**GAs Case Study by Dr Maxine Swingler**

**Post-class questionnaire on Graduate Attributes**

Please enter your GUID as you did in the pre- questionnaire:

Sex: M/ F/ rather not say

Age:

*Note that your GUID is used only to match your questionnaire responses. After your responses are matched, your data will be anonymised and will be kept confidential*

Below are a series of statements related to the U of G graduate attributes framework <http://www.gla.ac.uk/students/attributes/> On the basis of *your current beliefs* in your academic capabilities, personal qualities and transferable skills, please rate your level of agreement with each statement).

**1=Strongly Disagree 2=Tend to Disagree 3=Tend to Agree 4=Strongly Agree**

**Subject specialist**

|  |
| --- |
| 1. I feel that I understand the values, principles, methods and limitations of psychology.
 |
| **1** | **2** | **3** | **4** |
| 1. I have developed a breadth and depth of knowledge about psychology.
 |
| **1** | **2** | **3** | **4** |
| 1. I have developed professional skills, knowledge and competencies relevant to psychology.
 |
| **1** | **2** | **3** | **4** |

**Investigative**

|  |
| --- |
| 1. I am intellectually curious and want to engage in the pursuit of new knowledge in psychology.
 |
| **1** | **2** | **3** | **4** |
| 1. I can locate, analyse and synthesise information for my coursework from a variety of sources and media.
 |
| **1** | **2** | **3** | **4** |
| 1. When I am working on my assessments and projects I can investigate problems and provide effective solutions.
 |
| **1** | **2** | **3** | **4** |

**Independent and critical thinker**

|  |
| --- |
| 1. I can identify, define and assess complex issues and ideas and formulate research question(s).
 |
| **1** | **2** | **3** | **4** |
| 1. I feel I can critically evaluate new psychological information.
 |
| **1** | **2** | **3** | **4** |
| 1. When faced with problems related to assessments and projects, I can think creatively, imaginatively and innovatively.
 |
| **1** | **2** | **3** | **4** |

**Resourceful and responsible**

|  |
| --- |
| 1. I feel confident in my ability to work independently on scientific projects.
 |
| **1** | **2** | **3** | **4** |
| 1. I feel that am motivated, conscientious and self-sufficient, capable of substantial independent work.
 |
| **1** | **2** | **3** | **4** |
| 1. I can manage my own performance to meet expectations and demonstrate drive, determination, and accountability in my studies.
 |
| **1** | **2** | **3** | **4** |

**Effective communicators**

|  |
| --- |
| 1. I can articulate complex ideas to diverse audiences.
 |
| **1** | **2** | **3** | **4** |
| 1. I can present my ideas clearly and concisely in high quality written and spoken English.
 |
| **1** | **2** | **3** | **4** |
| 1. I can communicate clearly and confidently, and listen and negotiate effectively with others.
 |
| **1** | **2** | **3** | **4** |

**Confident**

|  |
| --- |
| 1. I feel I can confidently explain and challenge psychological concepts and theories.
 |
| **1** | **2** | **3** | **4** |
| 1. I feel I can confidently communicate my psychological knowledge to anyone.
 |
| **1** | **2** | **3** | **4** |
| 1. I feel I am confident in taking a leadership role when working on group projects.
 |
| **1** | **2** | **3** | **4** |

**Adaptable**

|  |
| --- |
| 1. I enjoy the varied assessment opportunities on my different courses.
 |
| **1** | **2** | **3** | **4** |
| 1. I feel that I can apply the knowledge and skills I’ve acquired from my previous assessments to my future assessments.
 |
| **1** | **2** | **3** | **4** |
| 1. I feel that I can effectively manage my time to meet the deadlines for coursework and exams on all the courses I study.
 |
| **1** | **2** | **3** | **4** |

**Experienced Collaborators**

|  |
| --- |
| 1. I enjoy working with others and hearing their points of view.
 |
| **1** | **2** | **3** | **4** |
| 1. I feel I can work effectively on projects within a group.
 |
| **1** | **2** | **3** | **4** |
| 1. I feel I can make a positive contribution to group activities.
 |
| **1** | **2** | **3** | **4** |

**Ethically and Socially Aware**

|  |
| --- |
| 1. I am aware of the ethical, social, and global responsibilities that psychologists must consider.
 |
| **1** | **2** | **3** | **4** |
| 1. It is important to be aware of cross-cultural differences and similarities in the way we think and behave.
 |
| **1** | **2** | **3** | **4** |
| 1. It is important to meet the appropriate professional standards of how we should behave with other people.
 |
| **1** | **2** | **3** | **4** |

**Reflective Learners**

|  |
| --- |
| 1. I use feedback (from coursework, peer and staff discussion) to reflect on how well I am learning.
 |
| **1** | **2** | **3** | **4** |
| 1. I set myself goals on how I wish to develop as a person, e.g. in reflect of skills/knowledge, moving closer towards a future career.
 |
| **1** | **2** | **3** | **4** |
| 1. I am aware of the skills and knowledge I have developed whilst becoming a student.
 |
| **1** | **2** | **3** | **4** |

Below is a series of statements related to student self-efficacy in higher education. On the basis of *your current beliefs* please rate your level of agreement with each statement).

**1=Strongly Disagree 2=Tend to Disagree 3=Tend to Agree 4=Strongly Agree**

|  |
| --- |
| 1. The academic tasks I am set motivate me to put in quite a lot of effort.
 |
| **1** | **2** | **3** | **4** |
| 1. The amount of work I put into my studies is reflected in my grades.
 |
| **1** | **2** | **3** | **4** |
| 1. Luck doesn’t play much of a part in what I achieve academically.
 |
| **1** | **2** | **3** | **4** |
| 1. As a student, I like learning situations in which I, rather than the teaching staff, can shape the work to be done.
 |
| **1** | **2** | **3** | **4** |
| 1. I find that academic work doesn’t stretch me intellectually.
 |
| **1** | **2** | **3** | **4** |
| 1. Higher education doesn’t give me much of an opportunity to develop new skills.
 |
| **1** | **2** | **3** | **4** |
| 1. An individual can’t change their intelligence by much.
 |
| **1** | **2** | **3** | **4** |
| 1. No matter what kind of person someone is, it is always possible for them to change significantly.
 |
| **1** | **2** | **3** | **4** |

Below is a list of statements dealing with your general feelings about yourself. If you strongly agree, circle SA. If you agree with the statement, circle A. If you disagree, circle D. If you strongly disagree, circle SD.

|  |
| --- |
| **1. On the whole, I am satisfied with myself.** |
| SD | D | A | SA |
| **2. At times, I think I am no good at all.**  |
| SD | D | A | SA |
| **3. I feel that I have a number of good qualities.** |
| SD | D | A | SA |
| **4. I am able to do things as well as most other people.** |
| SD | D | A | SA |
| **5. I feel I do not have much to be proud of.** |
| SD | D | A | SA |
| **6. I certainly feel useless at times.**  |
| SD | D | A | SA |
| **7. I feel that I’m a person of worth, at least on an equal plane with others.** |
| SD | D | A | SA |
| **8. I wish I could have more respect for myself.** |
| SD | D | A | SA |
| **9.All in all, I am inclined to feel that I am a failure.** |
| SD | D | A | SA |
| **10. I take a positive attitude toward myself.** |
| SD | D | A | SA |

**Thank you for completing the questionnaire.**

In the coming weeks we will also be looking for individuals to take part in a focus group discussion, lasting about an hour, about your attitudes towards and your experience of developing graduate attributes. This discussion will be recorded and transcribed, and you will be given a £10 Amazon voucher as a thank you for your time.

If this is something you would be interested in taking part in, please provide your email address in the space below, and you will be contacted shortly.

Student email:

# Investigating Graduate Attributes

**PARTICIPANT DEBRIEFING INFORMATION**

Thank you for taking part in this study.

This study is funded by the Learning and Teaching Development Fund, at the University of Glasgow. If you would like to be informed of the results of this study, please contact one of the researchers below via email. Please note, in accordance with the BPS code of conduct for research ethics, we cannot provide individual feedback on questionnaire responses.

**Dr Maxine Swingler: School of Psychology, University of Glasgow**

**Maxine.swingler@glasgow.ac.uk**

**Dr Heather Woods: School of Psychology, University of Glasgow**

**Heather.woods@glasgow.ac.uk**

**Dr Gordon Curry: School of Geographical and Earth Sciences**

**Gordon.Curry@glasgow.ac.uk**

**Further Support**

If you feel that you require further support with graduate attributes or any other aspect of your course, please contact the student support services below.

Student Learning Services

**studentlearning@gla.ac.uk**

Student Careers Service

**careers@gla.ac.uk**

Student Counselling Service

**studentcounselling@glasgow.ac.uk**