

APS Interest Group on Psychology Education

Resource Material Submission – Front Page Summary

Please note that if you adopt or adapt this resource, the resource authors need to be acknowledged on your materials, and they would appreciate your letting them know that you are adapting their materials.

Title of Material	Psychology Graduate Attribute Portfolio
Author(s)	Jacquelyn Cranney, Sue Morris
Description/Aim	Provides a detailed description of a Graduate Attribute Portfolio (GAP) used as a key assessment in a third-year Psychology Capstone course.
Benefits of Resource	The Graduate Attribute Portfolio provided a framework for third year students in a Psychology capstone course to elucidate their acquisition of Psychology Graduate Attributes and their related Student Learning Outcomes.
Issues for Consideration	Potential benchmarking mechanism. Weighting of assessment. Ensure use of Turnitin.
Approximate Duration	Significant assessment task, lasting almost entire duration of course.
Primary Content/ Process Topic	Emphasis on all Psychology GAs
Other Categories	Psychological Literacy
Intended student level	Undergraduate – third year
Type of Material <i>(e.g. classroom materials, assessment, lectures, teaching tips, articles, syllabi, simulated learning environments.)</i>	Portfolio Assessment task with worked example.
Format of Material	Pdf file
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Review Requested	Yes
Evaluative Data Included	Yes

Graduate Attribute Portfolio

Description:

The Graduate Attribute Portfolio (GAP) was designed to address the following course Learning Outcomes:

- “5. Demonstrate a capacity for independent learning to sustain personal and professional development in the changing world of the science and practice of psychology.**
- 6. Exhibit a scientific attitude in critically thinking about, and learning about, human behaviour, and in creative and pragmatic problem solving.**
- 9. Identify, document, and reflect upon career-relevant strengths, values, goals and achievements in relation to graduate and professional attributes.**
- 11. Effectively present their views in both oral and written contexts.”**

The GAP was designed to promote reflection on the knowledge, skills, and attitudes that students have acquired in their Undergraduate Degree. Students were asked to document their development of Psychology graduate attributes, and to provide evidence for this. This was assessed both in written form (10% of the course mark) and in the context of an interview at the end of semester (5% of the course mark). Students were provided with the interview questions in advance of the interview, as well as the marking schemes for the interview and the portfolio.

For each Graduate Attribute, a number of Student Learning Outcomes (SLOs) were listed. For some of these, students had to describe which they had acquired, and provide evidence of this acquisition. For other SLOs, students had to also articulate a strategy for addressing their weaknesses in the area, and evidence of development.

A worked example was provided to assist students to understand what was expected (see p6). Students also chose a Portfolio Partner (PoPa) to work with throughout the session, so that they could provide informal peer feedback on the GAP.

Students were provided with the interview questions in advance of the interview, as well as the marking schemes for the interview and the portfolio.

Scholarship/Evaluation of Student Learning/Continuous Improvement:

Student feedback indicated that the students saw the value of reflecting on their acquisition of Graduate Attributes, although there was a sense that the task was very demanding, and should have been worth a greater percentage of course marks.

Best part of the course:

- *“There are some long term benefits in terms of cv development and reflection of graduate attribute development. Also, a good conclusion to wrap up study through 1st and 2nd year.”*
- *“The GA attributes made me more aware of my skills and how to improve, as well as making more confident for job search”*
- *“I think the GA exercise was VERY beneficial in greatly enhancing job prospects.”*

What could be done differently:

- *"Perhaps picking key GAs for students to write about, instead of getting students to find evidence for every single one of those GAs."*
- *"Far more marks given to the Grad Attribute log."*

In the next iteration of this project, we will consider more self-direction, perhaps allowing students to choose a subset of SLOs to focus deeply on, rather than expecting them to cover all SLOs. Based on their feedback, we will also consider increasing the weighting of this component, to better justify the significant amount of time and effort that students put into this task.

PSYC3011 2012 Graduate Attribute Portfolio

A portfolio is a collection of evidence that demonstrates your acquisition over time of knowledge, skills, and attitudes. Portfolios promote reflective thinking, as they encourage the development of insight into your individual experiences, and what you have derived from those experiences. They allow you to give a personal perspective of your strengths, abilities, and competencies and encourage you to be self-directed in determining what you need to accomplish to maximise success in your professional career.

This portfolio is an opportunity for you to demonstrate both your level of competency in the Psychological Graduate Attributes, as well as your growth in the acquisition of the knowledge, skills, and attitudes required.

At the end of this document is the list of Graduate Attributes (GAs) and associated student learning outcomes (SLOs) in Psychology. Over the past years of your degree, as well as this year, you will engage in educational activities that you may choose to include in your portfolio. The main requirement is that you provide evidence of the learning activities which have enabled you to develop this competency.

The portfolio is designed to promote the following skills:

- *Self-directed learning* - to provide the skills to become life-long learners.
- *Reflection* - on your strengths and your requirements.
- *Critical and Creative Thinking* - to demonstrate *your* achievement of the knowledge, skills, and attitudes necessary in Psychology.

For each of the SLOs that have a single asterisk * (those you should have covered by the end of your third year) you will need to capture the following information:

- 1) Which SLOs have I already acquired? (this could be in the context of university, paid or volunteer work, or other curricular or extracurricular activities)
- 2) What evidence do I have that I have acquired these? (eg I got a Credit on an RM2 assignment on research design; We worked in groups in PSYC1021 on a research design and oral presentation; I have worked as a volunteer carer for a disabled child for 2 years)

For each of the SLOs that have three asterisks *** (those we will particularly focus on during this semester), you will need to capture the following information:

- 1) Which SLOs have I already acquired? (this could be in the context of university, paid or volunteer work, or other curricular or extracurricular activities)
- 2) What evidence do I have that I have acquired these? (eg I got a Credit on an RM2 assignment on research design; We worked in groups in PSYC1021 on a research design and oral presentation; I have worked as a volunteer carer for a disabled child for 2 years)
- 3) What weaknesses do I have in this SLO? (ie what SLOs have I not developed appropriately). What are the PRIORITIES in terms of addressing these? (ie what are your goals?)
- 4) What steps am I going to take to address these weaknesses? (ie what are your strategies?)
- 5) How will I know that I have developed these further? (ie what EVIDENCE will I need)

Throughout the semester, we will be revisiting this portfolio. You will commence work on this portfolio in Week 2, then revisit it with your "Portfolio Partner" in Week 7. You will then conduct an interview with your tutor, where you will be asked to give examples and evidence of your skills and abilities. At the

end of semester, it is intended that you will have enhanced the *** SLOs, and have a clear vision of what you will do over the remainder of your university career to maximise the further development of each of these.

What does EVIDENCE mean?

There are a number of ways to develop evidence of the acquisition of a Graduate Attribute. In some cases, it will be describing a learning activity within a course, and the outcome of that experience in terms of assessments, grades or what you feel you learned. Similarly, if you have had extra-curricular experiences, such as in volunteer work, sporting teams etc, you should describe the experience, and what skills or abilities you developed. Evidence in the latter situation may be more subjective than in the case of coursework, but both should be reflective in terms of what you considered that *you* achieved or acquired from the experience, and how this has enhanced your set of personal capabilities.

Criteria:

The following criteria will be used in assessing this task:

- 1) Thoughtful reflection on the outcomes of learning experiences
- 2) Evidence of development of targeted SLOs
- 3) Well-articulated goals and strategies
- 4) Clear and professional communication

Below is a list of Psychology Graduate Attributes with selected list of SLOs.

Graduate Attribute 1: Knowledge and Understanding of Psychology

Demonstrate understanding of the major concepts, theoretical perspectives, empirical findings, and historical trends in the core topics of psychology, as outlined by the National Accreditation Body (currently APAC: the Australian Psychology Accreditation Council).

Suggested learning outcomes:

- *Display basic knowledge and understanding of the following core topics:
 - abnormal psychology
 - biological bases of behaviour
 - cognition, information processing and language
 - health and well-being
 - individual differences in capacity and behaviour, testing and assessment, personality
 - learning
 - lifespan developmental psychology
 - motivation and emotion
 - perception
 - social psychology
 - history and philosophy of psychology
 - intercultural diversity and indigenous psychology

Graduate Attribute 2: Research Methods in Psychology

Understand, apply and evaluate basic research methods in psychology, including research design, data analysis and interpretation, and the appropriate use of technologies.

Suggested learning outcomes:

- *Describe the basic characteristics of the science of psychology.
- *Describe, apply and evaluate the different research methods used by psychologists.
- *Demonstrate practical skills in laboratory-based and other psychological research.

- ***Describe the key principles for designing, implementing and evaluating programs of behaviour change.
- *Design and conduct basic studies to address psychological questions: frame research questions; undertake literature searches; critically analyse theoretical and empirical studies; formulate testable hypotheses; operationalise variables; choose an appropriate methodology; make valid and reliable measurements; analyse data and interpret results; and write research reports.

Graduate Attribute 3: Critical Thinking Skills in Psychology

Respect and use critical and creative thinking, sceptical inquiry, and the scientific approach to solve problems related to behaviour and mental processes.

Suggested learning outcomes:

- *Apply knowledge of the scientific method in thinking about problems related to behaviour and mental processes.
- *Question claims that arise from myth, stereotype, pseudo-science or untested assumptions.
- *Recognise and defend against the major fallacies of human thinking.
- ***Demonstrate creative and pragmatic problem solving.

Graduate Attribute 4: Values in Psychology

Value empirical evidence; tolerate ambiguity during the search for greater understanding of behaviour and knowledge structures; act ethically and professionally; understand the complexity of sociocultural and international diversity; and reflect other values that are the underpinnings of psychology as a discipline.

Suggested learning outcomes:

- *Use information in an ethical manner (e.g., acknowledge and respect the work and intellectual property rights of others through appropriate citations in oral and written communication).
- ***Evaluate psychologists' behaviour in psychological research and other professional contexts in relation to the Australian Psychological Society *Code of Ethics* and the complementary *Ethical Guidelines*, as well as the Australian *National Practice Standards for the Mental Health Workforce*.

Graduate Attribute 5: Communication Skills in Psychology

Communicate effectively in a variety of formats and in a variety of contexts.

Suggested learning outcomes:

- *Write a standard research report using American Psychological Association (APA) structure and formatting conventions.
- ***Write effectively in a variety of other formats (e.g., essays, research proposals, reports) and for a variety of purposes (e.g., informing, arguing).
- ***Demonstrate effective oral communication skills in various formats (e.g., debate, group discussion, presentation) and for various purposes.
- ***Demonstrate basic interviewing skills.
- ***Collaborate effectively, demonstrating an ability to: work with groups to complete projects within reasonable timeframes; manage conflicts appropriately and ethically.

Graduate Attribute 6: Learning and the Application of Psychology

Understand and apply psychological principles to personal, social, and organisational issues.

Suggested learning outcomes:

- *Describe major areas of applied psychology (e.g., clinical, counselling, organisational, forensic, health).
- *Apply knowledge of legislative frameworks (including privacy, human rights).
- *Apply knowledge of consumer and carer participation in psychological care.
- *Apply knowledge of psychology, society and the workplace/influencing systems.
- ***Apply psychological concepts, theories, and research findings to solve problems in everyday life and in society.
- ***Reflect on one's experiences and learn from them in order to identify and articulate one's personal, sociocultural, and professional values; demonstrate insightful awareness of one's feelings, motives, and attitudes based on psychological principles.
- ***Apply psychological principles to promote personal development through self-regulation in setting and achieving career and personal goals; self-assess performance accurately; incorporate feedback for improved performance; purposefully evaluate the quality of one's thinking (metacognition).
- *Demonstrate a capacity for independent learning to sustain personal and professional development in the changing world of the science and practice of psychology.

The original document can be found at:

Cranney, J., & Turnbull, C. (2008). Graduate attributes of the four-year Australian undergraduate psychology program. Retrieved 21 February 2012 from http://www.apac.psychology.org.au/Assets/Files/Feb22_2008_Draft_Guidelines_Aust_UG_Psych.pdf

Assessment:

This Portfolio will be assessed in the context of an interview held in your tutorial time Week 12. You will be expected to provide details of your development of certain SLOs. You will also be expected to submit a collated hard copy of your Portfolio, incorporating the CV, Graduate Attributes, Strengths Matrix, and Journals. More information will be provided in tutorials.



THE UNIVERSITY OF
NEW SOUTH WALES

UNSW

PSYCHOLOGY GRADUATE ATTRIBUTE

PORTFOLIO

Name:



UNSW
THE UNIVERSITY OF NEW SOUTH WALES

Never Stand Still

Faculty of Science

School of Psychology

PSYCHOLOGY GRADUATE ATTRIBUTE PORTFOLIO

General Instructions

This proforma encourages you to document anecdotal evidence of the attainment of the **PSYCHOLOGY GRADUATE ATTRIBUTES** during your time studying at this university. Fill in as many of the details as you can; however, as you gain further experience more evidence can be added. The intention is that throughout your career you can update and use this portfolio as the basis for writing tailored curriculum vitae and letters of application. For general information about portfolios, see <http://portfolios.psy.unsw.edu.au/> (please note that the UNSW GAs are out-of-date).

****Make sure you store an electronic copy of this portfolio in a safe place****

PSYCHOLOGY GRADUATE ATTRIBUTES

- KNOWLEDGE
- RESEARCH TRAINING
- CRITICAL THINKING IN PSYCHOLOGY
- VALUES AND ETHICS
- COMMUNICATION
- LEARNING AND APPLICATION

The original psychology graduate attribute document can be found at:

Cranney, J., & Turnbull, C. (2008). Graduate attributes of the four-year Australian undergraduate psychology program.

http://www.apac.psychology.org.au/Assets/Files/Feb22_2008_Draft_Guidelines_Aust_UG_Psych.pdf

UNSW Graduate Capabilities (GC)

For your information, the current GC's are [see <http://teaching.unsw.edu.au/graduate-capabilities/>]:

“UNSW aspires to develop globally focussed graduates who are **rigorous scholars**, capable of **leadership** and **professional practice** in an **international** community - UNSW Blueprint to Beyond
The university has, thus, articulated the following Graduate Capabilities as desired learning outcomes for *all* UNSW students.

UNSW graduates will be:

Scholars who are:

- understanding of their discipline in its interdisciplinary context
- capable of independent and collaborative enquiry
- rigorous in their analysis, critique and reflection
- able to apply their knowledge and skills to solving problems
- ethical practitioners
- capable of effective communication
- information literate
- digitally literate.

Leaders who are:

- enterprising, innovative and creative
- capable of initiating as well as embracing change
- collaborative and effective team workers.

Professionals who are:

- capable of independent, self-directed practice

- capable of lifelong learning
- capable of operating within an agreed Code of Practice.

Global Citizens who are:

- capable of applying their discipline in local, national and international contexts
- culturally aware and capable of respecting diversity and acting in socially just/responsible ways
- capable of environmental responsibility.”

PSYC3011 INSTRUCTIONS [17.03.2012]

Please note that this document is a guide as to how you might set out the information that is required for PSYC3011, and some examples are given. Please discuss with your tutor how you could individualise your portfolio.

A portfolio is a collection of evidence that demonstrates your acquisition over time of knowledge, skills, and attitudes. Portfolios promote reflective thinking, as they encourage the development of insight into your individual experiences, and what you have derived from those experiences. They allow you to give a personal perspective of your strengths, abilities, and competencies and encourage you to be self-directed in determining what you need to accomplish to maximise success in your professional career.

This portfolio is an opportunity for you to demonstrate both your level of competency in the Psychological Graduate Attributes, as well as your growth in the acquisition of the knowledge, skills, and attitudes required.

In this document is the list of Graduate Attributes (GAs) and associated student learning outcomes (SLOs) in Psychology. Over the past years of your degree, as well as this year, you will engage in educational activities that you may choose to include in your portfolio. The main requirement is that you provide evidence of the learning activities which have enabled you to develop this competency.

The portfolio is designed to promote the following skills:

- *Self-directed learning* - to provide the skills to become life-long learners.
- *Reflection* - on your strengths and your requirements.
- *Critical and Creative Thinking* - to demonstrate *your* achievement of the knowledge, skills, and attitudes necessary in Psychology.

For each of the SLOs that have a single asterisk * (those you should have covered by the end of your third year) you will need to capture the following information:

- 3) Have I acquired this SLO? (this could be in the context of curricular or extracurricular university activities, or paid or volunteer work)
- 4) What evidence do I have that I have acquired this SLO? (eg I got a Credit on an RM2 assignment on research design; We worked in groups in PSYC1021 on a research design and oral presentation; I have worked as a volunteer carer for a disabled child for 2 years)

For each of the SLOs that have three asterisks *** (those we will particularly focus on during this semester, n = 10), you will need to capture the following information:

- 6) Have I acquired this SLO? (this could be in the context of curricular or extracurricular university activities, or paid or volunteer work)
- 7) What evidence do I have that I have acquired this SLO? (eg I got a Credit on an RM2 assignment

on research design; We worked in groups in PSYC1021 on a research design and oral presentation; I have worked as a volunteer carer for a disabled child for 2 years)

- 8) What weaknesses do I have in this SLO? (ie aspects have I not developed appropriately). How important is it to address these (ie how do I prioritise my goals?)
- 9) What steps am I going to take to address these weaknesses? (ie what are your strategies?)
- 10) How will I know that I have developed these further? (ie what EVIDENCE will I need)

Throughout the semester, we will be revisiting this portfolio. You will commence work on this portfolio in Week 2, then revisit it with your "Portfolio Partner" in Week 7. You will then conduct an interview with your tutor in **Week 12**, where you will be asked to give examples and evidence of your skills and abilities. At the end of semester, it is intended that you will have enhanced the *** SLOs, and have a clear vision of what you will do over the remainder of your university career to maximise the further development of each of these.

What does EVIDENCE mean?

There are a number of ways to develop evidence of the acquisition of an SLO. In some cases, it will be describing a learning activity within a course, and the outcome of that experience in terms of assessments, grades or what you feel you learned. Similarly, if you have had extra-curricular experiences, such as in volunteer work, sporting teams etc, you should describe the experience, and what skills or abilities you developed.

Particularly for the *SLOs, a recommended format, based on the Career (Eva Chan) lectures, is to make a general statement followed by either a STAR example or an achievement statement** (see slide extracted from Eva's lectures at the end of this section). Feel free to also add Additional Comments where you think those comments could be useful in future job applications. We have *inserted some examples* in the text that follows.

Evidence in the extracurricular situation may be more subjective than in the case of coursework, but both should be reflective in terms of what you considered that *you* achieved or acquired from the experience, and how this has enhanced your set of personal capabilities.

Criteria:

The following criteria will be used in assessing this task:

- 5) Thoughtful reflection on the outcomes of learning experiences
- 6) Evidence of development of targeted SLOs
- 7) Well-articulated goals and strategies
- 8) Clear and professional communication

Assessment:

This Portfolio will be assessed in the context of an interview held in your tutorial time Week 12. You will be expected to provide details of your development of certain SLOs. You will also be expected to submit a collated hard copy of your Portfolio, incorporating the CV, Graduate Attributes, Strengths Matrix, and Journals. More information will be provided in tutorials.

Acknowledgement:

This portfolio guide is based on work conducted by Michelle Kofod and Lene Jenson, in collaboration with Jacquelyn Cranney, in the context of PSYC1021 in 2004-2005.

From Eva Chan's lecture 9/3/12: General Statement, followed STAR or achievement statement:

The Three Part Structure

A General Statement
of Success

I have demonstrated my [organisational / communication] skills throughout my professional experience as a research assistant and an independent researcher.

Example(s)

Situation

Task

Action

Result



(S) For example as a research assistant at for the School of Psychology, (T) I helped the team to schedule some usability studies. (A) It involved booking facilities and equipment plus arranging for participants to attend. I developed a spreadsheet where I could keep track of the information. (R) My records ensured the studies ran smoothly under the tight schedule. I was invited to join the team again when they received funding for a new project.

Achievement statements

Verb + keywords +
quantitative info



My well-developed communication skills have been demonstrated by:

- Writing and presenting a 5000 word paper to a large audience of 100 people for a recent university assessment on human research ethics, and received a distinction grade.
- Introducing speakers at the monthly departmental Women's Forum.
- Representing staff on a management-staff working group to review the occupational health and safety issues for the section.

Close with a link to
the job [Optional, for
transferable experience]

e.g. With professional practice and postgraduate qualifications, I am familiar with a range of psychometric assessments. I am confident in applying these assessment techniques and my understanding of the theoretical issues underlying psychometric assessments to other assessment tools in the future.

****Date portfolio last updated:_____**

Graduate Attribute 1: Knowledge and Understanding of Psychology

Demonstrate understanding of the major concepts, theoretical perspectives, empirical findings, and historical trends in the core topics of psychology, as outlined by the National Accreditation Body (currently APAC: the Australian Psychology Accreditation Council).

Suggested learning outcomes:

- *Display basic knowledge and understanding of the following core topics:
 - abnormal psychology
 - biological bases of behaviour
 - cognition, information processing and language
 - health and well-being
 - individual differences in capacity and behaviour, testing and assessment, personality
 - learning
 - lifespan developmental psychology
 - motivation and emotion
 - perception
 - social psychology
 - history and philosophy of psychology
 - intercultural diversity and indigenous psychology

Related employability skills: *Problem-solving; Learning*

(see <http://portfolios.psy.unsw.edu.au/attributesf3a4.html> for employability skills)

Abnormal Psychology

- *I received a Distinction for PSYC1011 (Psychology 1B), where approximately 6 lectures and 2 practicals focused on abnormal psychology [see Academic Transcript]*

Biological basis of behavior

- *I received a Distinction for PSYC1011 (Psychology 1B), where approximately 6 lectures and 1 practical focused on psychobiology [see Academic Transcript]*
- *I received a Pass for PSYC2081 (Learning and Physiological Psychology), where approximately half the lectures and practicals focused on psychobiology [see Academic Transcript]*

Health and Well-being

Individual differences in capacity and behavior, testing and assessment, personality

- *I received a Credit for PSYC1001 (Psychology 1A), where approximately 6 lectures and 1 practical focused on personality [see Academic Transcript]*
- *I received a Credit in PSYC2101 (Assessment, Personality and Psychopathology), where approximately 6 lectures and 2 practicals focused on testing, assessment and personality [see Academic Transcript]*

Additional Comments:

I am currently learning from PSYC3141 (Behaviour in Organisations) that cognitive ability is the

best predictor of job performance. I currently work part-time at HGC Recruitment, and the process of recruitment is to screen individuals based on cognitive capacity, and then to also look at other indicators of performance, such as personality. I think that this process makes the selection of candidates fairer, as it is based on merit.

Learning

Life-span Developmental Psychology

Motivation and Emotion

Perception

Social Psychology

History and Philosophy of Psychology

Intercultural Diversity and Cultural Psychology

Summary Statement for GA 1:

I have acquired an understanding of the major theories, issues, methodologies and findings in all of the core knowledge areas of psychology.

List of supporting documents in physical portfolio:

- *Academic Transcript*
-

Graduate Attribute 2: Research Methods in Psychology

Understand, apply and evaluate basic research methods in psychology, including research design, data analysis and interpretation, and the appropriate use of technologies.

Suggested learning outcomes:

- *Describe the basic characteristics of the science of psychology.
- *Describe, apply and evaluate the different research methods used by psychologists.
- *Demonstrate practical skills in laboratory-based and other psychological research.
- ***Describe the key principles for designing, implementing and evaluating programs of behaviour change.
- *Design and conduct basic studies to address psychological questions: frame research questions; undertake literature searches; critically analyse theoretical and empirical studies; formulate testable

hypotheses; operationalise variables; choose an appropriate methodology; make valid and reliable measurements; analyse data and interpret results; and write research reports.

Related employability skills: Problem solving, learning and technology skills, planning and organisation

Describe the basic characteristics of the science of psychology

- *I obtained a credit for PSYC1021 (Introduction to Psychological Applications), where we took quizzes on the material in the Stanovich textbook, which was essentially about psychology as science [see Academic Transcript]*
- *I obtained a credit for PSYC1001 (Psychology 1A), where the first lectures and the first chapter of the textbook described psychology as a science*

Describe, apply and evaluate the different research methods used by psychologists

Demonstrate practical skills in laboratory-based and other psychological research

Describe the key principles for designing, implementing and evaluating programs of behaviour change

Evaluation: I have little experience in this SLO. This is important to address during PSYC3011.

Steps to take and evidence: I will engage with the group research proposal in PSYC3011.

Evidence of attainment will be obtaining a minimum pass grade on the assessment for this component of the course.

Design and conduct basic studies to address psychological questions: frame research questions; undertake literature searches; critically analyse theoretical and empirical studies; formulate testable hypotheses; operationalise variables; choose an appropriate methodology; make valid and reliable measurements; analyse data and interpret results; and write research reports

- *I obtained a distinction for the group research project in PSYC1021 [see PSYC1021 Oral Presentation Feedback Sheet]*

Summary Statement for GA 2:

Further development for GA2:

(19.3.12) During Semester 1, 2012, I will further develop my research methods and statistical skills and knowledge through the group research proposal in PSYC3011 (Research and Applications), the individual research proposal in PSYC3041 (Psychobiology of Memory and Motivation), and through the coursework in PSYC3001 (Research Methods 3). I will also apply for a Vacation Research Scholarship for the 2012 summer period.

List of supporting documents in physical portfolio:

- *Academic Transcript*
- *PSYC1021 Oral Presentation Feedback Sheet*

Graduate Attribute 3: Critical Thinking Skills in Psychology

Respect and use critical and creative thinking, sceptical inquiry, and the scientific approach to solve problems related to behaviour and mental processes.

Suggested learning outcomes:

- *Apply knowledge of the scientific method in thinking about problems related to behaviour and mental processes.
- *Question claims that arise from myth, stereotype, pseudo-science or untested assumptions.
- *Recognise and defend against the major fallacies of human thinking.
- ***Demonstrate creative and pragmatic problem solving.

Related employability skill: problem solving

Apply knowledge of the scientific method in thinking about problems related to behaviour and mental processes

Question claims that arise from myth, stereotype, pseudo-science or untested assumptions

Recognise and defend against the major fallacies of human thinking

Demonstrate creative and pragmatic problem solving

General Statement: *I have demonstrated my creative and pragmatic problem solving capability through volunteer work, paid work and my course projects.*

“Situation: *As a student volunteer at the International conference (ICOPE) for psychology educators at UNSW in July 2010, I worked with a team of 10 volunteers to ensure that everything ran smoothly at the conference registration desk (= task). **Action:** I volunteered to take primary volunteer responsibility for the registration desk, and in preparation I learnt as much as possible about the conference, such as the names of the keynote speakers, the location of the parallel sessions, and the names of the other volunteers and the members of the organizing committee. **Result:** The conference ran very smoothly, with delegates rating the volunteer contribution very highly. **Reflection:** I was able to practice and learn more about the strengths and weaknesses in my problem solving skills, and I will look for other opportunities to extend this capability by becoming more involved in The Psychology Society. [see ICOPE Volunteer Certificate of Appreciation]*

Evaluation (19/03/12): Although I have gained some capability in creative and pragmatic problem solving, I know I can improve this capacity. This is important to address during PSYC3011.

Steps to take and evidence (19/03/12): I will engage in problem solving during the group activities in PSYC3011, and document these. Evidence of attainment will be obtaining a minimum pass grade on the assessment for the group activities of the course. I will also seek to develop (and document) this capacity in extracurricular and employment contexts.

Summary Statement for GA 3:

List of supporting documents in physical portfolio:

- *ICOPE Volunteer Certificate of Appreciation*

Graduate Attribute 4: Values in Psychology

Value empirical evidence; tolerate ambiguity during the search for greater understanding of behaviour and knowledge structures; act ethically and professionally; understand the complexity of sociocultural and international diversity; and reflect other values that are the underpinnings of psychology as a discipline.

Suggested learning outcomes:

- *Use information in an ethical manner (e.g., acknowledge and respect the work and intellectual property rights of others through appropriate citations in oral and written communication).
- ***Evaluate psychologists' behaviour in psychological research and other professional contexts in relation to the Australian Psychological Society *Code of Ethics* and the complementary *Ethical Guidelines*, as well as the Australian National Practice Standards for the Mental Health Workforce.

Related employability skill or personal attributes: Loyalty, Commitment, Honesty and integrity, Enthusiasm, Reliability, Motivation, Adaptability

Use information in an ethical manner (e.g., acknowledge and respect the work and intellectual property rights of others through appropriate citations in oral and written communication)

- *I obtained an HD for my PSYC1001 (Psychology 1A) report, and the scoring sheet indicated that I had appropriately referenced and cited my sources [see Feedback sheet for PSYC1001 Report]*

Evaluate psychologists' behaviour in psychological research and other professional contexts in relation to the Australian Psychological Society Code of Ethics and the complementary Ethical Guidelines, as well as the Australian National Practice Standards for the Mental Health Workforce

Summary Statement for GA 3:

List of supporting documents in physical portfolio:

Graduate Attribute 5: Communication Skills in Psychology

Communicate effectively in a variety of formats and in a variety of contexts.

Suggested learning outcomes:

- *Write a standard research report using American Psychological Association (APA) structure and formatting conventions.
- ***Write effectively in a variety of other formats (e.g., essays, research proposals, reports) and for a variety of purposes (e.g., informing, arguing).
- ***Demonstrate effective oral communication skills in various formats (e.g., debate, group discussion, presentation) and for various purposes.
- ***Demonstrate basic interviewing skills.
- ***Collaborate effectively, demonstrating an ability to: work with groups to complete projects within reasonable timeframes; manage conflicts appropriately and ethically.

Related employability skill: communication

Write a standard research report using American Psychological Association (APA) structure and formatting conventions

Write effectively in a variety of other formats (e.g., essays, research proposals, reports) and for a variety of purposes (e.g., informing, arguing)

Demonstrate effective oral communication skills in various formats (e.g., debate, group discussion, presentation) and for various purposes

General Statement:

I have demonstrated my communication skills throughout my professional experience as a voluntary research assistant and throughout my course.

My well-developed communication skills have been demonstrated by:

- *Presenting to a student and academic staff audience of 20 for a PSYC1021 group research project, for which we received a high distinction grade; in particular I contributed and developed the well-received idea that the presentation include a skit*

which illustrated the research procedure [see PSYC1021 Oral Presentation Feedback Sheet]

- *Presenting my plan to improve service delivery to a group of 10 managers in my voluntary job at the Children's Hospital; this plan was well received, and I subsequently conducted and wrote up a scoping study regarding its viability [PowerPoint Slides and Report] {Note: these are achievement statements}*

Further development Example 1 {Q3,4,5 of PSYC3011 Assignment}:

- *I need to improve my general oral communication skills {Q3}.*
- *For example, I will volunteer to present part of the PSYC3011 Group Exercise 1 oral presentation. Before that, I will undertake research on effective communication skills, such as how to structure a very short presentation.{Q4}*
- *I will ask the tutor for specific feedback on my part of the presentation {Q5}.*

Further development Example 2 {Q3,4,5 of PSYC3011 Assignment}:

- *I need to practice more communicating with different audiences (that I might encounter in my future career){Q3}.*
- *For example, I want to work for the UN in the future. What I will do is research likely audiences that are relevant both to obtaining a position and the kinds of stakeholders I would be working with in such a position (e.g., local politicians){Q4}.*
- *I will document this information, and attempt at least one real communication of this kind.{Q5}*

Demonstrate basic interviewing skills

Collaborate effectively, demonstrating an ability to: work with groups to complete projects within reasonable timeframes; manage conflicts appropriately and ethically

Summary Statement for GA5:

List of supporting documents in physical portfolio:

- *PSYC1021 Oral Presentation Feedback Sheet*
- *PowerPoint Presentation and Report for Children's Hospital*

Graduate Attribute 6: Learning and the Application of Psychology

Understand and apply psychological principles to personal, social, and organisational issues.

Suggested learning outcomes:

- *Describe major areas of applied psychology (e.g., clinical, counselling, organisational, forensic, health).
- *Apply knowledge of legislative frameworks (including privacy, human rights).
- *Apply knowledge of consumer and carer participation in psychological care.
- *Apply knowledge of psychology, society and the workplace/influencing systems.
- ***Apply psychological concepts, theories, and research findings to solve problems in everyday life and in society.
- ***Reflect on one's experiences and learn from them in order to identify and articulate one's personal, sociocultural, and professional values; demonstrate insightful awareness of one's feelings, motives, and attitudes based on psychological principles.
- ***Apply psychological principles to promote personal development through self-regulation in setting and achieving career and personal goals; self-assess performance accurately; incorporate feedback for improved performance; purposefully evaluate the quality of one's thinking (metacognition).
- *Demonstrate a capacity for independent learning to sustain personal and professional development in the changing world of the science and practice of psychology.

Related employability skill: self-management, initiative and enterprise

Describe major areas of applied psychology (e.g., clinical, counselling, organisational, forensic, health)

Apply knowledge of legislative frameworks (including privacy, human rights)

Apply knowledge of consumer and carer participation in psychological care

Apply knowledge of psychology, society and the workplace/influencing systems

Apply psychological concepts, theories, and research findings to solve problems in everyday life and in society

Reflect on one's experiences and learn from them in order to identify and articulate one's personal, sociocultural, and professional values; demonstrate insightful awareness of one's feelings, motives, and attitudes based on psychological principles

Apply psychological principles to promote personal development through self-regulation in setting and achieving career and personal goals; self-assess performance accurately; incorporate feedback for improved performance; purposefully evaluate the quality of one's thinking (metacognition)

Demonstrate a capacity for independent learning to sustain personal and professional development in the changing world of the science and practice of psychology

Summary Statement for GA6:

List of supporting documents in physical portfolio:

Acquisition of Psychological Literacy During My Psychology Major

XXX

SUMMARY:

My goals for my time at UNSW include:

My career aspirations are:

I possess the following personal attributes/strengths:

GRADUATE ATTRIBUTE PORTFOLIO MARKING SCHEME

GA A (4 marks)	
***SLO (2 marks)	
Evidence (0,.5) ¹	/.5
Includes STAR or Achievement statement (0,.25,.5) ²	/.5
Addresses Weaknesses (strategies & evidence) (0,.25,.5) ³	/.5
Overall approach (0,.25,.5) ⁴	/.5
*SLOs (2 marks)	
Evidence for each of the 4 SLOs provided (0,.5 each) ¹	/2
TOTAL (/4)	

GA B (4 marks)	
***SLO (2 marks)	
Evidence (0,.5) ¹	/.5
Includes STAR or Achievement statement (0,.25,.5) ²	/.5
Addresses Weaknesses (strategies & evidence) (0,.25,.5) ³	/.5
Overall approach (0,.25,.5) ⁴	/.5
*SLOs (2 marks)	
Evidence for each of the 3 SLOs provided (0,.66 each) ¹	/2
TOTAL (/4)	

GAs D,E,F,G (2 marks)	
GA D (0,.25,.5) ⁵	/.5
GA E (0,.25,.5)	/.5
GA F (0,.25,.5)	/.5
GA G (0,.25,.5)	/.5
TOTAL (/2)	

<p>GA Marking Key</p> <p>1: 0.5 if evidence for GA, 0 if none. OK if more than one SLO combined with same evidence</p> <p>2: 0.5 if STAR/achievement statement adequately articulated, 0.25 if weak STAR/achievement statement, 0 if no STAR/achievement statement</p> <p>3: 0.5 if weaknesses identified, goals and strategies articulated, 0.25 if weaknesses identified, 0 if weaknesses omitted</p> <p>4: 0.5 if comprehensive approach taken (eg summary statement, thorough approach taken, well written), 0.25 if solid approach, 0 if perfunctory and basic</p> <p>5: .5 if evidence provided for all *s AND extra provided for ***s (eg weaknesses, further development), 0.25 if evidence provided for all *s and ***s, 0 if no evidence</p>
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Interview Questions:

- 1) Please think of a learning activity that you have **UNDERTAKEN** during your Psychology program, that has tapped into multiple GAs. Please describe briefly what this was, and which GAs (and SLOs) were developed in the process (2 mins)
- 2) Please describe how you have developed GA (2,3,4,5,6) over the course of your Psychology program. (2 mins).

PSYC3011 Interview Assessment

Name: _____

Tutorial Time: _____

5-min presentation

Q1 (2 marks)	Unsatisfactory (0)	Satisfactory (.25)	Above Satisfactory (.5)
Explained activity adequately			
Evidence of development			
Specific SLOs mentioned for at least 2 GAs			
Alignment between example and GAs			
TOTAL (/2)			

Q2 (2 marks)	Unsatisfactory (0)	Satisfactory (.25)	Above Satisfactory (.5)
GA number asked (circle one): 2 3 4 5 6			
Include STAR/ Achievement Statement			
Evidence targeting development (eg pre-post)			
Relevant examples given			
Breadth/Depth of SLOs/examples given			
TOTAL (/2)			

	Unsatisfactory (0)	Satisfactory (.5)	Above Satisfactory (1)
Overall Clarity of Expression - Verbal and Non-verbal communication			
TOTAL (/1)			

Grand Total:	/5
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