



University  
of Glasgow

# Graduate Attribute Infographics: Embedding graduate attributes in the psychology curriculum

Dr. Steven McNair (he/him)

School of Psychology and Neuroscience, University of Glasgow

Steven.McNair@Glasgow.ac.uk

 @stevenwmcnair

**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.)

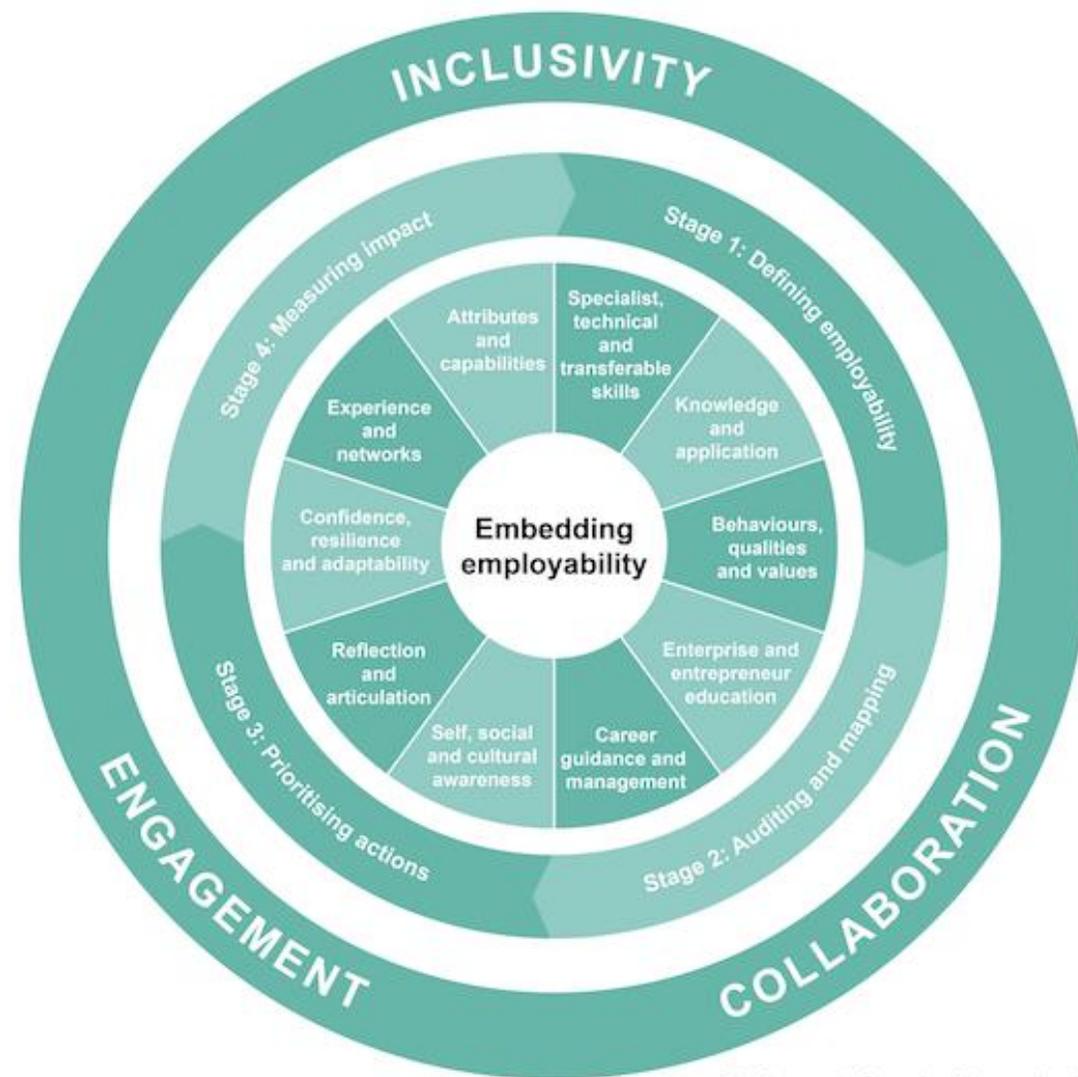
### Consider our own employability model (Stage 2):

- 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



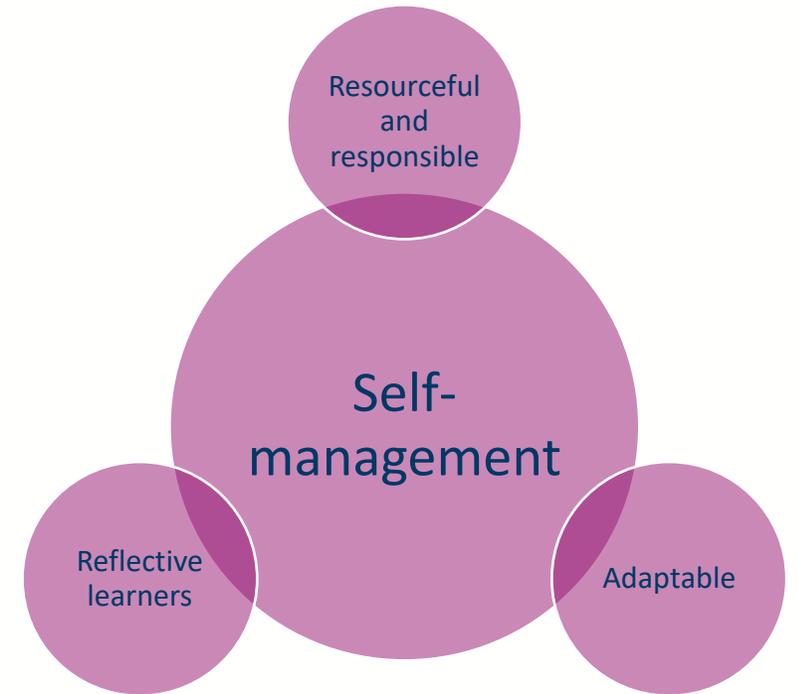


# Mapping the curriculum

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/](http://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/](http://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/](http://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'!

UG



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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/](http://www.glasgowstudent.net/volunteer/)

Become a PAL facilitator

- [www.psy.gla.ac.uk/~steve/resources/pal.html](http://www.psy.gla.ac.uk/~steve/resources/pal.html)

Consider studying abroad for part of your degree

- [www.gla.ac.uk/myglasgow/students/goabroad/](http://www.gla.ac.uk/myglasgow/students/goabroad/)

Join a university sports club or society

- [www.glasgowstudent.net/clubs/](http://www.glasgowstudent.net/clubs/)
- [www.gla.ac.uk/myglasgow/sport/whatson/club/#d.en.386554](http://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/](http://www.gla.ac.uk/myglasgow/leads/students/)

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

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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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Developed through:

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### INVESTIGATIVE

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



Developed through:

- gathering info for essays, CRs, reports, & exams
- answering essay/research questions
- problem solving using R code/stats
- 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

- 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	
<b>CLINICAL</b>	<ul style="list-style-type: none"> <li>BPS accredited psych degree</li> <li>apply knowledge of psychological theory &amp; practice to clinical issues</li> <li>understand the role of a clinical psychologist &amp; NHS issues</li> <li>assess clients &amp; devise treatment plans</li> <li>evaluate service provision</li> <li>critical &amp; analytical skills</li> </ul>	<ul style="list-style-type: none"> <li>excellent communication &amp; interpersonal skills</li> <li>able to support people in distress</li> <li>working in a team</li> <li>working collaboratively</li> </ul>	<ul style="list-style-type: none"> <li>able to work independently</li> <li>engage in research and/or teaching</li> <li>responding to difficult situations</li> <li>able to collaborate with colleagues from other disciplines</li> <li>able to recognise your own limitations</li> <li>self-motivated</li> </ul>	
	<b>FORENSIC</b>	<ul style="list-style-type: none"> <li>BPS-accredited psych degree</li> <li>knowledge of psychological theory &amp; practice</li> <li>planning and research skills</li> <li>able to analyse present statistical info</li> <li>security awareness</li> <li>problem solving &amp; decision-making skills</li> <li>working independently</li> </ul>	<ul style="list-style-type: none"> <li>working in a team</li> <li>leadership skills</li> <li>communication and listening skills</li> <li>able to establish a relationship with offender community</li> <li>able to establish trust</li> <li>able to take a non-discriminatory approach</li> </ul>	
<b>EDUCATIONAL</b>		<ul style="list-style-type: none"> <li>BPS accredited psych degree</li> <li>knowledge of psychological theory &amp; practice</li> <li>healthy curiosity</li> <li>research-minded approach to work</li> <li>analytical skills</li> <li>able to manage a caseload</li> </ul>	<ul style="list-style-type: none"> <li>working in a team</li> <li>leadership skills</li> <li>communication and listening skills</li> <li>able to establish a relationship with offender community</li> <li>able to establish trust</li> <li>able to take a non-discriminatory approach</li> </ul>	<ul style="list-style-type: none"> <li>working in team working with children and young people</li> <li>ability to be assertive and persuasive</li> <li>able to be an effective facilitator</li> <li>open minded and sensitive approach</li> <li>sensitivity, tact and diplomacy</li> <li>able to explore emotional issues</li> <li>understanding of cultural and religious diversity</li> </ul>
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### 4. WHAT EMPLOYERS WANT – PSYCHOLOGY CAREERS

	Problem Solving Attributes	Social Attributes	Self-Management Attributes	
<b>CLINICAL</b>	<ul style="list-style-type: none"> <li>BPS accredited psych degree</li> <li>apply knowledge of psychological theory &amp; practice to clinical issues</li> <li>understand the role of a clinical psychologist &amp; NHS issues</li> <li>assess clients &amp; devise treatment plans</li> <li>evaluate service provision</li> <li>critical &amp; analytical skills</li> </ul>	<ul style="list-style-type: none"> <li>excellent communication &amp; interpersonal skills</li> <li>able to support people in distress</li> <li>working in a team</li> <li>working collaboratively</li> </ul>	<ul style="list-style-type: none"> <li>able to work independently</li> <li>engage in research and/or teaching</li> <li>responding to difficult situations</li> <li>able to collaborate with colleagues from other disciplines</li> <li>able to recognise your own limitations</li> <li>self-motivated</li> </ul>	
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**WHERE CAN I FIND OUT MORE ABOUT POTENTIAL CAREERS?**  
 University Careers Service: [www.gla.ac.uk/myglasgow/careers/](http://www.gla.ac.uk/myglasgow/careers/)  
 Prospects website: [www.prospects.ac.uk/](http://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	
<b>HR OFFICER</b>	<ul style="list-style-type: none"> <li>a degree in any area is advantageous</li> <li>business awareness management skills</li> <li>organisational skills</li> <li>IT &amp; numeracy skills</li> <li>ability to compile &amp; interpret statistical data</li> <li>able to analyse, interpret &amp; explain employment law</li> </ul>	<ul style="list-style-type: none"> <li>leadership skills</li> <li>influencing &amp; negotiating skills</li> <li>communicating statistical data</li> <li>challenging organisational culture</li> <li>promoting equality &amp; diversity</li> <li>preparing written communications</li> <li>handling difficult situations</li> </ul>	<ul style="list-style-type: none"> <li>a proven track record of 'making a difference'</li> <li>integrity &amp; approachability</li> <li>comprehending detailed information</li> <li>working with staff at all levels, and external bodies</li> </ul>	
	<b>STATISTICIAN</b>	<ul style="list-style-type: none"> <li>degree with a quantitative element</li> <li>mathematical &amp; computer skills</li> <li>understanding of statistics</li> <li>analytical, problem solving &amp; decision-making skills</li> <li>understanding of ethics and legal issues about data</li> <li>designing experiments, trials or surveys</li> <li>collecting, analysing &amp; interpreting data</li> </ul>	<ul style="list-style-type: none"> <li>written and oral communication skills</li> <li>ability to communicate results to non-statisticians</li> <li>ability to influence others</li> <li>working in a multidisciplinary project team</li> <li>consulting with clients</li> <li>presenting statistical findings</li> <li>advising policymakers</li> <li>writing reports and articles for publication</li> </ul>	
<b>PRIMARY TEACHER</b>		<ul style="list-style-type: none"> <li>good honours degree in any subject</li> <li>can organise classroom &amp; learning resources</li> <li>good judgement &amp; an analytical mind</li> <li>able to create a positive learning environment</li> <li>can plan &amp; prepare lessons</li> <li>keeping up to date with changes &amp; developments in the curriculum</li> <li>initiative &amp; self discipline</li> </ul>	<ul style="list-style-type: none"> <li>communication &amp; interpersonal abilities</li> <li>energy, enthusiasm, patience, dedication, &amp; resilience</li> <li>leadership &amp; supervisory skills</li> <li>teamworking abilities</li> <li>working with parents and carers</li> <li>working with others to plan and coordinate work</li> </ul>	<ul style="list-style-type: none"> <li>good organisational &amp; time-management skills</li> <li>imagination, creativity &amp; a sense of humour</li> <li>responsibility for pupil's progression</li> <li>adapting to pupils' needs</li> <li>motivating pupils</li> <li>maintaining discipline</li> <li>working flexibly</li> </ul>
	<b>SOCIAL WORK</b>	<ul style="list-style-type: none"> <li>a good honours degree</li> <li>strong analytical skills</li> <li>capacity to absorb legal &amp; procedural information</li> <li>taking initiative</li> <li>observational skills</li> <li>participation in training, supervision &amp; team meetings</li> <li>able to make decisions on cases</li> <li>offering information and support</li> <li>conducting assessments</li> </ul>	<ul style="list-style-type: none"> <li>patience &amp; ability to remain calm in a crisis</li> <li>listening skills</li> <li>ability to negotiate, mediate and interpret on behalf of service users</li> <li>writing up reports &amp; assessments</li> <li>participating in multidisciplinary teams</li> <li>conducting interviews with individuals and families</li> </ul>	<ul style="list-style-type: none"> <li>flexibility to adapt to new roles, tasks &amp; situations</li> <li>resilience</li> <li>good organisational skills to work autonomously</li> <li>able to manage a caseload</li> <li>accuracy</li> </ul>

**WHERE CAN I FIND OUT MORE ABOUT POTENTIAL CAREERS?**  
 University Careers Service: [www.gla.ac.uk/myglasgow/careers/](http://www.gla.ac.uk/myglasgow/careers/)  
 Prospects website: [www.prospects.ac.uk/](http://www.prospects.ac.uk/)  
 Target Jobs: <https://targetjobs.co.uk>  
 BPS careers website: <https://careers.bps.org.uk/>

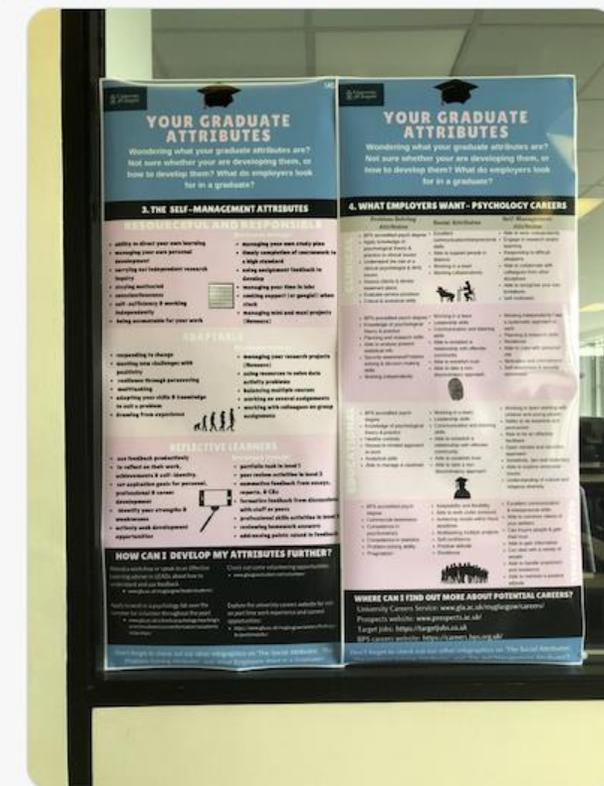
Don't forget to check out our other infographics on 'The Social Attributes', 'The problem-Solving Attributes', and 'The Self Management Attributes'!

# 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?



University  
of Glasgow

**Thanks for listening!**

**Dr. Steven McNair (he/him)**  
**steven.mcnair@Glasgow.ac.uk**

**#UofGWorldChangers**



**@UofGlasgow**