

Accreditation Report



The
British
Psychological
Society

Membership and Professional Training Board

Strictly Confidential

Division of Occupational Psychology Training Committee

SECTION A: Cover Sheet

Name of Institution:	University of Nottingham
Title of Programme:	MSc Occupational Psychology
Length and Mode of Attendance:	12 months full-time; 24 or 36 months part-time
Relationship to Chartered Status:	In order to be eligible to achieve the status of Chartered Occupational Psychologist, students who gain the Graduate Basis for Registration need an accredited MSc as well as at least two years' appropriate supervised professional experience.
Date of Visit:	25 April 2008
Historical Information:	The last accreditation visit took place in May 2002
Period of Accreditation:	Student intakes in academic sessions 2008/09, 2009/10, 2010/11, 2011/12 and 2012/13
Date of Next Full Visit:	2012/13
Date of Follow-up Visit/Action:	Report on recommendations – 28 February 2009
Chair of Training Committee:	Dr Lisa Matthewman
Membership of Accreditation Team:	Kevin Nind (Convenor), Lauren Thomas, Jonathan Passmore (observer) and Rupal Lakhani (QA Officer)
Programme Director:	Dr Phil Leather
Date report approved by the DOPTC:	18 June 2008
Date report approved by the MPTB:	16 July 2008

SECTION B: Summary of Outcome

Recommendation to the Membership and Professional Training Board

The Division of Occupational Psychology Training Committee is pleased to recommend to the Membership and Professional Training Board that the MSc in Occupational Psychology, which is taught at the University of Nottingham, continues to be accredited. This accreditation covers five cohorts, commencing with that of academic session 2008/09.

Commendations

The accreditation team noted the following aspects of good practice and wished to commend the programme for:

1. the high level of student satisfaction with the programme (para.10);
2. the academic and pastoral support provided to students and the accessibility of the programme team (para. 10.1, 10.3 and 10.7);
3. the helpful and informative marketing material, and the support provided to applicants throughout the recruitment and application process (para. 4.2 and 10.1);
4. the internationally recognised research environment which feeds through to the student research projects and the quality of their research (*passim*);
5. the effective use of associates and staff with real world experience (*passim*);
6. the effective use of the electronic learning environments and library resources (para. 8.4 and 9.1); and
7. the feedback processes for student work, and the responsiveness to student feedback on programme related issues (para. 2.3, 2.4, 10.2 and 10.6).

Conditions

None

Recommendations

1. The programme team should consider having one person (convenor) clearly accountable for each module; this person should be responsible for the integration of guest speakers into the module in order to ensure coherent delivery (para. 2.4 and 2.4 and 10.6).
2. Currently the staff: student ratio is acceptable given the student numbers; however if the number of students grow, all Chartered Occupational Psychologists who contribute to the calculation of the COP to student ratio should clearly make a significant contribution to module design, delivery, assessment and evaluation (para. 3.2 and 10.6).
3. The programme team should consider improving the organisation of the psychometric test library, and ensure that processes are in place to review and update materials (para. 9.2).
4. The programme team should consider informing students about the Chartership process at an earlier stage in the programme, and should consider placing this information on the appropriate area of the electronic learning environment (para.7.2 and 10.5).

The Training Committee requests that a written report regarding the consideration of these recommendations is received by **28 February 2009**.

Section C: Report Text

1. Accreditation

- 1.1 Acting on behalf of the Membership and Professional Training Board and the Division of Occupational Psychology Training Committee, an accreditation team visited the MSc Occupational Psychology programme, which is taught at the University of Nottingham. The purpose of the visit was to assess whether the programme meets the criteria for the accreditation of postgraduate programmes in occupational psychology (June 2006). The visiting team was as follows:

Member	BPS Constituency
Kevin Nind (Convenor)	Practitioner member; DOPTC member
Lauren Thomas	Academic member; DOPTC member
Jonathan Passmore	Observer; DOPTC member
Rupal Lakhani	Quality Assurance Officer, BPS

2. The Programme

- 2.1 The programme is based at the Institute of Work, Health and Organisations. The Institute was granted independent status in 2002 as a postgraduate research school in the Faculty of Social Science, Law and Education. The accreditation team convened a meeting with the programme team to discuss the documentation submitted in support of the programme in further detail. It was noted that the documentation was well presented. Details of the team's discussions in the specific areas of selection, assessment, practical skills development and psychometric test provision, can be found elsewhere in this report (para. 4, 6, 7 and 9 respectively). The other areas covered in the meeting with the programme team are detailed below.
- 2.2 The programme team outlined the changes to the programme since the last accreditation visit. The principle change was to address the staff: student ratio, which had been an issue that was raised at the previous visit. There have also been continual improvements at module level: the *Occupational Selection and Assessment* module now includes more elements of practical skills; two modules were combined to form the module entitled *Workplace Counselling and Career Development*, which has an emphasis on the development of the students' own career plans; and the structure of the research methods training has also improved. The programme team added that there are excellent procedures in place for quality control and closing the loop for issues that are raised at the Teaching, Learning and Assessment Committee in particular.
- 2.3 The accreditation team discussed the structure of the research methods training and the extent of shared teaching in further detail. It was learned that although the *Core Research Methods* and the *Occupational Research methods* module in the first semester is for both GBR and non-GBR students, these students have separate seminars which are tailored to the needs of the different groups. During the second semester the Analytical Research Methods module provides covers an advanced level for GBR students, and again the specific needs of the occupational psychology group are addressed through the seminars. This was the first year that the research methods training had been delivered in this format and it was noted that the programme team had already been very responsive to student feedback and set up extra sessions for students.
- 2.4 The accreditation team explored how teaching delivery works at the modular level and the role of module convenors. The programme team advised that each convenor is responsible for the design, delivery, assessment and evaluation of that module. Each module convenor or co-convenor is Chartered Occupational Psychologist. There is an introductory lecture for each module which provides an outline for the rest of the module. Guest speakers are invited to give lectures where it is believed that they would make an important contribution to the module. The guest speakers are selected carefully; they are often practitioners with an academic background. It was noted that the module convenor often views the guest speakers' lecture slides in advance; helps to formulate the learning objectives, and ensures that adequate references are provided. The accreditation team highlighted the issue raised by the students (para. 10.6) in relation to the lack of coordination of the *Ergonomics, Work Design, Health & Safety* module. The programme team explained that a one-off situation arose whereby the module convenor had attended the University's campus in Malaysia and was unable to

return to Nottingham for the start of the module; as a result, more guest speakers had been invited to contribute to this module. The team had already received feedback from the students and have scheduled a revision session for when the module convenor has returned.

- 2.5 The programme team provided an overview of the process of undertaking the applied research project. Students are encouraged to begin to think about and develop ideas for a research topic during the introductory week, and the importance of networking is highlighted. In addition to the project handbook, a detailed lecture session is given to students, which focuses on the process, ethics and what is expected of the students, etc. The accreditation team had noted that the students had found the research themes booklet very useful; this provides brief resumes about the areas of expertise for each member of staff and suggestions for good research projects. The project supervisors are allocated once the students submit their initial ideas and the detailed proposal is developed thereafter. It is the responsibility of the students to find an organisation for the basis of their research; however, the programme team provide support where necessary and have good contacts with external organisations.
- 2.6 The procedures for monitoring attendance were discussed and it was noted that students must complete an absence form when they are unable to attend a session.
- 2.7 Members of the programme team were able to outline the support that the University has given them for undertaking continuing professional development and gave examples of the various activities that had taken place. In addition, the annual activity review with the Head of School and Dean of Faculty is a means of identifying aspects of continuing professional development.

3. Staffing

- 3.1 The programme is supported by eight Chartered Occupational Psychologists.. The core programme team is as follows:

Dr Phil Leather	COP; Programme Director
Professor Tom Cox	COP
Professor Amanda Griffiths	COP
Dr Iain Coyne	COP
Dr Fiona Gavin	COP
Professor John Richards	COP
Kisane Prutton (P/T)	COP
Chris Smewing	COP
Dr Sara Cox	
Jonathan Houdmont	
Dr Nigel Hunt	
Dr Angeli Santos	

- 3.2 There are currently 37 full-time students and 2 part-time students registered on the programme. The accreditation team was satisfied that the requirements for the staff-student ratio laid out in the accreditation criteria are currently being met. It was not entirely clear to the team from reviewing the documentation and talking to the students whether all of the named Chartered Occupational Psychologists have a substantial involvement in programme delivery and therefore this is an area to keep under review if the number of students on the programme increases.

4. Selection and Equal Opportunities

- 4.1 All applicants to the programme are required to have the Graduate Basis for Registration (GBR) and proof of this is obtained. The University has an equal opportunities policy for admission, which the programme adheres to.

4.2 The accreditation team was impressed with the support provided to applicants throughout the application and selection process; in particular their responsiveness to queries and the level of information provided about the programme.

5. Structure of the Programme

5.1 Below is a table that maps the programme's core modules to the Society's Postgraduate Certificate in Occupational Psychology (PCOP) syllabus and the eight knowledge areas of occupational psychology.

DOP Knowledge Area	Module Title
Human-Machine Interaction	Ergonomics,, Work Design, Health & Safety
Design of Environments and Work: Health and Safety	Environmental Psychology and Design
	Organisations, Stress and Health
Personnel, Selection and Assessment	Occupational Selection and Assessment
Performance Appraisal and Career Development	Training in Organisations
Training	
Counselling and Personal Development	Workplace Counselling & Career Development
Employee Relations and Motivation	Employee Relations and Motivation
Organisational Development and Change	Organisational Development and Change

5.2 Students also undertake modules on *research methodology and statistics; professional issues in research and practice; consultancy skills*, and complete an applied *research project/dissertation*. Eleven of the twelve taught modules are compulsory; there is a choice between the *Environmental Psychology and Design* module and the *Organisations, Stress and Health* module.

6. Assessment

6.1 The accreditation team was satisfied that the eight knowledge areas of occupational psychology are separately and unambiguously assessed and do not allow averaging across the different areas. The pass mark for each area is 50%.

7. Practical Skills Development

7.1 Most of the modules incorporate a practical element; the programme team provided a wide range of examples of the kind of practical skills that students develop and how these are linked to the DOP problem-solving stages. Students are also given the opportunity to take a number of additional workshops such as Risk Assessment for Work Stress, and Level A and B testing.

7.2 The programme team acknowledged that it would be worthwhile to present the information provided to students in relation to the Chartership process at an earlier stage in the programme, and to make this information available on the electronic learning environment; this may also encourage students to start completing their logbooks.

8. Meeting with Senior Management

- 8.1 The accreditation team convened a meeting with members of the University's senior management team and discussed the programme's fit within the Institute and the University's overall strategic plan. The Institute is renowned for its proactive approach to internationalisation, which is reflected in the students, staff and the research. The plan is to continue to build on this further and the occupational psychology programme fits in well with this. The management team view the programme as one of the strengths of Institute and will continue to be supported although there are plans to increase the portfolio of postgraduate programmes.
- 8.2 The accreditation team acknowledged that the staff have good research expertise, which feeds into the teaching well but were interested in how they go about balancing their teaching responsibilities with their research. The management team have a workload model which sets out the expectations and notional hours for teaching and research contributions. Research time is set aside in the form of blocks. In addition, it was noted that the staff are supported according to their needs and a cyclical process exists whereby targets are set out and annually reviewed.
- 8.3 The strategy for the campus in Malaysia and staffing commitments was discussed in further detail. The management team explained that the issues relating to the *Ergonomics, Work Design, Health & Safety* module had been an anomaly. The longer-term strategy is for secondment posts to be available and members of staff are currently being recruited in Malaysia.
- 8.4 In relation to the financial systems, it was noted that the Head of School has autonomy over the budget. The management team reported that the University has excellent resources and facilities, including twelve University libraries. Furthermore there has recently been a major re-investment with state of the art teaching hubs. The computing facilities have also been enhanced and the student 'portal' is a valuable electronic resource which can also be accessed off campus.
- 8.5 The management team gave an overview of the promotions policy, which is fair and transparent. The policy is based on merit, particularly in relation to research and innovative teaching. There are also additional increments for staff demonstrating excellence. In terms of staff development, last year the Institute offered internal Research Enhancement Awards to fund individuals to take on projects to boost the international profile. There is also a yearly fund for research activities and other CPD activities such as attending conferences.

9. Physical Resources

- 9.1 The facilities underpinning the programme were all deemed to be supportive the programme. The accreditation team was particularly impressed with the amount and availability of the electronic resources.
- 9.2 With respect to the psychometric test library, the accreditation team had the opportunity to view the wide range of tests available. It was highlighted that it would be useful to improve the organisation of the test library to explicitly identify the tests specific to occupational psychology. Furthermore, it should be ensured that the processes for reviewing and updating the test library are consistent.

10. Student Satisfaction with the Programme

- 10.1 The accreditation team had the opportunity to meet with eight of students who are currently enrolled on the programme and discussed with them their views of the programme. The team learned that the main reason for choosing this particular programme as opposed to any other was the excellent reputation of the University. The students' experience of the application and selection process had also been positive. The information about the programme online had been very informative and was especially useful for the students that were applying from abroad. It was added that the members of the programme team had been very helpful and supportive throughout the application process, which made every student feel welcome.
- 10.2 The students felt that there are a number of avenues open to them in providing feedback concerning the programme and the team had been responsive to this. For example, further guidance in preparation for the research methods exam was required; therefore the issue was raised by the student representatives at the course review meeting and an e-mail was sent to all students promptly, which included extra information and example questions. In terms of the feedback that students receive regarding assessments, it was noted that this had generally been constructive and detailed. The formative assessment at the beginning of the year helped the students to understand what is expected of them at postgraduate level. The accreditation team was pleased to learn that feedback on exam performance is provided which the students appreciate. The students also have the opportunity to discuss individual feedback in further detail with the tutors.
- 10.3 The students were happy with the academic and pastoral support provided by the programme team. All members of staff are approachable, accessible and responsive to individual needs. Furthermore, the personalised nature of the support is highly valued.
- 10.4 The students reported a high level of satisfaction with the facilities and resources that support the programme. The students had requested multiple copies of the key texts to be made available in the library which is being addressed. The programme team had also been helpful in that they e-mail copies of journal articles instantly when there has been difficulty locating them.
- 10.5 It was clear that the students were aware of how the modules map onto the DOP knowledge areas and that each area must be passed. In relation to practical skills development, the students stated there was a wide range of useful activities, including opportunities to develop consultancy skills during the interactive seminars. The accreditation team learned that the students were well informed of the process of achieving Chartered status as there had recently been a whole session devoted to this; however, it was felt that it would have been more beneficial to them if the information was provided earlier on. It was learned that the students had started to think about their transition into employment and the presentation about the career paths of occupational psychologists had been very useful. Some students perceive occupational psychology to be a competitive field and therefore suggested that the programme should incorporate a placement scheme to enable them to gain practical experience and form contacts. A further suggestion was that although the students pay reduced rates for training such as Level A and B, it could be made clearer at the start of the programme how much they would be expected to pay in addition to fees for the programme itself.
- 10.6 When asked what they would change about the programme if given the opportunity to do so, the majority of students commented that the *Ergonomics, Work Design, Health & Safety* module had been very difficult to understand as it lacked coherence, consistency and there was not enough coverage of the basic principles. It was felt that this was due to different guest lecturers contributing every week, and the members of the department who were expected to deliver the lectures did not have any input. The programme team had been made aware of this issue. There had also been some similar issues with the Research Methods module although it was acknowledged that this was the first year that this module had been run and the programme team had been quick to respond to feedback. The students wished to highlight that they were highly satisfied with the programme overall.
- 10.7 The students agreed that the programme is a worthy investment of their time and money; some students have already recommended it to other potential applicants. The programme team was particularly praised for their support, and for genuinely caring about the students and their future.

SECTION D: Accreditation Criteria Checklist (1)

This must be read in conjunction with the *DOPTC Accreditation Criteria for Postgraduate Programmes in Occupational Psychology (June 2006)*.

The programme complies with the DOPTC criteria checklist as follows:

1	A framework for quality	Met?		Comments
1.1	programme team engaged in relevant scholarly activity	Y		

2	Entry to higher education	Met?		Comments
2.1	Academic, pastoral and career guidance support described	Y		

3	Programme management	Met?		Comments
3.1	review information available	Y		

4	DOPTC Programme Requirements	Met?		Comments
4.1a	Programme follows up-to-date DOPTC criteria	Y		
4.1b	Programme validated by HEI	Y		
4.2a	Written statement of aims & objectives	Y		
4.2b	Aims & objectives reflect knowledge and skills development required for full membership of DOP	Y		
4.2c	Evidence that aims & objectives are met	Y		
4.3	Programme is at least 1 year FT (or PT equivalent)	Y		
4.4a	There must be a clear and explicit mapping of the Master's programme content against the DOP's eight areas, together with a statement of the rationale for the programme's design.	Y		
4.4b	it must be clear that the content of the programme predominantly is occupational psychology.	Y		
4.4c	it is expected that provision (as evidenced through reading lists, materials, etc) will be up to date: there needs to be in place a mechanism for ensuring this	Y		

5	Skill Development	Met?		Comments
5.1a	Accredited programmes must provide opportunities for skill development.	Y		
5.1b	Skills should relate to the problem-solving stages specified within the DOP rules:	Y		
5.1c	• identification of needs/problems	Y		
5.1d	• analysing needs/problems	Y		
5.1e	• formulating solutions (i.e. identifying and selecting solutions)	Y		
5.1f	• implementing solutions	Y		
5.1g	• evaluating outcomes.	Y		

6	Teaching and learning	Met?	Comments
6.1a	T & L underpinned by adequate and up-to-date resources	Y	
6.1b	Sufficient library resources	Y	
6.1c	Availability of range tests	Y	see recommendation
6.1d	Sufficient computing resources	Y	
6.1e	Sufficient other physical resources	Y	
6.1f	Links with occupational/organisational/work/employment contexts	Y	

7	Trainee development and support	Met?	Comments
7.1	Guidance on DOP membership and progression to COP status	Y	see recommendation

8	Trainee assessment	Met?	Comments
8.1a	all eight areas separately & unambiguously assessed	Y	
8.1b	pass level/compensation equivalent to PCOP	Y	
8.1c	when teaching is shared with u/g - Programmes must distinguish between Masters level and undergraduate level learning outcomes	N/A	

9	Staffing	Met?	Comments
9.1a	diverse experience across programme team	Y	
9.1b	staff appropriately qualified and experienced	Y	
9.1c	Expertise in research relevant to Occ Psychology	Y	
9.1d	Experienced as Occ Psych practitioner	Y	
9.2a	Full CVs for all staff	Y	
9.2b	Programme Director has opportunity of CPD	Y	
9.2c	Short CVs for p-t staff	Y	
9.3a	One COP for every 10 ft trainees	Y	See recommendation
9.3b	COPs with substantial involvement are f-t staff	Y	
9.3c	p-t COPs level of involvement clearly stated	Y	
9.4a	Associate COPs level of involvement clearly stated	Y	
9.4b	p-t COPs contribute to programme on range of activities	Y	
9.4c	p-t COPs involved in assessment of trainees' work	Y	
9.5a	Programme Director must be a COP	Y	
9.5b	Programme Director responsible for all aspects of day-to-day management of programme	Y	
9.5c	Programme Director permanent and full-time member of university staff.	Y	

9.6	Access to adequate admin/clerical support	Y		
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10	Research	Met?	Comments
10.1	written aims & objectives for research	Y	
10.2a	research methods taught	Y	
10.2b	constraints of research taught	Y	
10.3a	trainees competent in experimental design	Y	
10.3b	ditto advanced data analysis	Y	
10.3c	ditto dev. Of theories, models & hypotheses	Y	
10.3d	trainees know common pitfalls	Y	
10.3e	trainees conversant with research communications	Y	
10.4a	trainees know research context	Y	
10.4b	ditto most common methods	Y	
10.4c	ditto most common problems	Y	
10.5a	written aims & objectives for research training	Y	
10.5b	trainees must undertake research project	Y	
10.5c	research project develops practitioner skills	Y	
10.5d	projects involve applied field work	Y	
10.5e	projects provide opportunity for learning ethical, professional issues & constraints of applied research	Y	
10.6a	trainees able to understand & critically evaluate Occ Psy research literature	Y	
10.6b	trainees able to understand & critically evaluate principles of design & conduct of research investigations.	Y	
10.7a	trainees must undertake an research project & report it formally.	Y	
10.7b	research projects should demonstrate Occ psy relevance	Y	
10.7c	close attention paid to ethical considerations	Y	
10.7d	research project must be of empirical nature	Y	
10.8a	projects planned in good time	Y	
10.8b	progress monitored	Y	

Accreditation Criteria Checklist (2)

Policy Statements of the Membership and Professional Training Board

Accredited Programmes	Met?	Comments
Application for accreditation received	Y	
Agreement to comply with criteria	Y	
Awarding institution listed in World Higher Education Database	Y	
Explicit core philosophy	Y	
Conferment of a named HE award	Y	

Accreditation for max 3 cohorts (new programmes); max 5 cohorts (established programmes)	TBA	
Award conferred is at doctoral level (full training)	N/A	
Programme covers knowledge base (MSc)	Y	
Distance Learning Programmes (if applicable)		
Programme provides underpinning knowledge /and research	N/A	
Admission to an Accredited Programme		
All entrants eligible for GBR	Y	
Non GBR students given alternative award	Y	
Teaching of Psychology at appropriate postgraduate level	Y	
Attendance Requirements		
Students must attend at least 80% of the scheduled sessions	Y	
Modification of an Accredited Programme		
Must remain in compliance with criteria	Y	
Changes notified to Society	Y	
Teaching		
Includes BPS Code of Conduct, Ethical Principles and guidelines	Y	
Where elements of practice included, teaching embedded into programme and equal weight to academic component	N/A	
Assessment		
Students not obtaining acceptable level in professional practice do not receive accredited award	N/A	
External Examiners		
External Examiner is a Chartered Psychologist holding full membership of the Division	Y	
Staffing		
Programme Director is a Chartered Psychologist holding full membership of the Division	Y	
Director is of an appropriately senior status	Y	
Collaborative Provision		
Where elements of practice included QAA Code of Practice complied with	N/A	
Society kept informed of all collaborative provision	N/A	

Accreditation Criteria Checklist (3)

Code of Practice for the Assurance of Academic Quality and Standards in Higher Education (Quality Assurance Agency for Higher Education, 1998-)

Postgraduate Research Programmes	Met?	Comments
Institutional arrangements	N/A	
Research environment	N/A	
Selection, admission and induction of students	N/A	
Supervision	N/A	
Progress and review arrangements	N/A	
Development of research and other skills	N/A	
Feedback mechanisms	N/A	
Assessment	N/A	
Student representations	N/A	
Complaints	N/A	
Appeals	N/A	
Collaborative Provision, and Flexible and Distributed Learning		
Part A	N/A	
Part B	N/A	
Students With Disabilities		
Physical environment	Y	
Information for applicants, students and staff	Y	
Selection and admission of students	Y	
Enrolment, registration and induction of students	Y	
Learning and teaching, provision for research and other postgraduate students	Y	
Examination, assessment and progression	Y	
Staff development	Y	
Access to general facilities and support	Y	
Additional specialist support	Y	
Complaints	Y	
Monitoring and evaluation	Y	
External Examining	Y	
Academic Appeals and Student Complaints		
Information	Y	
Internal processes	Y	
Remedies	Y	
Monitoring, evaluation and review	Y	
Assessment of Students		
Assessment panels and boards	Y	
Conduct of assessment	Y	
Scheduling and amount of assessment	Y	
Marking and grading	Y	
Feedback to students on performance	Y	
Staff development and training	Y	

Language of assessment	Y	
Professional and accreditation body requirements	Y	
Review of regulations	Y	
Recording, documentation and publication of assessment decisions	Y	
Programme Approvals, Monitoring and Review		
Programme design	Y	
Programme approval	Y	
Programme monitoring and review	Y	
	Y	
Career Education, Information and Guidance		
Institutional context	Y	
Students	Y	
External relations	Y	
Staff	Y	
Monitoring, feedback, evaluation and improvement	Y	
Placement Learning		
Institutional policies and procedures	N/A	
Placement providers	N/A	
Student responsibilities and rights	N/A	
Student support and information	N/A	
Staff development	N/A	
Dealing with complaints	N/A	
Monitoring and evaluation of placement learning opportunities	N/A	
Recruitment and Admissions		
Recruitment	Y	
Selection	Y	
Information to successful applicants	Y	
Monitoring and review of recruitment, admission and enrolment policies and procedures	Y	
Staff development and training	Y	
Complaints	Y	

SECTION E: Other Information

1. Documents submitted prior to the visit

Accreditation Submission, including Programme Log of Evidence
Self-evaluation Document
MSc Occupational Psychology Programme Handbook
Staff CVs
Example Support Material for *Employee Relations and Motivation*

2. People met during the visit

Senior Management

Joan Leake	Institute Manager
Professor Amanda Griffiths	Director of Research
Dr Neil Coulson	Acting Head of School
Dr Sara Cox	Director of Teaching
Dr Phil Leather	Programme Director

Programme Team

Dr Sara Cox	Director of Teaching; MSc Health Psychology Programme Director
Dr Iain Coyne	Associate Professor in Occupational Psychology
Fiona Gavin	Lecturer in Occupational Psychology
Professor Amanda Griffiths	Director of Research
Dr Nigel Hunt	Associate Professor in Health Psychology
Dr Phil Leather	MSc Occupational Psychology Programme Director
Kisane Prutton	Part-time Lecturer; consultant
Professor John Richards	Special Professor of Organisational Learning
Dr Angeli Santos	Lecturer in Occupational Health Psychology

Students

Tereza Beardsmore
Gemma Bidgood
Laura Brooks
Kate Burbridge
Ranbir Jabanda
Nasrin Lalji
Grace Mansah-Owusu
Dan Dan Wang