



**QUEEN'S
UNIVERSITY
BELFAST**

SCHOOL OF
PSYCHOLOGY

PSYCHOLOGY AT WORK

**THE SCIENCE
BEHIND EVERY WORKPLACE**



WELCOME TO THE SCHOOL OF PSYCHOLOGY AT QUEEN'S

Thank you for your interest in our School

We are a forward thinking and dynamic School that is proactively responding to the important challenges currently facing our society, the economy and the higher education sector.

We were established in 1958 and are part of the Faculty of Engineering and Physical Sciences. We currently have over 400 undergraduate students and over 100 postgraduate students. We offer an undergraduate degree accredited by the British Psychology Society and a breadth of postgraduate qualifications, including professional doctorates.

We began our employability efforts in 2013 and have come a long way in terms of offering modular and year-long placements to our students, as well as a host of in-house initiatives including guest speakers, mentoring and career fairs.

We are proud that our students are equipped with a breadth of transferable skills, which we believe are not evident across all degree pathways. They are analytic, statistically aware, are able to communicate effectively and integrate into a team. Our students demonstrate our values of integrity, connectedness, ambition, respect and excellence. We are accredited by the British Psychological

Society and cover the core curriculum including: biological psychology, cognitive psychology, conceptual and historical issues, developmental psychology, individual differences, research methods and social psychology.

An employer who has engaged with our Insight Programme said:

“The fresh mind set, problem solving skills, analytical ability and people skills brought by our last placement student allowed them to adapt and excel at various projects. It is perhaps this, that added the most value to our business – their ability to bring fresh insight to a variety of issues or initiatives and transfer their skills into a business environment”

We are keen to broaden our students' awareness of the career options open to them pre and post-graduation. We look forward to continuing the conversation with you about how your organisation can become involved.

We are confident that our students will be an asset whilst on placement with you, and that your experience of them will lead to future recruitment of our Psychology graduates.

WE LOOK FORWARD TO WORKING WITH YOU!



INTRODUCTION TO **PSYCHOLOGY**

**PSYCHOLOGY IS DEFINED AS
THE SCIENTIFIC STUDY OF
MIND AND BEHAVIOUR**

What is Psychology?

Psychology is defined as the scientific study of mind and behaviour. Psychologists set themselves the task of describing behaviour scientifically and objectively, then constructing theories which allow the variety and complexity of behaviours to be related to underlying principles. Whilst some graduates train as professional Psychologists with the School, the majority use their training in a wide variety of jobs.

Our graduates are found in teaching, social services, media and communication, information technology, marketing, government agencies, HR, healthcare, recruitment, consultancy, market research and training and development.

What are the benefits?

Psychology can benefit your organisation in lots of ways. For example, contemporary Psychology has developed a very deep understanding of how to “nudge” people into changing their behaviour. Examples include persuading more people to sign onto the organ donation register, reducing the amount of disorderly conduct on University campuses and getting people to save towards their retirement. Because Psychologists are trained to think about what motivates behaviour and how behaviour can be changed, they can sometimes recommend quite small changes which turn out to have large consequences for organisations. Psychology has been instrumental in the development of Human Resources.

Many people who work in HR departments have trained as Organisational Psychologists and are competent in questionnaire administration and interpretation. Much of what we know about personality in the context of work has been discovered by Psychologists, and Psychologists have expertise in designing and interpreting questions in interviews.

PSYCHOLOGISTS OUR TRANSFERRABLE SKILLS

Psychology students possess a unique blend of skills that can be transferred to many organisational contexts, for example:



We pride ourselves in the time and effort we spend on employability throughout the undergraduate curriculum. Our students have the experience and confidence to move from school through to the workplace.

Year 1: Design	Year 2: Build	Year 3: Practice	Year 3/4: Enhance
Students work on time management, CV writing and communication skills. They are given opportunities to learn about a variety of careers open to Psychology graduates.	Students complete a taught employability module which helps them to examine their interests, analyse their strengths and development areas.	Students are encouraged to source a one year placement which is assessed and leads to a BSc Psychology with Professional Placement award.	Students have an opportunity to apply for an optional module which allows them 15-20 days of graduate work experience.

AT A GLANCE

ONE YEAR PLACEMENTS VS MODULAR PLACEMENTS

BSC PSYCHOLOGY WITH PROFESSIONAL PLACEMENT ONE YEAR PAID PLACEMENT

Who? Psychology undergraduate students who have successfully completed Level 1 & 2.

When? Typically September – August

Length: One academic year (at least 40 weeks)

Pay: Salaried at least at the UK minimum wage (or higher).

Pre-placement: We require the student to complete a pre-placement form to allow us to decide if the placement is suitable for this pathway.

How? You may already have a role that is suitable, or we can work with you to define a job description for the placement. The School promotes the placement to our students but you are in total control of your recruitment approach and candidate choice.

What else is needed?

- Full time position
- Statutory and annual leave holidays
- Guidance on the application process
- A suitable working environment with graduate level work
- A nominated line manager
- A full induction
- Regular feedback and engagement with the School's placement team

Academic requirements: Whilst on placement, the student will complete three pieces of coursework and attend placement visits throughout the year.

BSC PSYCHOLOGY THE INSIGHT PROGRAMME – FINAL YEAR MODULE

Who? Final year undergraduate students (who have not completed a placement year)

When? September – December

Length: 15 – 20 days

Pay: This is unpaid as the placement is a component of an academic module.

How? We will work with you to complete a one page employer spec which includes information about the organisation and project. The School manages the selection and recruitment process for you.

What else is needed?

- A suitable working environment
- A brief induction
- A nominated line manager / mentor
- Graduate level work
- Regular feedback and engagement with the School's placement team

Academic requirements: Students will complete three pieces of coursework and have one placement visit.

Support: Before going on placement the student will receive an induction, where they are assigned a mentor. Dr Katrin Dudgeon is also available at drop-in sessions throughout the semester to address any concerns

THE INSIGHT PROGRAMME

OUR FINAL YEAR MODULAR PLACEMENT



The Insight Programme was launched in Summer 2013 as an employability programme for our Psychology undergraduates. The Insight Programme seeks to build the experience and confidence of the student from School through to work place.

The objectives of the modular work placement are:

- to provide the student with an insight into the world of work before graduation
- to allow the student to apply their Psychology experience and skills to an organisation, department or specific project
- to agree opportunities for feedback on their performance
- to improve networking opportunities for the student
- to encourage students to reflect on their skill base and future career aspirations

How are students selected?	Our students complete an application form during the Summer and we score, rank and match the students to organisations
How much are they paid?	This experience is assessed and therefore payment for services is not required. It is assessed through reflective diary, portfolio and poster presentation.
How many days?	Students must work with you for 15 - 20 days during the Autumn semester. It is up to the employer and the student to determine the frequency (e.g. 2-3 days per week). Students can work independently offsite for no more than two days.
What do I have to provide?	<p>We will ask you to complete contracts related to indemnity insurance, Health and Safety and a learning agreement.</p> <p>We also expect:</p> <ul style="list-style-type: none"> • Graduate level work that the student can take ownership of, and complete during their time with you. • A nominated line manager / mentor that the student can go to with questions / issues • Regular feedback on the students' performance • A suitable working environment (e.g. desk/computer/phone) • An induction to the organisation (e.g. company background, meeting the team, orientation)

THE INSIGHT PROGRAMME OUR FINAL YEAR MODULAR PLACEMENT

Working together we can help you to devise a suitable project for the student to complete over their 15-20 day placement. Some examples of projects to date include:



- Investigate initiatives for promoting mobility for adults in care home
- Conduct client and staff satisfaction surveys
- Evaluate new complementary therapy for cancer charity
- Measure the effectiveness of wellbeing programme on mental health
- Investigate recognition schemes and corporate team building initiatives
- Review Dementia Friendly Communities workshops
- Assess client engagement and satisfaction with wellbeing services, offered by financial services firm
- Investigate perceived low rates of staff declaring a disability within a Trust
- Complete funding applications
- Market research comparison project on competitor technology
- Evaluate quality of teaching with Key Stage 3 students
- Review of staff training
- Research the psychological benefits of owning a cat especially reduction of loneliness
- Deliver sessions in primary school sensory room
- Investigate the impact of accredited learning for adult learners
- Assess mobility and independence levels for young people with visual impairments
- Design a survey on transport services and community planning
- Review of employment development opportunities for adults with disabilities
- Review of social media marketing and recruitment
- Promote verbal communication skills with nursery aged children
- Organise fundraising events for charitable organisation
- Investigate the effects of outdoor learning on personal development.

THE INSIGHT PROGRAMME THE STUDENT EXPERIENCE



“The people I met during this experience were amazing. I’ve forged lasting friendships and gained amazing experience, and a job at the end!”

“I thoroughly enjoyed the placement module. I gained a lot of skills and experience in conducting research that I can add to my CV. I also gained experience in working within a professional office environment.”

“I found my placement very enjoyable. Both the staff and pupils at the centre were very welcoming and the project that I was assigned enabled me to practice skills I had learned through my degree.”

“I received extremely hands on experience within a very niche organisation. I gained the skills necessary to work on the job as well as this, I was exposed to how to organisation functions on a daily basis. The insight module was highly influential in helping me choose a preferred career path.”

“I would recommend the programme for a chance to see what it’s really like to work in a psychological work environment with other professionals. It forces you out of your comfort zone, and enhances your skills through tasks like presentations to other staff and literature reviews.”

“I thoroughly enjoyed my time on placement as it really allowed me to begin to understand how psychological theories are transferred and used. I loved working, as everyday I was faced with new challenges. Placement also gave me the chance to build my own confidence and independence which are vital skills needed for when I leave university.”

THE INSIGHT PROGRAMME THE EMPLOYER EXPERIENCE

There are many benefits to you and your organisation when engaging a Psychology placement student including:

- A dedicated resource for your organisation who will work with you for 15-20 days over a semester
- Input from a Psychology student who will bring fresh knowledge, skills, ideas and enthusiasm
- An opportunity to start a piece of work that you haven't managed to prioritise yet
- A chance for existing staff to develop supervisory skills
- An invitation to build a long-term relationship both with our School and Queen's University.



HERE'S WHAT OUR EMPLOYER'S SAID ABOUT THEIR EXPERIENCE...

"Right from the start, the students impressed us with their professional manner - an approach that not only inspired confidence, but generated the results we were looking for"

UPPER SPRINGFIELD DEVELOPMENT TRUST

"We would 100% recommend other organisations to get involved as we have actionable output that will massively benefit us as a company in a short period of time at no cost to us as a business beyond a little time spent helping someone else"

HUGHES INSURANCE

"I would encourage other organisation to get involved as students offer a fresh pair of eyes that some organisations need in order to develop further. They can carry out useful research that other staff may not have the time to complete. We would definitely consider taking other another student and we hope that the student found the experience as useful as we did"

EMPLOYERS FOR CHILDCARE

"Our placement student greatly contributed to the company during his time with us, his research and analytical skills plugged a real skills gap in our department and allowed us to gain major ground in completing company objectives that without his assistance would no doubt have not been addressed in such an efficient and timely manner"

AXIOM

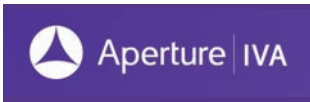
BSC PSYCHOLOGY WITH PROFESSIONAL PLACEMENT THE ONE YEAR EXPERIENCE

One year placements enhance our students' understanding of the world of work; themselves as Psychologists and their potential work environments. As a result, students are further empowered to enter and succeed in graduate job markets; the world of work and their wider lives.

Key features:

- Placements are full time and approximately 40 weeks (one academic year) and can start as soon as the student has successfully passed Level 2.
- Students are salaried at least at the UK minimum wage (or higher). Students receive statutory and annual leave holidays.
- If you have a graduate level role that you think is suitable for a one year Psychology placement student, then please get in touch. We can advise on the job description, promote the opportunity through our Careers Service and MyFuture platform.
- You are in complete control of the recruitment process and can decide on the right selection procedure and candidate.
- Students opt to take a year out and transfer from the BSc Psychology pathway to the BSc Psychology with Professional Placement pathway
- Students will have covered the core Psychology curriculum in Levels 1 and 2 and bring with them knowledge around: biological psychology, cognitive psychology, conceptual and historical issues, developmental psychology, individual differences, research methods and social psychology.
- Our one year professional placement is integrated into the academic programme and students must complete a reflective diary, portfolio and presentation, as well as attending two onsite placement visits.





Zoe Robinson worked with Aperture IVA

Aperture IVA’s vision is to be the experts that people go to first for debt advice and solutions in the market, being renowned for their expertise and commitment to helping people become debt-free.

The role:

I was involved in a wide range of tasks, the main being the creation of a client journey map, contacting clients in debt, raising awareness of the wellbeing services offered to clients and employees, researching content for the spring seminars, analysing questionnaires and having an active role in the update of a client portal and the Corporate Social Responsibility team.

Zoe’s experience:

“My year of professional placement has had an enormous impact on me and my development. It has given me the employability skills and experience required for real-life work along with an increased understanding and awareness of the world of work. Not only has my confidence significantly increased from doing the placement year but it has also accelerated my personal maturity, self-awareness and ability to articulate skills and achievements. My year of placement has also allowed me to get “a foot in the door” and make great connections with some people”.

Employer’s experience:

“Zoe has been an absolute star. She has been an incredible asset to Aperture during the 10 months she has been with the company. Her enthusiasm, can-do attitude and growth mindset has been noted on every project that she has been involved in. Zoe spent most of her time in Aperture shadowing the Head of Client Experience and working hard to ensure Aperture were continually striving to deliver a first-class experience to their client base”.

Nancy McMullan

Former Head of Client Experience for Aperture DS LLPa



Ashlin Maguire was a Data Analyst with Adoreboard

Adoreboard believe that emotion analysis is essential for brands to connect better with their customers. Adoreboard’s applied research in emotion analytics has created a way to analyse content for its associated emotions.

The role:

This role involved gathering, cleaning, organising, uploading and analysing data using Adoreboard’s emotional analysis tool (Emotics) which identified snippets which contained emotions such as anger and sadness and grouped these snippets into themes. Using Emotics and the themes it generated, Ashlin helped decide on key actionable insights.

Ashlin also had the opportunity to work alongside various teams in the company including marketing and development.

Ashlin’s experience:

“The thing I enjoyed the most was meeting new people and getting to make new friends. Adoreboard provided me with the opportunity to experience a professional working environment, obtaining experience of meetings, writing emails and creating briefs - each of which will prove valuable when in future employment. Placement has helped me extensively, it gave me the opportunity to obtain professional experience - following instructions from my manager and help delegate responsibilities within a team - both of which I believe will prove helpful in future roles. It has also helped me network with people in the field of data analytics, providing me with the opportunity to work with various companies including international brands”.



Rebecca Burns was a Psychology intern at Queen's Student Wellbeing Service

Queen's aspiration is that every student leaves the University confident that they have achieved their academic potential, equipped to cope with the next phase of their life whatever that is, and feeling connected and hopeful about their future. The Student Wellbeing Team offer a comprehensive range of support services which are accessible, flexible and responsive.

The role:

To assist with the daily running of the Student Wellbeing Service and act as a member of the team, taking on my own projects such as website and self-help development, and planning events for students.

Rebecca's experience:

"I would recommend taking a work placement for any Level 2 student, regardless of how "settled" they are in their degree or how much they know what they want or don't want from it. The placement provides you with experience that the degree alone will not be able to - it provides you with "real life" psychological experience".

Employer's experience:

I am delighted with how the placement has worked over the last academic year. From day 1, Rebecca was part of our team, she has excellent interpersonal skills and a positive attitude that brought a good energy to the team. She was very enthusiastic about our service, and had a real passion for helping students and ensuring students had access to appropriate support. Not only did Rebecca help with a wide range of tasks and projects, she was able to work independently on a number of projects and produced high standard work. It has been an absolute pleasure having her in the office, she has not only freed up a lot of my time by taking on tasks, but has also made a number of improvements to the service, through her innovative ideas and her ability to understand student needs".

Julie-Ann Hamilton
Student Wellbeing Adviser



Rachel Cartin worked with Beyond Autism as an ABA Tutor

BeyondAutism is a charity dedicated to empowering people with autism to lead fuller lives through positive educational experiences. It provides training for the people who work with them and support for their families and carers.

The role:

ABA (Applied Behavioural Analysis) Tutor working one-to-one with autistic children in a school setting which provides specialist education utilising the principles of ABA and VB (Verbal Behaviour).

Rachel's experience:

"This placement has helped me in ways that I believe I am not even aware of at this current moment, I feel as though it has matured me as well as providing me with an enormous amount of knowledge and experience that I can transfer into final year and my future jobs and positions".



KNOWLEDGE TRANSFER PARTNERSHIPS

Our KTP with Sensum is developing 'empathic' cars of the future

The next generation of machines, including cars, will know how we feel and will be able to react to these feelings. Our research focuses on creating an empathic interface for cars. This means that the car will have technology that will pick up on emotions and other states, such as stress, and respond appropriately to them, for instance by adjusting the climate settings in the cabin or offering to switch to self-driving mode. The end goal of this work is to make the transport experience safer, more comfortable and more enjoyable.

Christine Spencer, Cognitive Psychologist at Sensum and KTP Associate said, "When the findings of your research contribute to new products from global business customers it challenges you to design practical experiments and collect robust data. We are exploring new scientific insights for application in real-life scenarios, which is very rewarding."

The projects are supervised by Dr Gary McKeown, Senior Lecturer in the School of Psychology who said: "The partnership between Sensum and Queen's is an outstanding example of industry and academia collaborating. The trust and productivity we have established over eight years of working together has become a valuable pathway for commercialisation of scientific knowledge".

Gawain Morrison, CEO and Co-Founder at Sensum added: "Our close relationship with Queen's connects us with a world-class scientific institute, fuelling the journey from innovative research to product deployment for some of the largest brands in the world. Now, as this kind of technology finally comes of age, industry demand is only going to grow."

To learn more about how your organisation could benefit from a Psychology Knowledge Transfer Partnership please contact:

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OTHER WAYS TO HELP THE SCHOOL OF PSYCHOLOGY

There are a number of additional ways that you can contribute to the employability of Psychology students within our School. These include:

Coaching

Could you spare three hours of time over the course of three months to coach a student either in person or via email / telephone / Skype?

Speed mentoring

Would you like to attend an event where you get to meet up with Queen's alumni and inspire a new generation of Psychology students?

Company presentations

Would you like to present information about what your organisation does to increase awareness of your services and promote future job opportunities?

Sponsorships

Could you sponsor an end-of-year prize, a PhD student or a specific piece of research that is of benefit to your organisation?

Summer placements

Could you accept a student to work with you over the summer months?

One year work placement

Does your organisation require a resource to work with you for up to a year?

If any of these initiatives are something that you feel would work for you personally or your organisation, we would love to hear from you.



THANK YOU TO OUR PARTNERS

A big thank you to organisations across the UK who have supported our students on placement:

OUR ONE YEAR PARTNERS

Adoreboard, Aperture, Beyond Autism, Croft Community, Fermanagh District Council, Ipsos MORI, NI Ambulance Service, Queen's Student Wellbeing Service, NISRA, SE Health & Social Care Trust, Sensum

OUR MODULAR PARTNERS

Action Cancer, Adoreboard, Adventures Day Nursery, Alzheimer's Society, Aperture, Ashton Centre, AV Browne, Axiom, Banbridge Academy, BELB, Belfast City Council, Belfast HSC Trust, Belfast Interface Project, British Council, Cancer Focus, Carecall, Cats Protection, CCEA, Child Brain Injury Trust, Christ the Redeemer Primary School, Consensus, Conway Education Centre, Co-operation Ireland, Crann go Beatha, Crossroads Caring for Carers, DfC: Department for Communities, DVA, Employers for Childcare, Engage with Age, Friends of the Earth, Glenlola Collegiate, Glenwood Primary, Graham Construction, Grange Primary School, Grant Thornton, Guide Dogs NI, Hansard at Stormont, Happy Faces, HMRC, Holy Rosary Primary School, Hughes Insurance, IAM Models, Inspire wellbeing, Invest NI, Ipsos MORI, INCISIV, Linking Generations NI, Ligoniel Improvement Association, Lyle Bailie, Marie Curie, Mindwise, MXB, Now Project, NSPCC, Performance Breakthrough, Praxis Care, Probation Board NI, Queen's University Belfast, Rathcoole Primary School, Ravenhill Day Services, Sandleford School, Sensum, Shelter NI, Springboard Opportunities, Springfield Charitable Association, St Brides Primary School, St. Columb's College, St. Joseph's Primary School, Start 360, Stepping Stones, Surestart – Glenbrook & Alessie, The Link Centre, The Rainbow Project, Toward Ltd, TOPS Project - Belfast Hospital School, Upper Springfield Development Trust, Victoria College, Wilson Sloan, YMCA



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A BETTER
WORLD
SINCE 1845**