

***Cookie cutting or gaining a broader  
perspective? Embedding GAs in the  
curriculum***

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# Graduate Attributes

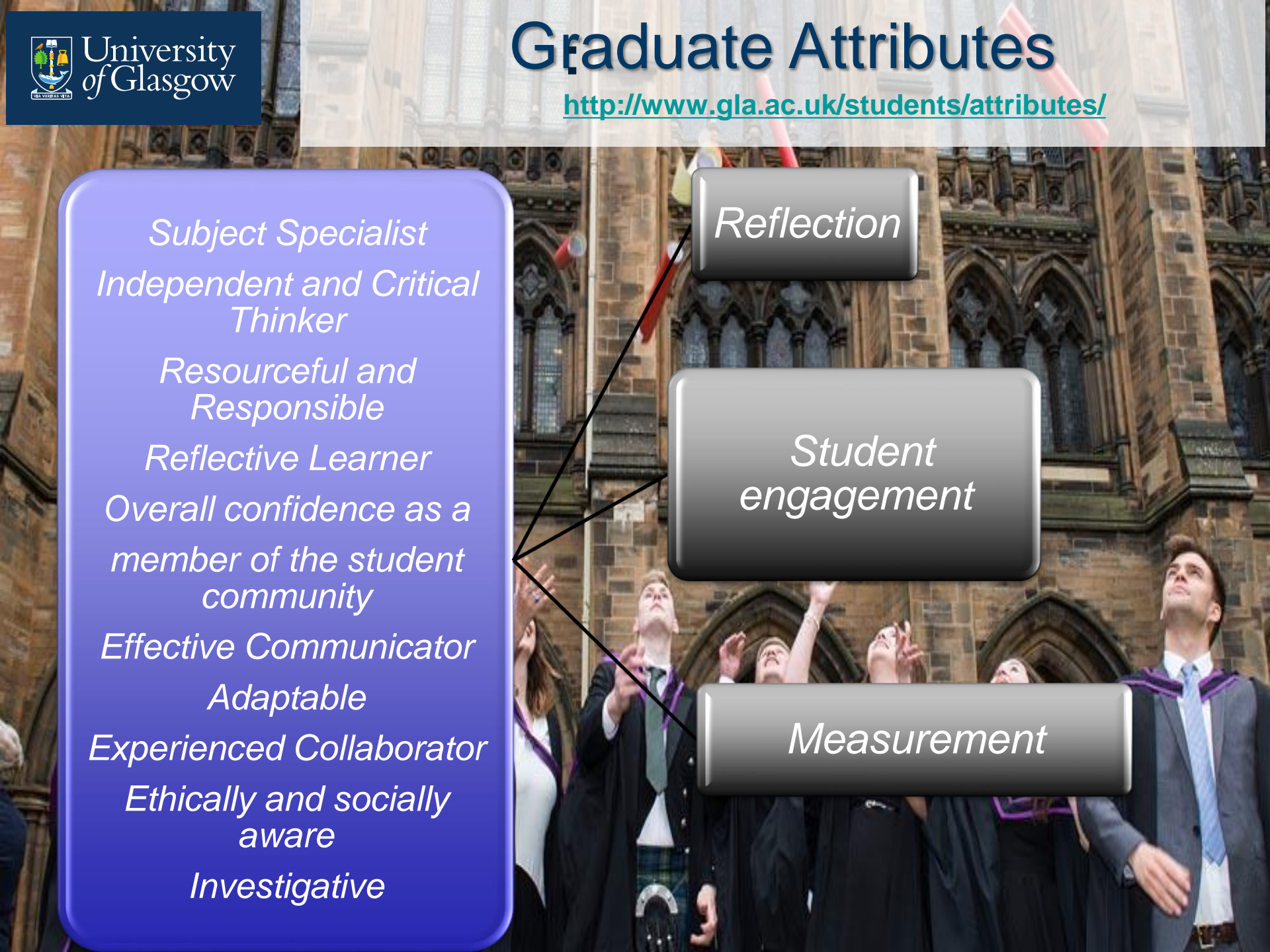
<http://www.gla.ac.uk/students/attributes/>

*Subject Specialist*  
*Independent and Critical Thinker*  
*Resourceful and Responsible*  
*Reflective Learner*  
*Overall confidence as a member of the student community*  
*Effective Communicator*  
*Adaptable*  
*Experienced Collaborator*  
*Ethically and socially aware*  
*Investigative*

*Reflection*

*Student engagement*

*Measurement*







# Aims and Methods



## Activities

- GAs reflection activities
- Careers Workshops
- Alumni Events



## Evaluation

- GAs Self efficacy
- Self Esteem
- Self Efficacy in HE
- Student perspective

# Can GAs self efficacy be measured meaningfully?

- Self Efficacy
  - “judgements of capabilities to organize and execute courses of action” (Bandura, 2005)
- Applied to U of G GAs matrix:
  - On the basis of *your current beliefs* in your academic capabilities, personal qualities and transferable skills.....

## Confidence as a member of the student community

Academic	I can confidently explain and challenge (subject specific) concepts and theories.
Personal	I can confidently communicate my (subject specific) knowledge to anyone.
Transferable	I am confident in taking a leadership role when working on group projects.

# Can GAs self efficacy be measured meaningfully?

Component	% Variance
Experienced Collaborator (APT) & Adaptable (AP)	10.1
Confident (APT) & Effective Communicators (AT)	9.2
Subject Specialist (APT) & Ind & critical thinker (AP)	8.7
Reflective learner (APT) & Investigative (A)	8.1
Investigative (PT) Effective Communicator (P) Ind & critical thinker (T)	7.7
Resourceful & responsible (APT) & Adaptable (T)	7.7
Ethically & Socially aware (APT)	6.9

N= 249

PCA (Varimax Rotation)

Eigenvalues >1

Factor Loadings >.4

Dimensions: Academic; Personal; Transferable



*“Personal qualities pervade employability”*

*(Yorke & Knight, 2007)*

- Self esteem (Rosenberg, 1965)
  - *“I feel that I have a number of good qualities”*
- Self efficacy in H.E (Yorke & Knight, 2007)
  - *“The amount of work I put into my studies is reflected in my grades”*



# What is the relationship between GAs, H.E self-efficacy and self-esteem?

	H.E self-efficacy	Self-Esteem
Resourceful and responsible	$r = 0.4$	$r = 0.2$
Confident	$r = 0.27$	$r = 0.31$
Adaptable	$r = 0.37$	$r = .23$
Effective communicators	NS	$r = 0.34$
Experienced collaborators	NS	$r = .24$
Reflective	$r = .26$	NS



# Do reflection activities improve self efficacy in GAs?

GAs Self  
Efficacy  
Time 1

Introduction  
to GAS

GAs  
reflection  
task

GAs SE, Self  
Esteem & HE SE  
Time 2

## Graduate Attribute Task

Where have you had the opportunity to develop the Graduate Attributes (GAs) listed below? Please think about the Psychology course, your other courses as well as your experiences outside of University.

Graduate Attribute	Source
Subject Specialist	Course lectures
Investigator	Reports & research in psychology
Independent and Critical Thinkers	Essays (psychology and psychology)
Resourceful and Responsible	Time management (essays, exams)
Effective Communicators	Group presentations, discussions
Confident	Extra-curricular activities, part-time jobs, presentations





# Do reflection activities improve self efficacy in GAs?

GA	Diff	p
Subject specialist	.08	.03*
Independent & critical thinker	.17	.001*
Resourceful & responsible	.144	.005*
Effective communicators	.135	.001*
Confident	.096	.008*
Adaptable	.16	.001*
Reflective learners	.1	.02*
Investigative	.07	.12
Experienced collaborators	.03	.24
Ethically and socially aware	.03	.29

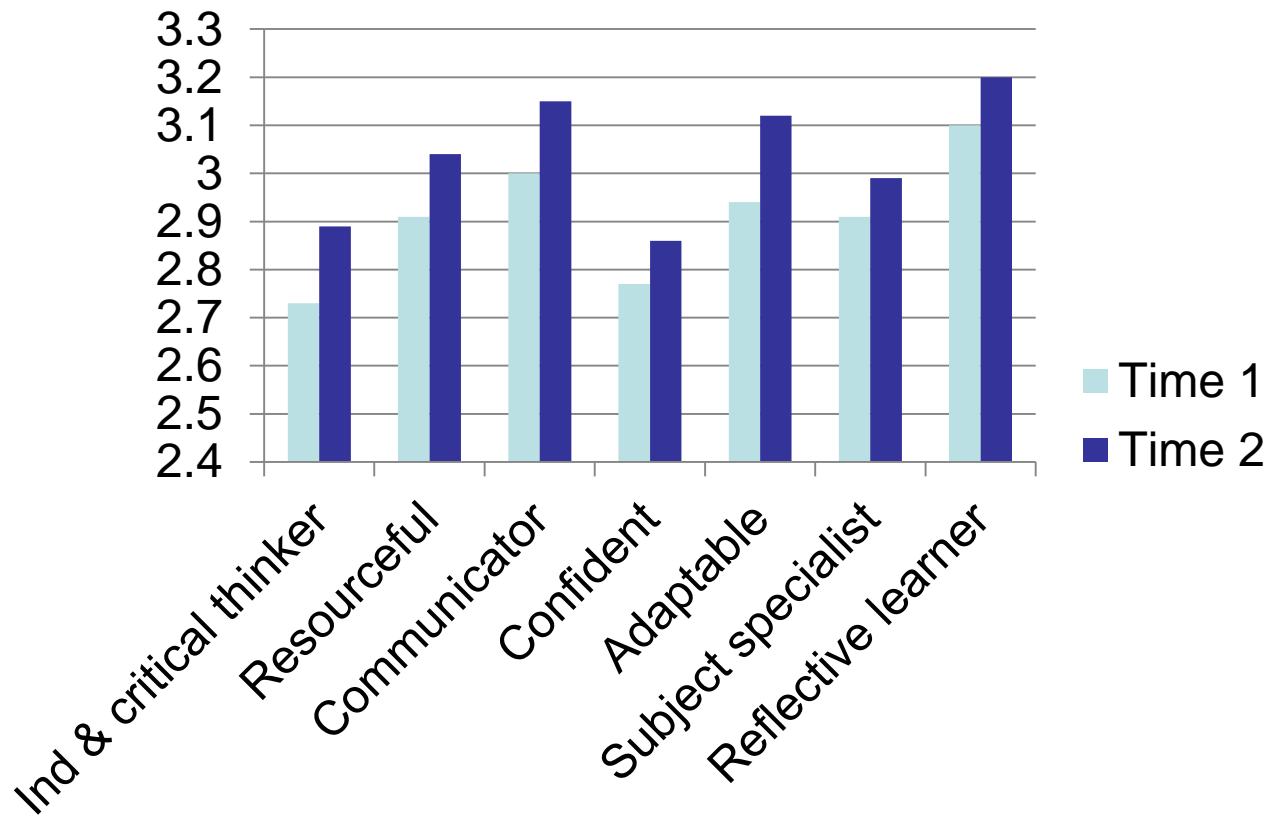
N =106

Mean age =  
20.5

80 F 26 M



# Do reflection activities improve self efficacy in GAs?



$p < .05$



# What is the student perspective on GAs and the activities?

- Qualitative data
  - open responses at the end of year survey (N= 164)
  - focus groups (N=9).

## Students' awareness of GAs

*“..before we did the labs – I didn't really know what they were at all that they existed”*

*“they are certainly all gonna be good to have, um but some of them particularly: being a **subject specialist**, being **confident** and being able to **communicate** are gonna be three things that are definitely gonna allow you to progress in any kind of career”*

## Students relate GA to wider context beyond university

*“It's like **confidence**, I'd say I've got that like I'm a waitress... I'd say that I've got that from that as opposed to being a uni student”*

# What is the student perspective on GAs and the activities?

## Thinking to the future

*“Reminded me that the aim of the degree is to train me for employment; that my being here does have a very practical and purpose”*

## Realising what they have and what they need to work on

*“Made me truly reflect on skills I already have or currently developing that would allow me to sell myself to future employers.*

## Links to the real world

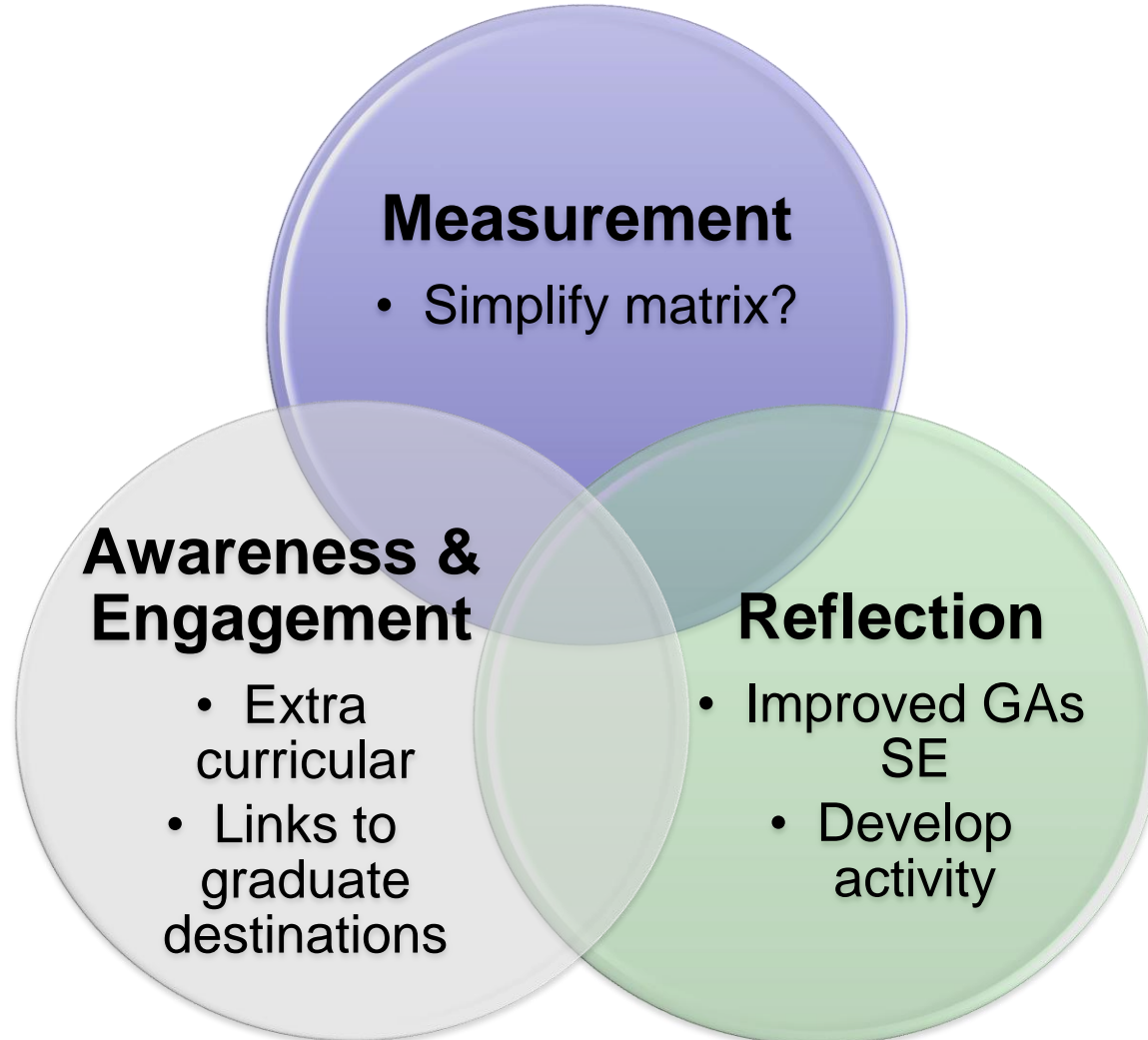
*“Looking more at how extra-curriculars can help you boost your graduate attributes. A rundown of how employers actually critically assess your CV”*

*“More focus on application of skills in potential jobs”*



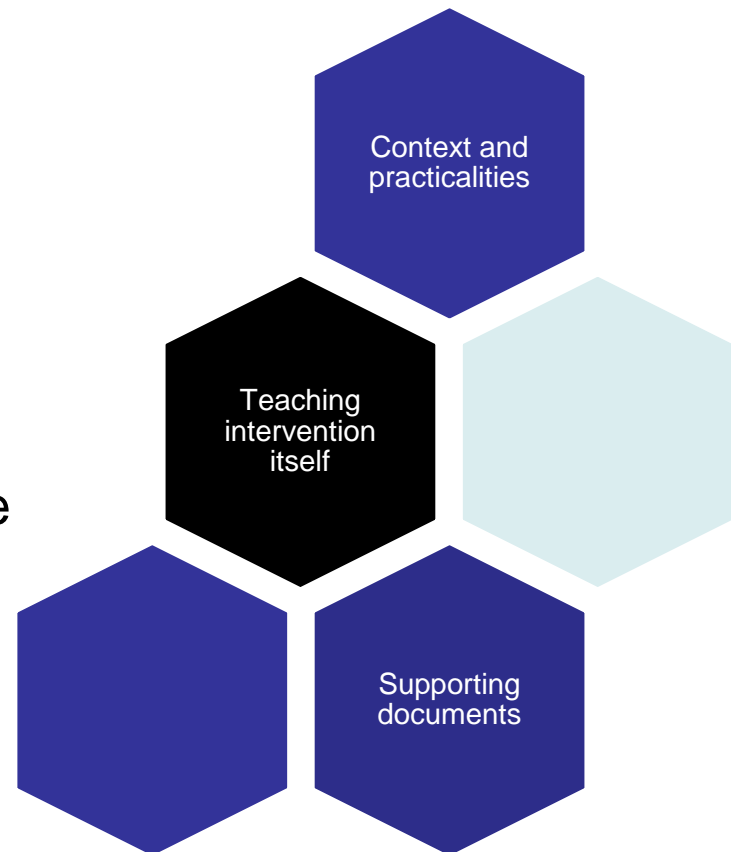


# Conclusions & next steps



• Where am I now and where do I want to be? A roadmap for graduate attributes

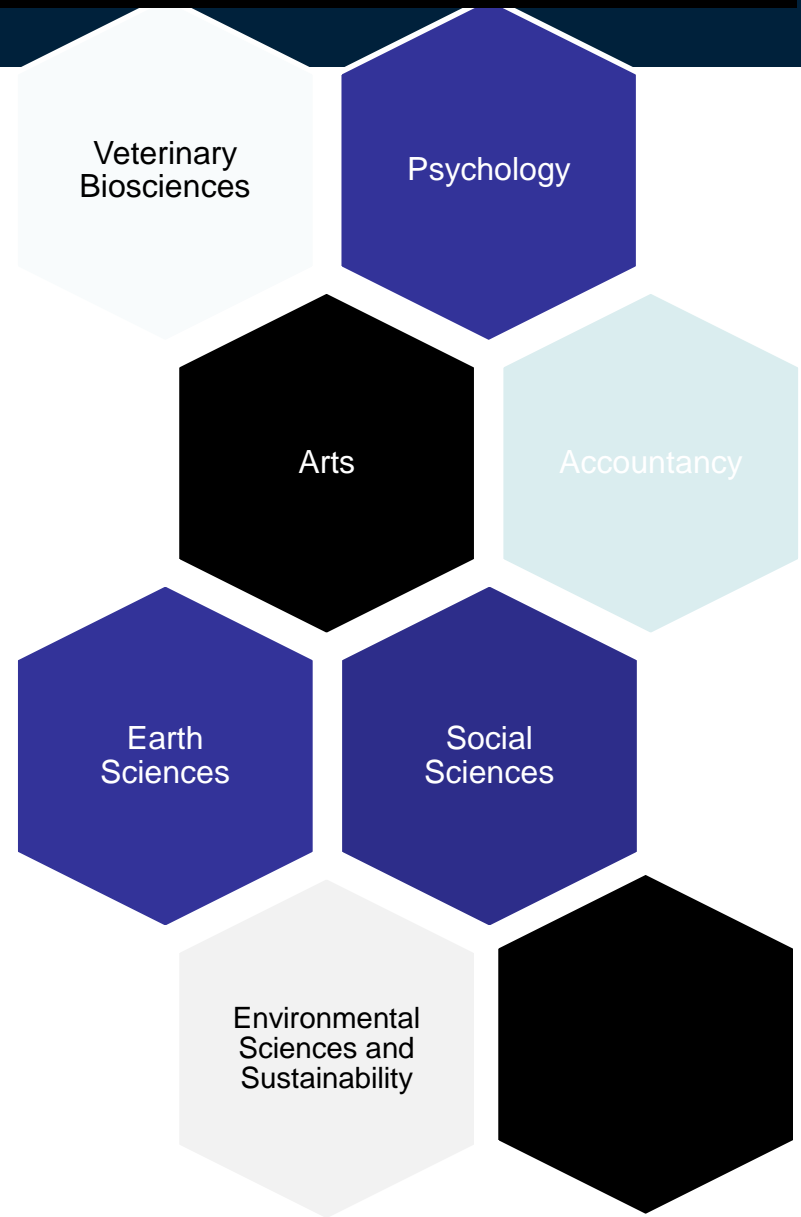
- interdisciplinary
- practice/evidence-based
- accessible, searchable, flexible
- internal and external resources
- to support and inspire staff
- integrated into LEADS web resource





- A roadmap for graduate attributes

- Reflective class exercises
- Co-assessment of oral presentations
- Placement and placement (international) credit-bearing courses (PDP)
- Student peer mock interviewing
- Alumni speed networking
- Planning for the profession
- Employability Accelerator



- Where are WE now and where do we want to be? A roadmap for graduate resource launch – end of summer 2018
- contributions of case studies email [anna.rolinska@glasgow.ac.uk](mailto:anna.rolinska@glasgow.ac.uk)  
<https://glasgow.onlinesurveys.ac.uk/graduate-attributes-survey>
- Graduate Attributes Symposium to initiate a debate
  - evaluation of current framework – fit for purpose?
  - student engagement at each stage of study cycle
  - accessibility, fairness and inclusivity
  - resilience

