Faculty of Education Health and Wellbeing

Institute of Psychology

MSc Occupational Psychology

ON CAMPUS  COURSE GUIDE 2016/7
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About this guide

This Course Guide has been designed to help you plan your course. You are encouraged to read this Guide through now. It will be a considerable advantage to you to be familiar from the outset with the various aspects of your studies that are described. It may be that the relevance of some of the sections will not be immediately obvious. Keep it somewhere accessible, so that you can refer to it as needed.

 Obviously even in a document like this we have not covered every query and problem that you might have about the course. The Course Guide should be read in conjunction with the Undergraduate Student Guide / Postgraduate Student Guide; the Student Charter; the University’s Policies and Regulations and the University Assessment Handbook documents should provide you with all the basic information that we think you will need for your period of study here.

If you find that there is something you need to know, please contact your Academic Faculty Office or local Student Centre on the details included below.

<table>
<thead>
<tr>
<th>Please enter the contact details for your Personal Tutor for your future reference:</th>
<th>_____________________________________________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>The name of your Personal Tutor will be given to you at the beginning of your course and can be checked via e:Vision</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Your local Academic Faculty Office is:</th>
<th>Faculty of Education Health and Wellbeing, MC125, MC Building Wulfruna Street Wolverhampton WV1 1SB</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Academic Support: 01902 518600</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Your Student Centre is:</th>
<th>Student Centre Wulfruna MI Building, City Campus Wolverhampton</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Tel: 01902 321062</td>
</tr>
</tbody>
</table>

Please note that in order to develop and improve the Course, it may be necessary on occasions to amend or revise the details given in this Course Guide. We are pleased to hear your views and welcome suggestions for ways of improving the operation of the Course.
Welcome
On behalf of the Course Management Team I should like to extend to you a very warm welcome and wish you every success in your studies at the University of Wolverhampton.

The University experience and academic success is all about the effort you put into learning and making the most of the wide range of opportunities available to you. We welcome students who are eager to think for themselves, to take control of their own learning and who are ready to get involved in developing the skills required in a highly competitive job market.

You will need to demonstrate good time management skills, independent learning, flexibility and discipline in order to achieve a study-work-life balance. We believe it is important that you are encouraged to make your own contribution to the effective operation and development of your chosen course. We are, therefore, keen to hear your views and would welcome any suggestions that you may have about ways of improving any aspect of your course and/or the student experience here at the University.

Course Management and Staff Involved with the Course

<table>
<thead>
<tr>
<th>Name</th>
<th>Room</th>
<th>01902 32 Ext</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mrs Debbie Stevens-Gill CPsychol Course Director</td>
<td>MC323</td>
<td>1329</td>
<td><a href="mailto:d.stevens-gill@wlv.ac.uk">d.stevens-gill@wlv.ac.uk</a></td>
</tr>
<tr>
<td>Dr Danny Hinton</td>
<td>MC323</td>
<td>3604</td>
<td><a href="mailto:d.hinton@wlv.ac.uk">d.hinton@wlv.ac.uk</a></td>
</tr>
<tr>
<td>Dr Tracey Platt</td>
<td>MC322</td>
<td></td>
<td><a href="mailto:t.platt@wlv.ac.uk">t.platt@wlv.ac.uk</a></td>
</tr>
<tr>
<td>Ms Nicola Derrer-Rendall CPsychol</td>
<td>MC324</td>
<td>1328</td>
<td><a href="mailto:n.m.derrer-rendall@wlv.ac.uk">n.m.derrer-rendall@wlv.ac.uk</a></td>
</tr>
<tr>
<td>Technical Staff</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ian Jukes</td>
<td>MC129</td>
<td>1385</td>
<td><a href="mailto:i.jukes@wlv.ac.uk">i.jukes@wlv.ac.uk</a></td>
</tr>
<tr>
<td>Phil Oates</td>
<td>MC129</td>
<td>1385</td>
<td><a href="mailto:P.Oates@wlv.ac.uk">P.Oates@wlv.ac.uk</a></td>
</tr>
<tr>
<td>Demonstrators</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Claire Jones</td>
<td>MC325</td>
<td>1374</td>
<td></td>
</tr>
<tr>
<td>Stephanie Rhodes</td>
<td>MC325</td>
<td>1374</td>
<td></td>
</tr>
<tr>
<td><strong>STUDENT ADVISORS</strong></td>
<td><strong>HERE2HELP STUDENT CENTRE</strong></td>
<td><strong>PERSONAL TUTOR</strong></td>
<td><strong>SKILLS FOR LEARNING</strong></td>
</tr>
<tr>
<td>----------------------</td>
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</tr>
<tr>
<td>Dedicated staff employed within the Faculty to support your University experience</td>
<td>Each campus has a Student Centre, commonly known as ‘Here2Help’</td>
<td>An academic member of staff will act as your personal tutor for the duration of your Degree.</td>
<td>Trained and professional staff supporting your academic work. Based in our Learning Centres. Online and in person support and guidance.</td>
</tr>
<tr>
<td>Links to our Graduate Interns</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-entry support</td>
<td>Enrolment &amp; module registration Submitting work &amp; examinations Academic regulations – one week extensions &amp; extenuating circumstances Leave of absence Student finance issues Student enabling centre Careers &amp; counselling appointments</td>
<td>Support for your academic development and progression Personal (pastoral) guidance A consistent point of contact throughout your studies. Three meetings per year.</td>
<td>Transferable support on your academic study skills: General skills guidance Academic writing support Referencing Searching for literature.</td>
</tr>
<tr>
<td>General support about study and student life</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Guidance – referral to University services Knowledge of the Faculty and its Courses</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Contact: <a href="mailto:FEHWSupport@wlv.ac.uk">FEHWSupport@wlv.ac.uk</a> Regular drop in sessions &amp; appointments City – MC building Walsall – WN &amp; WP building Burton Campus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>City - MX building 01902 321150 Walsall - WA building 01902 323135 Log a call – <a href="http://FEHWSams.wlv.ac.uk/">e:vision helpdesk</a> (Help&gt;contacts)</td>
<td>Check who your tutor is on e:vision Meet with your personal tutor at regular intervals Visit SAMS to book an appointment <a href="http://FEHWSams.wlv.ac.uk/">http://FEHWSams.wlv.ac.uk/</a></td>
<td>Skills for Learning website Workshops Drop-in sessions Appointments Study guides Online resources <a href="http://twitter.com">Twitter</a>, <a href="http://facebook.com">Facebook</a>, Skype (wlv_skills) and <a href="http://youtube.com">YouTube</a></td>
<td></td>
</tr>
</tbody>
</table>

*** Visit the [Student Support homepage](http://student.support.wlv.ac.uk) for more information ***

*** Also visit the Students Union [Advice and Support Centre](http://studentsunion.wlv.ac.uk) for impartial guidance ***
Course Structure for Postgraduate Courses

Students will study:

**Full-time:** normally modules worth 180 credits (a full masters course may be completed over one calendar year)

**Part-time:** normally modules worth no more than 80 credits each academic year.

Course Specification

<table>
<thead>
<tr>
<th>Core or Option</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Credits</th>
<th>Delivered in Semester</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core</td>
<td>7PS003</td>
<td>Conducting and Interpreting Research</td>
<td>40</td>
<td>Year</td>
<td></td>
</tr>
<tr>
<td>Core</td>
<td>7PS013</td>
<td>Research Dissertation</td>
<td>60</td>
<td>Custom</td>
<td>Calendar Year</td>
</tr>
<tr>
<td>Core</td>
<td>7PS012</td>
<td>Psychological Assessment and Training</td>
<td>20</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Core</td>
<td>7PS004</td>
<td>Issues in Work Design</td>
<td>20</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Core</td>
<td>7PS010</td>
<td>Performance and Wellbeing at Work</td>
<td>20</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Core</td>
<td>7PS011</td>
<td>Organisational Change, Leadership and Motivation</td>
<td>20</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

About the Course

This Guide outlines the modules which are available, teaching and learning activities and assessment tasks. If there is anything you need to discuss further, please contact Debbie Stevens-Gill, Course Director (d.stevens-gill@wlv.ac.uk)

The educational aims of the course are: To provide students with the knowledge base required for Stage One of the British Psychological Society Professional Training in Occupational Psychology.

Students studying this course will be introduced to a range of contemporary topics in work psychology, which follow all five of the knowledge areas of occupational psychology including selection and psychological assessment, performance management, career development, design of work, and organisational change.

The learning objectives and activities of the course are designed to not only develop the specialist psychological knowledge base, but also to develop practitioner skills in the field of Occupational Psychology including consulting skills, project management and leadership skills.
In addition, students will have the opportunity to gain three additional qualifications in psychological testing as part of the Conducting and Interpreting Research module.

The course learning outcomes are:

**Postgraduate Certificate**

<table>
<thead>
<tr>
<th>At the end of 60 credits at level 7 you, the student, will be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of your academic discipline, field of study or area of professional practice with a conceptual understanding that enables the student:</td>
</tr>
<tr>
<td>- to evaluate critically current research and advanced scholarship in the discipline</td>
</tr>
<tr>
<td>- to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.</td>
</tr>
<tr>
<td>2. Demonstrate a comprehensive understanding of techniques applicable to your own research or advanced scholarship and ability to continue to advance your knowledge and understanding, and to develop new skills to a high level.</td>
</tr>
<tr>
<td>3. Demonstrate originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline.</td>
</tr>
<tr>
<td>4. Ability to deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate your conclusions clearly to specialist and non-specialist audiences.</td>
</tr>
<tr>
<td>5. Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level.</td>
</tr>
<tr>
<td>6. Demonstrate the qualities and transferable skills necessary for employment requiring:</td>
</tr>
<tr>
<td>- the exercise of initiative and personal responsibility</td>
</tr>
<tr>
<td>- decision-making in complex and unpredictable situations</td>
</tr>
<tr>
<td>- the independent learning ability required for continuing professional development.</td>
</tr>
</tbody>
</table>

**Postgraduate Diploma**

<table>
<thead>
<tr>
<th>At the end of 120 credits at level 7 you, the student, will be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of your academic discipline, field of study or area of professional practice with a conceptual understanding that enables the student:</td>
</tr>
<tr>
<td>- to evaluate critically current research and advanced scholarship in the discipline</td>
</tr>
<tr>
<td>- to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.</td>
</tr>
<tr>
<td>2. Demonstrate a comprehensive understanding of techniques applicable to your own research or advanced scholarship and ability to continue to advance your knowledge and understanding, and to develop new skills to a high level.</td>
</tr>
<tr>
<td>3. Demonstrate originality in the application of knowledge, together with a</td>
</tr>
</tbody>
</table>
practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline.

4. Ability to deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate your conclusions clearly to specialist and non-specialist audiences.

5. Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level.

6. Demonstrate the qualities and transferable skills necessary for employment requiring:
   - the exercise of initiative and personal responsibility
   - decision-making in complex and unpredictable situations
   - the independent learning ability required for continuing professional development.

Masters Degree

At the end of 180 credits at level 7 you, the student, will be able to:

1. Use psychological theory to inform the practice of Occupational Psychology demonstrating a coherent integration of theory and practice.

2. Critically evaluate current literature within the field of occupational psychology and other related areas (business, human resources, ergonomics etc.)

3. Discuss interventions and applications with regard to the diverse needs of individual organisations demonstrating understanding of the organisational context (policies, procedures, legal considerations) in which interventions will take place.

4. Demonstrate an ability to formulate, design and conduct psychological research in applied settings taking into account the need for ethical research practices.

5. Understand and operate within the scientist practitioner model, selecting interventions etc. that are firmly based on reproducible research findings.

6. Understand and operate within the BPS and HCPC codes of ethics and conduct.

These will be achieved through the following learning activities:

- Site visits (where appropriate)
- Practical sessions
- Interactive Lectures
- Attending Psychology department research seminars
- Attending Psychology Postgraduate Research Conference
- Reflective practice based on scientist practitioner model evidenced by ePDP

It is the intention of the programme team to embrace the ethos of blended learning. Therefore, all sessions will be delivered in a blended manner. Teaching methods will vary, but the intention is to make these as interactive as possible.

The course is accredited, endorsed or approved (depending on the professional body requirements) by the British Psychological Society: This course follows a structure consummate with Stage One professional training in Occupational Psychology. As such it
is accredited by the British Psychological Society. For those who also possess Graduate Basis for Chartered Membership (GBC) with the BPS, this course provides the first step to becoming a Chartered Occupational Psychologist with the BPS and a Registered Occupational Psychologist with the Health and Care Professions Council (HCPC). The course covers the 5 knowledge areas of Occupational Psychology, as well as the research requirement. Please see specific modular breakdown information in your module guides; you may also find the table below useful.

<table>
<thead>
<tr>
<th>Core or Option</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Key BPS Knowledge area covered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core</td>
<td>7PS003</td>
<td>Conducting and Interpreting Research</td>
<td>Research Design, advanced data gathering and analytical techniques. Psychological Assessment at Work</td>
</tr>
<tr>
<td>Core</td>
<td>7PS004</td>
<td>Design of Work and Human Factors</td>
<td>Work design organisational change &amp; development</td>
</tr>
<tr>
<td>Core</td>
<td>7PS010</td>
<td>Performance Management and Wellbeing at Work</td>
<td>Well-being &amp; work learning training and development</td>
</tr>
<tr>
<td>Core</td>
<td>7PS011</td>
<td>Organisational Change, Leadership and Motivation</td>
<td>Leadership, Engagement and Motivation</td>
</tr>
<tr>
<td>Core</td>
<td>7PS012</td>
<td>Psychological Assessment and Training</td>
<td>Psychological Assessment at work learning training and development</td>
</tr>
<tr>
<td>Core</td>
<td>7PS013</td>
<td>Research Project</td>
<td>BPS research dimension-specific outcomes will be covered.</td>
</tr>
</tbody>
</table>

**Contact Hours**

At University, the term ‘contact hours’ is used very broadly to refer to the amount of time that you spend learning in contact with teaching or associated staff, when studying for a particular course. This time provides you with support in developing your subject knowledge and skills, and provides opportunities to develop and reflect on your own, independent learning.

Contact time on this course will be based on your interaction with staff in some or all of the following situations: lectures, seminars, tutorials, demonstrations, practical classes and workshops, project supervisions, fieldwork, external visits, one-to-one sessions and discussions, interaction by email and other electronic or virtual media and situations where feedback is given on assessed work.

During your study this interaction takes place with academic (teaching and research) staff, teaching assistants, technical and specialist support staff, employers and others.

Alongside contact time, private and independent study is therefore very significant. This is the time that you spend learning without direct supervision from, or contact with, a member of staff. Your independent study time will include background reading, preparation for seminars or tutorials, follow-up work, wider practice, the completion of assignments, revision and others.

**University Academic Calendar**

*University Academic Calendar.*
Timetables
Timetabling information is available to you through the following:

1. Using the teaching timetable where you can search for and view all modules online at www.wlv.ac.uk/timetable.
2. Once you have completed your module registration, a more personalised timetable showing only those modules which you are studying will be available for you to view through your e:Vision page.
3. For more general information about timetabling and teaching rooms use the Central Timetabling Unit webpages at www.wlv.ac.uk/ctu.

Student Voice
The Student Voice is a partnership between the University and the Students' Union, put in place to make sure students opinions/feedback are heard at every level of university governance, from course level to the University’s governing body.

The main positions within the Student Voice are Course Reps, who are volunteer students on every course. They have meetings with lecturers on a regular basis, highlighting both positive and negative feedback to Heads of Department or lecturers within their course. Faculty Reps are elected during the Spring Elections and have meetings with Senior Management within their Faculty. They are an essential link between Course Reps, the Students’ Union and management within each Faculty. To find your Faculty Rep: Faculty Representatives

If you ever wanted to get involved with the student voice, or need more information please contact the Engagement Team in the Students’ Union – Student Voice

For independent advice and guidance on all matters related to being a student eg. academic, finance, and housing issues, contact the Students’ Union’s Advice and Support Centre by telephone or e-mail Advice and Support.

Responding to Student Feedback “You said/We did”
As a result of student feedback we have made the following improvements/changes to this course:

- **Structured timetable**: all teaching takes place on Tuesdays and Wednesdays to allow those with work commitments to continue their employment.
- **Part-Time pathway**: Those wishing to complete the programme part-time will benefit from a recommended part-time pathway that details which modules are to be studied each year.
- **Lunch-time office and late evening office hours**: All members of the team have lunchtime office hours availability that fit around your lectures.
- **Field trips**: Wherever possible, field trips have been added to the curriculum to enable you to see a particular piece of occupational psychology at work in a real business.

Student Charter
The University’s Student Charter has been developed primarily by the Students’ Union and informed by student views. The Charter is not a contract, nor is it intended to be legally binding; it is a set of shared expectations which establishes the values and standards we are seeking to promote across all of our learning community. The Charter seeks to apply to all students on all courses and reflect our normal expectations of your experience at
University. On occasions different types of study and interactions will mean necessary variations from time to time. However, what is important to us is that, whatever you are studying, your experience is a great one.

**Engagement**
The University recognises that you have made a significant investment in both time and money in choosing to study for a degree. The University is committed to helping you fulfil your potential. Your engagement with the study materials, and participation in the sessions, activities and assessment tasks are very important in ensuring that you are able to do so.

Your engagement will help you to:
1. Understand the subject area you are studying;
2. Acquire and develop the skills and knowledge needed to ensure success;
3. Prepare for assessment tasks;
4. Learn from and with your fellow students;
5. Receive feedback from your tutors on your progress;
6. Fully participate in sessions, forums, seminars and other activities;
7. Develop your communication skills.

If you are unable to participate in any of the activities or sessions please let your tutor know that you are unable to do so. He/she will then be able to give you advice on what was dealt with during the session or activity, and what you need to do to catch up. Please do remember how important engagement and participation is to your success. You may be required to sign an attendance register at lectures so that we may monitor engagement. You are encouraged to engage with the University’s Virtual Learning Environment (VLE) and Student Management System, further details of how to access these can be found [here](#).

Contact time with teaching and associated staff is available to help shape and guide your studies. The term 'contact hours' refers to the amount of time that you spend learning in contact with teaching or associated staff, when studying your chosen course. The number of contact hours on a course is influenced by the subject, as well as how and where you are studying. Academic staff should make it clear how many hours contact time you should receive, and what these hours are at the beginning of the course/module.

**The Wolverhampton Graduate**
The experience of studying at University is about much more than just gaining knowledge and understanding of a subject(s), it is also about developing additional skills and capabilities that you can take with you into a wide range of different settings. Sometimes it can be difficult to explain to others what you have done and achieved. The following Graduate Attributes will help you think about the knowledge and skills you have gained and how these can be presented to prospective employers and/or other interested parties. This is not an exhaustive list and you will need to reflect on what you can personally demonstrate that is appropriate for different settings and contexts such as job interviews. You will also have formed your own opinion about what going to university means to you and how you think you have developed.

While at university you will have the opportunity to:
1. acquire, generate, interrogate and apply knowledge from a wide range of sources,
2. develop research skills to enable analysis, synthesis, understanding and evaluation of data and information.
3. demonstrate self-discipline and organizational skills by meeting deadlines, and taking responsibility for your own development and learning
4. present ideas clearly in an informed and persuasive manner to a variety of audiences.
5. be innovative, creative and enterprising work collaboratively, whilst acknowledging, respecting and engaging with the views of others in a constructive and empathetic manner
6. draw on professional advice and feedback to reflect on and improve your own learning and professional practice;
7. prepare for the world of work through engagement with real life situations, briefs and problems
8. engage with new ideas and ways of working as an active member of the communities in which you study, live and work.

External Examiners
Angie Ingman at the University of Leicester

External Examiners play a key role in helping the University to ensure that our standards are comparable with other institutions in the sector and are consistent over the years and that our assessment processes and regulations treat all students fairly and equitably. It is not part of their remit to communicate with individual students (it is to be noted that students are given access to External Examiner reports in their entirety via the Modules and Programmes page on e-vision in line with the HEFCE Publication 06/45 and some students may have the opportunity to meet with externals if they visit placement areas or attend for planned meetings or assessment). Students are therefore reminded that they must not make direct contact with External Examiners in respect of their assessed work or performance. Any student issues should be relayed either directly to the Module or Course Leader.

Academic Regulations
This course follows the University’s academic regulations. A full version of these regulations can be found on the University web page for Policies and Regulations. These regulations govern your course and will be binding on you. It is, therefore, important that you read and become familiar with them. If you have any questions regarding the regulations you should raise your query by logging an e:Vision Helpdesk call.

Exam Regulations
The University also have regulations that specifically cover examinations. Examination Regulations

The maximum period over which an award may be studied is detailed in the regulations appropriate to your course. Typically these are:

<table>
<thead>
<tr>
<th>Postgraduate and Masters Awards</th>
<th>Full Time Students</th>
<th>Normal</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masters Degree</td>
<td>1 year</td>
<td>2 years</td>
<td></td>
</tr>
</tbody>
</table>
Part Time Students
Masters Degree

<table>
<thead>
<tr>
<th>Normal</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 years</td>
<td>4 years</td>
</tr>
</tbody>
</table>

Please be aware that to be eligible to continue on your course you must pass at least one module in your first year of study.

The above maximum registration periods do not include time away from study approved under Leave of Absence procedure (see below)

Course Information
Blended Learning

<table>
<thead>
<tr>
<th>Students are entitled to:</th>
<th>All course information and documentation, including lecture material, will be made available on WOLF.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Have access where possible to an electronic copy of all lecturer-produced course documents e.g. module guides, assessment briefs, presentations, handouts, and reading lists.</td>
<td>Every module will incorporate formative assessment.</td>
</tr>
<tr>
<td>2. Formative assessment opportunities online with appropriate meaningful electronic assessment feedback.</td>
<td>There is a ‘forum’ and ‘chat’ feature on WOLF that will be accessible to all trainees. In addition, syndicate groups will be set up for students to engage in collaborative activities during and outside of lectures.</td>
</tr>
<tr>
<td>3. Have opportunities to collaborate online with others in their learning cohort.</td>
<td>Each module will incorporate a session on professional practice, which aims to develop professional, and practitioner skills in the topic areas of the module. Students will be encouraged to build their ePDP as a result of these sessions by keeping reflective records and setting personal development goals. Students will be encouraged to keep ePDP records of their progress towards on the dissertation module by posting supervision minutes on their ePDP and sharing these with their supervisor. Maintaining an ePDP will also be a requirement of the 7PS010 module as a formative task. It is intended that this approach will encourage and foster a spirit of personal responsibility for continuing professional development, which will prepare students for professional work as a business / occupational psychologist.</td>
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<td>4. Have the opportunity to participate in electronic Personal Development Planning (ePDP).</td>
<td>All modular assessments are submitted electronically wherever possible. Notable exceptions are 7PS003 worksheets assessing Test User qualifications and</td>
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<td>5. Submit all appropriate assessments online.</td>
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where role play DVDs or presentations are used as an assessment. Also the MSc thesis (which is submitted electronically and in hard copy).

| 6. Opportunities to engage in interactive learning during all face to face sessions. | The cohort size for this programme is small, which enables regular small group activity and discussion. These activities include regular role play sessions, small group discussions, and interactive seminars. Students will be expected to become actively involved in these sessions and may be required to prepare in advance or even engage in problem based learning and consulting skills. |

**Reference Points**
This course has been developed with specific reference to the following professional reference points:
- QAA subject benchmarks for postgraduate psychology
- BPS knowledge base for accredited programmes in Occupational Psychology

**Assessment Methods**
Assessment methods are designed to draw on a range of skills and strengths that students will develop throughout the course.
Assessment methods include role plays, presentations, consultancy projects, case studies, portfolios, essays, and practical sessions.
In addition to meeting the learning outcomes, formative and summative assessments will be designed to develop understanding of topic areas and provide feedback, which will be useful in practice as an Occupational Psychologist.

**Personal Tutor**
When you join the University you will be given a Personal Tutor. This information can be found in your e-vision homepage. Your personal tutor is someone who can offer you guidance and advice, this could be about your course, and any other aspects that affect your study. In order for personal tutoring to be a beneficial and meaningful relationship for you, you need to communicate with your personal tutor.

**Academic Misconduct**
We take pride in the academic integrity of our staff and students but when academic misconduct is suspected the University will take action. The University considers seriously all acts of academic misconduct, which by definition are dishonest and in direct opposition to the values of a learning community. If not challenged, academic misconduct will ultimately devalue our academic standards and undermines the honest efforts on the part of our staff and students.

Academic misconduct includes plagiarism, collusion and cheating and may be deliberate or unintentional. Whatever form it takes, it will be thoroughly investigated and penalties will be applied if proven.
Support for Students
The University and the Students’ Union believe that many incidents of academic misconduct can be avoided by increasing students’ knowledge and skill.

A variety of support mechanisms are in place to help students succeed and avoid academic misconduct:

1. Visit the Learning Centre or our study skills support website at www.wlv.ac.uk/skills
2. Download the Students’ Union guide to Avoiding Academic Misconduct (“Write Right”) - available from the Student’s Union website:
3. Book a Skype appointment with study skills adviser or join the online chat service ASSIST - through the Learning Centre “Skills for Learning” website.
4. Contact your personal tutor or module leader.

Remember – there is help available if you need it.

Defining Academic Misconduct

Cheating
Cheating is defined as any attempt to gain unfair advantage in an assessment by dishonest means, and includes, for example, all breaches of examination room rules, impersonating another student, falsifying data, and obtaining an examination paper in advance of its authorised release. Cheating attracts the University’s most severe penalties.

Other common examples of cheating would include –
1. Being in possession of “revision notes” during an examination
2. The purchase or commission of assignments from others
3. Theft of other students’ work
4. Prohibited communication during an examination

Plagiarism
Plagiarism is the act of taking someone else’s work and passing it off as your own. This includes incorporating either unattributed direct quotation(s) or substantial paraphrasing from the work of another/others. It is important to cite all sources whose work has been drawn on and reference them fully in accordance with the referencing standard used in each academic Faculty.

The most common forms of plagiarism are –
1. Cut or copied and pasted materials from websites
2. Copying the work of another student (past or present) including essays available through “essay bank” websites – or other data.
3. Copying material from a text book or journal

When you’re using other people’s work or ideas it is important to engage with their work critically. You can quote, paraphrase, summarise or critically review – but you must always provide appropriate references.

Collusion
Collusion is when two or more people combine to produce a piece of work for assessment that is passed off as the work of one student alone. The work may be so alike in content, wording and structure that the similarity goes beyond what might have been coincidence.
For example – where one student has copied the work of another, or where a joint effort has taken place in producing what should have been an individual effort.

Collusion should not be confused with the normal situation in which students learn from one another, sharing ideas and group work to complete assignments (where this is specifically authorised).

**Plagiarism Detection**

In concert with the skills and experiences of academic staff the University will utilise electronic tools such as Turnitin to detect plagiarism. Turnitin is the software currently subscribed to by the University.

At Undergraduate level the University will require that all final year projects and dissertations are submitted to Turnitin for analysis. At postgraduate level the University will require that all dissertations (or similar) are submitted to Turnitin for analysis.

Students are required, where appropriate, to make a declaration as the authenticity and originality of any submitted piece of work. This declaration also authorises the University to request and require students to provide an electronic version of any submitted assessment for checking work via Turnitin where plagiarism is suspected.

**Penalties**

Where an offence is admitted, or a panel decides that cheating, plagiarism or collusion has occurred, a penalty will be imposed. There is a cumulative range of penalties which will be applied to any continuous period of registration for study with the University. The severity of the penalty will vary according to the nature of the offence and the number of previous offences. Penalties range from failure of the assignment under investigation to exclusion from the University.

Full details about the University’s policy on Academic Misconduct, regulations and procedures, investigation of academic misconduct or to make an appeal or a complaint are available on the [conductandappeals](#) website.

**Anonymous Marking**

Anonymous marking is the process undertaken to avoid the possibility of bias through the assessment and marking process. To this end, wherever possible, the identity of students should not be apparent to markers and work should only be identified by student number. Where the method of assessment does not allow anonymous marking, (e.g. dissertations, presentations, oral examinations, practical examinations), alternative methods of marking to mitigate the possible effect of bias will be explained to you.

When submitting assessments in hard copy, you are asked to use your personalised bar-coded coversheet and ensure that you record only your student number in the header or footer of your piece of work.
Where to get help with your course

Student Support
If you encounter any issues (personal or academic) the following diagram directs you to the appropriate department or staff member.

Administration queries: enrolment extensions extenuating circumstances Leave of Absence Course transfer, etc eVision helpdesk or your Student Centre

Academic and Course related queries
Personal Tutor Course Leader Head of Department (by email)

Module related queries
Module guide (on WOLF) Module Leader or Tutor

Support for Study Skills
W: www.wlv.ac.uk/skills E: skills@wlv.ac.uk T: 01902 32(2385)

IT Problems

Who to Contact for help when you are studying on campus

Financial advice
W: www.wlv.ac.uk/moneymatters E: money@wlv.ac.uk T: 01902 32(1070)

Careers & Employment Centre
W: www.wlv.ac.uk/careers E: careers@wlv.ac.uk T: 01902 32(1414)

Special Needs (Students with disabilities)
Special Needs Tutor or Student Enabling Centre W: www.wlv.ac.uk/sec E: sec@wlv.ac.uk T: 01902 32(1074)

Personal Issues
Personal Tutor (see eVision for details)
University Counselling Service W: www.wlv.ac.uk/counselling E: counsellingservices@wlv.ac.uk T: 01902 32(2572)

General queries eVision helpdesk or your Student Centre

Independent academic, financial, international and housing advice Students’ Union Advice and Support Centre W: www.wolvesunion.org/advice E: advice.wolvesunion@wlv.ac.uk T: 01902 32(2038)
Extensions, Extenuating Circumstances and Leave of Absence
The University wants all students to do their best. You are expected to take responsibility for your own learning and we know students perform best if they participate in all activities associated with their modules.

Very occasionally something may happen suddenly which is beyond your control and this will prevent you from attending an examination (or other test) or completing an assessment by the due date. Common reasons for needing additional help are poor health or a death in the family – although other reasons may apply.

Extensions - for some assessments there may be the option to apply for a short term (maximum 7 days) extension if you are experiencing difficulties in completing your work on time. You should apply for the extension via your e:Vision account on or before your assessment date and provide supporting evidence to your Student Centre. On receipt of the evidence your claim will be assessed and you will be notified by e-mail if your extension has been approved and your revised submission date. Further details can be found here.

Extenuating Circumstances – claims for extenuating circumstances are also submitted via your e: Vision account on or before your assessment date and again evidence to support your claim must be provided to your Student Centre. Claims for Extenuating Circumstances tend to be for more serious matters and if your claim is accepted then it enables you to take the assessment at the next available opportunity without penalty. If you have any queries regarding either of these processes then please log a call on the e:Vision helpdesk.

Leave of Absence - in more extreme cases of potential prolonged absence you might consider a temporary leave of absence. Students may temporarily suspend their studies a semester at a time (and up to a maximum of four semesters). You can apply for a Leave of Absence via e:Vision but we would strongly recommend that you get advice from your Personal Tutor, your Student Centre or the Students’ Union, particularly regarding the financial implications, before taking this step.

Taking a Leave of Absence can ensure that you have the time away from your studies you need, but it is important you understand all the implications. There are plenty of people who can advise you before you make your decision:
1. Your Student Centre (either in person or you could log an e:Vision Helpdesk call).
2. The Students’ Union Advice and Support Centre.
3. Student Advisors in your Faculty.
4. Your Personal Tutor.
5. The International Support Team (based in MX Student Centre, City Campus).

Please consider before taking a Leave of Absence
6. If you’re a full-time student, you could consider switching to part-time mode as an alternative.
7. While on a Leave of Absence you won’t have access to University premises or resources or participate in any assessment.
8. If you take a Leave of Absence after you have enrolled but before completing your module, any summative (graded) assessment submitted will be carried forward and will contribute to your assessment result for that module when you return, provided the same assessment requirements remain.
Financial impact
You should consider the implications of taking a Leave of Absence will have on your funding and finances. On approval of your Leave of Absence you must ensure that you are fully aware of the fee implications on your return to the course, as fees may be due again for the modules that you were studying when the leave of absence was agreed.

However, your individual circumstances will affect your right to funding so it is important that you seek advice from the Students’ Union Advice and Support Centre – who will also be able to advise you about the impact of any benefit entitlement.

You will not be entitled to Council Tax exemption whilst on a Leave of Absence.

Your tuition fees
In accordance with the University’s fee liability policy, you will be liable for any fees due dependent on the date that you officially apply for Leave of Absence.
If you are a full-time undergraduate UK student, tuition fees are due as follows:
9. Attendance in Term 1 = 25% of the tuition fee is due.
10. Attendance in Term 2 = 50% of the tuition fee is due.
11. Attendance in Term 3 = 100% of the tuition fee is due.
If you are a part-time student, your fee liability is dependent on the number of modules registered in any period.

If you are an international student we take into account the fact that you will have paid a non-refundable deposit and your fee liability points will be at the start of the first term and third term (remainder of fee). We recommend you seek guidance on this from the International Student Support team in MX Student Centre.

Health & Safety Issues
Specific procedures relating to your course will be explained to you during induction and at appropriate points throughout the course. The University can accept no responsibility for any injury sustained through a student's negligence, misuse of equipment or disregard of instructions. You must observe all instructions regarding accident and fire prevention. All accidents must be reported immediately to a member of staff and will be recorded on an accident report form

If you have a medical or other condition which may endanger yourself or others in a particular situation you must inform the member of staff present, and also discuss the condition beforehand with the Faculty Enabling Tutor.

Fire notices, exits and assembly points are posted in all teaching rooms and around the buildings. Procedures to be observed when the alarm sounds are to leave as quickly as possible in a quiet and orderly manner and to assemble at the appropriate point. Do not attempt to re-enter the building until you are told it is safe to do so. You may need to show your identity card on entry to the building so ensure you have it with at all times.

Health and Wellbeing whilst using your computer
As a student you will be using a computer for the majority of your study. The guidelines below are to promote good health and wellbeing in relation to your computer use.
Set-up and space
Ensure you have a comfortable working area where you can have adequate space for your keyboard, mouse, monitor or laptop/mobile device and that you are in a comfortable seated position. Try to prevent eye strain by ensuring you have good lighting, adjusting your monitor to prevent glare and by cleaning your monitor regularly. If you are using a laptop for any extended length of time try to use an external mouse to prevent continued use of a laptop mouse pad which can cause strain injuries.

Taking a break
You should take regular breaks away from the screen. One to two minutes away every thirty minutes can be most effective, with regular longer breaks every couple of hours. Physically moving away from the screen and working area will also allow for important stretching and increasing circulation as well as reducing eye strain from looking at the screen.

Progression for Further Study
This is a 12 month full-time and 24 month part-time course. Please see the Postgraduate regulations for further information about progression. As this course is set at level 7 study, students will normally progress on a semester by semester basis. Students who do not pass a module on the first attempt are usually entitled to retake that module the following year. Please note that retrieval opportunities will normally only be available within the maximum study period for the MSc (2 years full-time, 4 years part-time).

Alumni

**We're proud of your success. Be proud of your connection with us.**

Once you complete your studies you will continue to be part of the University of Wolverhampton academic community as one of our ever growing alumni community. The WLV Alumni Association is a university-wide association bringing together Wolverhampton graduates.

For further information on Graduation and Alumni please visit our Alumni website.

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