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### **Embedding reflection on graduate attributes to promote student engagement in employability**

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## **Symposium on Psychological Literacy to be presented at ESPLAT Conference: Paper summaries**

### Embedding Reflection on Graduate Attributes to Promote student Engagement in Employability

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Previous research indicates that levels of awareness and engagement with Graduate Attributes (GAs) at undergraduate level are often low and that students often don't record their achievements officially through student records such as the HEAR (Morris, Cranney, Jeong & Mellish, 2013; Wakeham, 2016). To address the issues of student engagement and awareness we designed, implemented and evaluated a number of interventions with psychology pre-honours students. We found that after reflecting on their graduate attributes, students' self-efficacy in GAs increased and was positively related to self-efficacy and self-esteem in H.E. Qualitative analysis elicited the following themes: Lack of awareness of GAs; Perceived value of GAs; Demonstrating GAs; Applicability of GAs. Overall the themes indicated that students were aware of the value of GAs, often from extra-curricular and part-time work. However, students expressed uncertainty on how to develop specific GAs and how these applied to graduate jobs. We will discuss case studies of good practice which embed employability in the curriculum, in light of the challenges facing new graduates entering a volatile job market.