DOP 8 Areas Review Project
“Were 8 great? Here is to doing less with more”

The revised MSc OP curriculum
DOP Annual Conference
Brighton, 9th January 2014

Presentation given at DOP Conference 2014
Outcomes from initial consultation process

• No change is riskier than change – agreement that our training path needs to adapt
• Focus on MSc - 8 areas need refreshing to reflect
  – Theoretical/ research advances
  – What OPs actually do in practice
  – Broader content areas which reflect overlap and synergies between topics
Underpinning philosophy

- New curriculum needs to be adaptive and allow education providers to play to their strengths
- Change is needed, but also needs to fit into the parameters in higher education, such as modular programme provisions
- Strong research element retained
- Better articulation of practical elements
Project Timeline

2011
- 8 Areas Expert Panel convened and reported

2012
- DOP Exec sets up 8 Areas Review Project Board (Jan)
- Project Manager appointed, first meeting of Project Board and preliminary work (Oct)
- Stakeholder engagement started (Nov-Dec)

2013
- Interactive session with Members at DOP conference (Jan)
- Engaged with PAC and DOP TC on new Member standards (Jan)
- 1st Programme Directors’ consultation event (Mar)
- Student/Grad and Employer surveys conducted (Jul-Sep)
- Drafting of initial outline curriculum proposal and Phase 1 consultation on it (Jun-Jul)
- Development of curriculum proposal through feedback and consultation with subject matter experts in each domain (May-Jul)
- Phase 2 consultation on proposed curriculum including 2nd Programme Directors’ consultation event (Aug-Sep)
- Final draft of proposed curriculum to Project Board and to PAC (Oct-Nov)
- Draw up and agree with stakeholders plans for accreditation and implementation (from Oct onwards)
The overall approach

- Learning, Training and Development
- Psychological Assessment at Work
- Research Design, Advanced Data Gathering and Analytical Techniques
- Applying Psychology to Work and Organisations
- Work Design, Organisational Change and Development
- Leadership, Engagement and Motivation
- Well-being and Work
Psychological Assessment at Work

• Methods of job analysis: Capability and competency profiling
• Theories and models in assessment and selection, including consideration of reliability, validity, performance criteria and utility
• Linking assessment from the pre-selection stage through to subsequent activities in training, appraisal, promotion and organisational change
• Individual differences in personality and cognitive ability: Psychometric theory and practice including test construction
• Online testing and assessment
• Consideration of specific selection methods such as Employment Interviews, Assessment Centres, Situational Judgment tests
• Choosing assessment methods including validity, fairness and bias:
• Considering the candidate perspective
Learning, Training and Development

• Learning theories, skill acquisition and self-development
• Overview of training cycle: needs analysis, design, implementation & delivery, transfer of learning, evaluation
• Innovation and creativity
• Organisational and social factors in training and development
• Employability and trainability
• Integrated approaches to learning and development, including talent and succession planning
• Theories of occupational choice and career development
• Individual and team coaching, counselling and mentoring
• Use of on-line and e-learning
Leadership, Engagement and Motivation

• Motivation, goals and cognition; theories and applications
• Leadership: theories, style, influence and measurement
• Engagement, commitment, values and organisational citizenship
• Performance Management and Reward strategies
• Appraising performance and potential; Multi-source feedback and its effects
• Psychological contract and perceptions of justice
• Derailment and Counterproductive behaviours
• Job Crafting
• Employment relations
Well-being and work

- Occupational health psychology
- The employment lifecycle and its management, including unemployment, outplacement, retirement and post-paid employment
- Stress in the workplace: causes and symptoms, assessment, prevention and management
- Positive psychological perspectives
- Promoting Well Being
- Emotion in the workplace
- Bullying, harassment and conflict management
- Traditional and new work patterns including work-life balance
Organisational Design, Change and Development

- Organisational structure, design, culture and climate, including globalisation and international aspects
- Power, influence and negotiation in organisations
- Models and methods of organisational and individual change and development
- Groups, teams and teamwork: intra- and inter group processes
- Consumer and economic psychology
- Design of jobs and work environments
- Human factors and Ergonomics
- Workplace safety and risk management
- Organisational effectiveness, productivity, performance and communications: The wider context for Occupational Psychology
Research Design, Advanced Data Gathering and Analytical Techniques

- Consideration of different paradigms such as positivism, and social-constructivist approaches
- Advanced quantitative design and methods including experimental approaches and correlational designs
- Selection and design of appropriate measures
- Univariate and Multivariate statistics to the level of multiple regression, factor analysis, meta-analysis and SEM
- Qualitative data gathering and analytical techniques, including literature reviews, ethnographic principles, action research, interviews and focus groups
- Analysis of ‘big data’ sets
- Evaluation strategies and applying research methods to understanding and solving practical problems in organisations
- Design, execution and writing up of an independent research study under supervision
- Ethical issues in research
Applying psychology to work and organisations

• Ethical issues in working with individuals, teams and organisations

• Knowledge and coverage of practical skills including:
  o Questioning styles and interview techniques, e.g. critical incidents, repertory grids, appreciative inquiry, running focus groups, questionnaire design, facilitation skills, action learning set skills

• Using existing data to analyse and understand client need and problem

• Writing client, assessment and feedback reports, writing proposals, making presentations

• Team development techniques

• Project management and the consultancy cycle
Next steps

• Agreement by PAC – done
• Education providers to go through their internal validation processes
• Rebranding ‘Launch events’
• Alignment with Stage 2 Review
• Continue to work on developing robust and OP education pathway
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