



University
of Glasgow

Graduate Attribute Infographics: Embedding graduate attributes in the psychology curriculum

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**WORLD
CHANGING
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THE SUNDAY TIMES
THE SUNDAY TIMES

**GOOD
UNIVERSITY
GUIDE
2022**

**SCOTTISH
UNIVERSITY
OF THE YEAR**



Rationale

- Professional development is a key focus of the University's learning and teaching strategy
- At college-level one priority is to “embed employability into our curricula” (MVLS Education Strategy Pillar 3)
- Student have a general awareness of importance of employability, but career-building implications are less well understood early in UG programmes (Tymon, 2011)
- Within SPaN, we needed to review how we embedded GAs within our UG and PGT (MSc Conversion courses) programmes
- Need for a “one-stop” resource to signpost GA development to students and link GAs to key aspects of their programme
- We created a series of infographics linking GAs to key activities and assessments, and linking GAs to key graduate careers (both psych and non-psych)



Our approach

Define employability in terms of Subject-specific (psychology) dimension (Stage 1):

- E.g. Subject specialism – what are the values, principles, methods, limitations that are relevant to a practitioner in psychology?
- Informed by professional bodies (BPS, NHS, etc.)

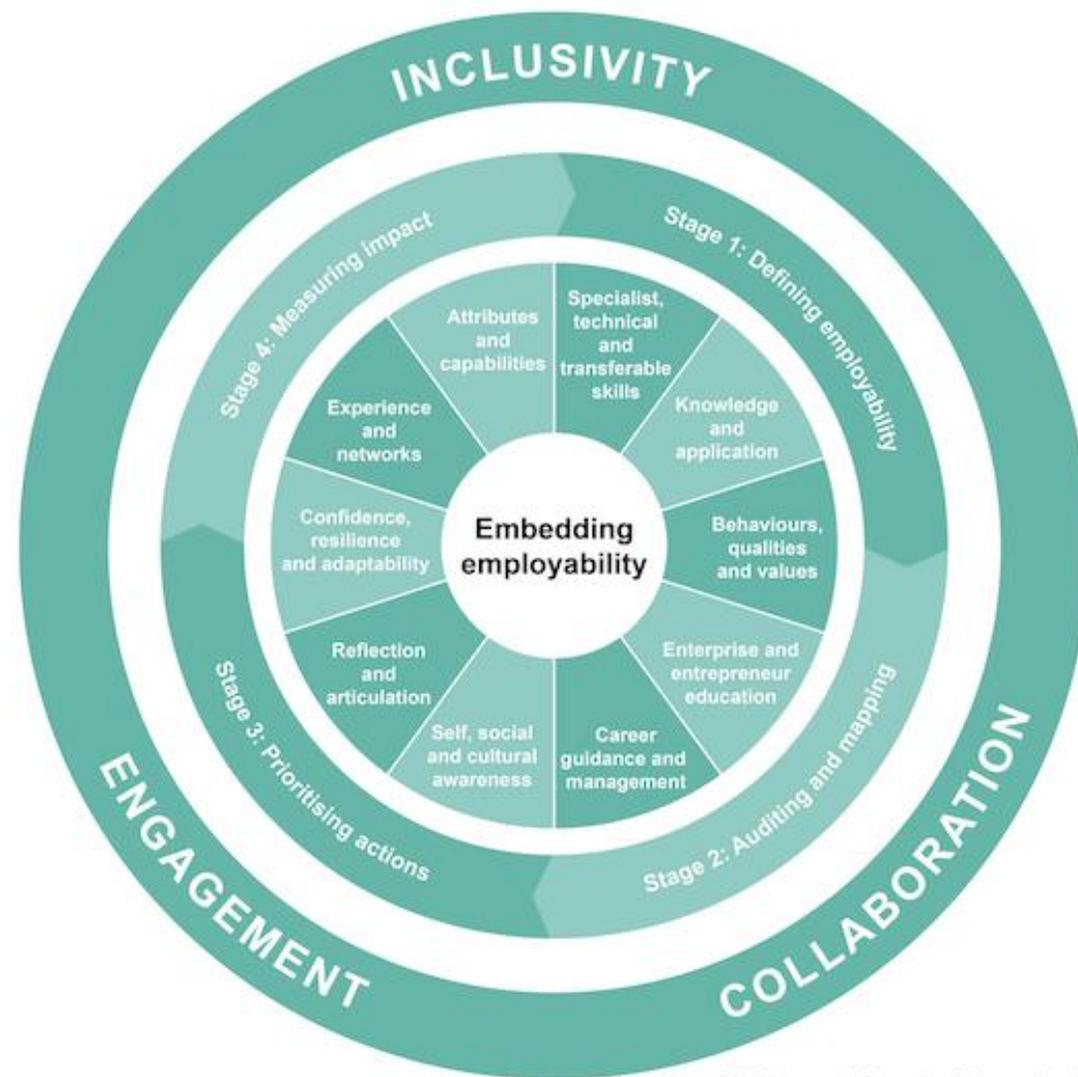
Consider our own employability model (Stage 2):

- What are we doing as a School and at what point?
- Mapping how activities and assessments at all levels in UG and PGT courses aligned with GAs

Link psychology skills onto what employers want (Stage 3):

- Mapping GAs onto job specifications for key psychology graduate destinations (NHS, Prison service, Local Authorities, prospects.ac.uk, Target Jobs)

1. Embedding Employability Framework



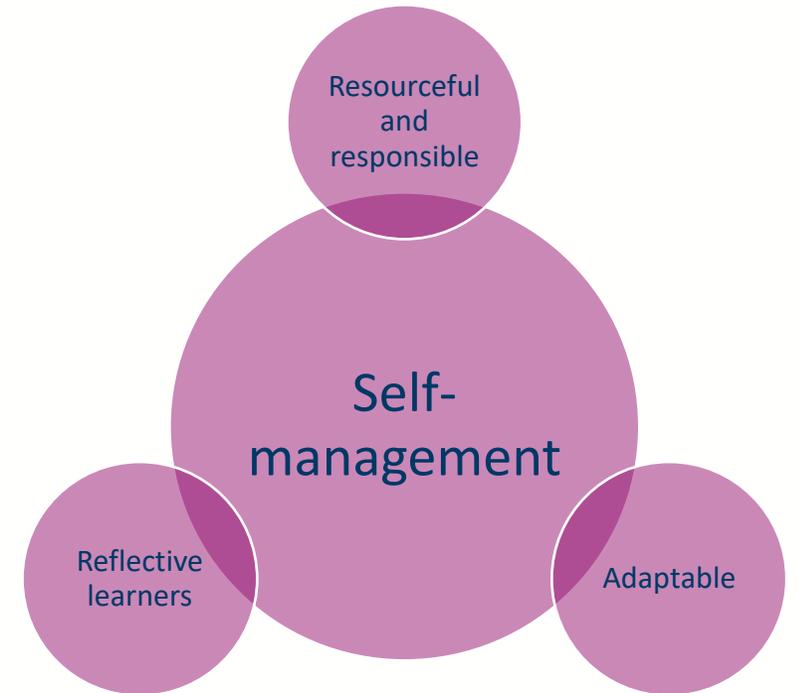


Mapping the curriculum

Level 1	Subject Specialists	Investigative	Independent and Critical Thinkers	Resourceful and Responsible	Effective Communicators	Confident	Adaptable	Experienced Collaborators	Ethically and Socially Aware	Reflective Learners
1A Lab 1	Pre-lab videos Pre-lab R task; Academic communication task; Research and Evaluation task; Data task; Homework	Pre-lab R task; Academic communication task; Research and Evaluation task; Data task; Homework;	Pre-lab R task; Academic communication task ; Research and Evaluation task; Data task; Critical thinking activity; Homework	Portfolio activity; Pre-lab work; Data task; Homework	Portfolio activity; Academic communication task; Research and Evaluation task; Critical thinking activity; Homework	Academic communication task; Research and Evaluation task; Critical thinking activity	Portfolio activity; Pre-lab activities ; Academic communication task; Research and Evaluation task; Data task; Homework;	Portfolio activities; Academic communication task; Research and Evaluation task	Academic communication task; Research and Evaluation task; Critical thinking activity	Portfolio Activity; Critical thinking activity; Homework
1A Lab 2	Pre-lab data task; Project Design task; Data activity 2 ; homework	Pre-lab data task; Project design task; critical thknking activity; Data activity 2; homework	Pre-lab data task; project design task; critical thknking activity; Data activity 2; homework	Pre-lab data task; project design task; critical thknking activity; Data activity 2; homework	Project design task; critical thknking activity; homework	Project design task; critical thknking activity;	Pre-lab data task; Project design task; critical thknking activity; Data activity 2; homework	Project design task; critical thknking activity;	Project design task; critical thknking activity;	critical thknking activity; portfolio activity; homework
1A Lab 3	Pre-lab data task; data activity; homework	Pre-lab data task; data activity; homework	Pre-lab data task; data activity; homework	Pre-lab data task; data activity; homework	communication and evaluation activity; homework	communication and evaluation activity;	Pre-lab data task; data activity;		communication and evaluation activity;	communication and evaluation activity; homework
1A Lab 4	pre-lab video; data task; evaluation and communication activity;	data task; data task; evaluation and communication activity;	data task; evaluation and communication activity;	data task;	evaluation and communication activity; portfolio task;	evaluation and communication activity; portfolio task;	data task; evaluation and communication activity;	evaluation and communication activity; portfolio task;	evaluation and communication activity; portfolio task;	portfolio task;
1A Lab 5	homework; presentation	homework; presentation	homework; presentaiton	homework; presentation	homework; presentation	presentation	homework; presentation	presentation	presentation	homework; presentation
1B Lab 1	Prep; data task; project activity; homework;	Prep; data task; project activity; homework;	Prep; data task; project activity; homework;	Prep; data task; homework;	project activity; homework;	project activity;	Prep; data task ; project activity; homework;	project activity;	project activity;	homework;
1B Lab 2	data task; essay discussion; homework;	data task; essay discussion; homework;	data task; essay discussion; homework;	data task; essay discussion; homework;	essay discussion; homework;	essay discussion;	data task; essay discussion; homework;	essay discussion;	essay discussion;	essay discussion; homework;
1B Lab 3	prep; data task; homework;	Prep; group project work; data task; homework;	prep; group project work; data task; homework;	prep; group project work; data task; homework;	group project work; essay plans	group project work; essay plans	prep; group project work; essay plans; data task; homework;	group project work; essay plans	group project work; essay plans	essay plans; homework;
1B Lab 4	prep; data task	prep; portfolio task; data task	prep; portfolio task; data task	prep; portfolio task; data task	portfolio task;	portfolio task	prep; portfolio task; data task	portfolio task;	portfolio task;	portfolio task;
1B Lab 5	homework; presentation	homework; presentation	homework; presentaiton	homework; presentation	presentation	presentation	homework; presentation	presentation	presentation	homework; presentation
Essay	✓	✓	✓	✓	✓		✓			✓
MCQs	✓								✓	✓
Formative Report	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Lectures	✓								✓	
Exams	✓	✓	✓	✓	✓		✓			✓



Graduate Attributes themes



GA Infographics: mapping the curriculum to GAs

UG



YOUR GRADUATE ATTRIBUTES

Wondering what your graduate attributes are?
Not sure whether you are developing them, or
how to develop them? What do employers look
for in a graduate?

1. THE PROBLEM-SOLVING ATTRIBUTES

SUBJECT SPECIALIST

Developed through:

- gaining a breadth & depth of knowledge in psychology
 - theories / research
 - experimental design
 - ethics
 - statistics
- competence in practical skills
 - conducting research
 - data analysis
 - scientific writing.



- lecture & lab content
- writing essays, reports, & CRs
- keeping up with reading material (articles, textbooks)
- lab practical skills:
 - writing skills
 - designing your own experiments
 - R coding & statistics
- quant/qual mini project (level 3) and maxi project (level 4) topics

INVESTIGATIVE

Developed through:

- pursuing new knowledge
- pushing beyond lecture/textbook content
- independent literature searching
- synthesizing information from various sources
- using information gathered to solve problems



- gathering info for essays, CRs, reports, & exams
- answering essay/research questions
- finding resources when you're stuck with R code
- finding info beyond the text lecture & textbook content
- conducting your own research (levels 2-4)

INDEPENDENT AND CRITICAL THINKER

Developed through:

- using your judgement to solve problems
- identifying, defining & assessing a problems
- evaluating information
- applying innovative thinking to solve the problem.



- problem solving in data activities
- critical writing in CRs, Essays, & reports
- collaborative evaluation tasks (level 1)
- quant & qual methods evaluation tasks (level 2)
- managing collaborative work

HOW CAN I DEVELOP MY ATTRIBUTES FURTHER?

Attend a critical writing workshop or speak to an Effective Learning adviser in LEADs

- www.gla.ac.uk/myglasgow/leads/students/

Apply to work in a psychology lab over the summer (or volunteer throughout the year)

- www.gla.ac.uk/schools/psychology/teaching/currentstudentscourseinformation/vacationscholarships/

Join us for our regular Friday Seminar series or join a Journal Club

- www.gla.ac.uk/researchinstitutes/neurosciencepsychology/newsandevents/regular-events/

Don't forget to check out our other infographics on 'The Social Attributes', 'The Self-Management Attributes', and 'What Employers Want in a Graduate'!

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2. THE SOCIAL ATTRIBUTES

EFFECTIVE COMMUNICATOR

Developed through:

- articulate your ideas effectively (verbally or written)
- be mindful of your target audience
- listening to other's views/opinions/perspectives
- negotiating effectively with others.

Developed through:

- written work: essays, reports, CRs, exams
- presentations in level 1
- creating reproducible R code
- communication and evaluation task discussion in level 1
- group project work in level 2
- presenting research findings at conferences in levels 3 and 4

CONFIDENT

Developed through:

- able to defend your ideas
- challenging assumptions through excellent social skills.
- showing enthusiasm
- leadership skills and positively influencing others

Developed through:

- level 1 presentations
- collaborative essay-writing tasks (level 1)
- collaborative design/report writing tasks (level 2)
- peer review tasks (level 2)
- reading party (level 3)
- level 4 conference



EXPERIENCED COLLABORATORS

Developed through:

- working with colleagues in teams of varying sizes/roles
- engage and contribute positively in a team role
- respect other's points of view and perspective



ETHICALLY AND SOCIALLY AWARE

Developed through:

- considering the ethical, social and global responsibilities of your actions
- understanding multicultural and international perspectives and experiences
- knowledge of professional and ethical frameworks

Developed through:

- group presentation (level 1)
- lab group discussions (level 1)
- collaborative design/report writing tasks (level 2)
- forum posting (Moodle/Slack)
- group project work in levels 2,3 and 3



HOW CAN I DEVELOP MY ATTRIBUTES FURTHER?

Check out some volunteering opportunities

- www.glasgowstudent.net/volunteer/

Become a PAL facilitator

- www.psy.gla.ac.uk/~steve/resources/pal.html

Consider studying abroad for part of your degree

- www.gla.ac.uk/myglasgow/students/goabroad/

Join a university sports club or society

- www.glasgowstudent.net/clubs/
- www.gla.ac.uk/myglasgow/sport/whatson/club/#d.en.386554

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3. THE SELF-MANAGEMENT ATTRIBUTES

RESOURCEFUL AND RESPONSIBLE

Developed through:

- ability to direct your own learning
- managing your own personal development
- carrying out independent research inquiry
- staying motivated
- conscientiousness
- self-sufficiency & working independently
- being accountable for your work



- managing your own study plan
- timely completion of coursework to a high standard
- using assignment feedback to develop
- managing your time in labs
- seeking support (or google!) when stuck
- managing mini and maxi projects (Honours)

ADAPTABLE

Developed through:

- responding to change
- meeting new challenges with positivity
- resilience through persevering
- multitasking
- adapting your skills & knowledge to suit a problem
- drawing from experience



- managing your research projects (Honours)
- using resources to solve data activity problems
- balancing multiple courses
- working on several assignments
- working with colleagues on group assignments

REFLECTIVE LEARNERS

Developed through:

- use feedback productively
- to reflect on their work, achievements & self-identity.
- set aspiration goals for personal, professional & career development
- identify your strengths & weaknesses
- actively seek development opportunities



- portfolio task in level 1
- peer review activities in level 2
- summative feedback from essays, reports, & CRs
- formative feedback from discussions with staff or peers
- professional skills activities in level 3
- reviewing homework answers
- addressing points raised in feedback

HOW CAN I DEVELOP MY ATTRIBUTES FURTHER?

Attend a workshop or speak to an Effective Learning adviser in LEADs about how to understand and use feedback.

- www.gla.ac.uk/myglasgow/leads/students/

Apply to work in a psychology lab over the summer (or volunteer throughout the year)

- www.gla.ac.uk/schools/psychology/teaching/currentstudentscourseinformation/vacationscholarships/

Explore the university careers website for info on part time work experience and current opportunities:

- <https://www.gla.ac.uk/myglasgow/careers/findingjobs/parttimejobs/>

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INVESTIGATIVE

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Developed through:

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- answering essay/research questions
- problem solving using R code/stats
- finding resources when you're stuck with R code
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INDEPENDENT AND CRITICAL THINKER

- using your judgement to solve problems
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Developed through

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GA infographics: mapping the GAs onto careers

4. WHAT EMPLOYERS WANT – PSYCHOLOGY CAREERS

	Problem Solving Attributes	Social Attributes	Self-Management Attributes	
CLINICAL	<ul style="list-style-type: none"> BPS accredited psych degree apply knowledge of psychological theory & practice to clinical issues understand the role of a clinical psychologist & NHS issues assess clients & devise treatment plans evaluate service provision critical & analytical skills 	<ul style="list-style-type: none"> excellent communication & interpersonal skills able to support people in distress working in a team working collaboratively 	<ul style="list-style-type: none"> able to work independently engage in research and/or teaching responding to difficult situations able to collaborate with colleagues from other disciplines able to recognise your own limitations self-motivated 	
	FORENSIC	<ul style="list-style-type: none"> BPS-accredited psych degree knowledge of psychological theory & practice planning and research skills able to analyse present statistical info security awareness problem solving & decision-making skills working independently 	<ul style="list-style-type: none"> working in a team leadership skills communication and listening skills able to establish a relationship with offender community able to establish trust able to take a non-discriminatory approach 	
EDUCATIONAL		<ul style="list-style-type: none"> BPS accredited psych degree knowledge of psychological theory & practice healthy curiosity research-minded approach to work analytical skills able to manage a caseload 	<ul style="list-style-type: none"> working in a team leadership skills communication and listening skills able to establish a relationship with offender community able to establish trust able to take a non-discriminatory approach 	<ul style="list-style-type: none"> working in team working with children and young people ability to be assertive and persuasive able to be an effective facilitator open minded and sensitive approach sensitivity, tact and diplomacy able to explore emotional issues understanding of cultural and religious diversity
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WHERE CAN I FIND OUT MORE ABOUT POTENTIAL CAREERS?
 University Careers Service: www.gla.ac.uk/myglasgow/careers/
 Prospects website: www.prospects.ac.uk/
 Target Jobs: <https://targetjobs.co.uk>
 BPS careers website: <https://careers.bps.org.uk/>

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5. WHAT EMPLOYERS WANT – NON PSYCHOLOGY CAREERS

	Problem Solving Attributes	Social Attributes	Self-Management Attributes	
HR OFFICER	<ul style="list-style-type: none"> a degree in any area is advantageous business awareness management skills organisational skills IT & numeracy skills ability to compile & interpret statistical data able to analyse, interpret & explain employment law 	<ul style="list-style-type: none"> leadership skills influencing & negotiating skills communicating statistical data challenging organisational culture promoting equality & diversity preparing written communications handling difficult situations 	<ul style="list-style-type: none"> a proven track record of 'making a difference' integrity & approachability comprehending detailed information working with staff at all levels, and external bodies 	
	STATISTICIAN	<ul style="list-style-type: none"> degree with a quantitative element mathematical & computer skills understanding of statistics analytical, problem solving & decision-making skills understanding of ethics and legal issues about data designing experiments, trials or surveys collecting, analysing & interpreting data 	<ul style="list-style-type: none"> written and oral communication skills ability to communicate results to non-statisticians ability to influence others working in a multidisciplinary project team consulting with clients presenting statistical findings advising policymakers writing reports and articles for publication 	
PRIMARY TEACHER		<ul style="list-style-type: none"> good honours degree in any subject can organise classroom & learning resources good judgement & an analytical mind able to create a positive learning environment can plan & prepare lessons keeping up to date with changes & developments in the curriculum initiative & self discipline 	<ul style="list-style-type: none"> communication & interpersonal abilities energy, enthusiasm, patience, dedication, & resilience leadership & supervisory skills teamworking abilities working with parents and carers working with others to plan and coordinate work 	<ul style="list-style-type: none"> good organisational & time-management skills imagination, creativity & a sense of humour responsibility for pupil's progression adapting to pupils' needs motivating pupils maintaining discipline working flexibly
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EDUCATIONAL	<ul style="list-style-type: none"> a good honours degree strong analytical skills capacity to absorb legal & procedural information taking initiative observational skills participation in training, supervision & team meetings able to make decisions on cases offering information and support conducting assessments 	<ul style="list-style-type: none"> patience & ability to remain calm in a crisis listening skills ability to negotiate, mediate and interpret on behalf of service users writing up reports & assessments participating in multidisciplinary teams conducting interviews with individuals and families 	<ul style="list-style-type: none"> flexibility to adapt to new roles, tasks & situations resilience good organisational skills to work autonomously able to manage a caseload accuracy 	
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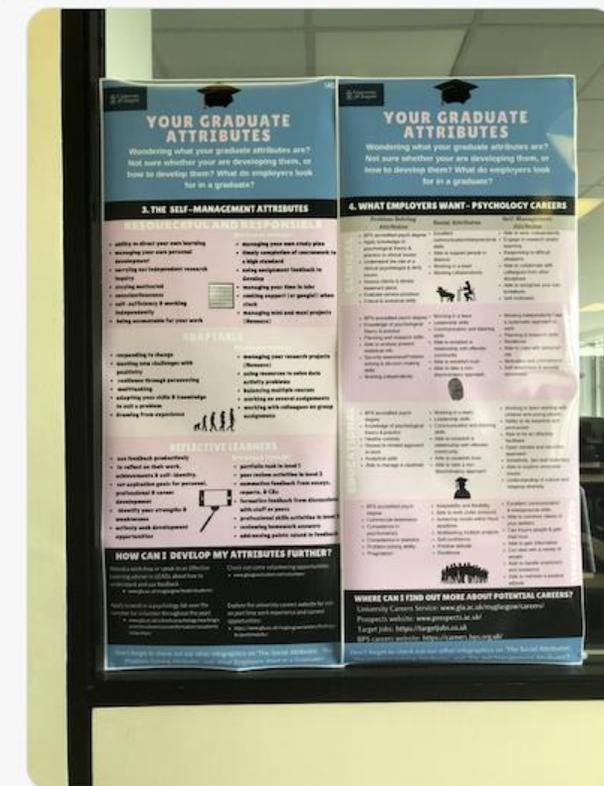
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How we use the infographics

- Professional Skills Course - GA reflection activity
 - Choose a GA, develop a SMART goal to develop it further, reflect on development
- As posters in our lab spaces
 - Positive feedback from students as an area of good practice
- On Moodle as a reference for students and staff
 - Continuous reflection on development
 - Help identify key skills/experiences for applications
- Available publicly via Open Science Framework:
 - <https://osf.io/5wn9c/>



Dr Steven McNair 🇬🇧 @stevenwmcnair · Sep 18, 2019
On Wednesdays we print our posters in pink (accidentally).



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Moving forwards

- Assess impact of infographics (Stage 4 of embedding employability framework)
- Expanding the infographics to include MSc Conversion ODL students
 - See Poster 6 for some of our planned work on employability in ODL
- Within SPaN we will establish an Employability sub-committee
- Creating a psychology employability guide for students
- Wider discussion of embedding employability – is there a place for a wider employability network?



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Thanks for listening!

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