Course Specification
Part A

HLST185 MSc Occupational Psychology
HLST186 MSc Occupational Psychology

Academic Year 2018/19

School of Psychological, Social, and Behavioural Sciences

Please note: This specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

We regularly review our course content, to make it relevant and current for the benefit of our students. For these reasons, course modules may be updated.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in the Module Information Directory (MID), student module guide(s) and the course handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.
1. Introduction

The MSc Occupational Psychology courses, which are delivered either online or face to face, provide a thorough empirical, theoretical and methodological introduction to the field of occupational psychology with a focus on the application of psychological principles to real-world contemporary work-based problems.

The course has many nuances which make it a unique student experience:

- Multi-disciplinary degree, open to candidates without psychology as a first degree, but in order to progress on to the BPS Stage 2 qualification must have a first degree in Psychology, or a conversion degree that is accredited as meeting the Graduate Basis for Chartership (GBC) with the British Psychological Society (BPS)
- Accredited by the BPS (accrediting body for MSc Occupational Psychology courses) It has a distinctly international flavour so as to enable graduates to compete in a global business environment.
- Students will be taught review methods for analysing literature and conducting their own empirical research.
- Develop skills that are transferable to the workplace (such as writing consultancy reports, developing a training programme and conducting a hierarchical task analysis)
- Global Professional Development – Consultancy which has been developed with the Chartered Institute of Management (CMI). Students who successfully complete this and meet the CMI evidence requirements will gain an L7 Certificate in Strategic Leadership and Management and an L7 Award in Professional Consulting, based on the following units:
  1. Strategic Leadership (Unit 7013V1 from the L7 Strategic Management and Leadership qualification)
  2. Strategic Leadership Practice (Unit 7014V1 from the L7 Strategic Management and Leadership qualification)
  3. Tools and Techniques for Effective Consultancy (Unit 7031 from the L7 Professional Consulting qualification)
    - This will enable students to apply for Chartered Manager status via the qualified route, once the other entry criteria have been met.
- Students are assigned an academic personal tutor.

This will enable students to apply for Chartered Manager status via the qualified route, once the other entry criteria have been met.

We aim to develop skills, experience, and confidence to apply a range of psychological principles ranging from selection and assessment, training and development, leadership, organisational change to research methods. Similarly, we aim to evidence the utility and best practices associated with the scientific application of these psychological theories and principles within the workplace context. Within every theme the tutors evidence their real-world consultancy experience, applying psychology to inform a practical and applied understanding. Our graduates typically go on to stage 2 training with the British Psychological Society (BPS) towards becoming an Occupational Psychologist, learning and development, human factors, management consultant, develop their own consultancy practice, or within HR-related employment opportunities in a range of commercial, charitable and public organisations.

Students will be taught by staff with extensive professional psychological experience, some of whom are Registered Occupational Psychologists, while others have substantial, practical and consultancy experience. Moreover, staff are not only professionally qualified teachers, such as Fellows or Senior Fellows of the Higher Education Academy, but are also active researchers, whose recent projects have ranged from themes of strategic leadership, e-working, workplace frustration, emotional intelligence, well-being, enclothed cognition and physical inactivity in the workplace, amongst others.
The staff teaching in this course has several links to national and international organisations from different sectors such as healthcare, fire services, prison service, county councils, consultancy services and higher education. These links contribute to a constant dialogue and knowledge transference between academy and industry and vice versa.

Key themes of the course are mapped to the BPS Stage 1 accreditation criteria which allows student upon successful completion of the course and have Graduate Basis for Chartership to progress onto Stage 2 training. Below are the BPS Stage 1 themes with the additional module of Global Professional Development – Consultancy.

### Work and Wellbeing

Provides an introduction to employee engagement and well-being. The main aim is to introduce theoretical and applied concepts that relate to ways in which employees are engaged within the organisation. This will include discussions on how work is structured (work and non-work), the negative aspects of work including stress, workplace bullying and the roles of emotions. Mental and physical health will be considered including symptoms and disorders as well as potential interventions to increase wellbeing.

### Psychological Assessment at Work

Provides an introduction to the principles and methods of recruitment, selection and assessment. This provides students with an understanding of issues surrounding the selection process in order that they can make informed choices of methods when developing selection processes. Theories, methods and legal issues concerning selection and assessment will be discussed so that the student can apply theory to practice.

### Learning, Training and Development

Provides students with an understanding of theory and conceptual approaches to design, implementation and evaluation of training programmes. Students will gain an in-depth and applied understanding of the training cycle and how approaches to training can be applied according to the context and requirements.

### Applying Psychology to Work and Organisations

Provide students with models for reflecting on evidenced based practice (e.g. the scientist-practitioner model) and specific tools (e.g. critical incident), techniques and enable the gathering, analysing and feeding back of data in organisational contexts. There is a focus on the consultancy cycle, project management and reflective practice.

### Leadership, Engagement and Motivation

Provides an overview of theories and empirical research of work motivation, and its relationship to performance appraisal and performance management. The concepts of leadership, power and influence and their impact on employee engagement are covered. Issues of positive and negative responses to work will be outlined (organisational citizenship and derailment).

### Work Design, Change and Development

Develop the student’s critical appreciation of practice in the field of work, design, change and development through the integration of theory and practice. A range of organisational settings and topics are considered and seeks to give a wide perspective of the field of Occupational Psychology and to take into account not only business perspectives on organisations but also the impact of globalisation. Allows student to consider risk management through to organisational change and development strategies. Key topics include organisational structure, design and culture including globalisation, models and methods of organisational and individual change and development, productivity, performance and communications, the design of jobs, work systems and environments, workplace safety and methods for managing risk and reducing human error.

### Project Planning and Ethics
Enables the students to conceive a topic for dissertation research, conduct background literature reviews on this topic, and develop a complete and ethically approved dissertation proposal for their research dissertation on the Masters in Occupational Psychology

**Dissertation in Occupational Psychology**

Engages students in supervised, but independently undertaken empirical research at an advanced level. Students will be encouraged to integrate and practice the skills acquired during the course and to investigate in depth at Masters level an area of specific interest to them.

**Research Methods in the Workplace**

Provides students with grounding in the techniques appropriate to research in applied psychology. This includes developing knowledge and skills in planning, carrying out and writing about research in applied psychology at a postgraduate level, and a sophisticated awareness of problems, issues and ethics in applied research in psychology. Students are supported in their preparation for the dissertation and further research in the field. Students’ work will be clearly embedded with the BPS code of ethical conduct.

**Global Professional Development – Consultancy**

Students to critically evaluate and develop solutions to complex, inter-related, multi-faceted issues that can be found in a variety of organisations and professional contexts. This will involve students working together across disciplines to facilitate an appreciation of how different sectors solve internal issues and how different sectors can learn and adopt or adapt solutions from other fields. International, cultural and ethical issues will underpin the practical and theoretical developments coupled with the principles of consultancy and the theories and practices found in leadership. Students will engage in wide-ranging debates and problem solving exercises using examples from real-life issues.

### 2 Available Award(s) and Modes of Study

<table>
<thead>
<tr>
<th>Title of Award</th>
<th>Mode of attendance</th>
<th>UCAS Code</th>
<th>FHEQ Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSc Occupational Psychology</td>
<td>On Campus FT (1yr) and PT (2yrs) Online (Moodle) PT (2 yrs)</td>
<td>n/a</td>
<td>7</td>
</tr>
<tr>
<td>MSc Occupational Psychology</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall Back Awards</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PG Diploma in Occupational Psychology</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PG Certificate in Occupational Psychology</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

### 3 Awarding Institution/Body

Coventry University.

### 4 Collaboration

N/A

### 5 Teaching Institution and Location of delivery

Coventry University

HLST185 Campus Based Delivery

HLST186 Online (Moodle) Delivery

### 6 Internal Approval/Review Dates

Date of approval*: June 2018

Date for next review: Academic year 2024
<table>
<thead>
<tr>
<th>7 Course Accredited by</th>
<th>British Psychological Society</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 Accreditation Date and</td>
<td>2015 – reaccreditation 2020/2021</td>
</tr>
<tr>
<td>Duration</td>
<td></td>
</tr>
<tr>
<td>9 QAA Subject Benchmark</td>
<td>QAA Quality Code for Higher Education October 2014 (4.17 Descriptor for a higher education degree qualification at level 7 on the FHEQ and SCQF level 11 on the FQHEIS: master’s degree) available at: <a href="http://www.qaa.ac.uk/en/Publications/Documents/qualifications-frameworks.pdf">http://www.qaa.ac.uk/en/Publications/Documents/qualifications-frameworks.pdf</a> QAA</td>
</tr>
<tr>
<td>Statement(s) and/or other</td>
<td>Master’s Degree Characteristics available at: <a href="http://www.qaa.ac.uk/en/Publications/Documents/Masters-Degree-Characteristics-15.pdf">http://www.qaa.ac.uk/en/Publications/Documents/Masters-Degree-Characteristics-15.pdf</a></td>
</tr>
<tr>
<td></td>
<td>These benchmarks have been used to inform the aims of the course, and also the intended learning outcomes.</td>
</tr>
<tr>
<td>10 Date of Course Specification</td>
<td>March 2018</td>
</tr>
<tr>
<td>11 Course Director</td>
<td>Dr Gail Steptoe-Warren</td>
</tr>
</tbody>
</table>
12 Outline and Educational Aims of the Course

The key educational aims of the course are to:

1) Develop the understanding, skills, and confidence of learners needed to become Occupational Psychologists or for employment in associated fields such as HR or consultancy
2) Provide learning environments in which the learners can practice the application of evidence-based practices in workplace contexts
3) Provide a global and practical outlook of the field, and of contemporary Occupational Psychology problems and solutions, informed by tutor's real-world experiences
4) Develop learners' critical thinking and research mindedness.

13 Course Learning Outcomes

A student who successfully completes the course will

1) Apply a comprehensive knowledge and understanding of how psychology can be applied to occupational settings, including research and theory in the areas of wellbeing, psychological assessment, learning, training, development, leadership, engagement, motivation, work design, change and development.
2) Apply a critical understanding of how psychology can be applied to global, contemporary questions, situations, and contexts for the benefit of individuals, teams, and organisations.
3) Demonstrate a reflective and critical understanding of themselves as practitioners,
4) Demonstrate a critical understanding of psychological research paradigms, research methods, data analyses, psychological literature evidence and theory and be able to appraisal the importance of expert tools and techniques as a consultant.
5) Demonstrate a range of transferable skills including, but not necessarily limited to, working independently and within teams, numerical and reasoning skills, digital literacy, communicating effectively in a variety of media to different audiences with scientific argument and sensitivity, and appropriate self-management strategies to organise time and workloads.
6) Demonstrate a range of subject-specific skills surrounding critical evaluation, professional and ethical conduct, consultancy, and evidence-based practice.
7) Demonstrate an understanding of how to identify client needs and be able to develop appropriate research strategies for consultancy interventions.
8) Demonstrate knowledge and understanding of the principles of consultancy and the theories and practices found in leadership.

14 Course Structure and Requirements, Levels, Modules, Credits and Awards

All modules on the course are mandatory. All modules are assigned between 10 and 20 credits, except for the final project module which carries 40 credits.

Learners must pass all mandatory modules accumulating 180 credits if they are to be awarded a ‘Masters’ title.
### HLST185 and HLST186 MSc Occupational Psychology (Campus Based Full-time route)

<table>
<thead>
<tr>
<th>Year</th>
<th>Semester</th>
<th>Module</th>
<th>Credit Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y1</td>
<td>S1</td>
<td>7011PY Psychological Assessment at Work</td>
<td>20</td>
</tr>
<tr>
<td>Y1</td>
<td>S1</td>
<td>7038PY Research Methods in the workplace</td>
<td>20</td>
</tr>
<tr>
<td>Y1</td>
<td>S1</td>
<td>7016PY Work and Wellbeing</td>
<td>20</td>
</tr>
<tr>
<td>Y1</td>
<td>S2</td>
<td>7039PY Applying Psychology to the Workplace</td>
<td>10</td>
</tr>
<tr>
<td>Y1</td>
<td>S2</td>
<td>7041PY Project Planning and Ethics</td>
<td>10</td>
</tr>
<tr>
<td>Y1</td>
<td>S2</td>
<td>7015PY Leadership Motivation and Engagement</td>
<td>20</td>
</tr>
<tr>
<td>Y1</td>
<td>S2</td>
<td>7014PY Learning, Training and Development</td>
<td>20</td>
</tr>
<tr>
<td>Y1</td>
<td>S3</td>
<td>7040PY Work Design, Organisational Change and Development</td>
<td>10</td>
</tr>
<tr>
<td>Y1</td>
<td>S3</td>
<td>7002CRB Global Professional Development - Consultancy</td>
<td>10</td>
</tr>
<tr>
<td>Y1</td>
<td>S3</td>
<td>7042PY Dissertation in Occupational Psychology</td>
<td>40</td>
</tr>
</tbody>
</table>

### HLST186 MSc Occupational Psychology (Online (Moodle) Delivery Part-time route)

<table>
<thead>
<tr>
<th>Year</th>
<th>Semester</th>
<th>F2F</th>
<th>OLM</th>
<th>Module</th>
<th>Credit Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y1</td>
<td>S1</td>
<td>7011PY</td>
<td>7029PY</td>
<td>Psychological Assessment at Work</td>
<td>20</td>
</tr>
<tr>
<td>Y1</td>
<td>S1</td>
<td>7038PY</td>
<td>7031PY</td>
<td>Research Methods in the Workplace</td>
<td>20</td>
</tr>
<tr>
<td>Y1</td>
<td>S2</td>
<td>7015PY</td>
<td>7033PY</td>
<td>Leadership Motivation and Engagement</td>
<td>20</td>
</tr>
<tr>
<td>Y1</td>
<td>S2</td>
<td>7014PY</td>
<td>7030PY</td>
<td>Learning, Training and Development</td>
<td>20</td>
</tr>
<tr>
<td>Y1</td>
<td>S3</td>
<td>7039PY</td>
<td>7031PY</td>
<td>Applying Psychology to the Workplace</td>
<td>10</td>
</tr>
<tr>
<td>Y1</td>
<td>S3</td>
<td>7040PY</td>
<td></td>
<td>Work Design, Organisational Change and Development</td>
<td>10</td>
</tr>
<tr>
<td>Y2</td>
<td>S1</td>
<td>7016PY</td>
<td>7032PY</td>
<td>Work and Wellbeing</td>
<td>20</td>
</tr>
<tr>
<td>Y2</td>
<td>S1</td>
<td>7041PY</td>
<td>7035PY</td>
<td>Project Planning and Ethics</td>
<td>10</td>
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<tr>
<td>Y2</td>
<td>S2</td>
<td>7002CRB</td>
<td>7003RB</td>
<td>Global Professional Development - Consultancy</td>
<td>10</td>
</tr>
<tr>
<td>Y2</td>
<td>S3</td>
<td>7042PY</td>
<td>7037PY</td>
<td>Dissertation in Occupational Psychology</td>
<td>40</td>
</tr>
</tbody>
</table>

### Cascade of Awards:

- MSc Occupational Psychology (180)
- PG Diploma in Occupational Psychology (non-accredited) (120)
- PG Certificate in Occupational Psychology (non-accredited) (60)

PG Diploma and PG Certificate awards are not accredited by the British Psychological Society.
## HLST185 (F2F) AND HLST186 (OLM)

<table>
<thead>
<tr>
<th>Module credit level</th>
<th>Module Code Campus based (CB) Online (Moodle) (OLM)</th>
<th>Title</th>
<th>Credit Value</th>
<th>Mandatory/ Optional</th>
<th>Course Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>7011PY (CB) 7029PY (OLM)</td>
<td>Psychological Assessment at Work</td>
<td>20</td>
<td>M</td>
<td>1, 2, 5, 6</td>
</tr>
<tr>
<td>7</td>
<td>7014PY (CB) 7030PY (OLM)</td>
<td>Learning, Training and Development</td>
<td>20</td>
<td>M</td>
<td>1, 2, 5, 6</td>
</tr>
<tr>
<td>7</td>
<td>7038PY (CB) 7031PY (OLM)</td>
<td>Research Methods in the Workplace</td>
<td>20</td>
<td>M</td>
<td>1, 3, 4, 5, 7</td>
</tr>
<tr>
<td>7</td>
<td>7016PY (CB) 7032PY (OLM)</td>
<td>Work and Wellbeing</td>
<td>20</td>
<td>M</td>
<td>1, 2, 5, 6</td>
</tr>
<tr>
<td>7</td>
<td>7015PY (CB) 7033PY (OLM)</td>
<td>Leadership, Motivation, &amp; Engagement</td>
<td>20</td>
<td>M</td>
<td>1, 2, 5, 6,</td>
</tr>
<tr>
<td>7</td>
<td>7039PY (CB) 7034PY (OLM)</td>
<td>Applying psychology to the workplace</td>
<td>10</td>
<td>M</td>
<td>1, 2, 5, 6</td>
</tr>
<tr>
<td>7</td>
<td>7041PY (CB) 7035PY (OLM)</td>
<td>Project planning and ethics</td>
<td>10</td>
<td>M</td>
<td>1, 2, 4, 6</td>
</tr>
<tr>
<td>7</td>
<td>7040PY (CB) 7036PY (OLM)</td>
<td>Work design, development and change</td>
<td>10</td>
<td>M</td>
<td>1, 2, 5, 6</td>
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<tr>
<td>7</td>
<td>7042PY (CB) 7037PY (OLM)</td>
<td>Dissertation in Occupational Psychology</td>
<td>40</td>
<td>M</td>
<td>1, 2, 3, 4, 5, 6, 7, 8</td>
</tr>
<tr>
<td>7</td>
<td>7002CRB</td>
<td>Global Professional Development – Consultancy</td>
<td>10</td>
<td>M</td>
<td>5, 7, 8</td>
</tr>
</tbody>
</table>
Criteria for Admission and Selection Procedure

The criteria for entry are:

- a lower/upper second or first class Honours degree in a relevant subject (e.g. Psychology, Business, Social Science or Science), and
- evidence of studying curriculum with inclusion of research methods.

Applicants who do not meet one or both of the two criteria above, but have relevant experience will also be considered for entry on an individual basis. Students whose first language is not English must demonstrate proficiency in the English language equivalent to IELTS 6.5.

Accreditation of Prior Learning (APL) and Accreditation of Prior (Experiential) Learning AP(E)L: The Accreditation scheme provides the opportunity for applicants to make claims for both certificated and experiential (non-certificate) learning, in accordance with the University Regulations (Section 4: Regulations for the Admission of Students). The learning claim submitted by the applicant may be against credit or exemption. The claims made will be against the fulfilment of the learning outcomes associated with specific modules of study.

Academic Regulations and Regulations of Assessment

This Course conforms to the standard University Regulations Mode R
17 Indicators of Quality Enhancement

The course is managed by the Psychological, Social and Behavioural Sciences Board of Study of the Faculty of Health and Life Sciences.

The Programme Assessment Board (PAB) for Psychological, Social and Behavioural Sciences is responsible for considering the progress of all students and making awards in accordance with both the University and course-specific regulations.

The assurance of the quality of modules is the responsibility of the Boards of Study which contribute modules to the course.

External Examiners report annually on the course and their views are considered as part of the annual quality monitoring process (CQEM). Details of the CQEM process can be found on the Registry’s website.

Students are represented on the Student Forum, Board of Study and Faculty/School Board, all of which normally meet two or three times per year.

Student views are also sought through module and course evaluation questionnaires. The course is evaluated through the Postgraduate Taught Experience Survey (PTES).

The School has a thriving research community. The majority of staff contribute to applied research activity through the Centre for Applied Research in Psychology.

The School of Psychological, Social and Behavioural Sciences has high student satisfaction ratings as shown in the National Student Satisfaction Scores, and the authority of staff to deliver high quality postgraduate courses is evidenced by their active involvement in consultancy, income generation, professional body work, and applied research. The School has considerable experience in delivering successful accredited and non-accredited postgraduate courses in psychology through a variety of delivery means.


The course has been designed in accordance with the QAA Master’s Degree Characteristics, the QAA Quality Code for Higher Education October 2014 (4.17 Descriptor for a higher education degree qualification at level 7 on the FHEQ and SCQF level 11 on the FQHEIS: master’s degree), the QAA Subject Benchmark Statement for Psychology October 2016, and the British Psychological Society’s ‘Standards for the accreditation of undergraduate, conversion and integrated Masters programmes in psychology’ October 2016.

The QAA’s review of higher education undertaken in February 2015 confirmed that Coventry University meets UK expectations in:

- the setting and maintenance of the academic standards of its awards;
- the quality of student learning opportunities;
- the quality of the information about learning opportunities;
- the enhancement of student learning opportunities.
18 Additional Information

Enrolled students have access to additional, key sources of information about the course and student support including,

- Academic Personal Tutor
- Dissertation supervisor
- Online Library Services
- Maths support
- Academic Writing Support
- PG Student Handbook
- Course/Programme Guide
- Programme Specification
- Module Guides
- Module Information Directory
- Study Support information
- Moodle