Sponsored and Contest Mobility among College Graduates: Measurement of the Relative Openness of a Social Structure. *American Journal of Sociology*. 1969;42(4):350. doi:10.2307/2112130
3. Heslin PA. Conceptualizing and evaluating career success. *Journal of Career Assessment*. 2005;26(2):113-136. doi:10.1002/job.270
4. Watts AG. Socio-political ideologies in guidance. In: Hawthorn R, Kidd JM, Killeen J, Law B, Watts AG, eds. *Guidance in the 21st Century*. Routledge; 2002:351-366.

For more information about this analytical framework, please contact David Winter (david.winter@careers.lon.ac.uk).