UNIVERSITY OF EAST LONDON

POSTGRADUATE PROGRAMME SPECIFICATION
MSc Applied Positive Psychology and Coaching Psychology (MAPPCP)

This programme is only offered at:

Final award	*MSc.*
Intermediate awards available	*PGCert Applied Positive Psychology and Coaching Psychology, PGDip Applied Positive Psychology and Coaching Psychology.*
Mode of delivery	*UEL on campus, Distance learning.*
Details of professional body accreditation	*N/A*
Relevant QAA Benchmark statements	
Date specification last updated	*20 Oct 2016*

Alternative locations for studying this programme

Location	Which elements?	Taught by UEL staff	Taught by local staff	Method of Delivery
n/a				

The summary - Programme advertising leaflet

Programme content

This unique course, the first of its kind in the world, brings together positive psychology and coaching psychology in order to create an innovative training programme for people wishing to promote wellbeing in applied settings. This course harnesses the respective strengths of its two streams to create an exciting synthesis: from positive psychology, the course will have a strong foundation in cutting-edge theory and research relating to wellbeing; from coaching, the course will feature advanced training in working with clients and groups in professional capacities. As a result, students will both be well versed in relevant scientific literature, and confident in actually practising out in the real world. This programme will support students to become multi-disciplinary professionals who are equipped with the skills and knowledge to support individuals and organisations to improve.

MSc Applied Positive Psychology and Coaching Psychology at UEL

- *UEL is the first University in the world to offer a postgraduate programme in Applied Positive Psychology and Coaching Psychology;*
- *The programme is led and taught by pioneers in the field of positive psychology in Europe, who are consultancy and research active;*
- *Students have an opportunity to participate in innovative research, and develop and test new positive psychology interventions;*
- *The programme has significant elements of skills training, including facilitation, intervention and research skills that can be applied across work and leisure domains;*
- *This course will enhance the employability of coaches, positive psychologists, consultants, learning and development professionals, educators, health professionals and other leaders;*
- *Our School of Psychology offers postgraduate programmes in all main areas of professional applied psychology and therefore benefits from extensive expertise across a range of related areas;*
- *The course has two modes of delivery: On-campus (OC) and Distance Learning (DL).*
- *OC: With its optional part-time mode of study with monthly intensive learning days, this programme is accessible not only to London-based students, but also to students from other UK and European destinations;*
- *DL: This of course is accessible to students worldwide.*

We believe that this integration is an appropriate direction for both fields (coaching psychology and positive psychology). Both fields share a humanistic tradition, and both espouse a focus on strengths. Both define themselves by a movement away from the "medical model" which is sometimes associated with "psychology as usual". Both fields are driven by a desire to support others to achieve their goals. Furthermore, positive psychology can provide coaches with an underpinning philosophy and a body of scientific research. Equally, coaching psychology can provide positive psychologists with the practical tools to implement many of the theories and interventions that they study. Our intention is to support the development of an integrated field that focuses on achievement, wellbeing and optimal functioning.

This programme focuses on the integration between coaching and positive psychology

During a shared induction, the ethos and rationale of an integration of coaching and positive psychology will be explained and elaborated. The new programme creates opportunities for

integration around the topics of "optimal functioning", "unlocking potential" and "subjective wellbeing". The programme is designed to support the development of flexible consultants and practitioners—able to work with individuals on a 1-1 basis (through executive coaching) and also at an organisational level (using positive organisational scholarship).

The principle of integrative practice will underpin the student experience throughout the programme. The benefits of integration will be explicitly highlighted, and the Programme Team will incorporate examples and case studies from both fields. Throughout the modules, formative and summative learning activities will focus on the integrative aspects of the programme

For the research element of this programme, students will have the opportunity to choose to study an aspect of positive psychology, coaching psychology or the integration of the two.

Entry requirements

- *An undergraduate honours degree (or equivalent) in psychology, sociology, health and social welfare, counselling, education studies, human resources, business or social enterprise studies or other related disciplines with a minimum 2.1 classification (or equivalent) (although the suitable candidates will be accepted in the absence of a 2.1)'*
- *A written application outlining academic and professional background, career objectives and reasons for choosing the MAPPCP programme at UEL. Students whose academic background is outside of the above-mentioned disciplines should explain how their professional or life experience has prepared them for studying positive psychology. The application should not be more than 1,000 words in lengths;*
- *Two supporting references, one of which is preferably academic;*
- *In the case of applicants whose first language is not English, IELTS 6.5 (or equivalent) is required. International qualifications will be checked for appropriate matriculation to UK Higher Education postgraduate programmes.*

Students that apply to enter stages of the programme may be admitted through normal Accreditation of Experiential Learning (AEL) or Accreditation of Certificated Learning (ACL) processes, or through an approved articulation agreement. Therefore such applicants must be able to demonstrate and evidence that they have the required learning outcomes as listed in the modules for which they are seeking exemption.

At UEL we are committed to working together to build a learning community founded on equality of opportunity - a learning community which celebrates the rich diversity of our student and staff populations. Discriminatory behaviour has no place in our community and will not be tolerated. Within a spirit of respecting difference, our equality and diversity policies promise fair treatment and equality of opportunity for all. In pursuing this aim, we want people applying for a place at UEL to feel valued and know that the process and experience will be transparent and fair and no one will be refused access on the grounds of any protected characteristic stated in the Equality Act 2010.

Technical requirements for DL students

To participate in the programme you need:

- Regular access to a PC or Mac capable of running standard MS Office software (or equivalent) for producing word-processed documents, spreadsheets and presentations. Your PC must be capable of running the required plug-ins for the Virtual Learning Environment (Adobe Flash player, Adobe PDF Viewer, Apple QuickTime);
- Reliable internet access; at least a 56K modem connection, but broadband is highly recommended. For each module that you take, you will be expected to spend approximately 3-6 hours online per week, participating in discussions and accessing resources;
- The latest version of your chosen Internet browser;
- A valid and reliable email address;
- Access to a printer is recommended.

Programme structure

The course is comprised of 8 modules, totalling 180 credits. There are 3 positive psychology modules (totalling 60 credits), 3 coaching psychology modules (totalling 60 credits), and 2 research methods modules (totalling 60 credits). These are

- *Perspectives on wellbeing (Positive psychology – 30 credits)*
- *Multidimensional flourishing (Positive psychology – 15 credits)*
- *The search for something higher (Positive psychology – 15 credits)*
- *The practice of evidenced-based coaching (Coaching psychology – 30 credits)*
- *Coaching in professional contexts (Coaching psychology – 15 credits)*
- *Developing a professional coaching practice (Coaching psychology – 15 credits)*
- *Research methods 1 (30 credits)*
- *Research methods 2 (30 credits)*

The programme has two modes of delivery (OC & DL), which mirror each other (students take the equivalent modules at the same time over the different streams).
The Distance Learning and Campus-based modules are identical in terms of learning outcomes and content and will be delivered in parallel. There will be opportunities for Distance Learning and Campus-based students to interact with one another through our Virtual Learning Environment. Distance Learning students will receive additional materials to support their study, including readings and pre-recorded videos of lectures and related content. OC & DL students will complete the same assignments, with minor variations (e.g. deliver a 15-minute presentation in class (OC) vs. deliver a 15-minute presentation through Skype) highlighted in module handbooks.

On campus, opportunities to practice skills and experiment with interventions will be built into the teaching days. Distance Learning students will be expected to undertake this practice within their own contexts and will have opportunity to share their experiences with other students (both Distance Learning and Campus-based) who are taking the same module.

Learning environment

The programme uses a variety of teaching and learning methods designed to enable participants to develop active learning techniques, reflect on practice and attain the learning outcomes for each module. Teaching methods vary from module to module and include lectures, seminars, tutorials, workshops, group exercises, peer study groups/action learning sets, and individual supervision. Obviously, the key difference between OC and DL options is that OC lectures are delivered on-campus, and DL lectures are delivered using an online lecture platform. For both modes of delivery, taught lectures are supplemented by on-line interactive web environment materials, individual reading, completion of exercises, writing reflective notes and preparation for assignments. Up to two assignments are field based and will require participants to engage with real world settings and develop appropriate solutions.
Guest lectures will enable the students to learn from (and for OC students, to meet) acclaimed positive psychologists working in applied and academic settings and broaden their network of professional contacts.

Learning resources include IT and general psychology laboratories, access to electronic journals and databases, and specialist library facilities.
Students will be encouraged to take an active part in both the Positive Psychology and the Coaching Psychology movements, e.g., joining corresponding networks, and participating and presenting at European events (e.g., the bi-annual European Positive Psychology Conference).

Assessment

Assessment on the programme is based exclusively on coursework. Coursework is varied and includes: essays, an exam blog, videos of coaching practice, a reflective portfolio, a research proposal, a mind map and a final year dissertation in the format of a paper for publication. Students also carry out a Positive Consultancy Project, which provides an experience of how positive psychology can be implemented in a professional setting. Practical skills will be assessed through presentations and videos of coaching practice.

Students with disabilities and/or particular learning needs should discuss assessments with the Programme Leader to ensure they are able to fully engage with all assessment within the programme.

Relevance to work/profession

Our postgraduate programme in Applied Positive Psychology and Coaching Psychology is designed to enhance employability and students' career prospects. There is no formal placement system on the programme, but students are encouraged to undertake relevant voluntary work or use positive psychology and coaching psychology principles to develop practices within their existing workplace. It is desirable that the Positive Consultancy Project (an assessment for the 'Multidimensional flourishing' module) is case study based, although this is not essential. It is the student's responsibility to find a host organisation, though members of the programme team may offer some help through their own network of contacts outside.

Dissertation/project work

Students will have an opportunity to design and conduct an original piece of research on the topic of their choice, using qualitative or/and qualitative methods of analysis. This will result in a production of a paper ready to be submitted for publication in a peer reviewed journal.

Dissertations can take the form of an intervention or other empirical project and often are organisation-based.

A Dissertation is undertaken by students on an individual basis. Every student is allocated a personal supervisor. Supervisory meetings are flexible and student driven. They take place on a one-to-one basis with a minimum contact time of twelve hours during part 2 of the Research Methods module. Supervisory meetings are supplemented by group tutorials, in which students discuss common issues associated with carrying out a research project.
In carrying out a dissertation project, students will be supported by dissertation seminars and by their own peer study group.

Added value

Completing the programme would enable students to become one of the first positive psychology specialists in the UK and in Europe, and the first co-specialist in positive psychology and coaching psychology in the world..

- *Students will study the programme in an institution that is positive psychology research active, with ongoing projects on well-being, personal development, and evaluation of interventions;*
- *Throughout their studies, students will become a co-creator of knowledge. Both positive psychology and coaching psychology are young disciplines, and will continue to be shaped and developed for years to come. As new ideas and connections emerge, students on the programme will be at the frontier of the field;*
- *Students will come from a variety of professional backgrounds, which means their learning experience will be enhanced by a multidisciplinary perspective;*
- *The programme fosters experiential opportunities for participants to become more reflective, self-aware, and to practice and experiment with new skills;*
- *The programme team has good working relationships with a number of positive psychology organisations and employers, including NEF's Centre for Well-Being, Scottish Centre for Confidence and Well-Being, Centre for Applied Positive Psychology, Kenexa, Personal Well-Being Centre).*

Your future career

Graduates are likely to develop careers in organisational or business consultancies through their knowledge of tools for transforming business, institutions or practice. Business executives, human resource personnel and managers are likely to enhance their career prospects, whilst life and executive coaching is another possible career pathway for the programme graduates. Skills and knowledge obtained can be usefully applied in the charity, voluntary and social enterprise sectors, as the programme educates for cooperative systems and sustainable well-being and development.

The MSc in Applied Positive Psychology and Coaching Psychology is useful for qualified clinical psychologists, counsellors, psychotherapists, nurses and doctors that intend to use positive psychology and coaching psychology theory, research and applications in their clinical work. Qualified teachers can use positive psychology expertise to inform their teaching practice. The programme would be of benefit to other existing and aspiring youth workers and educators, from the primary school throughout to the University level.

Importantly, a number of graduates are likely to develop specialisation in positive psychology and/or coaching psychology within a research career, and can use the programme as a stepping stone towards a doctorate.

How we support you

- *Students take part in a relevant and comprehensive Induction Programme to help them settle in;*
- *Students are offered personal tutor support to address learning queries and discuss any issues affecting progress;*
- *The programme operates a genuine open door policy, which means that members of staff, including module tutors, programme leader and dissertation supervisor are accessible to students and can be contacted through WebCT and email;*
- *There are substantial learning, library and research resources accessible on and off campus, including positive psychology books and journals (e.g. Journal of Positive Psychology and Journal of Happiness Studies);*
- *Lectures and seminars are accompanied by comprehensive lecture notes, handouts and on-line materials, accessible from your home or work place;*
- *The campus provides computer and experimental labs;*
- *Students receive training in appropriate research methods, enabling them to develop their research skills and apply these to positive psychology;*
- *Students will have a dedicated dissertation supervisor who is familiar with the topic area and is there to guide and support you during the specialist research stage;*
- *Specialist support (e.g. financial advice, careers advice, counselling and learning support) is available from central University Services. The University also has disability and dyslexia advisors;*
- *Every student will be allocated a personal tutor to provide a first point of call for all student queries and to provide pastoral support.*

Bonus factors

- *Programme management is structured to be very responsive to students needs, actively seeking students' suggestions and integrating these into the programme;*
- *Teaching staff are committed to delivering their modules flexibly and innovatively;*
- *You have an opportunity to develop your consultancy skills by working with a real organisation.*

Programme aims and learning outcomes

What is this programme designed to achieve?
This programme is designed to give you the opportunity to:

This programme is designed to give students the opportunity to:

- *Develop depth of knowledge and critical understanding of the theory, research and intellectual history of positive psychology and coaching psychology;*
- *Become proficient in selecting and using positive psychology assessment methods;*
- *Study a range of positive psychology and coaching psychology interventions, be able to apply them within professional settings and develop innovative approaches for new situations;*
- *Gain a thorough knowledge of research methods and data analyses.*

What will you learn?

Knowledge

- Comprehensive and systematic knowledge of concepts, theories and research in the fields of positive psychology and coaching psychology;
- Awareness of the pertinent social, economic, political, historical and philosophical issues and the wider context of positive psychology and coaching psychology;
- Critical awareness of current issues, debates and new insights within positive psychology and coaching psychology**.**

Thinking skills

- Ability to critically evaluate current research and literature within the positive psychology and coaching psychology disciplines;
- Abstraction, analysis and synthesis: evaluation of concepts at a meta-level, capability to identify assumptions, evaluation of statements with regard to evidence, detecting false logic or reasoning, identification of implicit values, appropriate generalisation, meaningful integration of facts and inferences;
- Creativity and originality in the interpretation, application and development of knowledge and practice;
- Applying effective problem solving and effective decision-making to real life and research situations, taking into account the complexity and intricacies of the context.

Subject-Based Practical skills

- Proficiency in using various positive psychology and coaching psychology questionnaires and measures;
- Ability to apply a wide range of wellbeing interventions across personal and professional domains;

- An awareness of and understanding of ethical constraints associated with application of positive psychology and coaching psychology interventions;
- Knowledge, understanding, skills and experience needed to carry out research into positive psychology and coaching psychology areas.

Skills for life and work (general skills)

- Critical reflection on one's own practice, learning and experience;
- Enhanced ability to work both individually and collaboratively;
- Consultancy skills;
- Transferable skills of oral and written communication at a level appropriate for a professional readership/audience.

The programme structure

Introduction

All programmes are credit-rated to help you to understand the amount and level of study that is needed.

One credit is equal to 10 hours of directed study time (this includes everything you do e.g. lecture, seminar and private study).

Credits are assigned to one of 5 levels:

3   *equivalent in standard to GCE 'A' level and is intended to prepare students for year one of an undergraduate degree programme*
4   *equivalent in standard to the first year of a full-time undergraduate degree programme*
5   *equivalent in standard to the second year of a full-time undergraduate degree programme*
6   *equivalent in standard to the third year of a full-time undergraduate degree programme*
7   *equivalent in standard to a Masters degree*

Credit rating

The overall credit-rating of this programme is 180 for Masters, 120 for PGDip, 60 for PGCert.

Typical duration

The duration of this programme is 18 months full-time or 30 months part-time, though it may be possible to take longer to complete the programme by intermitting it in order to accommodate any external factors such as financial constraints or domestic commitments. International students (Sept start) are required to complete the course in 12 months.

How the teaching is organised

The teaching time for the full-time mode of study is across three semesters of approximately equal length. You will study 180 credits over these semesters. The last semester will be devoted mainly to study research methods and complete your dissertation. International Sept start students will need to complete the programme in two semesters.

The teaching time for the part-time or distance learning mode of study is across five semesters of approximately equal length. You will study 180 credits over these semesters. The last semester will be devoted mainly to study research methods and complete the dissertation.

When will you study

Full-time (Sept start) – HOME students

Module	Sem A	Sem B	Sem A
A: Perspectives on wellbeing (30)			
B: Multidimensional flourishing (15)			
C: The search for something higher (15)			

Module			
D: The practice of evidenced-based coaching (30)	�ac (shaded)		
E: Coaching in professional contexts (15)		(shaded)	
F: Developing a professional coaching practice (15)		(shaded)	
G: Research methods 1 (30)		(shaded)	(shaded)
H: Research methods 2 (30)		(shaded)	(shaded)

Full-time (Sept start) – INTERNATIONAL students**

Module	Sem A	Sem B
A: Perspectives on wellbeing (30)	(shaded)	
B: Multidimensional flourishing (15)		(shaded)
C: The search for something higher (15)		(shaded)
D: The practice of evidenced-based coaching (30)	(shaded)	
E: Coaching in professional contexts (15)		(shaded)
F: Developing a professional coaching practice (15)		(shaded)
G: Research methods 1 (30)	(shaded)	(shaded)
H: Research methods 2 (30)	(shaded)	(shaded)

** = Schedule differs from home students due to visa regulations.

Part-time / Distance-learning (Sept start)

Year 1

Module	Sem A	Sem B
A: Perspectives on wellbeing (30)	(shaded)	
B: Multidimensional flourishing (15)		
C: The search for something higher (15)		
D: The practice of evidenced-based coaching (30)		
E: Coaching in professional contexts (15)		(shaded)
F: Developing the professional coaching practice (15)		
G: Research methods 1 (30)		
H: Research methods 2 (30)		

Year 2

Module	Sem A	Sem B	Sem A
A: Perspectives on wellbeing (30)			
B: Multidimensional flourishing (15)		(shaded)	
C: The search for something higher (15)		(shaded)	
D: The practice of evidenced-based coaching (30)			
E: Coaching in professional contexts (15)	(shaded)		
F: Developing the professional coaching practice (15)	(shaded)		
G: Research methods 1 (30)		(shaded)	(shaded)
H: Research methods 2 (30)		(shaded)	(shaded)

Full-time (Jan start) – HOME students

Module	Sem B	Sem A	Sem B
A: Perspectives on wellbeing (30)		(shaded)	
B: Multidimensional flourishing (15)	(shaded)		
C: The search for something higher (15)	(shaded)		
D: The practice of evidenced-based coaching (30)	(shaded)		
E: Coaching in professional contexts (15)		(shaded)	
F: Developing the professional coaching practice (15)		(shaded)	

Module			
G: Research methods 1 (30)		█	█
H: Research methods 2 (30)		█	█

Full-time (Jan start) – INTERNATIONAL students**

Module	Sem B	Sem A	Sem B
A: Perspectives on wellbeing (30)		█	
B: Multidimensional flourishing (15)	█		
C: The search for something higher (15)	█		
D: The practice of evidenced-based coaching (30)	█		
E: Coaching in professional contexts (15)			█
F: Developing the professional coaching practice (15)			█
G: Research methods 1 (30)		█	█
H: Research methods 2 (30)		█	█

** = Schedule differs from home students due to visa regulations.

Part-time / Distance-learning (Jan start)

Year 1

Module	Sem B	Sem A
A: Perspectives on wellbeing (30)		█
B: Multidimensional flourishing (15)		
C: The search for something higher (15)		
D: The practice of evidenced-based coaching (30)	█	
E: Coaching in professional contexts (15)		
F: Developing the professional coaching practice (15)		
G: Research methods 1 (30)		
H: Research methods 2 (30)		

Year 2

Module	Sem B	Sem A	Sem B
A: Perspectives on wellbeing (30)			
B: Multidimensional flourishing (15)	█		
C: The search for something higher (15)	█		
D: The practice of evidenced-based coaching (30)			
E: Coaching in professional contexts (15)		█	
F: Developing the professional coaching practice (15)		█	
G: Research methods 1 (30)		█	█
H: Research methods 2 (30)		█	█

Requirements for gaining an award

- *In order to gain a Postgraduate Certificate, students will need to obtain 60 credits at Level 7;*
- *In order to gain a Postgraduate Diploma, students will need to obtain 120 credits at Level 7;*
- *In order to obtain a Masters, students will need to obtain 180 credits at Level 7. These credits will include a 60 credit level 7 core module of advanced independent research.*

Masters Award Classification

Where a student is eligible for an Masters award then the award classification is determined by calculating the arithmetic mean of all marks and applying the mark obtained as a percentage, with all decimals points rounded up to the nearest whole number, to the following classification

70% - 100%	*Distinction*
60%- 69%	*Merit*
50% - 59%	*Pass*
0% - 49%	*Not passed*

Further information

N/A

Teaching, learning and assessment

Teaching and learning

Knowledge is developed through:

- *Lectures, seminars and workshops;*
- *Individual study time (including reading);*
- *On-line WebCT discussions.*

Thinking skills are developed through:

- *Lectures;*
- *Reflecting on practical exercises;*
- *Seminars;*
- *Peer study groups;*
- *Preparation and production of assignments and evaluating feedback;*
- *Dissertation supervision.*

Practical skills are developed through:

- *Workshops and group exercises;*
- *Individual exercises;*
- *Research methods sessions and dissertation;*
- *Positive consultancy project.*

Skills for life and work (general skills) are developed through:

- *Peer study groups;*
- *On-line discussions;*
- *Academic writing.*

Assessment

Knowledge is assessed by:
Essays;   *Blogs;*   *Reflective portfolio.*

Thinking skills are assessed by:
Essay;   *Blogs;*   *Positive consultancy project.*

Practical skills are assessed by:
Reflective portfolio;   *Positive consultancy project;*   *Journal-ready article.*

Skills for life and work (general skills) are assessed by:
Reflective portfolio;   *Positive consultancy project.*
•   *Demonstration of effective oral and written communication skills*

How we assure the quality of this programme

Before this programme started

Before this programme started, the following was checked:

- *there would be enough qualified staff to teach the programme;*
- *adequate resources would be in place;*
- *the overall aims and objectives were appropriate;*
- *the content of the programme met national benchmark requirements;*
- *the programme met any professional/statutory body requirements;*
- *the proposal met other internal quality criteria covering a range of issues such as admissions policy, teaching, learning and assessment strategy and student support mechanisms.*

This is done through a process of programme approval which involves consulting academic experts including some subject specialists from other institutions.

How we monitor the quality of this programme

The quality of this programme is monitored each year through evaluating:

- *external examiner reports (considering quality and standards);*
- *statistical information (considering issues such as the pass rate);*
- *student feedback.*

Drawing on this and other information, programme teams undertake the annual Review and Enhancement Process which is co-ordinated at School level and includes student participation. The process is monitored by the Quality and Standards Committee.

Once every six years an in-depth review of the whole subject area is undertaken by a panel that includes at least two external subject specialists. The panel considers documents, looks at student work, speaks to current and former students and speaks to staff before drawing its conclusions. The result is a report highlighting good practice and identifying areas where action is needed.

The role of the programme committee

This programme has a programme committee comprising all relevant teaching staff, student representatives and others who make a contribution towards the effective operation of the programme (e.g. library/technician staff). The committee has responsibilities for the quality of the programme. It provides input into the operation of the Review and Enhancement Process and proposes changes to improve quality. The programme committee plays a critical role in the quality assurance procedures.

The role of external examiners

The standard of this programme is monitored by at least one external examiner. External examiners have two primary responsibilities:

- *To ensure the standard of the programme;*
- *To ensure that justice is done to individual students.*

Context
External examiners fulfil these responsibilities in a variety of ways including:

- *Approving exam papers/assignments;*
- *Attending assessment boards;*
- *Reviewing samples of student work and moderating marks;*
- *Ensuring that regulations are followed;*
- *Providing feedback through an annual report that enables us to make improvements for the future.*

The external examiner reports for this programme are located on the UEL virtual learning environment (UELPlus / Moodle) on the school notice board under the section entitled 'External Examiner Reports & Responses'. You can also view a list of the external examiners for the UEL School by clicking on the link below.

http://www.uel.ac.uk/qa/CurrentExternalExaminers.htm

Listening to the views of students

The following methods for gaining student feedback are used on this programme:

- *End-of-Module evaluations;*
- *Student representation on programme committees;*
- *Direct student feedback through UEL Direct.*

Students are notified of the action taken through:

- *circulating the minutes of the programme committee;*
- *feedback from student representatives;*
- *summaries of student feedback and action taken.*

Listening to the views of others

The following methods are used for gaining the views of other interested parties:

- *Questionnaires to former students;*
- *Annual student satisfaction questionnaire;*
- *Discussion with professional bodies;*
- *Links with potential employers.*

Further information

N/A

Where you can find further information

- Our UEL web site (www.uel.ac.uk);
- The student handbook;
- Module study guides;
- UEL Manual of General Regulations and Policies;
- UEL Quality Manual;
- Regulations for the Academic Framework;
- The School of Psychology web pages http://www.uel.ac.uk/psychology/.