

Learning & Teaching Development Fund

Final report for funded project 2017-18

Project Title	“Where am I now and where do I want to be?” A roadmap for Graduate Attributes
Project Lead Name	Maxine Swingler
Funds allocated in 2017-18	£9220
Total spend as @ 31 July 2018 (please provide a detailed breakdown of costs in relation to staff/equipment/consumable/other)	<p>RA Grade 6 @ 14 hours per week for 33 weeks, starting January-August 2018 = £8720</p> <p>Student Interns: 2 student interns paid £250 each for 40 hours in June-July 2018= £500</p> <p>TOTAL= £9220</p> <p>Start date of RA was delayed from Oct to January due to recruitment issues.</p> <p>Permission was given to extend the budget beyond July 2018 to August 2018.</p>

Summary of project and outcomes

The objective of the project was to increase student awareness of graduate attributes at an early stage in their undergraduate career and encourage active student participation in development of GAs. In year 1 (2016-17) this was achieved by embedding graduate attribute reflection activities and employability within the curriculum in Level 2 (details in 2016-17 LTDF report). The objective of year 2 of the project was to build a university wide evidence-based Graduate Attributes “roadmap”, collating internal and external GAs resources and case studies to provide a “one stop” user friendly guide for staff who want to embed GAs in the curriculum. The Roadmap is available as a LEADS good practice resource <https://www.gla.ac.uk/myglasgow/leads/goodpractice/graduateattributes/> which currently hosts 14 multi-disciplinary case studies on raising general awareness through reflection (4), developing employability skills (6) and subject specific work related learning (4) representing schools in COSE, Arts, Social Sciences & MVLS. Each case study follows the same format featuring a summary of key features, a brief analysis of the rationale, implementation and evaluation of the teaching intervention. Recommendations are provided as to how the activity can be expanded or transferred to other contexts and, if applicable, links to resources, materials and supporting literature are included. All case studies can be downloaded as portable PDF files. A secondary objective was to improve upon and disseminate the graduate attributes reflection activities created in 2016-17.

Project Aims

- 1) Develop the Graduate Attributes reflection activities based on the student evaluations from 2016-17 and disseminate more widely. The project team consulted the careers service and colleagues involved in the GRASP (Graduate Attributes Spotlight Project) to extend the reflection activities to address skills in subject specific job profiles and include SMART goal setting. In 2017-18 the reflection and goal setting activities were implemented in Level 1 & 2 classes for Arts students, and in “succeeding in second year” induction for Level 2 COSE students (details of the activities can be found in the [GAs roadmap-raising general awareness through reflection](#)).
- 2) Develop an interdisciplinary road map to support staff in embedding GAs in their courses.

Successful development required:

- A template for the case studies in embedding graduate attributes-developed in consultation with the project team.
- Video case studies using interviews with students on how specific GAs gained in their degree contributed to their career aspirations and outcomes.
- Establishing contacts with staff leading initiatives in GAs/employability and discussing how their work could form a case study in the road map.
- Collection and formatting of case studies in summer 2018 and pdf templates created for each case study.
- Collaboration with LEADS in the setting up and design of the website in T4.
- Collate resources generated by the project activities and the graduate attributes spotlight initiative for website.
- Consultation with contributors on final content of the roadmap website.
- Launch of roadmap (End of January 2019)

Dissemination

The pilot project data was published in 2016

Swingler, M.V., Armour, S., Bohan, J., Cleland-Woods, H., Curry, G.B., & Roy, A.W.N (2016). Where am I now and where do I want to be? Developing awareness of graduate attributes in pre-honours students. *New Directions in the Teaching of Physical Sciences*

<https://journals.le.ac.uk/ojs1/index.php/new-directions>

Project outcomes are being written up for submission to PESTLHE (Practice and Evidence in the Scholarship of Teaching in Higher Education) in 2019.

Project outcomes have been disseminated at 3 conference presentations in 2018 (cited below) and also presented internally at a School of Psychology learning and teaching event.

- 1) Rolinska, A., Swingler, M., Cleland Woods, H. and Barr, M. (2018) Employability Across Disciplines: a Roadmap for Staff. *15th Enhancement Themes Conference: Evaluation, Evidence & Enhancement: Inspiring Staff & Students, Glasgow, UK, 7 Jun 2018.*
- 2) Swingler, M., Hendry, G., Rolinska, A., Cleland Woods, H. and Bohan, J. (2018) Cookie Cutting or Gaining a Broader Perspective? Embedding Graduate Attributes in the Curriculum. BPS DART-P Conference, Birmingham, UK, 06-07 Jun 2018.
- 3) Swingler, M., Roy, A., Rolinska, A., Armour, S., Hendry, G., Kirby, S., Woods, H. and Bohan, J. (2018) Enhancing Employability Through a Multi-disciplinary Approach to Graduate Attributes: Embedding Engagement and Developing Self Efficacy in Pre-honours Undergraduates. 11th Annual University of Glasgow Learning and Teaching Conference, Glasgow, UK, 28-29 Mar 2018

Benefits

The project has benefitted the school of psychology by embedding graduate attribute reflection activities and employability in the pre-honours curriculum at Level 1 and Level 2. The success of the alumni networking events held in 2016-17 led to demand for another event in 2018 which was attended by 49 students and led to a nomination for a Teaching Excellence Award in 2018. Overall the project activities have raised the profile of employability activities within the school, we actively involved students/student societies in the process, and encourage staff to consider implementing employability in their own courses. For example, the Level 3 honours and PGT psychology professional skills course now includes the GA reflection activities as a coursework assessment. The GAs roadmap will be launched later in January and disseminated throughout the university, which will benefit the university by increasing awareness of good practice in employability. This site is sustainable and has potential to grow as more case studies are added. The project lead plans to contact other HEIs in Scotland to present the site as a good practice resource and invite case studies from other institutions.

Links

<https://www.gla.ac.uk/myglasgow/leads/goodpractice/graduateattributes/>